

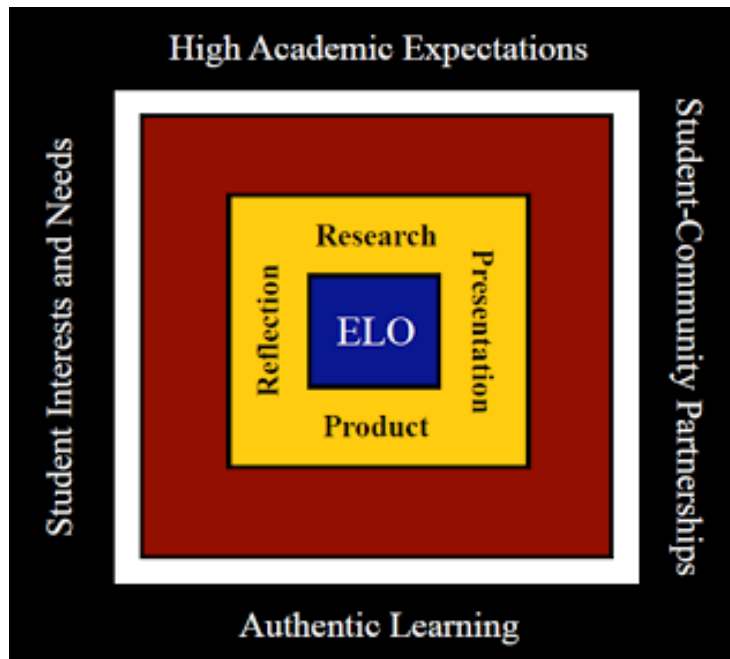
New Hampshire Extended Learning Opportunity Program Design Handbook

by

Sheila Ward, Bonnie Robinson, and Doug Cullen

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With a Preface from Fred Bramante



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Acknowledgements

This manual is designed to assist New Hampshire schools in developing Extended Learning Opportunity programs. We hope it will be useful beyond New Hampshire, but differing state regulations should be considered.

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Student Essays

Enhanced Learning at PRHS

Written by Andrew Buttolph from Plymouth Regional High School, Winner of the Francis Wayland Parker Scholar Award

Francis Wayland Parker would be impressed with the strides that have been made at Plymouth Regional High School (PRHS) as the administration makes changes in order to achieve learning objectives in non-traditional ways. According to Parker, an effective education requires an approach that is flexible, that encourages independent thinking, and that allows students to learn in a variety of ways without rigid discipline. One approach that successfully implements these theories at PRHS is the increasing usage of Extended Learning Opportunities (ELO).

Enabled through the State of New Hampshire's "Follow the Child" initiatives, an ELO is designed for flexibility. According to the ELO application, an ELO provides "...a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology." For example, if a student has exhausted all available options for advancement in a given subject area at PRHS, an ELO may be employed to continue advancement in that subject area. Plymouth State University offerings, distance based classes at Johns Hopkins University, and advanced course work through New Hampshire's VLACS online charter school, are among the many choices that a student can consider. The key is flexibility combined with proper supervision. There are virtually unlimited ways that a student might approach an ELO.

In order for ELOs to be used for earning credits towards graduation, state law requires that policies governing ELO management be developed and implemented locally. PRHS has taken the initiative to create processes that provide detailed guidance for all aspects of ELO approval, parental involvement, and appropriate faculty input. A successful ELO must also document the specific measurements for demonstrating competency in the selected field of study. This approach works very well in conjunction with statewide requirements that emphasize the mastery of competency instead of merely putting in the requisite amount of classroom time. All of these approaches are consistent with Francis Wayland Parker's theories, and all of these objectives have been successfully implemented and are continually refined at PRHS.

Most importantly, PRHS has shown the determination to address and overcome administrative barriers for success. With an increasing number of opportunities available via online learning, PRHS began to empower more students to expand their horizons beyond the brick and mortar classroom environment. This necessitated that the school board revisit the minimum number of credit hours required to be taken at PRHS in order to be considered a "full time student." Just this year, these requirements have been modernized in order to ensure that those who pursue creative distance based learning opportunities do not sacrifice their ability to be ranked among their classmates and to earn a high school diploma at PRHS. This type of proactive administration would be most impressive to Parker.

Overall, I believe that Francis Wayland Parker would be proud of the progress made at PRHS. When it comes to creative approaches, non-traditional thinking, and treating each student as an individual, PRHS continues to be a leader at implementing innovative methods that allow its students to excel.

Extended Learning Opportunities

Written by Kaylee Oberlies from Memorial High School, Winner of the Francis Wayland Parker Scholar Award

Francis Wayland Parker once said, "The end and aim of all education is the development of character." This declaration, suggesting that an individual's fullest academic potential is attained by the achievement of moral integrity, serves as the platform on which Parker's movement in progressive education is based. If Parker was the Commissioner of State Education and I was given the opportunity to share with him my ideas on improving New Hampshire high schools, I would focus my attention on the furthering of extended learning opportunities for underprivileged students.

Extended learning refers to the procurement of knowledge and understanding by additional instruction that reaches beyond the conventional classroom setting. I believe that the availability of this convenience in schools is hugely important and critical to the success of both district school systems and students who are less-fortunate or from families who have trouble supporting their educations. If New Hampshire schools were to adopt active programs that provided these students with opportunities including complimentary performing groups, private lessons, summer camps, internships, showcases, etc., these individuals would feel more confident and independent which would likely translate into higher academic scores and self-esteem. The academic success of students in high school maintains a great deal of importance to their future careers and careers, as it determines what skills and strong points they excel in, as well as what areas of knowledge need improvement. Given these privileges, indigent pupils, as well as their respective high schools, would surely display growth in academic success.

Academic achievements would be only one of the many benefits from increasing the availability and quality of extended learning opportunities. As a result of these privileges, deprived students would develop strong, long-lasting friendships with other adolescents who endure similar situations as themselves. These friendships would help them develop social skills which they could apply to their everyday intrapersonal relationships within their schools. The ultimate goal of this socialization would be a dramatic decline in the amount of students suffering as victims of bullying, distress, and depression. It would also decrease the number of teenagers who turn to violence, alcohol, and drugs as ways of coping with their lack of self-- esteem. I believe that having the strength and courage to overcome their obstacles and instead working towards improving relationships with friends and families is the true meaning of what Parker described as the "development of character."

While many New Hampshire high schools have made incredible improvements academically and socially within recent decades, I feel that one especially significant area in which all schools could work towards enhancing is in the available amount and caliber of opportunities for additional education for under-privileged students. Francis Wayland Parker was a supporter of progressive education through the "Quincy Movement" and believed that the main idea of education was to give students the tools and skills necessary for becoming independent members of society. All students should have the opportunity to be successful. All students should have the opportunity to dream.

For more information on this award, please visit [New Hampshire Association of School Principals](#).

Preface

By Fred Bramante

As the former Chair of the State Board of Education (2003-2005), I participated in crafting the vision for the future of education in New Hampshire. In that future, validated learning occurs, not just in school buildings, but online, in real-world, and in community-based settings. It is the community environment where New Hampshire is taking the lead nationally with a vision of connecting students' interests to opportunities in the real-world. New Hampshire schools give students many choices to engage in community based experiences that will help shape their futures, including their careers, through Extended Learning Opportunities (ELOs).

This document is intended to serve as a Program Design Handbook to describe the process of creating a system for ELOs. The intent is to make those connections to community learning experiences as successful and meaningful as possible for all stakeholders including students, parents, educators, and Community Partners.

In 2013, I formed a non-profit organization called the National Center for Competency Based Learning, to support and promote the work that is being done in New Hampshire, particularly the shifts to competency-based learning and the development Extended Learning Opportunities. Our aim is to support School Districts as they gear up for ELOs by harnessing community resources.

Our primary project is called 10,000 MENTORS. The 10,000 MENTORS Project is designed to help School Districts break away from the 20th Century, credit for time in classrooms model, to a credit for learning anytime, anyplace, anyhow, at any pace system. The concept seeks to help School Districts across the state identify, recruit, and train 10,000 doctors, lawyers, manufacturers, software developers, electricians, farmers, piano instructors, scientists, engineers, etc. who are willing to provide real-world learning opportunities for students.

The intent is to make these learning opportunities visible and accessible to every student, match students' interest to these community opportunities, and facilitate students' learning for credit toward graduation through a demonstration of mastery of competencies.

In New Hampshire, through Extended Learning Opportunities, professional educators are no longer solely responsible for the education of students. They partner with members of the community to facilitate student learning regardless of where, when, or how, that learning takes place. With Extended Learning Opportunities, the entire community plays a role in the education of students. Working with Community Partners/Mentors and professional educators we can now hold students to higher standards than ever before. Businesses now become full partners in the education process, no longer sitting on the sidelines waiting for new graduates to become prospective employees, but actually training students who have demonstrated an interest in specific opportunities, jobs, or industries.

It is the intent of 10,000 MENTORS to both excited students to stretch their interest opportunities and to provide an endless stream of interns to meet the workforce needs of our businesses. We call this ED2 - Education-Driven Economic Development. The 10,000 MENTORS project has been enthusiastically endorsed by many organizations including the New Hampshire State Board of Education, the Business and Industry Association, the New Hampshire Coalition for Business and Education, the Boy Scouts and Girl Scouts, the Boys and Girls Club, the New Hampshire Business Educators Association, and more.

About the Program Design Handbook

This handbook is designed to support School Districts in creating systems for Extended Learning Opportunities in New Hampshire. It may also be used by other states that are considering alternative learning opportunities for high school students.

This document has been guided by the experiences of some of the most successful ELO Coordinators in the state along with documentation from New Hampshire Districts, the Big Picture Learning Company (one of the most successful experiential learning programs in nation), and the QED Foundation. The hope of this work is to facilitate the process for all stakeholders engaged in ELOs.

We hope you will find it useful and welcome your feedback.

Chapter 1

Historical Background

“You know what you want to achieve and you will stop at nothing to get it, even though that means that you have to give up what others consider “normal”. But you are willing to relinquish that because this is what you cherish, and I’m proud of you for that.” – Martha

School reform in New Hampshire was considered through a number of forums in the late 1990s and early 2000s. Two statewide summits, three student forums, the work of a leadership team, and input from the New Hampshire Association of School Principals (NHASP) all contributed to the vision for redesign. At the same time, national reports such as *Breaking Ranks* (1996) and *Breaking Ranks II* (2004) urged change for high school communities. New Hampshire educators established five principles that would characterize the vision for redesign: personalization and relationships, rigor and high standards, relevance and engagement, results, and empowered educators (NH DOE, 2007).

The idea of Extended Learning Opportunities emerged from this work and became part of the Minimum Standards for Public School Approval in 2005. Prior to this, the Carnegie Unit, or the amount of time students spent in class, was used. Faced with high dropout rates, low achievement, and poor student aspirations, the New Hampshire Board of Education and New Hampshire Department of Education worked to redesign high schools. They determined that learning should be competency-driven. They created flexibility regarding the time, space, and methods of high school learning, and they included alternate pathways for students to demonstrate achievement.

The momentum for the vision for New Hampshire High Schools began at the top. In 2003, then Governor, Craig Benson appointed Fred Bramante as chair of the New Hampshire State Board of Education with the charge that the Board approach educational reform and the Minimum Standards for Public School Approval as if it was “a clean sheet of paper” (Bramante & Colby, 2012, p. 27). Bramante (2012) described the Board’s work as producing an epiphany where everything from the school calendar, to high school credits was reconsidered. This was the beginning of the movement away from the Carnegie Unit toward a competency-based system. In New Hampshire, it would no longer be about how much time a student attends school but rather a demonstration of their mastery of pre-determined course competencies.

In 2005, the Joint Legislative Committee on Administrative Rules (JLCAR) approved significant changes to the New Hampshire Minimum Standards for Public School Approval and several new regulations came into effect. *New Hampshire’s Vision for Redesign: Moving from High Schools to Learning Communities* was published in 2007 “to bring light to the spirit and intent of the changes that were made to the Minimum Standards and to guide our educators in actualizing the model envisioned in the new regulations” (Bramante & Colby, 2012, p. 35). New Hampshire is committed to local control, and over the next few years, each high school in New Hampshire began to consider how it would adjust its program to meet the new vision “away from the Carnegie Unit to an anytime, anyplace, competency-based system of learning” (Bramante & Colby, 2012, p. 36).

The New Hampshire Department of Education, under the leadership of Commissioner of Education Dr. Lyonel Tracy, Deputy Commissioner Mary Heath, and Paul Leather, created a task force of teachers, Principals, and superintendents to consider the new regulations to the Minimum Standards for Public School Approval while they were in final draft form. “Most members of the task force were on board with the philosophy of ELOs but struggled with how to systematize and institutionalize it” (Bramante & Colby, 2012, p. 40). Initial questions and misunderstandings gradually gave way to excitement as early adopters presented their work on competencies and Principals across the state became more familiar with the implications for these new regulations.

Extended Learning Opportunities (ELOs) provide multiple ways for students to learn outside of the classroom and achieve credit toward high school graduation. These personalized learning opportunities are founded on student interest and need, are planned in advance, and include rigorous content. They offer authentic opportunities for students to collaborate with a certified teacher and/or a Community Partner to demonstrate mastery of course competencies outside of a traditional classroom. The Minimum Standards for School Approval were updated in 2014, and the regulations now state, “Districts shall develop local policies that identify how the District shall engage students in creating, and support extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities as required by ED 306” (NH State Board of Education, 2014). While there is a great deal of flexibility and local control, all NH high schools must describe their policies and expectations for implementing ELOs.

Extended Learning Opportunities in New Hampshire may take many forms, including independent study, private instruction, performing groups, internships, community service, apprenticeships, and online courses. Extended Learning Opportunities shall be rigorous and include four components: research, product, presentation, and reflection. Assessment is based on achievement of high school competencies and goals. Through Extended Learning Opportunities, students may earn high school credit toward graduation and college credit through a dual enrollment option.

The Nellie Mae Education Foundation (NMEF) has been a significant sponsor of this work in New Hampshire. The first initiative was a pilot study in four NH cities and towns: Manchester, Franklin, Laconia, and Newfound. A report on this initiative was published in 2011. A second study was begun in 2014 by Research for Action. Two Nellie Mae Education Foundation studies in the last few years centered on Extended Learning Opportunities in New Hampshire underscores the importance of this phenomenon.

The initial pilot schools participated in networking and professional development opportunities, sponsored by NMEF and the New Hampshire Department of Education. This was the beginning of a statewide ELO Coordinators group that met regularly to share ideas and develop resources. A fledgling new New Hampshire Extended Learning Opportunities (NHELO) Coordinators group is in development at this time.

“I believe that I gained confidence while doing this internship in the LMC. I’m no longer scared or shy to talk to my classmates or teachers. I now can have a conversation with someone and look them in the eyes.” – ELO senior 2014

Chapter 2

Setting the Foundation for Extended Learning Opportunities

"I definitely feel I was more interested in learning about my ELO than I was about school, because I was more interested in learning about it than what I was learning in the classroom." - James

The State Board of Education identified Extended Learning Opportunities as an option in the New Hampshire Minimum Standards for Public School Approval in 2005. Respecting the local control in New Hampshire as a "Live free or die" state, the Board did not specify how Districts were to implement ELOs, but its intention was to create opportunities for anytime, any pace, anywhere, anyplace learning. Some Districts were progressive and hired full-time ELO Coordinators to act as "recruiter, facilitator, trainer, and champion" (UMass Donahue Institute, 2011, p. 47). Other Districts were slow to add ELOs as an institutionalized component of their systems.

Another component of the 2005 changes to the Minimum Standards to Public School Approval was the removal of the Carnegie Unit; high school credit would no longer be earned by sitting in classrooms for 180 days and 135 hours of classroom instruction. The new state regulations stated that credit must be earned through mastery of required competencies. This has not been an easy transition. Some high schools retained the system of giving students credit for time in classrooms instead of a demonstration of mastery of required competencies. All New Hampshire schools would benefit by embracing these reforms. More importantly, all of our students will benefit by being able to take advantage of the opportunities made available by these changes.

In 2014, nine years after the changes to the education regulations, the State Board revamped expectations that require schools to offer Extended Learning Opportunities to all students in all New Hampshire high schools. This change was derived from meetings with Superintendents, the New Hampshire School Board Association, and other stakeholders. The State Board of Education's new language underscored its commitment to competency-based learning and ELOs by requiring that all schools make provisions to offer Extended Learning Opportunities to all students. Offering ELOs is no longer optional.

Minimum Standards for Public School Approval

In 2014, the revised Minimum Standards for Public School Approval was adopted. This document explicitly details the definition of Extended Learning Opportunities (ELOs), states that Districts must develop policies on how students will engage in ELOs, and outlines how they will receive credit for them. The specific language is:

- **306.02 (i)** "'Extended learning' means the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including, but not limited, to: (1) Independent study; (2) Private instruction; (3) Performing groups; (4) Internships; (5) Community service; (6) Apprenticeships; and (7) Online courses" (NH State Board of Education, 2014, p. 2).
- **306.27 (b)(4)**. "Districts shall develop local policies that identify how the District shall engage students in creating, and support extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306" (NH State Board of Education, 2014, p. 29).
- **306.27 (b)(5)**. "The extended learning opportunities in (4) above shall:
 - a. Consist of activities designed to:
 - 1. Provide acknowledgement of achievement or supplement regular academic courses; and
 - 2. Promote the schools and individual students' educational goals and objectives;

- b. Be governed by a policy adopted by the local school board that:
 - 1. Provides for the administration and supervision of the program;
 - 2. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student's program;
 - 3. Requires that each extended learning proposal be aligned with District and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning;
 - 4. Specifies that students will be able to attain acknowledgement of achievement through mastery of District or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
 - 5. Requires that acknowledgement of achievement shall be based on a student's demonstration of District or graduation competencies, as approved by certified personnel;
- c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and
- d. Be available to all students" (NH State Board of Education, 2014, p. 29).
- Additional guidelines relevant to ELOs can be found in section **306.27 (d) - (g)**.
 - (d) "Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer. If a student demonstrates knowledge and skills on a placement pre-test developed by the local School District for a particular course, the student shall receive acknowledgement of achievement of the District competencies contained within the course, and shall be allowed to take a more advanced level of the subject or an elective.
 - (e) The local school board shall require that graduation be based on mastery of required graduation competencies as demonstrated through the accumulation of credits as outlined in Table 306-3 and by certified personnel. Each high school shall determine how completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity can support student achievement and demonstration of District or graduation competencies.
 - (f) Credits shall be based on the demonstration of District and or graduation competencies not on time spent achieving these competencies. The credit shall equate to the level of rigor and achievement necessary to master competencies that have been designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.
 - (g) Students may receive acknowledgement of achievement for graduation competencies through student demonstration of a collection of work or other assessment evidence gained through prior learning activities" (NH State Board of Education, 2014, p. 31).

What does this mean to School Districts? In the past, ELOs were an option. However, since July 1, 2014, School Districts are required to offer ELOs as a way for students to earn credit towards graduation. For this change to occur, local School Boards must create their own policies to govern ELOs in their schools. To date, most NH public high schools are offering ELOs in one form or another. Differences in local policies have led to inconsistencies among New Hampshire high schools, and there is a desire to be more consistent in ELO implementation, particularly the quality and equitability of ELO Programs. This handbook makes policy recommendations based on the prior knowledge and experience of ELO Coordinators from around the state and with contributions from policy makers who played a role in the drafting of the state regulations. The policy recommendations do not include specific language, but instead offer suggestions around the

components of an equitable, local ELO policy. Using these suggestions will not eliminate all program inconsistencies, but it will ensure that all schools address the same areas and considerations.

School Board Policies

The New Hampshire School Board Association (NHSBA) has created policy templates for School Districts to use as a starting point in establishing programs and regulations. It is recommended that each School District take the time to formulate an ELO policy that reflects its local philosophy and expectations. The NHSBA is found at <http://www.nhsba.org/>

Several School Board policies have implications for this work including:

- IHBH (Extended Learning Opportunities)
- IHBI (Alternative Learning Plans)
- IMBA (Distance Learning)
- IMBC (Alt. Credit Options)
- EEAGA (Transportation)

It is recommended that Districts consider all aspects of Extended Learning Opportunities and be prepared to answer all questions regarding their implementation. Clarity at the policy level will minimize potential issues in the long run. In creating an ELO policy, the following considerations and recommendations may be helpful:

Topic	Recommendation	Notes/Considerations
What Constitutes an ELO	Internships, Apprenticeships, Private Instruction, Independent Study, Community Service, Performing Groups, and Other Rigorous Learning Activities approved by the Principal or Designee.	Although online learning is considered an ELO in the Minimum Standards definition, it should be governed separately from ELOs. School sports are also eligible for ELO credit, though supplemental competency work may be required.
ELO Options	ELOs may <ul style="list-style-type: none"> ● be completed in place of a course ● be additional courses not included in the course catalogue ● be used to remediate ● be used to accelerate ● be used as a prerequisite ● be used for competency/course/ credit recovery ● be eligible for dual credit ● satisfy multiple course competencies 	Although it is not identified in the law as an example of “extended learning” in 306.02 (i) , districts may want to consider work study (students earning credit while earning pay if aligned with state standards) as an option. Another ELO option to consider is offering credit for paid internships.

ELOs for All Students	Extended Learning Opportunities are available to all students. High schools should not discriminate in admission or access to ELO Programs and activities.	Equity is very important and should be looked at carefully when creating an ELO Program. There are many factors in an ELO policy that can address equity to ensure access and success for ALL students.
ELOs for Elective Credit	Students may complete ELOs for Elective Credit.	
ELOs for Core Credit	Students may complete ELOs for Core Credit.	
Competencies	All ELOs must meet or exceed mastery of District competencies in order to receive credit.	Districts should determine what defines mastery.
Awarding Credit	ELO credit can only be granted by certified personnel.	A Highly Qualified educator is preferable when available.
ELO Oversight	The ELO Coordinator, in collaboration with certified personnel (where applicable), will provide ongoing supervision and support.	See ELO Coordinator job description characteristics later in this chapter.
Limits on ELO Credits per Student	Schools should determine the minimum number of credits that must be achieved through traditional classes (not ELOs).	State requirements do not place limits on the number of ELOs.
Limit on Total # of ELOs per School	Reasonable limits should be placed on the number of ELOs for which an ELO Coordinator is responsible. Other personnel should be made available to meet the need and demand for ELOs and to ensure size, scope and quality of the program.	State requirements do not place limits on the number of ELOs.
Entering High School with ELO Credits	Districts should determine how many ELO credits can be transferred from ELO experiences prior to high school that will earn high school credit.	The State Regulations allow students to earn HS credits in middle school through ELOs.
Grades for ELOs	Upon demonstration of mastery, ELOs will be graded and the grade will be placed on the student's transcript and will be calculated into the student's	In some cases, a designation of "Pass" may be preferable. Schools may want to leave this as an option.

	GPA.	
Financial Responsibility	All financial responsibilities for Extended Learning Opportunities that occur outside of school are the responsibility of the student and his/her parent/legal guardians.	Schools may want to create policies for students who need financial assistance.
Transportation	Students are responsible for their own transportation for all Extended Learning Opportunities. Students must comply with all applicable district transportation policies.	Schools may want to create policies for students who need assistance with transportation.
Personal Safety	Students approved for off-campus Extended Learning Opportunities are responsible for complying with their personal safety and well being while at the ELO site.	Schools should consider developing a code of conduct/ethics for students at their ELO sites. Please see more information in Chapter 4.
Student Safety (school and community)	<p>Schools should perform due diligence to ensure student safety.</p> <p>Individuals approved as off-campus Extended Learning Opportunities Community Partners/Mentors are responsible for the safety and wellbeing of the student while at the worksite.</p>	Schools should consider developing a response to protocol for issues concerning sexual harassment, sexual misconduct, or abuse of any nature for students at their ELO sites. See more information in Chapter 7.
Application Process	The Application Process should be clearly defined stating the required signatures required for approval.	Please see more information in Chapter 4.
Parental Permission	Students under 18 must have parental/guardian permission to participate in an Extended Learning Opportunity. This permission will be granted through the ELO application process; the parent/guardian must sign the plan before the student begins the program.	Forms will be accessible to parents with other than English as their first language or who have visual impairments. For students over 18, it is recommended and best practice to have parental/guardian approval as well if at all possible.
Appeals Process	The Appeals Process should be clearly defined.	Please see more information in Chapter 4.
Exceptions to the ELO	Any exceptions to the ELO policy can only be granted	The exception must be based on

Policy	by the Principal (or designee).	defensible criteria.
Board Policies	All approved Extended Learning Opportunities will be consistent with all other relevant policies of the School Board.	
ELO Compliance	All approved Extended Learning Opportunities will comply with state and federal laws, including Department of Labor requirements.	E.g. Federal and State Civil Rights Laws.
Requirements for Community Partners	Districts must determine requirements for Community Partners/Mentors.	For some businesses, DOL approval may be sufficient. For some ELO Community Partners, fingerprinting and other district requirements may apply. The Human Rights Commission should be contacted as well to assess any risks associated with any particular site/employer.
Insurance Requirements	Insurance coverage should be clearly identified.	Please reference additional information later in this chapter.
Program Integrity	<p>District should determine procedures for:</p> <ul style="list-style-type: none"> ● Ensuring rigor ● Monitoring ELO progress and attendance ● The qualifications of the ELO Community Partner/Mentor (See chapter 7) ● Determining and communicating behavioral expectations ● Circumstances in which ELOs are discontinued (because of issues with the student, Community Partner/Mentor, or for other reasons). ● Student ELO transfer credit ● Evaluation of: <ul style="list-style-type: none"> ○ ELO Program ○ ELO Coordinators ○ Individual or Group ELOs 	

Sample ELO Policies from around New Hampshire may be located at the [Extended Learning Opportunities New Hampshire Digital Resources Consortium](#).

“Thank you for setting up the hatchery visit for Sam and me. We had fun learning about how it runs and what they do there. Getting out of school and learning that way is so much better than sitting in a boring biology class.” – Student

Risk Mitigation

What is “Risk Mitigation”?

Assuming risk is something we do every day, but when working with youth, ELO Coordinators have an additional responsibility to ensure the safety of their students outside of the school. For many ELO Coordinators, safety concerns have included transportation to and from ELO site and injury/personal loss. Through the expansion of ELOs throughout New Hampshire and more visibility of students in the workplace, conversations about additional safety situations began to arise. What happens if a student is harassed or worse, assaulted? What are the safety measures in place to protect him/her? What policies, procedures, or steps are in place? What responsibilities does a District have to follow up on complaints? Who is responsible for what action? What happens if an employee is approached by a student who makes an advance? Makes false allegations? What measures are in place to protect that individual or the company? What responsibilities do they have in protecting their employees? Do they have policies and procedures to refer back to?

Last year, these concerns lead to many conversations between ELO stakeholders. Businesses were asking questions. ELO Coordinators were asking similar questions and unfortunately, there were no definitive answers available other than what had been done in the past. What was quickly realized is that what had been done in the past was no longer applicable. Due to this, Doug Cullen and Fred Bramante began engaging a number of key stakeholders in conversations about these topics, questions, and concerns. After months of work, a White Paper was written by Dean Eggert providing guidance to School Districts and points to consider in moving forward to address Risk Mitigations.

It is highly recommended that ELO Coordinators read the White Paper that is located in the Appendices of this handbook and use the following contribution by Doug Cullen to prepare for the Risk Mitigation discussion with their District administration.

As stated in the document by Dean Eggert of Wadleigh, Starr & Peters, LLC titled [Mitigating Legal Risk for School Districts Offering or Supporting Extended Learning Opportunities](#), “While there is no New Hampshire case law specifically addressing school liability in ELO programs, Districts generally have a duty to take reasonable steps to supervise and protect their students when the students are under their care.”

Risk Mitigation is simply the steps a district or school puts in place to help identify the exposure to risk by a school or district. To again repeat the document by Dean Eggert, “Discerning the functional role of a School District in relationship to an ELO is the beginning point to defining a district’s risk. While there is virtually no limit to the creative shape and form that an ELO can assume, the relationship between the district and the ELO should be used as the starting point to define and identify risk.”

An ELO Coordinator should begin the Risk Mitigation process by understanding a school and district’s perspective on risk measuring the amount of risk a school and district is willing to take in the interest in installing ELO programs. This will provide a backdrop to assist an ELO Coordinator consider many different variables including (again, taken from Dean Eggert’s document):

- The Duty Owed by School Districts – A duty of supervision defined
- Risk Calculus – Educational value vs. risk
- Recognizing Inherent Risks – Baseline protective measures

Throughout the many statewide and stakeholder conversation It became clear, quickly, that there is no single answer, recommendation, protective insurance, nor policy that will satisfy how schools and districts install ELO programs. However, the previously referenced document will provide many important points that the ELO Coordinator, Administrator, and outside partner should consider.

District Insurance Requirements

In addition to School Board policies, it is essential to understand district insurance requirements. Every School District in New Hampshire is covered by one of two insurance companies: Local Government Center (LGC), PRIMEX, and National Union. Each company will cover Extended Learning Opportunities, as they are considered school-sponsored learning opportunities. However, coverage depends on the type of coverage the district has purchased. It is important for the school to clarify with the insurance company whether there are restrictions regarding Extended Learning Opportunities under the current policy. If so, Districts should make the necessary adjustments, this typically takes place by adding a rider. The District's business manager manages this information but he/she can also contact the insurance provider for clarification as needed.

Prior to placing a student in an ELO, an insurance binder must be requested from the insurance company by the business manager (or other designee). Depending on the insurance company, the binder may be sent directly to the work site or be sent via email. When applying for a binder, the insurance company will need to know the main contact at the ELO site, physical and mailing address, phone number, and email address. It is important for the ELO Coordinator to request a copy of this document to have for his/her records.

Districts should contact their insurance provider to discuss how Paid Internship and Work-Study ELOs should be handled in regards to coverage. Once this information has been obtained, it should be forwarded to the Community Partner/Mentor and kept on file with the ELO Coordinator.

Possibly add information on other insurance providers who provide 1:1 coverage to protect both Community Partners/Mentors and students found in situations that have them travelling together where there is only one student with one adult. Insurance companies such as Siegel provide this coverage for an additional fee on top of the traditional LGC, PRIMEX, and National Union policies. Commercial Travelers provides, along with other carriers, "K-12 Student Accident Insurance Plans" as a primary, not supplemental, coverage. Career and Technical Education REQUIRES use this insurance if the student's parents have no health insurance at the student's expense:

<http://commercialtravelers.com/k12-brochures>. Please note, this coverage requires students be with / mentored by school employees. It doesn't stipulate coverage when not with a school employee.

Glossary

- 21st Century Skills - a set of abilities that students need to develop in order to succeed in the information age including: critical and creative thinking, collaboration, communication, problem solving, information literacy, media literacy, productivity, and leadership.
- 504 Plan - a document created for students with disabilities who require accommodations. The 504 Plan will ensure the opportunity for a student to be academically successful and access to the learning environment, while ensuring he/she has an opportunity perform at the same level as his/her peers. Accommodations might include wheelchair ramps, blood sugar monitoring, digital text, a peanut-free lunch environment, or assistive technology.
- Authentic Assessment - a real-world performance task that requires students to apply acquired knowledge and skills to effectively and creatively demonstrate their mastery of a competency or learning objective. Typically, authentic assessments are completed in a real-world setting and evaluated by an expert in the field.
- Authentic Learning - a wide variety of educational and instructional techniques focused on connecting what students are taught in school to real-world issues, problems, and applications making what they learn more relevant and the student more engaged in their learning.
- Cold Calls - refer to a technique whereby the ELO Coordinator contacts qualified experts in a particular field or career who have not previously expressed an interest in serving as an ELO Community Partner/Mentor. Cold calls typically refer to phone calls but can also entail drop-in visits.
- Competencies - expected student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains (what a student knows and is able to do).
- Competency-Based Education - a philosophical and pedagogical shift in the design of educational structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. It provides flexibility in the way that credit can be earned or awarded based on knowledge and application of the learning and providing students with personalized learning opportunities. Competency-based education also creates multiple pathways to graduation, makes better use of technology, supports new staffing patterns that utilize teacher skills and interests differently, takes advantage of learning opportunities outside of school hours and walls, and helps identify opportunities to target interventions to meet the specific learning needs of students. (US Dept. of Ed Office of Innovation and Improvement)
- Dual Credit - an opportunity for student to receive both high school and college credit for the same learning experience.
- ELO Team - a group of individuals who work collaboratively with the student to develop a customized learning experience based on his/her particular interest, passion, goals, or desired outcomes. The team may include any/all of the following individuals.
 - School Principal ((or designee)) - The Principal has the ultimate authority to grant credit for ELOs. He/she also handles ELO appeals as needed. The Principal usually attends ELO students' final presentations. (Also see *Supportive Administration* below).
 - Extended Learning Opportunity (ELO) Coordinator - the school personnel who is responsible for the ELO Program. He/she works with the ELO Team to develop and execute ELOs, develops working relationships, and is the liaison between Community Partners and the school, (Also see *ELO Coordinator* below).
 - Certified Personnel or Personnel/Overseeing Educator - the school educator or individual who is responsible for the collaborative development of the ELO competencies, learning activities, and required assessments, meeting with the student for progress on competencies, assessing formative and summative assignments, and making recommendations for the credit the student achieves. This may be the ELO Coordinator or other members of the ELO Team.

- Special Education staff - typically a Special Education Case Manager, Transition Coordinator and paraprofessional working with a student with disabilities. This team member is responsible for ensuring the team is aware of IEP goals, academic accommodations and/or modifications, and IEP/504 Plan accommodations. He/she is also responsible for sharing information pertinent to the student and provides assistance/resources needed to promote student success.
- English Language Learners (ELL) Educator - Where applicable, an ELL Educator may be part of the ELO Team. His/her role is to monitor any accommodations that are needed in response to the student's language abilities and needs.
- Parents/Family/Guardian - must give consent to the ELO if the student is under 18. The parent/family is invited to provide valuable additional information to the ELO plan and is asked to stay active and involved during the ELO.
- Community Partner/Mentor - the expert in the field who agrees to work with the student, provide a safe environment for the student to learn, assist in the development and implementation of the ELO plan, and assist in the assessment of the ELO.
- Emotional Intelligence - is the ability to recognize emotions, understand what emotions are communicating, and realize how emotions affect other people. It also involves perception of others: when how someone feels understood, this allows one to manage relationships more effectively (Mindtools, 2015).
- Essential Question - motivate students and drive the learning. It can help shift students toward ownership of learning. They can be thoughtful, provoking, and philosophical – and they should never have a simple answer that can be easily looked up online or answered from another source (Beyond the Classroom, n.d.).
- Executive Functioning Skills - include regulation and control of cognitive processes including working memory, reasoning and problem-solving as well as planning and execution.
- Experiential Learning - any authentic learning that supports students in applying their knowledge and conceptual understanding to real-world problems or situations that can take place at school or in the community resulting in:
 - A deepening of knowledge through repeatedly acting and then reflecting on this action
 - The development of skills through practice and reflection
 - The construction of new understandings when placed in novel situations
 - The extension of learning as students bring learning back to the classroom.
- Extended Learning Opportunity (ELO) - a rigorous customized learning experience based on a student's interest or passion designed for the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology (any time, place, or pace).
- Formative Assessments - a wide variety of methods that teachers use to evaluate student comprehension, learning needs, and academic progress during a lesson, unit, or course. The information collected during formative assessments is used to improve the teaching and learning process as it is taking place.
- Individual Education Plan - The Individualized Educational Plan (IEP) is a formalized plan or program developed to ensure that a child who has a disability receives specialized instruction and related services. These plans include federal and state mandates.
- Individualized/Differentiated learning - is a process of tailoring a student's academic learning based on curriculum, instructional, assessment, environmental, or behavioral needs and/or challenges. Instruction, services, or additional designed supports may take place in the general classroom or in a different classroom located within the school.
- Inquiry-Based Learning (IBL) - a learning process through questions generated by the interests, curiosities, and experiences of the learner.

- Mastery - A high level of skill and knowledge in a particular course of study and the minimum competency level that a student must have and be able to demonstrate. Often, mastery is referred to as a student being “proficient” in the identified competency.
- Next Generation Learning: 1) Personalizing learning; 2) Comprehensive systems of learning supports; 3) World-class knowledge and skills; 4) Performance-based learning; 5) Anytime, everywhere opportunities; and 6) Authentic student voice
- Personalized Learning - a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are designed to make individual learning needs the primary consideration in important educational and instructional decisions to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Students are the drivers of their learning.
- Presentation (of learning) - a final summative assessment that is designed to assess a student’s ability to clearly communicate their learning during the ELO process to an authentic audience who are either expert or novice in the disciplines related to the ELO’s goals and/or Essential Question (EQ) identified in the plan.
- Professional Learning (Professional Development) - are comprehensive and sustained learning experiences that promote professional skills, knowledge, attributes, positive attitudes and work ethics that directly impact and influence an educator and provide educators an opportunity to reflect on the professional practice, work together and share ideas, and strive to improve student outcomes.
- Project-Based Learning (PBL) - a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process (investigate and respond) around complex, authentic questions and carefully designed products and tasks.
- Soft Skills - are a cluster of employability personal qualities, habits, attitudes and social graces that speak to worker’s interpersonal skills and character. (See 21st Century Skills)
- Student-Centered Learning (SCL) - (See Personalized Learning) A learning model that places the student in the center of the learning process where he/she influences the content, activities, materials, and pace of learning based on interest, passion, abilities, needs, aspirations, or cultural backgrounds. Well designed and implemented SCL can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught (Collins & O'Brien, 2003). Student-centered learning ELO examples include:
 - *Interest-driven ELOs* are creative, highly personalized, beyond-the-classroom experiences
 - *Student-support-driven ELOs* are flexible responses to students’ academic or social support needs.
 - *Integration-driven ELOs* bring existing programming under the ELO tent
- Summative Assessments - used to evaluate student learning progress, academic achievement, and skill acquisition at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.
- Work-Study Practices - Behaviors that enhance learning achievement and promote a positive work ethic such as, but not limited to, listening and following directions, accepting responsibility, staying on task, completing work accurately, managing time wisely, showing initiative, and being cooperative. (See 21st Century Skills)

Supportive Administration

As with any new program or initiative, it is extremely beneficial to have the acknowledgement of and support from building and/or District administration. Although this can look different depending upon the administrators' specific duties and management styles, there are a number of actions that an administrator can take to ensure smooth program development, implementation, and sustainability:

- Accepting responsibility
- Staying on task and help others to do the same
- Completing work
- Managing time
- Showing initiative
- Being cooperative
- Acting as a role model
- Speaking to all stakeholders and communicate the purpose of the ELO Program.
 - Promote understanding that all New Hampshire high schools are required to offer ELOs
 - Describe School Board policy
 - Promote alignment to District/school mission, vision, goals
 - Effectively communicate the present and future benefits to students and the school
- Creating excitement by demonstrating enthusiasm and complete support for the ELO Program. This might include, but is not limited to, offering professional learning opportunities, giving examples of other successful programs, and/or offering opportunities to visit schools with successful ELO Programs.
- Assuring stakeholders that relevant and necessary needs-based professional learning opportunities will be developed to assist with the learning process.
- Communicating the intended goals of the ELO Program and assist in the development of clear expectations. Communication and clarity, from the administrative level, is essential for program success.
- Supporting the work; provide guidance; encouragement, and effective response to resistance. The ELO Coordinator will need support. Occasionally, there may be a difficult situation with individuals who are resistant to change. When administrators stand with and beside program creators and implementers, it sets a tone that the work is important and will be taken seriously. It is important for the administrator to rally support for making the ELO Coordinator position full-time to ensure that students can access ELOs all year round. This may require presentations to the School Board as well as community.

The Extended Learning Opportunity Coordinator

These are the primary responsibilities of the ELO Coordinator:

- Establish and maintain professional relationships with certified personnel to ensure rigorous and personalized experiential learning opportunities that meet core standards;
- Provide required professional development for school personnel on all aspects of creating, implementing, and assessing ELOs;
- Establish and maintain competencies, learning activities, required assessments, and documentation for ELOs in which the Coordinator may be responsible;
- Establish and maintain cooperative, constructive and genuine relationships with students, teachers, and Community Partners/Mentors;
- Maintain a rigorous, relevant, and personalized ELO Program that is available to ALL students and fosters student research, reflection, product, and presentation;
- Coordinate with students and Special Education Case Managers, 504 Coordinators, ELL Educators (as applicable), and Community Partners/Mentors to create ELOs that may be used as part of the Special Education Transition Plan;
- Create multiple credit bearing options for students such as core, elective, dual enrollment at post-secondary, and online learning (full or blended);
- Be the liaison between school administrators, faculty, students, parents/guardians, and ELO Community Partners/Mentors to optimize student learning opportunities and experiences;
- Communicate with students, parents/guardians, school personnel, and Community Partner/Mentor regarding the purpose and opportunities of ELOs;
- Promote and encourage student, parent/guardians, teacher, and community participation in ELOs;
- Promote and encourage ELOs within the school and broader community;
- Design, implement, and monitor a program that works with a wide range of community and school partners;
- Gather and analyze data around the program's progress in meeting student needs and make adjustments when needed;
- Manage budget and resources for ELOs;
- Coordinate, lead, and evaluate students' presentations of learning;
- Work collaboratively with District employees to ensure program equity for all students; and
- Insure all aspects of program meet state and federal laws, follow School Board policies, and meet school safety policies.

It is recommended that ELO Coordinators have a Bachelor's Degree or higher, and one or more of the following:

- NH Certification, Highly Qualified Teacher Status, and/or teaching experience at the high school level
- A background in curriculum
- Familiarity with school counseling processes

*It should be noted that not all certified personnel have a Bachelor's Degree or higher. Some NH CTE program educators have an Associate's Degree.

Extended Learning Opportunity Coordinator Knowledge, Skills, Talents, and Roles

The Pittsfield, NH School District, in collaboration with The Center for Secondary School Redesign, engaged in a Position Analysis process of identifying the knowledge, skills, talents, and roles of all employees within their schools. This process was developed and facilitated by the Center for Secondary School Redesign (CSSR) and the comprehensive assessment included input from students, educators, administrators, parents, community members, and school board members. Two areas were determined:

1. **Intrinsic skills** that are highly valued for an ELO Coordinator to possess. These skills cannot be taught; rather, they are the fiber of the individual.
 - a. Accurate Empathy - *Reads people and groups very well, and uses that understanding to employ effective influence strategies.*
 - b. Adaptability - *Roles with the punches while maintaining balance and a focus on goal attainment.*
 - c. Desire for Self-Improvement - *Continually seeks to improve own skills in line with current job requirements or career aspirations - is a self-directed learner.*
 - d. Motivating and Influencing Others - *Employs a sophisticated array of influence strategies designed to inspire and/or gain compliance.*
 - e. Political Savvy - *Understands that power and influence make the world go round, and positions self to take advantage of relationships and power structures to attain goals.*
 - f. Professionalism - *Demonstrates positive values under all circumstances; models what is expected of others.*
 - g. Results-Driven - *Insists that all activities clearly drive toward improved student outcomes; sets & pursues concrete goals.*
 - h. Strategic Relationship Building - *Creates and sustains relationships that foster goal attainment.*
 - i. Student-Centered - *Bases all goals, plans, and actions on what is best for students, and influences others to do the same.*
 - j. Courage - *Perseveres in the face of physical and emotional threats and strong resistance to change; can go it alone.*
 - k. Leadership - *Embraces being in charge and making the tough decisions.*
 - l. Systems Orientation - *Recognizes the interrelatedness of all aspects of organization functioning, and takes that into account when planning and making decisions, and is process oriented.*
2. **Basic knowledge, skills, and talents** - These are the minimal capabilities that are required for an ELO Coordinator to possess. If one or more of these qualities are missing or deficient, they can be developed through high quality professional learning opportunities.
 - a. Advising - *Employs own expertise in a specific area of endeavor to assist others to set priorities, goals, and plans to meet their personal and professional needs.*
 - b. Assessment - *Employs effective assessment techniques in the service of improving stakeholder performance at the individual, team, and/or organizational level.*
 - c. Collaboration - *Works jointly with others in a respectful and mutually beneficial way to achieve common goals.*
 - d. Communication - *Communicates for influence purposes well in both the written and spoken word.*
 - e. Listening - *Strives to obtain a deep understanding of others' needs, desires, and concerns.*
 - f. Team Player - *Fulfills assigned roles on a team and stays focused on meeting team goals.*
 - g. Technical Expertise - *Stays current on the technical aspects of his/her position and/or discipline.*

- h. Technology Savvy - *Stays current with the digital tools and programs required by their position or major roles.*
- i. Curriculum - *Creates courses that reflect content aligned with state and District curriculum standards.*
- j. Instruction - *Employs the instructional strategies best suited to meet learner needs.*
- k. Instructional Leadership - *Creates and implements a compelling vision of the curriculum, teaching, and learning standards and practices that will result in college and career readiness for each and every student.*
- l. Problem Solving - *Gets below the surface quickly to fully understand problems and identify potential solutions.*
- m. Team Building - *Recognizes the value of teams, and employs them to drive change.*

The Roles of the ELO Coordinator

Are varied and these are of high importance:

1. Advisor/Consultant/Expert - *Is an expert in a specific area of endeavor, and shares that expertise as requested.*
2. Advocate - *Takes on the cause of another.*
3. Champion - *Adopts a specific goal or cause to support in a very visible way*
4. Coach - *Develops the skills and motivation of work groups, teams, and/or individuals*
5. Community Builder - *Builds understanding for and support of organization goals with various groups of stakeholders that are external to the organization.*
6. Designer - *Creates tasks, processes, and practices that maximize stakeholder learning or improve team or organization functioning.*
7. Evaluator - *Assesses the level of functioning of individuals, teams, and/or processes/systems.*
8. Facilitator - *Ensures ownership of learning, group norms, and goal attainment by stakeholder groups engaged in common tasks.*
9. Motivator - *Creates and implements influence strategies to motivate and inspire staff and others to achieve or exceed goals.*
10. Politician - *Works to establish trust and credibility for the purpose of persuading others to embrace an idea and/or take specific action.*
11. Quality Assurance Driver - *Is responsible for seeing that processes, policies, procedures, and practices, meet established standards.*

These Additional Roles are also of importance:

1. Instructor - *Is a content expert, and presents information in a formal instructional context.*
2. Mentor - *Role models specific behaviors critical for the success of stakeholders in a specific position or role.*
3. Instructional Leader - *Sets and enforces the instructional standards required for the success of all students.*
4. Leader - *Creates and implements a vision to guide the effort of others in the service of meeting key stakeholder needs.*
5. Negotiator - *Advocates for a specific position on behalf of others.*
6. Compliance Monitor or Driver - *Is responsible for ensuring that school, District, state and/or federal rules, regulations, and laws are complied with.*
7. Manager - *Executes administrative duties that support infrastructure capacity building and meeting day-to-day goals.*
8. Friend - *Acts as an emotional support and sounding board for another individual.*

9. Extra Hands - *Provides support for others in the accomplishment of assigned tasks. (CSSR, 2013)*

Since there is currently no certification endorsement for Extended Learning Opportunity Coordinators in New Hampshire, schools must select from individuals from varied backgrounds. These may include experience as a classroom teacher, guidance counselor, curriculum administrator, special education, or Principal, to name a few. Seeking an individual with as many of the qualities above as possible is an important step in setting the foundation and tone for an ELO Program.

"It was so much fun, and I really had a great experience. If I have free time my senior year it is definitely something I would like to look at, when it comes to doing more along these same lines! Thank you." – Sophomore 2014

Chapter 3: Developing an ELO Program

Extended Learning Opportunities in Practice

“I look back at my work. I am so proud of it. I am one of the top students in college because of the work I did in high school. I am really quite proud of that. It is a great feeling of accomplishment.” – Abby

Flexibility and Opportunity

In the 2005 regulations, the process was guided by two words: flexibility and opportunity. It is hoped that 20th Century school policies will not get in the way of flexibly responding to the individual needs and interests of each New Hampshire student.

Rigor, Relevance, Relationships

In New Hampshire, each student has the opportunity to participate in a high school education that allows him or her to learn in a deep, meaningful, and practical way. To be successful in college and careers, students must develop knowledge and skills, have the ability to apply learning to new situations, be capable of solving problems, and have the ability to expand their knowledge and opportunities. *New Hampshire’s Vision for Redesign: Moving from High Schools to Learning Communities* outlines the work that is envisioned for reforming New Hampshire high schools. “High standards in each subject are the foundation for academic success. They provide a clear definition of expectations for all students and serve as a common target for students, staff and parents” (NH Department of Education, 2007, p. 3).

Rigor

Rigorous learning experiences in high school pave the way for students’ success beyond high school. “A rigorous high school curriculum requires challenging instruction and support for each student to meet high standards. Components of a rigorous high school curriculum include higher expectations for all students.” (NCSL, 2014, p. 1).

Extended Learning Opportunities align with state and national standards, local curriculum frameworks, and course competencies to ensure academic content. In some cases, ELOs may go beyond the local curriculum to provide additional academic options, depending on individual student interests. To be successful, students are required to demonstrate critical thinking, creativity, and problem solving according to predetermined rigorous standards and competencies. When a student engages in an ELO, he/she also develops important life skills such as time management, collaboration, effective communication, and technological literacy. All students benefit from rigorous learning opportunities, and ELOs are intended for the full range of learners. ELOs build upon the strengths of its participants by constructing personalized strategies to address identifiable weaknesses. Each ELO is an example of student-centered learning and based on student’s individual interests and needs.

Rigor can be defined as creating an environment in which each student is expected to learn at high level, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels (Blackburn, 2008). As with traditional high school courses that are created from high quality standards, Extended Learning Opportunities are also created from these same high quality standards and also offer the benefits of relevance and building relationships.

Relevance

Relevant learning opportunities link personal experiences to post-secondary plans, and multiple pathways to graduation offer each student a way to personalize his/her relevant educational journey. “Relevant learning opportunities may

include in-depth projects that take place both in the classroom and the workplace and internships or Community Partnerships that provide student with a vision of their future and an understanding of how their school work is linked to what they will do after graduation.” (NCSL, 2014, p. 2).

This personalized learning blends courses and experiences that match the needs and interests of each student. Extended Learning Opportunities capitalize on student motivation and engagement as well as helping to engage reluctant learners. They are designed to address the learning styles, strengths, interests, and needs of each individual student. They are real-world experiences that not only demand rigorous academic achievement, but also build skills that promote students’ personal development in an area of interest. ELOs may give a student an option to explore a career choice in a wide variety of settings. ELOs can be designed for individuals or small groups, and may be a way of gaining academic credit for activities in which a student is already engaged. After formalizing competencies to meet ELO standards and expectations, students pursue learning opportunities that are meaningful to them.

Relationships

Higher student achievement is more likely when each student is well known by at least one adult. Caring adults can be found in schools, or in the case of Extended Learning Opportunities, they can involve the whole community. Students receive guidance and support from an ELO Coordinator who helps design the learning experience and monitor its progress. Students are paired with a certified teacher who may be an expert in the area of study. In many cases, students will be mentored by a Community Partner/Mentor whose expertise will provide the real-world connection so important to student achievement. Parents/guardians are included and provide needed support and encouragement. ELOs will frequently end with a presentation of learning where all stakeholders, including administration when possible join in to celebrate students’ learning and recognize the relationships that have been developed between the student and his/her Community Partner/Mentor.

Extended Learning Opportunities are designed to incorporate rigor, relevance, and relationships. They are a powerful addition to traditional schooling and have many benefits.

Results

In 2007, the New Hampshire Department of Education published *New Hampshire’s Vision for Redesign: Moving from High Schools to Learning Communities* and Results were added to their list of guiding principles for the future of our high schools. In this document, The NHDOE writes, “Collecting and analyzing data on results is vital to the success of high school redesign efforts. This data should first be used to determine the steps to support a student’s growth. It can also help a school understand whether it has reached its goals or whether a program needs to be modified. Assessment should include both academic and non-academic goals, and schools should have a plan to collect and report the data internally and to the greater community. Such a system should encourage teachers to be reflective about their teaching so they can improve it and therefore improve student learning” (p. 7).

ELOs are customized and personalized, aligned with standards, include formative and summative assessment throughout, and are results oriented. There are built-in structures for students to reflection, and Community Partners and Overseeing Educators are asked to reflect on ELO experiences as well. In addition, ELO Coordinators are responsible to collect and maintain comprehensive data on these independent experiential learning opportunities that must be reported to stakeholders either periodically or annually.

Building Relationships

The success of an ELO Program has everything to do with building relationships within the school and the local community. The establishment of relationships needs to be cultivated and nurtured. Building relationships relies on successful communication, access, availability, and trust. Healthy and well-developed relationships between the school and community, between the ELO Coordinator and school faculty/staff, and among the school faculty and the student are assurance that ELO Programs will be successful and have long-term sustainability.

Building relationships takes skill, patience, and time. These qualities and skills help build lasting relationships:

- Interpersonal skills
- Effective Communication
- Collaboration
- Cooperation
- Compromise
- Responsiveness and follow-through

The practices below may be useful when initially developing relationships. They also include strategies to make established relationships even stronger.

- Take time to get to know, understand, and appreciate what others have to offer.
- Appreciate others for who they are. Welcome diversity.
- Maintain a positive attitude.
- Share what you can do for others as well as asking for assistance.
- Determine, in advance, what is needed from the relationship.
- Develop emotional intelligence.
- Schedule time for building relationships.
- Manage boundaries.
- Exceed expectations.
- Be open and honest; demonstrate integrity.
- Foster a partnership mindset.
- Actively seek feedback.
- Regularly recognize and acknowledge work of others.
- Meet deadlines.
- Be attentive and present to others' needs.
- Provide networking opportunities.
- Be trustworthy and demonstrate respect.
- Follow through on commitments.
- Promote open and frequent communication.
- Whenever possible, summarize conversations and clarify next steps.

The Extended Learning Opportunity Budget

Research has demonstrated that the ELO Coordinator is critical to an ELO Program's success (UMass Donahue Institute, 2011), for budgetary reasons. While it is preferable that schools have an ELO Coordinator, some schools use other personnel to perform the task of overseeing ELOs (a guidance counselor, an educator, etc.). For the sake of this document, we will refer to the person tasked with overseeing ELOs as the ELO Coordinator regardless of their specific title. Asking these individual to also assume this role is a short sighted view and will constrain the district's move into the 21st Century of learning. The ideal situation is to have a full-time ELO Coordinator who is available all year to coordinate the ELO Program and oversee ELOs during the school year and throughout the summer. The ELO Coordinator should be a certified educator who may assume the Overseeing Educator role for some ELOs within his/her school.

ELO oversight is frequently managed by classroom teachers however, any certified personnel may oversee ELOs. These individuals are referred to as "Overseeing Educators". In some schools, there is compensation for Overseeing Educators who supervise ELOs. In other schools, due to budget limitations, Overseeing Educators are those "willing" to offer ELOs to students without any type of monetary compensation.

ELOs should be a priority in every School District. Each District should consider ways to approach the financial aspects of the position by looking at a variety of approaches to ensure affordability. For developing educator stipends, collaboration with teacher unions is essential to reach a mutually agreeable solution. This support can either make or break an ELO Program. Often, the union will work with administration to suggest and recommend ideas that are mutually acceptable to both. The ELO Coordinator plays an important role in this conversation.

In schools that do not have stipends for their Overseeing Educators, it is important to develop strategies and include measures that recognize and acknowledge the work, effort, and time that educators dedicate to their students. This recognition and acknowledgement can include an announcement in the local paper, public recognition at a school event, public assemblies, School Board or town meetings, and school-sponsored breakfasts, lunches, or dinners. Recognition can also be something as simple as a personalized thank you card from the students and ELO Coordinator. Certificate of Appreciation and hours for embedded professional learning are also welcomed. Most educators are not primarily doing this work for the money, but rather the enjoyment and satisfaction that are received from making a difference in students' lives. The above strategies show the Overseeing Educator that what they have done has truly made a difference to many.

Other strategies that have been successfully implemented to compensate educators for their work with ELOs have included making the supervision of ELOs part of the teaching assignment. This could entail one class period being replaced by an ELO (creation or supervision) period. Another strategy would be to replace a duty period, such as study hall, morning or after school duty, or lunch duty supervision, with a time designated for ELO supervision and monitoring. These strategies may be easier for larger schools where there are more faculty members to supervise the additional classes or duties. The development of an ELO Program will take creativity and determination on the school administrator's part to make these strategies work.

Sample program budgets may be found in the Appendix.

Professional Learning and Development

It is critical that school personnel who will be overseeing ELOs receive proper training through Professional Learning opportunities. Training should start from the beginning where individuals are educated in the philosophy and pedagogy underpinning the ELO Program. This Program Design Handbook is one resource that can be used. Others, such as [NH Our Story of Transformation 2014](#) created by The NH DOE (2014), can provide foundational, background knowledge that will open the doors to conversation and dialogue about the benefits of ELOs.

Educators should participate in discussions that help them to understand what ELOs are and how they can be implemented in a traditional school setting. They should develop an understanding of how remedial, enrichment, and supplemental learning opportunities are eligible for both elective and core credit and can be used as credit/competency recovery. Educators need to understand the connection between ELOs and competency-based education and how ELOs can be designed to incorporate current course competencies or State and/or Common Core State Standards.

Educators should grasp how Extended Learning Opportunities align with the educational goals of rigor, relevance, and relationships. In developing ELOs for each student, educators are actively engaged in personalized learning. The faculty should consider successful examples, speak to other teachers who have served as Overseeing Educators, and talk with students to experience the amount and depth of learning that occurs during an ELO. At the start of the ELO initiative, the NHDOE produced a 20 minute comprehensive ELO video as well as an 8 minute video that gives basic ELO information and examples of ELOs and may be obtained from Mariane Gfroerer at the NH Department of Education. The Pittsfield School District in Pittsfield, NH has produced an ELO information video, titled [Students at the Center: ELOs at PMHS \(2014\)](#) and can be used as an introductory tool.

Professional Learning trainings could focus on the ELO development process. Educators need to know what steps go into developing an ELO from beginning to end. This is important for those people who need the whole picture, as well as the educators who need to see the pieces that make up the big picture. Grounding this understanding in local School Board policies is recommended.

It is recommended that the ELO Coordinator address the development of ELO Plans. It may not be customary for the classroom teacher to include his/her students in the development of course competencies and assessments. Although all schools in NH are mandated to be competency-based, many are still learning how to create good competencies and how to measure mastery of them. The ELO Coordinator will be helpful in the learning process.

It is strongly encouraged that the ELO Coordinator works with the ELO Team intimately during the first year to learn how to use student voice and choice to develop the ELO competencies and learning activities. In addition, the team may need particular help developing formative and summative assessments and evaluation rubrics. For many, these are new concepts and will take a great deal of practice and patience. If in a District there are teachers who have experience developing competency-based learning, it would be helpful to elicit their assistance, especially if the ELO Coordinator is confident with their ability to apply them to the creation of ELOs.

When all is said and done, at the end of that first year, the ELO Coordinator will have a model of a rigorous ELO that is meaningful, relevant, has purpose, and builds relationships both in and beyond the school building. In addition, there will be a handful of teachers who will be excited to continue offering ELOs and with this excitement help to grow the program by sharing their positive experiences.

ELO Program Development Process Chart

The ELO Program Process Chart below is a succinct visual that clearly outlines all the detailed steps of creating an ELO. It is comprehensive and can be overwhelming. It is recommended that the chart be considered in sections, perhaps those that correspond with Professional Learning. It describes some of the key requirements of creating an Extended Learning Opportunity Program. Careful consideration of all the details, clear communication, and outreach to all stakeholders will establish a strong foundation. This chart is intended to be read horizontally and vertically. In many cases, when the answer to the question or consideration is known, the answer is “Yes” and no further process steps are needed. When the answer is “No,” additional steps are provided.

ELO Program Development Process Chart				
Initial Process Step		Follow-up Process Steps	Comments	Considerations
Does the district’s school board support the development of an ELO Program?	No	Attend school board meetings with NHDOE materials supporting ELOs. Suggested agenda: <ul style="list-style-type: none"> • Benefits to students, school, and community. • ELOs are for ALL students with ALL abilities. • ELO are any time, place, pace learning opportunities 	A new study is being conducted on ELOs in NH by Research for Action. It is a two-year pilot and the report is expected sometime at the end of 2017.	All aspects of an ELO Program must be carefully planned. Research, visits to already established programs, and conversations with those already familiar with ELOs will provide understanding and insights. No steps in this process should be rushed if at all possible.
Yes				
Is there an ELO policy in place that will allow the district to offer an ELO Program?	No	Create a policy based on NH Minimum Standards wording. Examples of NH School Board ELO policies can be located at NH ELO Collaboration Ring	See Chapter 2 of this handbook.	Once a policy is drafted, it will need to be brought to the district’s school board for approval.
Yes				
Does current policy meet the new minimum standards?	No	Revise policy based on newest NH Minimum	Latest version is 2014	If a policy needs to be revised, it will need to be brought to the district’s

		<u>Standards</u> wording.		school board for approval.
Yes				
Determine how certified personnel can be compensated for their ELO work.		<p>Develop a range of stipends if ELOs are over and above classroom duties.</p> <p>Reduce classroom duties in order to add ELO duties.</p> <p>Make ELOs voluntary to certified personnel who have the desire to participate.</p>	Celebrate the certified personnel who oversee ELOs. This might take the form of newspaper articles, dinners, or gift certificates. Students are also encouraged to show their gratitude by writing letters of appreciation.	
		<ul style="list-style-type: none"> • Create system for establishing expectations and stipend amounts. • Create a process for what happens when ELOs are not completed. • Work with the business office for timely payment of stipends. 		
Is there a budget for the ELO Program	No	<p>Work with administration to develop a budget. Budget suggestions include:</p> <ul style="list-style-type: none"> • Supplies (projects, portfolios, refreshments for ELO Presentation of Learning event, etc.) • Technology (digital camera, iPad, apps, video camera, etc.) 		

		<ul style="list-style-type: none"> • Travel reimbursement • Background check for Community Partners/Mentors • Student transportation (bus, taxi, reimbursement for parents, shared cost with Spec. Ed. or local Career and Technical Education (CTE) Center etc.) 		
Yes				
Do informational ELO Program materials exist?	No	<p>Initial program materials should include:</p> <ul style="list-style-type: none"> • Program flyers/handouts (student and Community Partner/Mentor) • Student, Community Partner/Mentor, faculty handbooks • Information on ELOs for students with disabilities • Letter of student interest for parents 	<p>Recommendations for ELO Program documents are located in the Appendices. Additional examples of program documents may be located at <u>NHELO Ring, Beyond the Classroom, Institute on Disabilities, Next Steps NH</u></p>	
Yes				
Is there insurance in place to cover students at their ELO sites?	No	Contact the District insurance provider to inquire about adding a rider that would cover students for ELOs.		
Yes				

Do process and procedural ELO Program materials exist?	No	<p>Process and procedural materials include:</p> <ul style="list-style-type: none"> • Application/ Intake • Contract • Code of Conduct and Ethics • Parent Approval Form • Transportation Expectations • Confidentiality/ HIPAA form • Ride-A-Long form • Emergency form • Media Release form 	<p>Recommendations for ELO Program process and procedural materials are located in the Appendices.</p> <p>Additional examples of program documents may be located at <u>NH ELO ring, Beyond the Classroom, Institute on Disabilities, Next Steps NH</u></p>	
Yes				
Are the faculty and staff aware of ELOs?	No	Create a presentation to support professional learning.	It is vital to the success of an ELO Program that administration be visibly supportive of the program. Professional Learning Opportunities should be planned.	
Yes				
Is the community aware of the school's desire to create an ELO Program?		<p>Community outreach might begin by attending local business meetings such as Rotary, Women of Rotary, Chamber of Commerce (CoC), CoC Networking meetings, Business Networking International (BNI) organization meetings, etc.</p> <p>Be prepared with an ELO presentation if</p>	<p>The presentation should provide information to business leaders so that they gain a basic understanding and have a program overview. Careful attention must be paid to the message delivery.</p>	

		invited.		
Making students aware of the ELO Program		As with faculty and Community Partners/Mentors, students will need to become aware of the program and its benefits. This should be done through informational presentations, announcements, newsletters, brochures, websites, videos, student speakers, and/or email.	Presentations can take place at/during: <ul style="list-style-type: none"> • Orientation • Open House • Advisories • Career classes • New Student Registration 	
Making families and the community aware of the ELO Program		As with all others mentioned, families and the general community need to become aware of the program and its benefits. This should be done through informational presentations, press release, and/or email.	Presentations can take place at/during: <ul style="list-style-type: none"> • Orientation • Open House • Information Sessions • Student-Led Conferences/ Parent Teacher Conferences • New Student Registration 	

Chapter 4

Creating Extended Learning Opportunities

“Extended Learning Opportunities are best for kids who don’t necessarily fit into the mold of what your average high school student is- kids who do other things outside of school that may have a higher priority or have other interests that are not offered at the school... unique individuals who like to do their own thing.” – Rebecca

Extended Learning Opportunities can take on many shapes and sizes and depend on the students’ needs and interests and the District’s School Board policy. ELOs can be used for a variety of purposes.

The Application Process

The Extended Learning Opportunity application process, from first meeting to implementation, differs significantly depending on a number of factors. These include locating an appropriate Community Partner/Mentor, locating an appropriate Overseeing Educator, balancing the schedules of the ELO Team to hold a meeting, competency/learning activity/assessment development, issues with DOL approval, the time it takes to receive insurance waivers, the time it takes to obtain ELO Team signatures, etc. Barring any complications or extenuating circumstances, the development of ELOs may up to a month. However, everything should be done to make this process as simple and smooth as possible.

The steps in the application process include:

1. A student meets with the ELO Coordinator to express interest in an ELO and to begin the ELO Application. Contact information is shared and the ELO exploration process begins (see below). The ELO Coordinator provides student with an information letter to share with the parent/guardian.
2. The student meets with the ELO Coordinator for a second time to continue the Exploration Process and begin to discuss the details of the ELO experience (time, place, pace, etc.).
3. The student meets with the ELO Coordinator, Overseeing Educator, parent/guardian (if available/applicable) and Special Education Case Manager (if applicable) to develop the ELO plan (competencies, learning activities, and required assessments, benchmarks, etc.).
4. The student meets with the ELO Team to confirm the ELO plan. This includes Community Partner/Mentor, Overseeing Educator, a review of the ELO Plan, revision as necessary, on-site details, obtaining signatures, and anything else that may be pertinent to a particular ELO.
5. The ELO Plan is reviewed and signed by the Principal (or designee).

In many schools, the ELO Coordinator is solely responsible for managing all of these steps, and the Principal (or district designee) is only involved in the event of an appeal.

The application and plan (which are completed in steps one and two of the application process) are designed to provide an opportunity for the ELO Coordinator to get to know the student’s goals, abilities, and needs. They are also designed to ensure that the ELO will meet high academic expectations and that rigor, relevance, and relationships are included in the plan.

In Step 1, the ELO Coordinator reviews general information about the ELO including the process and expectations, the four components of an ELO, and answers any general questions. The ELO Coordinator then engages the student in an ELO exploration process.

- The first meeting provides an opportunity for the student to share what learning success may have looked like in the past. This provides an opportunity for the ELO Coordinator to discover what excites, motivates, is relevant, and is meaningful to the student. It also helps to identify the strategies and supports that may be helpful to the student's success.
- The student shares his/her general thoughts about the ELO. At the end of the session, the student is asked to schedule a second appointment and return prepared with ideas for an essential question, based on research what he/she would like to explore, thoughts on a possible Community Partner/Mentor, thoughts on an Overseeing Educator, and any personal learning goals he/she would like to address during the ELO. (This is considered the who, what, when, where, and why of the ELO.)

In Step 2, the student shares his/her thinking based on the first meeting. Using this information as guidelines, the ELO goals are developed.

Step 3 allows the student to share reflections on him/herself as a learner. Topics explored include: learning style, strengths, needs, and established supports. These components are necessary to discover what will help, and potentially hinder, the ELO. It also provides a great deal of information that will assist the ELO Coordinator in matching the student up with an appropriate Community Partner/Mentor and/or Overseeing Educator. Strategic planning, knowing Community Partner/Mentor resources, knowing Overseeing Educators, and understanding student characteristics will eliminate any unnecessary personality struggles or complications that may result from incompatibility. It is the exploration process of the ELO Application that guides the direction of the ELO plan. Examples of an ELO Application and plan will be available in the Appendices.

To ensure ELOs achieve the high standards, guidelines, and expectations set forth by the NHDOE, the actual application process is quite detailed and elaborate. The following ELO Development Process Chart suggests steps to follow ensuring nothing is missed by the ELO Coordinator when developing an ELO. The process should begin with the initial process step.

ELO Development Process Chart					
Follow-up Process Steps		Initial Process Steps		Follow-up Process Steps	Comments
		Student seeks out an ELO via coordinator appointment.			
		If appointment is at a later date, ELO Intake questions are provided for students to review in preparation for the initial meeting.			

		Does the student have a Case Manager or ELL Educator?	Yes	See more information about ELOs for this population in Chapter 6 and the Appendices of this handbook.	
		No			
		Initial meeting /ELO Application (Part 1) Interview (Intake Questions)			Part 1 of this process only includes contact information, referral information, and planning).
		Does student have an ELO idea or goal in mind?	No	A more in depth exploratory interview is conducted (interests, passions, things student or family does for fun/hobbies, etc., career curiosities). If student would like to explore career curiosities/ compatibilities, <u>Career Cruising</u> , and <u>Naviance</u> (fee-based programs), and/or <u>O’net Online</u> may be used to begin the exploration process.	
		Yes			
		Interview continued. Determine: <ul style="list-style-type: none"> • Credit Sought • Essential Question • Learning Objectives • Student’s ELO Schedule 			
		Does student wish to engage in ELO during the school day?	Yes	Collaborate with Guidance for schedule changes as necessary.	Signed paperwork will need to be received before the change can or will take place.
		No			

		Determine methods for regular communication.			
		Is Dual Enrollment sought?	Yes	Contact post-secondary institution.	Additional fees may accompany dual enrollment ELOs.
		No			
		At end of the Part I Interview, assign student "homework" - think about an essential question, what specifically he/she'd like to learn, and personal learning goals he/she would like to pursue during ELO			
		ELO Program letter goes home to parent/guardian explaining student's ELO interest.			
		Application Part 2 of the interview (Review of student homework and complete Time Management and ELO Assessment sections on the ELO Application)			
		Does the student prefer to access an electronic recording modality?	Yes	A Google Doc. can be created or email group.	
		No			
		Provide student with a paper journal or other preferred method.			
The ELO Coordinator must begin the communication loop with initial	Yes	Has the student identified an overseeing educator and/or Community Partner with whom he/she would like to work?		Design an opportunity that matches student's interest. Connect with certified personnel to discuss the ELO	Student should make initial contact with preferred teacher to determine availability. If unable, an alternative

contacts with the student, parent, and teacher.				possibility.	should be selected.
		No			
		ELO Coordinator and student discuss teacher options for ELO. ELO Coordinator considers Community Partner/Mentor suggestions (if any) or seeks a Community Partner/Mentor who best fits ELO or student's needs.			The Virtual Learning Academy Charter School (VLACS) may provide additional Overseeing Educator options if necessary.
Seek Career Technical Ed (CTE) for possible competency development ideas. (See extended Competency Development Process Chart later in this chapter.	No	Are course specific competencies available?		ELO Coordinator works collaboratively to develop a blended ELO where a number of course competencies can be met through the student's work with his/her mentor and onsite work and some may be met through other means, such as through VLACS.	The ELO Coordinator collaborates with VLACS teacher to determine course competencies. (See extended Competency Development Process Chart later in this chapter.
		Yes			
		ELO Coordinator drafts competencies based on established competencies of subject area in relation to topic.			ELO competencies begin with a foundation of English Language Arts competencies that can be based on the CCSS .
		ELO Coordinator meets with student and teacher to review draft competencies, develop learning activities and required assessments.			ELO Coordinator makes Community Partner/Mentor contact with student's interest and explains desire/direction of ELO.

		ELO Coordinator makes contact with preferred or identified Community Partner/Mentor to discuss proposed ELO. Is he/she available?	No	Revisit options and continue process until one has been determined.	
		Yes			
Set up meeting for site visit and to review Community Partner Handbook with Community Partner/Mentor.	No	Has Community Partner/Mentor been involved in prior ELOs?			ELO Coordinator updates contact roster with any and all new potential and accepting Community Partner/Mentors.
		Yes			
ELO Coordinator sends required paperwork to Department of Labor (Program Approval Form for Non-Paid Work-Based Activities).	No	ELO Coordinator references <u>Department of Labor</u> web site to confirm if Community Partner/Mentor is a pre-approved site.			Attention to DOL approved dates for ELO sites would need to be continually reviewed to ensure participation is within the DOL approved period (one year).
		Meet with student as needed to coach/prepare for meeting with Community Partner/Mentor.			More information is provided on this in Chapter 5.
		ELO Team meets to discuss ELO expectations and seek feedback on the ELO Plan. Additional work-site competencies, learning activities, and assessments provided by the Community Partner/Mentor. Identify 21st Century Skills, soft skills, and work-study practices that will be			

		interwoven into ELO experience.			
		Does the ELO involve dual enrollment?	Yes	Meeting with ELO Team and post-secondary institution to review plan and make modifications.	
		No			
		Are revisions to the plan needed?	Yes	ELO Coordinator makes revisions.	
		No			
		All ELO paperwork is reviewed and signed.			
		ELO Coordinator obtains pre-approval information for Community Partner/Mentor and submits to Department of Labor.			
		Are background checks required of the Community Partner/Mentor?	Yes	Background check information is forwarded to the Community Partner/Mentor by ELO Coordinator.	
				Completed background check paperwork is submitted to the School District by Community Partner/Mentor for processing.	
		No			
		ELO Coordinator requests insurance binder from the District and requests general liability insurance documentation from			Upon receipt of certificate of coverage from District's insurance provider, ELO Coordinator forwards a copy of the binder to the

		Community Partner/Mentor.			Community Partner/Mentor. ELO Coordinator should file worksite insurance.
ELO Coordinator emails or calls parent/guardian to review ELO Plan.	No	Has the parent/guardian been available for prior meetings and ELO feedback?			
		Yes			
		Signatures are obtained from ELO Team on final ELO application.			
		Check-in schedules drafted with Overseeing Educator, ELO Coordinator, student, and Spec. Ed. Case Manager if applicable.			Verify change of schedule with Guidance.
		Submit ELO Plan to Principal or district designee for final approval.			
		If ELO is being done during the school day, where the student leaves campus, the attendance and front office staff must be notified of attendance at an offsite location.			If there is a schedule change, students are responsible to inform the ELO Coordinator of meeting schedule. The ELO Coordinator is responsible to inform attendance and office staff.
		Copies of all Department of Labor and signed ELO docs are sent to Community Partner/Mentor.			
		ELO Coordinator sends email to ELO Team when final approval is received from Principal (or designee).			

		Meeting schedule of student and Community Partner/Mentor is developed.			
		Meeting schedules with teacher, ELO Coordinator, Community Partner/Mentors, student, and Spec. Ed. Case Manager (if applicable) is finalized.			
		ELO Research and Reflection Task Sheets and Rubrics should be provided and reviewed with student prior to the ELO starting.			
		ELO begins			

Examples of ELO plans, including competencies are located in the Appendix of this Program Design Handbook.

There are Three Starting Points for ELOs

1. Student-Initiated

The process above describes a student-initiated ELO. In this case, the student has an idea for an Extended Learning Opportunity and meets with the ELO Coordinator to discuss the process, requirements, and expectations. In some cases, parent/guardians are also part of the initial discussion. Student-initiated ELOs are usually based on an area of great interest or passion such as a potential career choice, or an area of need.

2. Teacher-Initiated

There are occasions when a high school teacher initiates an individual or group Extended Learning Opportunity. In this case, the teacher should meet with the ELO Coordinator to discuss his/her ELO idea. It may be an extension of the teacher's current area of certification, or it may be in an area of intense personal interest. In addition, ELOs may be recommended by Guidance Directors or school counselors. The same process applies.

3. Community-Initiated ELOs

In both cases above, the ELO Coordinator responds to student or teacher ELO requests and looks for a Community Partner/Mentor who is willing (and qualified) to provide that experience for students. It is also possible for Community Partners/Mentors to approach the school when they are able to offer a learning opportunity in the community, perhaps at their business or work-site. The ELO Coordinator will work closely with Community Partners/Mentor to develop an understanding of the ELO Program and its goals and create an ELO Plan that will be offered to students.

As mentioned in the Preface of this manual, Fred Bramante, President of NCCBL, is working with local businesses, organizations, companies, and individual mentors on the 10,000 MENTORS project to develop a comprehensive database of possible Community Partners that will be shared with School Districts and made visible for students to consider. This initiative asks the community to commit to developing ELOs for their local high school students. In this ELO development model, the business community or individual mentor is asked to identify experiential learning opportunities as well as targeted goals, competencies, and skills that students can learn and master while at the establishment.

The Belknap Economic Development Council (EDC) 200X2020 initiative is another example of an outstanding of a Community Partner database. Information can be found at <http://www.lakesregioninternships.com/>. There have been conversations between the NH ELO Coordinators' group, Fred Bramante, and the EDC to discuss how this initiative can be accessed by other EDCs and ELO schools. Opportunities for future partnerships and ventures are being explored.

The Architectural Design Process of ELOs

Students:

- Bring an idea to the table based on an interest, passion, or essential question;
- Envision their ELO using an exploration process;
- Develop an Essential Question;
- Identify Specific Learning Objectives and Personal Learning Goals;
- Decide which teacher(s) they would like to work with;
- Collaborate with teacher(s) to determine which course competencies best align with the ELO;
- Have choice in the Community Partner/Mentor that is requested;
- Collaborate with the teacher, ELO Coordinator, and mentor to design learning activities that will allow students to answer their Essential Question and achieve their Specific Learning Objectives and Personal Learning Goals;
- Identify 21st Century skills, soft skills, and work-study practices that will be interwoven into ELO experience.
- Collaborate with the teacher to design formative and summative assessments that will provide them an opportunity to demonstrate mastery of their competencies;
- With their Community Partner/Mentor determine their ELO schedule;
- With a "give back" to the community mindset, design a final product that represents and is a concrete application of the learning that took place throughout the course of the ELO;
- Develop a final presentation of learning that will be shared with an audience of their choosing.

Scheduling

According to the State Minimum Standards, the only way to be granted credit toward graduations is by demonstrating mastery of required competencies. While the regulations also require that high schools offer 990 hours of instruction during a school year, the regulations do not specify that each student needs to be in his or her classroom during that 990 hours.

So, what does a student's schedule need to look like? Could a student earn virtually all of his or her credits outside of the school? There is nothing in the state regulations that says that the student cannot do this, but local Districts often have policies that may prevent this from happening. This Program Design Handbook does not propose that all learning take place outside of the school building for any student, but it also does not endorse local policies that limit students from completing ELOs. This handbook promotes a customized learning experience for every student with the interests and

needs of the student driving his/her learning. Whatever it will take to optimize the educational experience of every learner should take precedence in designing a student's schedule, regardless of whether that learning takes place in a traditional classroom, online, or in a real-world environment.

Schools can create circumstances in which students incorporate ELOs into their schedules. If students wish to complete ELOs instead of a class already in their schedules, it is possible for an ELO to replace them. Study halls or free periods are excellent times for students to be working on ELOs. Students can also engage in ELOs outside of school hours (after school, evenings, and during vacations). In this case, students can use time before and after school or during lunch to check in with their teachers and/or the ELO Coordinator. The most important thing to keep in mind is flexibility and thinking creatively. If an ELO is the appropriate option for a student then there is a way to make it happen.

The Extended Learning Opportunity Team



ELO Team Roles and Responsibilities

Each stakeholder in an Extended Learning Opportunity plays an integral part of its success. The general roles and responsibilities of each in an ELO Team are outlined below. For a complete account of the responsibilities of each, in the initial phase as well as throughout the ELO, please reference the Extended Learning Opportunity Agreement for Community Partner/Mentor, School, and Student that can be located in the Appendix of this handbook.

Student - The student is at the center of every ELO. He/she initiates an ELO idea and assists the ELO Coordinator and Overseeing Educator in the development of his/her competencies (if the competencies do not already exist), learning activities, and required assessments. The student takes part in finding a Community Partner/Mentor who best suits his/her ELO needs and is responsible for acquiring the necessary signatures on the ELO application. During an ELO, the student must exhibit professional behaviors and is expected to follow all school and workplace rules, procedures, and policies. In addition to active learning while on site, students are expected to keep and maintain a thorough reflection journal and share its contents with all the members of their ELO Team. Students are required to complete the work outlined in their learning plan, any work assigned by the Community Partner/Mentor, their outlined assessments, and a

product that, if possible, can be beneficial to the Community Partner/Mentor and/or community location. Students will share their learning in a panel presentation where they will be assessed by an ELO evaluation team.

School Personnel - This team includes the Extended Learning Opportunity coordinator, the Overseeing Educator, the Special Education Case Manager (if applicable), and any other individuals who are key to the student's ELO success

- **Extended Learning Opportunity Coordinator** - Please refer back to Chapter Two for specific roles and responsibilities of the ELO Coordinator.
- **Overseeing Educator** – The Overseeing Educator is the one who works with the student to determine the course level competencies for the ELO experience (if competencies are not already developed for the course), helps the student plan ahead with decisions on how learning will be recorded and demonstrated, and decides what credit has been earned based on the student's demonstration of competencies' mastery. The ELO Overseeing Educator may have a mentoring role also, checking in with the student to review formative assessments activities such as research and reflection, encouraging and praising success, and/or benchmarking what has been accomplished and what still is being learned. In some cases, the Overseeing Educator may share the mentoring role with another educator, a Community Partner/Mentor, or a school-based ELO Coordinator.
- **Special Education Case Manager** – The Case Manager is the member of school personnel who is most familiar with compliance requirements and best practices in Special Education. He/she is also more knowledgeable about the disabilities of a student and his/her unique needs. This individual can contribute important information about how the student learns best, supports that can be provided, physical and learning accommodations, and behavior supports, among others. The Case Manager usually has a long standing relationship with the student and parent/family and can be a key player in the ELO Team, due to his/her insight and background knowledge. Having the assistance, input, and support will ensure the student's success in the ELO. The disability should not be disclosed to the Community Partner/Mentor without the student/parent approval. More on this will be discussed in Chapter 5.
- **ELL Teacher** - As with the Special Education Case Manager, the ELL Educator is the school personnel who is most familiar with compliance requirements and best practices in teaching English Language Learners. They are knowledgeable of the ELL student's skills, abilities, and needs. The ELL Educator will be able to provide insight into the student's cultural background and how this might need to be addressed or considerations that might need to be made. In addition, he/she would be able to make suggestion on how to best support the student's language needs and recommend modification/accommodations to ensure language barriers do not hinder the success of the ELO as well as locate and use an interpreter as needed. More on the roles and responsibilities will also be discussed in Chapter 5.

Community Partner/Mentor - The Community Partner/Mentor is the overseeing on-site adult who supervises and provides mentoring to students engaged in ELOs. This individual takes responsibility for monitoring the student's activities and learning at the site as well as **maintaining his/her safety**. The Community Partner/Mentor works with the student to help him/her achieve the outlined academic and personal learning goals in the student's ELO Plan. Through regular contact, the Community Partner/Mentor answers student's questions, encourages student's learning through inquiry and guided exploration, shares in the student's reflection of his/her learning, and assists student in the development of his/her ELO project. The Community Partner/Mentor will be asked to assist in the evaluation of student engagement and professional skill development while on site. This will be done informally through written and oral communication with the ELO Coordinator as well as formally (twice) during the duration of the ELO. Community Partners are strongly encouraged to attend students' final ELO panel presentations.

Extended Learning Opportunity Plan - ELOs are designed with a student's passions/interests or needs in mind and are connected to academic content in order to be eligible for credit. At the beginning of an ELO, the ELO Coordinator determines which content area(s) best fit the ELO and the process of developing competencies begins. The development of competencies starts with the certified personnel who will be overseeing the ELO. He/she, in collaboration with the student, chooses or creates competencies that align to the student's ELO goals. If a student is seeking an ELO to earn full credit from course, all competencies in that course must be met. However, competencies that may not be met in the ELO may be mastered in supplemental ways including online, tutors, etc. or, a student may seek partial credit. The primary difference between a classroom-based course and an ELO is that with the ELO, the student has a say in what he/she will do (learning activities), the formative assessments that will be completed along the way to show incremental learning, and how he/she will demonstrate mastery of the course competencies (summative assessments). If a student is not interested in earning full credit for an ELO, he/she may choose which competencies best fit with his/her ELO goals and seek partial credit.

- The NH DOE has developed a list of course-level and state-wide competencies that may also be used for this purpose. If a student wishes to engage in an ELO that aligns with the content of multiple curricular areas, the same process would occur, collaboratively identifying the competencies, learning activities, and assessments with the corresponding Overseeing Educator or ELO Coordinator.
- In some instances, an ELO may not align with any course offered at the student's school. If no competencies align, new competencies can be developed as long as the competencies originate from Common Core State Standards (CCSS), Next Gen Science Standards, College and Career Readiness Standards, or other approved state, national, or college standards. It is also possible to reference the NH DOE website for approved Career Technical Education program competencies that may align or be tailored to align to the student's ELO goals.
- The NH Department of Education has created a Competency Validation Rubric to assess the quality of a competency. It is recommended that this tool be used when first learning how to develop course competencies or when modification to course competencies is needed for alignment to ELO goals. The Competency Validation Rubric can be used independently but is most effective when the competency can be calibrated according to the rubric by a professional learning community (PLC)
- Once the ELO course competencies have been aligned or developed, the remaining ELO Team joins the student and Overseeing Educator to develop learning activities that align with the student's ELO goals. The learning activities are the experiences in which the student (with the guidance, support, and assistance of the ELO Team) engages to gain knowledge, skills, and the opportunity to apply the learning. To determine mastery of competencies, the student must engage in formative and summative assessments. As previously defined, these assessments will allow the ELO Team to evaluate learning and make necessary teaching and learning adjustments. The ELO Team reviews the evidence of mastery. Like with the competencies and learning activities, the ELO assessments should be developed with the ELO Team. Involving all members of the ELO Team in the plan development process ensures the three key expectations of an ELO - rigor, relevance, and relationships - are achieved.

Competency Development Process Map: In selecting and designing competencies, two factors should be considered: the content area to which the ELO aligns and the student's learning and personal learning goals.

Competency Development Process Map					
Follow-up		Initial Process Steps		Follow-up Process	Comments

Process Steps				Steps	
Locate a content area that can be modified to align with ELO goal and/or essential question.	No	Course specific competencies based on ELO goals are not available. Refer to CTE courses. Is there a content area that aligns with ELO goal and/or essential question?			Also consider student's learning and personal learning goals when determining course competency compatibility.
		Yes			
		Review chosen CTE content area. Are there competencies that best align to ELO goals and/or essential question?	Yes	Select competencies that best align to ELO goals and/or essential question.	Also consider student's learning and personal learning goals when determining CTE course competency compatibility.
		No			
Locate content area indicators that can be modified to align with ELO goal and/or essential question.	No	Review chosen CTE content area. Are there indicators that best align to ELO goals, essential question, learning and personal learning goals?			Also consider student's learning and personal learning goals when determining CTE content area compatibility.
		Yes			
		Select indicators that best align to ELO goals and/or essential question. (Also consider student's learning and personal learning goals.)			
		Identify the CTE competencies that include the chosen indicators.			
		Have ELO competencies been established?	No	ELO Coordinator researches VLACS course offerings to identify a course (entire or competencies) that match student's	The ELO Coordinator may serve as the liaison between Community Partner/Mentor and VLACS teacher if certain competencies are being completed with the

				interest and connects with VLACS coordinator to discuss ELO collaboration options.	Community Partner/Mentor.
		Yes			
		Return to “Send draft competencies to teacher for review and feedback” section of the ELO Process Map.			

Competencies, based on content standards, ensure that academic rigor is being addressed in the ELO. Essential questions shape the ELO’s real purpose and value. The student, not the teacher, is the driving force in creating essential questions that will determine the path of inquiry and learning. With ELOs, students are asked to create a question that will steer their ELO through the independent research they complete, the experiences they have, and the questions they will be able to answer. Students’ questions are often based on something they want to learn about, and it is usually something that is relevant to them or their world. Since it is entirely based on students’ interest or needs, their answers cannot be answered simply by traditional research methods; there should always be an experiential component to ELOs. A student’s essential question may reflect how he/she can affect something outside of their immediate control. Students also frequently pursue ELOs to see how the experience will shape them as students and people.

Examples of Essential Questions offered by *Beyond the Classroom* include:

- Does music create culture, or vice versa?
- How is math an art form?
- Is life always balanced?
- Is fair always equal? Is equal always fair?
- What does it mean to be human?
- Because we can, should we?
- Who is an American?
- How can learning about other cultures teach us about our own?
- What does Dr. Seuss have to say to adults?
- Why are so many US teens homeless?
- How does engine design affect performance?
- How do humans learn language?
- What can current politicians learn from previous leaders?
- Who benefits from adopting a shelter dog?
- What are the needs of a depressed high school student?
- How does a leader maximize the effectiveness of a group?
- Where is the line between art and craft?

- What lies at the end of the quest for beauty?
- Does nature or nurture affect human development more?
- What is true/truth?
- Do the ends justify the means?
- Is there a silent spring in our future?
- How does a mother's behavior impact her fetus?
- What is our impact on the world?
- What does it mean to be "Army Strong"?
- What does it mean to me to be American?
- Why does music impact me the way it does?
- What does being a true friend mean to me?

One of the most interesting aspects of an essential question is the answer that is shared during students' Presentation of Learning. The presentations demonstrate that the ELO provoked and sustained the students' interest, attention, and need for answers. Students are remarkably successful in addressing conceptual and philosophical foundations that have made them think. The ELO poses opportunities for additional questions to be raised and answered, deepening the experience, and demonstrating the students' metacognitive awareness.

For more information on Essential Questions, you may visit <http://essentialquestions.org/>, <https://www.ydae.purdue.edu/lct/HBCU/documents/EQtraining.ppt>, or <http://beyondclassroom.org/?s=essential+question&submit.x=0&submit.y=0&submit=Search>.

The Four ELO Components

Rigorous Extended Learning Opportunities - In order for ELOs to result in the highest levels of academic and personal learning for students, research and experience shows that they must include four general components. According to the NH Department of Education, these are:

Research, Reflection, Product, and Presentation



- **Research:** During the ELO process, the student will reach mastery of their targeted competencies and build their base of knowledge through research. Research consists of an active search for new information and knowledge based on a focused idea or Essential Question, an organized set of personal experiences that can expand or constrain their initial understanding, and the analysis, synthesis, and communication of these experiences.
- **Reflection:** Reflections allow students the opportunity to be metacognitive about their experiences. Through reflection, students develop and adjust their short and long term goals, explore problems and solutions encountered during their ELOs, ask questions, and connect their experiences to their learning goals. Reflections are an important part of the dialogue between the student and their Overseeing Educator. Sharing the learning with the mentor may allow the mentor to offer formative guidance through responses to the reflections, which may increase student learning. In some cases, the reflective journal may be more personal. As it is a learning tool, students should not restrain from complete honesty within their journal entries. If a student prefers not to share his/her entire journal, a written summary may suffice.
- **Product:** The product is the application of the student's learning. It consists of the process of designing, creating, implementing, and assessing a product - an artifact or event - that the student uses to demonstrate his/her learning and achievement of competencies. Targeted goals, competencies, and Essential Question are identified in the student's ELO Plan. The product will be an original piece of work designed to promote the student's personal growth and/or to benefit a larger community. The product can be a physical artifact or it can be an event like a live or recorded performance. The product should meet standards of quality work deemed

appropriate to the student's level of experience by the Overseeing Educator. The product will be shared with an authentic audience within an appropriate context. The student may collect feedback.

Although the product summative assessment can be anything that best fits students' interest, it may be beneficial for the ELO Coordinator to have ideas for students to consider if they need a starting point. Mariane Gfroerer (NH DOE) provides the following chart of example ideas of products for students to consider, modify, or adapt according to ELO and preferences.

Some ideas for products (adapted from Teaching for Today, from McGraw-Hill and from NH DOE CBAS 2006)		
Song/song lyrics	Outlines / Diagrams	Visual graphic
Drawing	Original experiment	Interview
Play script	Newspaper article	Advertisements
Brochure	Historic document	Letter to the editor
Web development	Web based demonstration	Comparison chart
Free-form map	Flowchart	Debate
Pictures / Photos	Graphic novel	Persuasive letter
Facilitation of a meeting	Booklet	3-D model
Painting	Mural	Lesson plan
Multimedia presentation	Digital video	Pilot TV show
Itinerary	Travel guide	Floor /building plan
Tapestry	Bulletin board	Weather forecast
Quilt	Performance	Group discussion
Game	Illustrated time line	Menus/ Recipes

ELO Product Design Template

In fulfilling the goal of the ELO Product, it is important that students understand expectations. Rubrics are an excellent tool that can assist students in producing products that allow them to demonstrate mastery of the competencies aligned with their ELO. The product rubric examples provided in the Appendix give students concrete criteria of what is necessary for students to earn a proficient score, but it doesn't provide guidance on how to develop a high quality product. The Product Design Template found in the Appendices is based on an Understanding by Design (UBD) framework and directs students, in student friendly language, to begin thinking about their product by planning with their goal in mind, and thinking backwards from assessment to learning tasks.

If students use The Product Design Template when planning their product, they will cover all the necessary pieces to ensuring their product is academically rigorous, relevant to the student in a real-world way, and provides an opportunity for them to build community relationships. It is recommended that the Product Design Template be reviewed thoroughly with the student to ensure understanding. If at all possible, students should be encouraged to work cooperatively with their Community Partner/Mentor to process through the Product Design Template. Once complete, students will be asked to present their product proposals to their ELO Overseeing Educators and/or ELO Coordinator for final approval.

It is also recommended that the Product Design Template be used to develop an Assignment Calendar or Task Sheet that can be created and reviewed during check-ins. Differentiation and scaffolding to meet the individual needs of the students will increase students' chances for success. The Product Design Template can be found in the Appendix of this ELO Program Handbook.

- **Presentation:** The Presentation is designed to assess the student's ability to clearly communicate his/her learning throughout the ELO process. This celebration of learning may be directed to an audience that includes members who are experts in the disciplines related to the ELO's goals. The presentation should clearly describe the particular ELO, both its goals and the growth in the targeted competencies that resulted from their participation in the ELO process. The student should clearly and accurately illustrate the development of this growth during the ELO process. The student communicates what he/she learned through the successes and challenges of the ELO experience and how they changed as a result of it. "Establishing these four components in the ELO Plan from the beginning helps the student to focus, gives them four natural 'goals' to aim for, and helps the teacher to benchmark progress. These components also lend themselves nicely to varying assessment measures, both formative, as growth and learning are occurring, and summative, as the culminating assessment of the learning experience" (Gfroerer, 2009, p. 1).

It is important to note that these four components can be modified to meet the individual needs and abilities of the students especially if students have IEP/504 accommodations relating to these areas. ELO tasks and accompanying rubrics based on the ELA CCSS for these four components have been developed as a tool to ensure academic rigor. As with any assessments measures, they should be used where and when appropriate. ELO tasks and rubrics can be found in the Appendix of this handbook.

ELO Assessment

Both formative and summative assessments are ongoing components of an ELO throughout the process. Formative assessments help to inform student progress and give information about whether students are moving in the right direction and gaining the knowledge and skills required to master their competencies. Summative assessments provide opportunities for students to demonstrate their mastery on either one or more competencies. Summative assessments

build on the skills and knowledge that has been learned during the learning activities and periodically assessed through formative assessments.

- Formative Assessments may include:
 - Student self-assessments
 - Progress check-ins (ELO Coordinator and Overseeing Educator)
 - Reflection journal entries
 - Completion of learning activities
 - Completion of worksite learning activities
 - Content quizzes
 - Worksite performance reviews
 - Feedback from Community Partner/Mentor
- Summative Assessments may include:
 - Research papers
 - Final project/product
 - Final presentation
 - Content exam
 - Completion of worksite projects

Rubrics are used to evaluate or score assessments. They are an evaluation tool, either created with the student or provided in advance, to outline a set of academic guidelines or expectations. Rubrics not only help students understand what is required for mastery, but they eliminate any confusion or evaluation inconsistencies. Competency-based rubrics are typically created using a 4 point scale. Although the labels for these 4 points may differ, each rubric has a designated number that represents mastery.

The philosophy behind competency-based education is that a student does not receive credit for a course until all competencies have been mastered. This same practice extends to assessing ELOs. Students should only receive credit for their ELO when ALL competencies have been mastered. This does not mean that a student will fail if not all competencies have been met. Competency-based education provides students with an opportunity to edit, revise, and redo until mastery has been achieved. Students are not held to a semester or year-long course time frame; they can continue making improvements until mastery has been attained.

Although the competencies created for ELOs may be different depending upon the essential question, goals, and/or learning outcomes, the four components of an ELO (research, reflection, product, presentation) are included in every ELO. Some components, like research and presentation can easily be aligned to the research and presentation standards identified in the state and CCS Standards. Aligning reflection and product outcomes to competencies may need to be developed by schools for individual students.

To assist in this alignment process, five ELO tasks and corresponding rubrics have been developed based on the rubrics created by the Center for Collaborative Education's Quality Performance Assessment tasks and rubrics created for the NHDOE. This work comes as a result of the NHDOE developing a statewide performance assessment system that is intended to balance local control and statewide accountability and comparability. Although originally created for ELA, the five tasks and rubrics have been modified to directly reflect the 4 components of ELOs. The research component has been expanded to include independent research in addition to the research paper. These tasks and corresponding rubrics can

be found in the Appendix of this program design handbook. Follow this link for more information on the [NH Performance Assessment Network](#).

ELOs for Individuals or Groups

By their design and nature, ELOs are a perfect way for an individual to engage a learning experience that is tailored to his/her interest, strengths, and abilities. ELOs can be designed for groups of students as well with the same essential questions, goals, and learning outcomes. Although the competencies may be the same in a group ELO, it is not necessary that all learning activities and assessments look alike for each student in the group. These should be customized to reflect each student's individual interests, passions, strengths, and abilities. For instance, there might be a group of students who are all interested in learning about civic organizations that provide service, resources, or supports to the homeless. The competencies might be identical, but what the students do to learn and demonstrate mastery might be very different. Students are still individuals when engaged in a group ELO, but they must come together in order to reach their goal or desired outcome.

ELOs for Students with Special Considerations

- **Special Education Students** - Like any other student, a student with disabilities can benefit from learning that takes place outside the traditional classroom and in their communities in real-world environments through ELOs. The student should be an active decision-maker in all phases of the process. The ELO Coordinator creates an ELO Team to bring the student, family members, and special education staff together to identify the learning goals and career areas for development of a community experience. As part of the special education transition process, learning goals and career areas may be achieved through a formal mapping process or the development of a personal learning plan. The targeted learning/career area(s) should be clearly aligned with the student's expressed areas of interest and used as the foundation for the ELO experience. It should be made clear to the student that the ELO experience will have direct relevance to what he or she wants to learn and to his or her future direction.

Students are encouraged to use ELOs as a way to earn credit towards graduation and demonstrate achievement of identified graduation competencies towards a High School Diploma. The student, family member, and school staff will work collaboratively to identify course competencies, design learning activities, and performance assessments that are aligned with the student's goals and provide evidence of competency mastery. Considerations of alternative performance assessments should be given to allow for each student's unique communication and learning preferences and needs.

As part of the planning process, the student, family member, and school personnel (including ELO Coordinator, Overseeing Educator, and Special Education staff) should decide together how to address the student's goals, aspirations, strengths and needs with a Community Partner/Mentor. ELO Coordinators often have information on Community Partners/Mentors that, when taken into consideration, will ensure the person and environment is the "best fit" for the student's needs, learning style, and personality. Family members may also have valuable community connections that can be helpful when developing a list of Community Partners/Mentors. ELO Coordinators and school staff should interview Community Partners/Mentors recommended by the family to assess compatibility and indicators for success.

The student, family member, ELO Coordinator, and Special Education Case Manager should decide ahead of time how to talk about the student's unique learning goals and needs to the Community Partner/Mentor. It is not appropriate and, without parent/guardian permission, it is illegal, to reveal the student's disability or diagnosis to the Community Partner. Instead, the student, family member, ELO Coordinator, and Special Education Case Manager should develop a simple list of the student's preferences and needs, including physical, social, and

communication needs. A list of assistive technology and school supports should be included (such as software, communication devices, school coaching, among others). Unless the student and parents/guardians are clear that they want the Community Partner/Mentor to know the student's disability/diagnosis, the student should present him or herself to Community Partner/Mentor in terms of goals, strengths, aspirations, and needs.

Meetings with Community Partners/Mentors should occur with the student present, Special Education Case Manager or support staff who he/she has a strong relationship with, and parent/guardian. This will ensure the student is comfortable meeting the Community Partner/Mentor by having familiar and trustworthy people around him/her to provide encouragement and/or support.

Another measure to take to assist in a successful first meeting is to have the student practice presenting him/herself to the Community Partner/Mentor, talking about who they are and what they need. Each student must be very self-aware and comfortable talking for himself or herself. The student, parent/guardian, Special Education Case Manager and support staff can prepare a script for the youth to use in the meeting.

With some students who have certain emotional or mental health disorders, they may be incapable or unwilling to talk about their needs because they fear how they may be seen or perceived. It's important to be respectful and mindful of their position. To be proactive with these students, the Special Education Case Manager and/or support staff should work with the student to develop a list of talking points and script to be practice and be used at the introductory meeting.

To ensure the process for developing ELOs for students with disabilities is completed comprehensive, the following process chart has been created for the ELO Coordinator.

ELO Development Process Chart for Students with Disabilities					
Follow-up Process Steps		Initial Process Steps		Follow-up Process Steps	Comments
		ELO Student is identified (IEP or 504) during interview.			
		Interview: application/intake conducted			
		Student has an ELO idea or goal in mind.	No	A more in depth exploratory interview is conducted. If student would like to dive deeper into career curiosities/compatibilities, then use Career Cruising and O'net Online to begin the exploration process.	Exploratory Process may include: interests, passions, things student or family does for fun/hobbies, etc., career curiosities Exploration Process may include: self-assessments, career information, career

					compatibility
		Yes			
		Interview continued: <ul style="list-style-type: none"> • Credit Sought • Essential Question • Learning Objectives • Student "Profile" • Time of ELO (school day outside of school) • Etc. 			
		Does student wish to engage in ELO during the school day?	Yes	If applicable (drop a course to add an ELO), student must schedule a meeting with Guidance to modify schedule. If ELO will replace a study hall, Guidance will need to be notified only.	ELO Coordinator must verify with Guidance that this drop/add step has occurred and the paperwork for the drop/add process has been started. Signed paperwork will need to be received before the change can or will take place.
		Contact Case Manager to inform of ELO intent. Is there any additional information required prior to moving forward with ELO?	Yes	Gather additional information pertinent to student's abilities and needs, IEP modifications, IEP or 504 accommodations.	Student needs should include: academic and behavioral.
		No			
		Contact parent to inform of ELO intent. Is there any additional information required prior to moving forward with ELO?	Yes	Gather additional information pertinent to student's ELO success.	
		No			
		Schedule a meeting with Case Manager, student, and			Goals should include educational or

		parent to: <ul style="list-style-type: none"> • Review ELO goals and/or essential question • Review IEP goals to determine compatibility with ELO • Review IEP transition plan to determine if ELO can be incorporated into or used as a component of the IEP Transition Plan. • Determine best Overseeing Educator for ELO. • Gather parent feedback on potential Community Partners/Mentors based on knowledge of student and community relationships. • Determine best method of communication, method of recording, student preferences etc. based on IEP or 504 			transition. Journals options may include: paper, email, shared Google Doc, or verbal, pictorial or video recording.
		Does ELO align with IEP Goals and Transition Plan?	No	Case Manager will schedule an IEP Team meeting to make adjustments.	
		Yes			
		Suggested teacher is contacted regarding ELO, student's essential question, etc.			
Seek Career Technical Ed (CTE) for possible competency development	No	Are course specific competencies available?	Yes	ELO Coordinator drafts competencies based on established competencies of subject area in relation to topic.	ELO competencies begin with a foundation of ELA competencies based on CCSS: <ul style="list-style-type: none"> • Interprets Nonfiction

ideas. (See extended Competency Development Process Chart on Pages 48-49.)					<ul style="list-style-type: none"> • Effective Writing • Grammar & Mechanics • Participation & Presentation • Research • These are interwoven into the 4 components of an ELO: • Research • Reflection • Product • Presentation
		Send draft competencies to teacher for review and feedback.			
		<p>ELO Team Meeting (student, parent, teacher, Case Manager, ELO Coordinator) is held to discuss:</p> <ul style="list-style-type: none"> • ELO Plan (competencies, learning activities, required assessments) • Review IEP modifications, accommodations applicable to ELO.) • Determine required IEP/504 accommodations (support staff, transportation assistive technology.) • Determine what disability information will be shared with Community Partner/Mentor to ensure ELO success. • Review parent feedback on possible Community Partner/Mentor, ELO 			

		Coordinator makes Community Partner/Mentor suggestion based on knowledge of (if any) or reviews contact list or seeks out new partner who best fits ELO/student's needs.			
		Will support staff, transportation assistance, or assistive technology, or any other accommodations be required?	Yes	Case Manager will discuss these needs with Special Education Director.	Depending upon severity of need and remaining budget, there is funding available in the ELO budget for ELO supplies and transportation.
		No			
		Is Dual Enrollment Sought?	Yes	ELO Coordinator will contact post-secondary institution.	Additional fees may accompany dual enrollment ELOs.
		No			
		ELO Coordinator makes Community Partner/Mentor contact with student's interest, explains desire/direction of ELO. Case Manager should be included in the conversation to share disability information agreed upon by ELO Team.			
Set up meeting for site visit and to review Community Partner Handbook with Community Partner/Men	No	Has Community Partner/Mentor been involved in prior ELOs?			

tor					
		Yes			
		Student is prepared for meeting with Community Partner/Mentor (self-advocacy skills, script review, etc.) This should be accomplished collaboratively with the ELO Coordinator, Case Manager, and assigned support staff.			
		<p>ELO Team (student, ELO Coordinator, parent, teacher, Case Manager, support staff, Community Partner/Mentor) meets:</p> <ul style="list-style-type: none"> • Introduce student to mentor and mentor to student. • Student shares information on self and ELO (self-advocacy.) • Share ELO plan • Discuss ELO expectations • If necessary, share IEP/504 modification and accommodations. • Seek Community Partner/Mentor feedback on ELO plan components. • Communication (loop) plan is established between ELO Team. • Opportunity for questions 			It is not necessary for ELO Team to meet as a group as long as each member is provided with the opportunity to discuss expectations and offer feedback.
		Does the ELO involve dual enrollment?	Yes	Meeting with ELO Team and post-secondary institution to review plan and	

				make modifications.	
		No			
		Return to “Initial Meeting/Application (Part 1) Interview (Intake Questions” section of the ELO Process Map			All ELO paperwork including Responsibilities, Code of Conduct, ELO Plans should be reviewed and signed.

- **504 Students** - Students who have 504 Plans due to disabilities can benefit from authentic community-based experiential learning that allows them to earn credit towards graduation. The process for development is the same, with the student being the driver; however, the school personnel may differ slightly. In some schools, the Special Education Case Manager is the 504 Coordinator. In others, the Guidance Director, school counselor, or school nurse, may assume this responsibility. In any case, whoever is responsible for developing the 504 Plans should be included in the ELO Plan development process to ensure the student’s needs are met. The process chart above can be modified to develop ELOs for students who are on a 504 Plan by adjusting Case Manager to whoever is responsible for developing and monitoring the 504 Plan. More information on developing ELOs for students with disabilities can be found in Chapters 6 and 7.
- **ELL Students** - Students who work with ELL Educators can benefit from authentic community-based experiential learning that allow them to earn credit towards graduation. The process for development is the same, with the student being the driver; however, the school personnel will differ slightly. The educator who is responsible for teaching the ELL student should be included in the ELO Plan development process to ensure the student’s needs are met. The process chart above can be modified to develop ELOs for ELL students by adjusting Case Manager to ELL Educator. More information on developing ELOs for English Language Learners can also be found in Chapters 6 and 7.
- **Homeschooled Students** - Homeschoolers, like any other student in a School District, can engage in ELOs. These students have flexibility in their daily schedules that are not bound by a fixed schedule. In addition, these students are likely to have transportation, allowing them to engage in a variety of hands-on learning experiences outside of the home. If homeschoolers are interested in engaging in ELOs for credit, it would have to be approved by the school prior to beginning of the experience and the student would be required to follow the same ELO process by contacting the ELO Coordinator to schedule an appointment. For students not requesting credit but would like to take advantage of an ELO, they may contact the ELO Coordinator to begin the application process or to obtain suggestions or recommendations for possible Community Partner/Mentors.

Code of Ethics and Conduct in Extended Learning Opportunities

An ELO is a school sponsored learning experience where the students are held to the stated behavioral expectations of the school. These can be located in each school's Student or Family Handbook. Since ELOs may require students to work with a Community Partner/Mentor off school grounds and require students to be more independent, ELO students are often held to higher standards and expectations. In addition, the off-site location may have expectations and requirements that must be followed for safety purposes and/or to abide by company policy. The Code of Conduct or Code of Ethics is the document that outlines additional behavioral expectations established by both the ELO Program and the Community Partner/Mentor.

Since ELOs address many 21st Century and soft skills, the Code of Ethics and Conduct should address items that reflect these areas. Some examples may include punctuality, use of cellphones, confidentiality, effective listening, reflective thinking, and clothing requirements. It is suggested that the ELO Coordinator require non-negotiable ELO Program ethical and conduct expectations and seek additional input from the Community Partner/Mentor to ensure a safe and successful learning experience.

It is important both students and Community Partners/Mentors have a common understanding of this Code of Ethics and Conduct and agree to expectations prior to beginning an ELO. All parties should sign it. This document holds students responsible and accountable for their actions. In addition, a copy of this document should be sent home to parents/guardians so they are aware of expectations. If translation assistance is required for non-English speaking parents/guardians, the ELL Educator should be responsible for arranging an interpreter.

An instance may occur where this document will need to be referenced when an issue, complaint, or problem at the community site is brought to the attention of the ELO Coordinator. Having this signed document reminds students of their agreements. A conversation may be enough to get the student back on track. If this is the case, it is important to stay in contact with the Community Partner/Mentor to ensure he/she is made aware of the conversation and more specifically the outcome. This will ensure mutual understanding and assist with follow through.

Upholding Extended Learning Opportunity Expectations

There are certain circumstances when particular activities may not be approved as a credit-bearing ELO. In some cases, further work may be necessary to align with course competencies. The following examples provide guidance how a traditionally exempt experience can be turned into a credit bearing ELO experience.

Not Eligible	Eligible
Student Employment with compensation	If the ELO is aligned with course competencies, and the student is providing services above and beyond the routine job requirements based on the ELO Plan, the student may be eligible for ELO credit, even while receiving compensation for his/her employment.
Community Service Work	Students may use a service learning experience to count for ELO credit in schools. The community service ELO must have pre-established competencies and an ELO Plan.
Volunteer Services	Students may use a volunteer experience to count for ELO credit in schools. The ELO must have pre-established competencies and an ELO Plan.
Participation in co-curricular and extracurricular activities	Students may seek an ELO to earn credit for co- or extracurricular activities. The ELO must have pre-established competencies and an ELO Plan.
Student Travel	Travel is known as an exceptional learning experience, but it must have pre-established competencies and an ELO plan to be credit-bearing.

The Appeals Process

When ELO Applications are denied for any reason, it is hoped that the student and ELO Coordinator can resolve their differences. If this is not possible, an appeal may be requested. The process for this action begins by the student scheduling an appointment with the Principal or designee. The Principal or designee will discuss the rationale as to why the Application/ELO Plan was denied. The student may re-submit an alternate Application/Plan, or make revisions based on the recommendations or feedback provided by the Principal or designee. If there is still no resolution, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final. Individual district policy should be reviewed to ensure the process is followed accurately.

Although it is possible that the ELO Application/Plan may be rejected by the ELO Coordinator, it is more likely that the ELO Coordinator will work with the student to strengthen any weak areas to ensure it satisfies all the requirements in the ELO policy as well as exemplifies the characteristics of an ELO: rigor, relevance, relationships.

In addition, if the student is not complying with the ELO Plan as designed, it is possible for the ELO Coordinator to put the student on probation and, if necessary, remove the student from the program. This only happens in extreme cases when the ELO Coordinator has been unsuccessful in working with the student to resolve the issues. If a student is removed from the program, the student may appeal using the same process above.

“Personally I think every student should do an internship or ELO.” – ELO Student graduate 2014

Chapter 5

ELOs in Practice

"I think it is that you are building your own education and building your own curriculum. It makes you realize what you are interested in and that you have the power to drive your own education in a different way. I think that brings a lot of independence, and you are more apt to work harder when you are interested in the subject." – Martha

Parental/Guardian Involvement

Extended Learning Opportunities offer authentic opportunities for parental/guardian involvement, and this participation is key to an ELO's success. From the first conversation to the development of the plan, parents/guardians are part of the ELO Team. They follow their son/daughter's intentions and dreams, have an opportunity to provide feedback, and offer valuable information regarding strength, aptitudes, and abilities. In addition, most have a thorough understanding of their child's needs and can be helpful in identifying strategies, supports, and interventions that may be beneficial to the student. At times, parents/guardians have community connections and may offer either recommendations for potential Community Partner/Mentors or provide contact information for those who may have already demonstrated an interest in working with the student. Extended Learning Opportunities that develop from parent/guardian connections often become the most successful because of the relationships already established.

Parents/guardians should be encouraged to only engage with Community Partners/Mentor if they already have an established relationship with him/her. "Cold calls" should be left to the ELO Coordinator because it is important that initial program contact be made by him/her. Consistent messaging is important and having one contact person to deliver the ELO Program information will ensure the message is accurate as well as consistent.

Parents/guardians should be invited to become active members of the ELO Team throughout the entire experience. On this team, parents/guardians should be invited to attend team meetings where the ELO Plan is developed, reviewed, and confirmed by obtaining signatures of the student, parent/guardian, teacher, ELO Coordinator, and Community Partner/Mentor, and others as appropriate. Parents/guardians may be invited to meet with the Community Partner/Mentor to learn about the establishment, tour the facilities, and have the opportunity to ask the Community Partner/Mentor questions. In addition, as members of the ELO Team, parents/guardians will be part of any organized ELO Team meeting where the student's progress is discussed or for any other reason the team might need to meet. Including parents/guardians in every step of the ELO promote goodwill and avoid miscommunications, reduce/eliminate problems or complications, and ensure the team is in agreement with all components of the ELO. Parents/guardians are encouraged to attend their son/daughter's final presentation. The overall goal is for the ELO to be well planned from the beginning, continue smoothly along the way, and end with a presentation that demonstrates student learning. The support of all of the adults on the ELO Team is critical to this success, and the importance of frequent communication cannot be understated.

Although it is best to have the parents/guardian serve as active members of the ELO Team, it is not required in the application process since this is geared to empower students to develop their plans. When parents/guardians are unavailable, the ELO Coordinator will keep parents informed, invite them to attend ELO Team meetings, and provide them opportunities to ask questions and dialogue. Seeking their input and support, in person, on the phone, or through email ensures understanding and support for the ELO.

Although it is understandable that parents/guardians want to take an active role in their child's ELO experience and keep up on ELO progress at the worksite, it is important that parents/guardians communicate directly with the ELO Coordinator if they have concerns as well as questions on their child's progress. Unlike with typical academic classes where

parents/guardians are asked to contact the teacher directly, the ELO Coordinator already has scheduled calls/emails with the Community Partner/Mentor where updates on progress are informally reviewed as well as formal progress monitoring ELO Team meetings. It is important to be respectful and mindful of the Community Partners/Mentors busy schedules and having too many people contacting him/her will surely be time consuming and potentially burdensome. All communication filtered through the ELO Coordinator will streamline the communication process and ensure everyone is aware of the communication through an email group or Ccing the communication to the team.

Obtaining parents/guardians written consent is best practice for all students, and required for students under 18. This eliminates or reduces possible issues or problems. Although it is not required for the parent/guardian to give consent if the student is over 18, it is beneficial to ensure they are at least aware that the ELO will be taking place.

Student and Parent/Guardian Expectations:

Schools may want to develop an agreement that clearly outlines the expectations of each ELO Team member: the Student, Community Partner, School, and Parent/Guardian Agreement.

This section of this handbook outlines the responsibilities of the student and parent/guardian. Chapters 6 and 7 outline the responsibilities of the remaining ELO Team members. When obtaining signatures for this document, it is recommended that each team member review the responsibilities of all to ensure understanding of the roles they play in the ELO.

For the student, he/she is responsible to:

- Follow the agreement/plan, and give a best effort to be successful;
- Communicate any issues or concerns in a timely manner to the ELO Coordinator and Overseeing Educator;
- Attend all meetings and site visits as determined in the ELO Plan;
- Contact site supervisor and ELO Coordinator in event of anticipated absence or tardiness;
- Reschedule meetings and/or site visits in the event of an absence;
- Maintain regular contact with ELO Coordinator, Overseeing Educator, and Community Partner/Mentor;
- Develop and maintain a portfolio of activities, reflections, assignments, projects and any other deliverables as outlined in ELO Plan;
- Work with Community Partner/Mentor to accomplish ELO deliverables that provide value to site;
- Develop and deliver a final ELO presentation to be assessed by team members, as determined in plan;
- Abide by all policies and procedures at school and in the community (Code of Conduct/Ethics).

Parents/Guardians are responsible to:

- Support your son/daughter in whatever ways are necessary;
- Be familiar with the student's ELO Plan and expectations;
- Notify the ELO Coordinator of any concerns regarding ELO;
- Understand the schedule requirements and take them into consideration when planning family events;
- Understand the student's responsibilities.

Parental Consent (ELO, Transportation, Medical information, Confidentiality)

There are a number of forms provided in the Appendix of this handbook that request parental/guardian permission/consent. Some also require the student's signature. Each one has an intended purpose and should be considered when developing ELOs.

- The ELO Application gives the school parental/guardian consent for the student to engage in the ELO. It also states that the parents/guardians agree to all elements of the plan (i.e.: competencies/learning activities/assessments, and potential on-site and school-based meeting times) outlined in the application.
- The Parent/Guardian Consent to ELO and Transportation Form explains how the student will be transported to and from the ELO. If a student is leaving campus during the school day it is strongly recommended that, in addition to this consent form, a handwritten note granting the student permission to leave is collected from the parents. This is a good tracking method for attendance as well as documentation in case there is ever a question about a student's whereabouts.
- The Community Partner/Mentor-Student Travel Consent Form gives permission for the student to be transported by his/her Community Partner/Mentor. Although this is not commonly used, there may be instances where the student will engage in ride-a-longs or other experiences where the student must be transported by their Community Partner/Mentor in order to engage in the ELO. If the student will be engaged in a ride-alongs with a police or fire department official or with a commissioned officer in a state agency (Highway Patrol or Fish and Game), an additional document may be required. This would need to be returned to the issuing agency for their records.
- The Emergency Medical Authorization Form requests medical information and permission for treatment for the student in case he/she requires immediate emergency attention. Most schools have a form like this, and it should be provided to the Community Partner/Mentor to have on hand if it is needed.
- The Confidentiality Agreement and Waiver of Liability at ELO Site Form provides information for the parent/guardian and student on the HIPAA law as well as the requirements of confidentiality. This is an important document to review periodically with students to ensure they truly and thoroughly understand the significance and magnitude of breaching confidentiality and the consequences (legal and disciplinary) for doing so. Ensuring parents/guardians understand the importance of HIPAA and confidentiality may be instrumental to the student's comprehension as well. It also provides documentation for the school if the student must be disciplined or removed from an ELO due to violations of confidentiality.

ELOs in Action

Once the ELO Plan is created, all of the paperwork is signed, and final approval has been granted by the Principal or District designee, it is time for the ELO to begin. This is when the students dig in and get busy in active learning. They create a regular meeting schedule with the ELO Coordinator and/or Overseeing Educator to consider competencies, learning activities, and assessment progress, review their reflection journals, and show evidence of their learning. These regular progress monitoring check-ins allow students many opportunities to share accomplishments, achievements, celebrations, learning, concerns, and ask questions. All of these promote continued ELO progress and success. It is also a great opportunity for the ELO Coordinator and Overseeing Educator to assess how the ELO is going and determine if there needs to be any mediation, interventions, support, additional guidance and direction, or modifications made to the plan.

Preparing the Student to Meet the Community Partner/Mentor

Prior to the initial meeting or potential interview with the Community Partner/Mentor, it is strongly recommended that the ELO Coordinator thoroughly prepare each student for the experience. This includes not only what to expect, but also how the student should present him/herself, and how to handle potential disappointment. Schools may have a School-to-Work Coordinator or Special Education Transition Coordinator who may have resources available, or who may be available to work with the students, in the preparation process. If not, consider these of topics:

- Provide "How to Prepare" information
 - Hygiene
 - Appearance
- Provide "What to Expect" information
 - Greetings, introductions, handshakes
 - Being patient when waiting may be necessary
 - Anticipated questions
- Assist students in develop skills such as:
 - Presentation (voice, posture, confidence)
 - Communication
 - Self-advocacy
 - Soft skills
 - Interview
- Provide "How to put your best foot forward" guidance
 - Greeting/handshake
 - Using manners
 - Demonstrating skills, strengths, abilities whenever possible
- Model and provide rehearsal opportunities to increase confidence and prepare for variables that may occur
- In the case of an internship interview, prepare students for the possibility of not being accepted.

Although being prepared will not guarantee a successful first meeting, it will increase the chances that it will go well. In addition, preparing for a rejection is part of life and should be viewed as a valuable learning experience. This growth-mindset is not easy for student to accept, so it may take encouragement and support of the parent/guardian, ELO Coordinator, and/or Overseeing Educator to help students see the potential of the opportunity, learn from it, and make changes that will help him/her improve from it.

Monitoring Progress

Progress Monitoring with the ELO Coordinator

It is recommended that ELO Progress Monitoring with the ELO Coordinator occur either bi-weekly or weekly, depending upon the student's level of independence and need for support. This level of support may be high at first and then gradually decrease as the student becomes more comfortable with the independent requirements of the ELO. It is critical that support, scaffolding, and differentiated instructional techniques be offered to every student (of any age or grade level) as needed to meet each student's needs.

Charlotte Danielson's *Framework for Teaching* (2013), an educator evaluation system used by many New Hampshire schools, describes one of the attributes of a "Distinguished" educator as the ability to use questions, prompts, and assessments regularly to determine student progress. During check-in meetings, the ELO Coordinator should engage a student in discussions that require him/her to think more deeply about the ELO experience. It is also helpful to prompt students to think about how their ELO is making an impact or difference, what concern they have, and discuss 21st Century Skills. The follow list of questions promotes conversation between ELO Coordinator and student.

1. What type of experiences did you have this week?
2. What new things did you learn?
3. Was anything a surprise or disappointment for you this week? If so, what and why?
4. What new vocabulary did you learn? Share with me how you might use that vocabulary if you were working in the office, at school, or in your future.
5. Have you noticed any consistencies in your visits? (schedules, routines, etc.) Why do you think these are created? What benefit might they have to the success of your mentor?
6. What did you learn from the experience?
7. What questions resulted from your experience?
8. Why do you think _____ happened?
9. Why do you think _____ did what they did?
10. Having experienced what you did, how might you do things differently in the future?
11. How might you react in a similar situation having seen a professional's response?
12. How does your Community Partner communicate with others? Why do you think that way works? How might you incorporate his/her examples into your future professional relationships?
13. How are conflicts or problems handled within the ELO site? What can you learn from this in order to be proactive with your future colleagues?
14. What do you notice about the way people speak to each other? Why is that good or bad?
15. What problems or concerns are you having? What have you done or could do to help solve the problem? Let's engage in a role play to see how this can work out.
16. What are you learning about yourself as you proceed through this ELO?
17. What might be some things you'd change about yourself or the way in which you do things? Why did you choose what you did?
18. What education do you think might be required for this job?
19. What is the hardest part of this ELO?
20. What are you finding rewarding about this experience?
21. Did you have any "Ah Ha" moments that have changed the way you think about _____ ?

For Career-Exploration ELOs:

1. From what you have seen so far, what decisions have you made about this possible career choice? Are there any challenges or barriers that you predict? If so, what would be some possible ways to avoid or attack them before becoming a problem for you?
2. Explain your understanding of why businesses have policies and rules.
3. What are the specific career related skills that you are learning?
4. How can you see yourself applying that learning to a job in that field?
5. What are some the things you notice about the other employees? (Dress, act, language, etc.) What can you learn from those observations? What might you do differently?

For documentation purposes, it is suggested that the ELO Coordinator keep detailed check-in meeting notes and attendance records. These will be useful when it is time to provide progress updates either in a Student Information System (SIS) or to be used for Quarterly Report Cards or Progress Reports.

ELO Progress Monitoring with the Overseeing Educator

It is equally important that the student and Overseeing Educator engage in regularly scheduled competency progress check-ins to evaluate student's formative assessments, evidence of learning, and progress towards competency mastery. The schedule usually depends on the teacher's availability. This can be difficult, but a teacher's preparation period, before school, after school, or during lunch may be convenient times to meet. Scheduling check-ins can be especially difficult if the ELO is taking place during the summer months. In these instances, electronic communication is typically the best and most convenient for all. Emails, scheduled Skype sessions, uploading work, and/or pictures to Google Drive and utilizing a Google Doc as a reflection journal tool will allow the student to share his/her learning with his/her ELO Team and receive timely feedback on his/her work.

The ELO Coordinator's responsibility does not end with student check-ins. It is also the responsibility of the ELO Coordinator to regularly check-in with the Overseeing Educator, Community Partner/Mentor, and parent/guardian to assess the student's ELO progress. This is a good opportunity to share conversations regarding a student's ELO experience, reflections, and celebrations, as well as concerns and questions. These communications are not only critical to the success of the ELO but the success and sustainability of the ELO Program.

It is recommended that communication be open and transparent to all members of the ELO Team. This can be achieved by creating an email group or requesting a "reply all" to emails. This will allow everyone on the ELO Team to know what is going on with the ELO and foster the opportunity to share successes, report concerns, or ask questions. The reflection journal that is required of the ELO student may also be useful for this purpose. If the student chooses an electronic form of reflection journal, he/she may send the entry out via email or create a Google Doc and share it with the team. Through this method, feedback, comments, and/or questions can be embedded directly into the document. As a reminder, the reflection journal may be summarized if the student feels there are confidential or other thoughts that he/she does not wish to share with everyone on the ELO Team.

Assessment and Evaluation

From the outset, students must be made aware of assessments and evaluations that are interwoven into the ELO. Students are informed of their importance, and the feedback they will receive when assessments are reviewed. Students must understand formative and summative assessments and their uses. Students also must understand the four components of the ELO (research, reflection, product, and presentation). With this thorough and clear explanation, students are able to have a better understanding of their learning targets and the assessments and evaluations that will be used to measure success.

When a student is considering his/her assessments, either formative or summative, with his/her Overseeing Educator, individuality, preferences, and strengths should be taken into account. Teachers should allow students to think creatively and encourage them to push the boundaries of traditional assessment means and methods. Often students are told to think outside the box when it comes to ELO Plan development; however as one student explained it, he was being challenged to create his “own” box. Referring back to the philosophical mindset and belief of competency-based education, as long as students are able to demonstrate their mastery of a competency, the way in which he/she does so is not important. Honor student’s unique learning styles.

Assessment Progress Throughout the ELO

Reflection journals have already been mentioned as a way to regularly assess learning. They allow the ELO Coordinator, Overseeing Educator, and parents to experience students’ learning. The journal provides a vehicle to assess students’ metacognitive awareness, engage them in discussion and dialogue, and to deepen their learning by posing probing questions. Reflection journals are also a great way for the Community Partner/Mentor to assess what the student is learning from the experiences and mentoring that the Community Partner/Mentor is providing. Students are encouraged to use their reflection journal as a way to ask questions that either come up during the learning experience or as a result of the learning experience. Unfortunately, student questions may not always be appropriate during the learning experience, especially if the Community Partner/Mentor is working with a client or engaged in work that is requiring intense concentration. Reflection journals provide the student an opportunity to ask the questions at a later time. Note: in some cases, it may be advisable for all or part of reflective journals to remain confidential to the student. In this case, students should summarize the themes they discover within their journals.

It is recommended that a guide of reflection journal expectations be shared with students. Clear expectations that include prompts can be valuable to all students, especially students who need support with writing. A template can also be useful in organizing a reflection journal entry. The template should not only ask basic information such as date and the activity (what the student did, where he/she went, why he/she was there, but also include thought provoking questions such as what was learned, how it was learned, and how the information may or will be used in the future. Suggestions to additional journal materials may include:

- How can you use this information in other parts of your life?
- How does this experience connect with your essential question/ELO goal/competencies?
- What did you like or dislike about the experience and why?
- What was easy or difficult for you during the experience and why?
- What, if anything about this experience, has changed your direction of study?
- What might you do differently next time based on your learning today?

Other assessments that should be considered in the ELO include mid-point assessments to evaluate where the student is with mastering his/her competencies. These assessments should be considered formative tools that help to guide the direction of the ELO. Mid-point assessments should be completed by the Community Partner/Mentor and Overseeing Educator. The mid-point assessment for the Community Partner/Mentor should include their assessment of the “whole student” including their performance and behavior. Items to consider for this section of the mid-point assessment might include executive functioning, 21st Century, soft skills, work-study practices. In addition, the student should engage in a self-assessment evaluating him/herself on the progress he/she has made. It would be beneficial for these assessments to be shared with the ELO Team and used to make any needed adjustments to the plan, required resources/supports, or timeline.

At the conclusion of the ELO, the Community Partner/Mentor and Overseeing Educator should re-assess the student using a similar assessment tool as well as the NH Work-Study Practices. The results of this final assessment should be incorporated, or at least considered, in the final evaluation of the student.

Examples of these assessments may be found in the Appendix of this handbook.

Students should be provided copies of evaluation rubrics in advance so they can use them to guide the development of their work. There may be a number of summative assessments that are integrated into ELOs that may require an equal number of rubrics. It is recommended that the ELO Coordinator not overwhelm the student by handing them all out at the beginning of the ELO. For instance, the following Active ELO Process Chart recommends that discussions involving the product begin mid-way through the ELO. It is at this time when the project/product evaluation rubric be provided.

Active ELO Process Chart			
Initial Process Steps		Follow-up Process Steps	Comments
Weekly or bi-weekly meetings begin. At meetings: <ul style="list-style-type: none"> ● Review journal. If required, probing questions to dive deeper into learning ● Develop follow up journal questions if necessary ● Review photos ● Conversations re: college & career (21st Century/soft skills) ● Dialogue regarding ELO direction, concerns, questions ● Review completed learning activities ● Portfolio updates ● If applicable, create a “To Do” list with student. provide hard copy and email copy to ELO Team 			If the ELO Coordinator is acting as the Overseeing Educator, meet weekly. If not, meet bi-weekly (minimally). Rubrics for reflection and research should be reviewed periodically to ensure alignment to work. Portfolio rubric provided at initial Check-in and reviewed periodically to ensure alignment.
Update Check-in meeting log sheet			
Depending on the ELO duration and frequency, check in with Community Partner/Mentor to assess			It is recommended that the ELO Coordinator check in

student and ELO progress, questions, and concerns.			every 2 weeks via email or phone call (depending on Community Partner/Mentor preference).
Depending on ELO duration and frequency, check in with Overseeing Educator to assess student and ELO progress, questions, and concerns.			It is recommended that the ELO Coordinator check in every two weeks via email or phone.
One quarter of the way through the ELO, the ELO Coordinator does a site visit with student present. Debrief with student and Community Partner/Mentor following visit.			
<p>Mid-point assessments completed.</p> <ul style="list-style-type: none"> • Student self-assessment • Community Partner/Mentor <p>Is adequate progress being made?</p>	No	ELO Team meeting to formally evaluate progress. Students put on probation for two week time period to complete “intervention plan” developed by team and review signed contract including responsibilities and expectations.	It is not necessary for ELO Team to meet as a group as long as each member is provided with the opportunity to discuss expectations and offer feedback.
Yes			
ELO Coordinator begins to discuss the ELO product. The project template and rubric are provided.			This is something that the student should discuss with his/her Community Partner/Mentor for authenticity, relevance, and meaningfulness.
Three quarters of the way through the ELO, the ELO Coordinator does a site visit with student present. Debrief with student and Community Partner/Mentor following visit.			
<p>One month prior to ELO completion, ELO Coordinator meets with student to:</p> <ul style="list-style-type: none"> • Review reflection essay requirements • Provide rubric • If applicable, finalize portfolio • Assign ELO related learning activities 			<p>Learning Activities include:</p> <ul style="list-style-type: none"> • ELO Presentation of Learning invitations • Community Partner/Mentor thank you notes

ELO Coordinator forwards Presentation of Learning invitations to recipients.			Recipients should include: Parents/Guardians, Overseeing Educator, School Personnel directly involved with ELO, Community Partner/Mentor, School and District Administration, School Board members, etc.
Two weeks prior to the ELO Presentation of Learning, ELO Coordinator meets with the student to: <ul style="list-style-type: none"> • Develop presentation outline • Discuss presentation visuals • Engage in presentation rehearsals 			The ELO Coordinator should provide and review presentation task sheet and rubric.
The ELO Coordinator forwards student thank you letters to recipients.			
Student, teacher, and Community Partner/Mentor complete final ELO evaluation.			
Did student complete ELO?	No	At time of removal, an exit interview will take place with the Community Partner, Overseeing Educator, and if applicable the Special Education Case Manager. A Confirmation of Credit Form is completed and forwarded to Guidance.	The ELO may, if mutually agreeable to all parties, may continue for an additional period of time.
Yes			
The ELO Coordinator completes program Confirmation of Credit Form and forwards to teacher for their scoring and signature.			
The ELO Coordinator completes records student ELO scores on an established program data collection form and submits Confirmation of Credit Form to Guidance.			
Confirm with Guidance or Administration to ensure the ELO is placed on the student's transcript.			

"He has really enjoyed the ELO and the Fish & Wildlife shadow experiences you have set up for him." -ELO Parent 2014

Chapter 6

The Extended Learning Opportunity Team: certified personnel

“The best part of ELOs is the choice and the responsibility. You get to choose what you want to do, but then you have to be responsible for your choice, and take it to the end- to the furthest extremes of where you couldn’t even imagine where it would go.” - Warren

The importance of clearly articulating the expectations of all ELO Team members in the initial agreement cannot be understated. Each team member must review these responsibilities to ensure understanding of the roles each play in the ELO. There could be any number of certified personnel on an ELO Team, including the ELO Coordinator, Overseeing Educator, Special Educator or 504 Coordinator, ELL Educator, and others, such as a guidance counselor or Principal. The ELO Team should be developed in the best interests of the child. In accordance with the NH Minimum Standards for Public School Approval (2014), certified personnel must be a part of the ELO Team for the student to earn credit. It is recommended that credit be approved by a “Highly Qualified” educator in the specific subject area, but this is not always possible or the best choice for the child.

ELO Coordinator

In Chapter 2, the ELO Coordinator’s position was outlined in detail, highlighting the skills and attributes required to be a successful ELO Coordinator. One of the ELO Coordinator’s responsibilities is to be an active member of each student’s ELO Team. He/she must fulfill predetermined expectations that ensure the ELO will run smoothly. The following recommendations may assist in achieving that goal:

The ELO Coordinator will:

- Create the ELO application with input and feedback from the student, Overseeing Educator, and Community Partner/Mentor;
- Collaborate with appropriate educators as needed for assistance in planning and assessment of ELOs;
- Be available to the student during the ELO process to provide guidance, support, academic assistance, and answer questions relating to the ELO;
- Keep track of meetings and student work submitted;
- Provide ELO orientation and training, forms, and expectations to the Community Partner and site, as applicable. These forms will include insurance binders, copies of competencies, and any other required forms to support ELOs;
- Serve as an additional liaison to the site with the Overseeing Educator and be available to address concerns as they arise;
- Maintain ongoing communication with Community Partner site and student;
- Collaborate with parents/guardians as partners in the ELO;
- Notify site of any concerns or unforeseen events that may affect the scheduling and/or completion of ELO;
- Host public presentations of ELOs as part of the final assessment process;
- Evaluate student work, provide guidance on portfolio development, attend the final presentation, and approve the final grade.
- Organize exit interviews with the ELO Team.
- Send “Thank You” Letters to teachers, Community Partners/Mentors and any other relevant team member.

Overseeing Educator

According to the NH Minimum Standards for Public School Approval (2014) the ELO experience must be overseen, and qualification for credit, must be determined by certified personnel. This is an advantage for schools that may not have a highly qualified teacher (HQT) for a particular subject area. However, ELO Coordinators must be very careful in the selection of Overseeing Educators and build goodwill within their school communities. The selection criteria must be transparent, clearly communicated, and open to all educators. The way ELOs are seen and viewed among the faculty can make or break a program. It would be detrimental to an ELO Program for faculty and/or community to question the rigor of an ELO based on what is perceived as an inappropriate selection of an Overseeing Educator.

The best choice of Overseeing Educator is one highly qualified in the subject area that the student is exploring. However, there is flexibility, and an ELO may be overseen by a librarian, a Principal, or any other certified personnel. For instance, if a student wanted to do an ELO in counseling, social work, or sexual harassment, the guidance counselor would be a natural fit. If a student wanted to do an ELO involving leadership or governance, the Principal would be an appropriate match.

There is also flexibility for the Overseeing Educator role to be shared. The mentoring role may include another educator, a Community Partner/Mentor, or a school-based ELO Coordinator. The ELO Coordinator could assume both the Overseeing Educator role as well as the mentor distinction. This promotes additional options for students that may be open both inside the school and in the community.

When a student is interested in pursuing an ELO, the student may already have a teacher in mind to serve as the Overseeing Educator, based on an already established relationship. If this is the case, the ELO Coordinator should consider the student's recommendation and contact that teacher. If the teacher is willing to be a part of the ELO, the same process outlined in Chapter 4 will be followed. The student will work collaboratively with that teacher to create the competencies, learning activities, and assessments, and commence the ELO process.

Each ELO Team member, including the Overseeing Educator, should review the ELO agreement to ensure his or her understanding of each team member's role. As teachers become more comfortable with ELOs, their specific roles and responsibilities, and the expectations that accompany their roles will become more familiar. The language for this does not change so they do not have to be thorough in reviewing these each time an ELO application is signed.

The Overseeing Educator will:

- Collaborate with students to create the competencies, learning activities, and required assessments for the ELO;
- Be available to students during the ELO to provide guidance, support, academic assistance, and answer questions pertaining to the ELO;
- Meet with students regularly throughout the ELO to assess student progress;
- Collaborate with parents/guardians as partners in the ELO process;
- Keep track of meetings and student work submitted;
- Notify the ELO Coordinator in the event that the student is not completing or submitting learning activities;
- Notify the ELO Coordinator and parent/guardian of concerns, so that any issues may be resolved in a timely manner and the Community Partner is notified;
- Whenever possible and/or necessary, engage in communication with the ELO Team;

- Evaluate student work, provide guidance on portfolio development and documentation of learning, attend final presentation, and approve the final grade;
- Complete midpoint and final evaluation forms and survey upon completion of ELO, or exit interview in the event ELO is not completed;
- Report final grade to ELO Coordinator for recording.

Where applicable, the Overseeing Educator is also an integral member of a student's IEP Team. This includes a great deal of responsibilities to not only the student, but also to ensure the rigor and integrity of the ELO. He/she must ensure academic rigor and achievement of mastery of all required competencies.

There may be circumstances in which the Overseeing Educator, like ELO Coordinator and Community Partner/Mentor may discontinue or extend an ELO if the student falls behind in appointments, learning activities, or required assessments. These steps should be determined by an ELO Team meeting that reviews the situation, makes recommendations, suggestions, possible interventions, and/or additional support. If intervention attempts prove unsuccessful, the ELO Team should reach a decision by consensus. If a decision is made to discontinue the ELO, the student may appeal through the process outlined in Chapter 4. If it is determined that more time is needed, the ELO can be extended.

Commitments for an Overseeing Educator require them to assume a great deal of responsibility. Two essential elements are communication and time:

- *Communication* is extremely important to the success of the ELO. The Overseeing Educator must communicate with the student through regular check-ins and communicate progress to the ELO Team. Communication does not have to be face-to-face; it can be completed through email or on the phone. Email is especially useful because it creates a record for later reference. It is recommended that the sender Cc all ELO Team members to ensure open and transparent communication.
- *Time* is a factor that affects many teachers' decision to oversee ELOs. A great deal of time is necessary to create the ELO Plan, to supervise ELOs, and to assess student work throughout the ELO process. Many educators have full schedules, and adding ELOs adds an additional responsibility. It often requires these teachers use preparation time, come in early, or stay late to meet with their ELO students. For these teachers, this is a huge commitment but it can also be so very rewarding.

Serving as an Overseeing Educator allows teachers to:

- connect with a student who shares a similar passion or interest;
- personalize their subject discipline to support much deeper explorations than are possible in limited class time;
- customize a course;
- extend the Program of Studies or course offerings beyond the schools current offerings.

There are no limits or boundaries for ELO options. It is satisfying for teachers to help a student toward a successful graduation through a fulfilling learning experience. Overseeing Educators see a student gain knowledge and skills in an area of intense interest or need. Students gain confidence that he/she can succeed if an interest is pursued with dedication, and the Overseeing Educator is a guide and mentor through this process. Since ELOs are developed for individuals or small groups, educators are able to teach in depth with eager, engaged, and motivated students.

Special Education Case Manager and/or Staff

As a member of the ELO Team, the Special Education Case Manager has his/her own expectations that are almost always necessary when creating ELOs for students with disabilities. This list is extensive because of the level of support that is needed to create and implement the ELO. The Special Education Case Manager will:

- Invite the ELO Coordinator to attend IEP meetings where transition is discussed;
- Engage in conversations with the ELO Coordinator prior to the development of the ELO Application/Plan to provide background knowledge of student's strengths, abilities, aptitudes, and/or limitations;
- Assist in the creation of the ELO Application ensuring the student's voice, goal(s), and needs are met;
- Collaborate with student and Overseeing Educator to create the competencies, learning activities, and required assessments for the ELO;
- Collaborate with parents/guardians as partners in the ELO and IEP process;
- If applicable, assist the ELO Coordinator in developing ELO to be used as a transition plan or as part of the IEP Transition Plan;
- Ensure the student's IEP modification and/or accommodations are integrated into the ELO process and expectations;
- Communicate student disabilities and "need to know" information (based on approval from parents/guardians) to the Community Partner/Mentor during initial meeting;
- Create avenues of support as needed for the ELO either at school or in the community;
- If applicable, work collaboratively with the ELO Coordinator to monitor support staff's roles and responsibilities for the student's plan in school and in the community;
- Collaborate with the special education coordinator or director if special arrangements, such as transportation, must be arranged;
- Be available to the student during the ELO to provide guidance, support, and academic/social/emotional assistance;
- Assist the student in preparing for Community Partner/Mentor meetings, especially if his/her disability may impede communication;
- Notify the ELO Coordinator and parent/guardian of concerns, so that any issues may be resolved in a timely manner and the Overseeing Educator and Community Partner/Mentor is notified;
- Notify the ELO Coordinator and Community Partner/Mentor, as applicable, if the student will be absent and miss appointments;
- Evaluate student work, provide guidance on portfolio development, attend the final presentation, and contribute to the final grade;
- Organize supports for students to complete competency work, learning activities, portfolio development, documentation of learning, and assessments;
- Engage in an exit interview, as needed.

English Language Learners (ELL) Educators

The ELL Educator's main role in ELOs is to provide a communication pathway between the student, school, and home. They are necessary to ensure parents/guardians are informed of the ELO Program and process. They play an integral part in ensuring students are aware of all the credit bearing opportunities that are available to them in the school.

The ELL Educator will:

- Serve as the communication link between the students and their families regarding the entire ELO from beginning to end;

- Clarify information to students to ensure they understand the information;
- Interpret the expectations of the ELO in the native language whenever possible
- Hire an interpreter for students and/or parents as needed to ensure understanding of ELO Program and program documents or work collaboratively with the ELO Coordinator to create informational materials and program forms in students' native languages;
- Highlight the areas of importance on the ELO Plan where parents/guardians need to sign and give consent.

The ELO Team includes the possibility of several certified personnel including the ELO Coordinator, the Overseeing Educator, and as applicable, the Special Education Case Manager, 504 Coordinator, and ELL Educator. It is exceptionally beneficial when these adults can work together with parents and Community Partners/Mentors all in the service of a single student. This highlights the best of the "It takes a village" philosophy and underscores the importance and collective responsibilities of educating today's youth.

ELO Assessment

In addition to the Overseeing Educator assessing the ELO academic competencies, it is important to assess the work-site competencies developed by the Community Partner/Mentor as well as the 21st Century Skills and soft skills that have been interwoven into the ELO. The Community Partner/Mentor and Overseeing Educator are asked to assess students on their growth and attainment of these competencies and skills on Mid-Point and End of ELO Evaluation. The work-study practices that have also been interwoven into the ELO should also be evaluated using the NH Work-Study Practices rubric.

"It was great! I had so much fun... I wish that I could do it every day. My mentor told me that I am welcomed back anytime if I still needed help deciding. :) It was a great experience! Thank you for setting it up for me!" – Student

Chapter 7

The Extended Learning Opportunity Team: Community Partners

“It helped further my knowledge and helped step me in the right direction of where I want to go.” – Steve

The Basics: What an ELO Coordinator Needs to Know about Approaching a Potential Community Partner/Mentor

The manner in which a potential Community Partner/Mentor is approached should be carefully considered by the ELO Coordinator. How, when, and where the contact is made should be on the terms and at the convenience of the potential Community Partner/Mentor. Addressing business organizations such as local Rotary, Women of Rotary, Chamber of Commerce, Business Networking Meeting, etc. also provides an opportunity for the ELO Coordinator to network, share news about ELOs, and emphasize how ELOs benefit the community as a whole, the Community Partners individually, as well as the student. Information that could be shared about ELOs can be found in the Community Partner Handbook found in the Appendix and throughout this Program Design Handbook.

It is one of the ELO Coordinator’s responsibilities to provide the Community Partner/Mentor information and be available to answer questions regarding ELOs. The ELO Coordinator may not currently have students who are interested in the opportunities available through interested Community Partners/Mentors. At the meeting, information should be gathered so that when a student is interested in an ELO the coordinator is prepared to reach out to Community Partners/Mentors who will already have some awareness and background knowledge of ELOs.

The following guide has been created to provide step by step suggestions for initial contacts with Community Partners. The ELO Coordinator should create and maintain a District database to store the collected information.

Community Partner/Mentor Interview Guide	
Step #	Action
1	Make initial contact with individual on contact list from community outreach or contact a potential Community Partner/Mentor who may be a candidate for a future ELO.
2	Identify contact information including address and website address.
3	Set up a meeting to review ELO Program. Provide a community ELO informational flyer and provide a verbal overview of the ELO Program. This may include: <ul style="list-style-type: none">• Terminology such as competencies, learning activities, performance-based authentic assessments• Concept of rigor and what that means for students• Four components of an ELO• Roles, responsibilities, and expectations of the ELO Team
4	Interview the potential Community Partner/Mentor by asking questions such as: <ul style="list-style-type: none">• What is a description of the experience(s) that a student would receive here at your business?• Through their experience, what knowledge and skills (competencies) would the student gain?• Do you have specific expectations for students’ skills and abilities?• What professional qualities or attributes would you look for in a student?

	<p>What opportunities within your business could you provide a student?</p> <ul style="list-style-type: none"> • How would you describe a successful student experience? • In which ways do you assess your employees that you can share with the student? • What safety concerns or other expectations/requirements (clothing, etc.) would you have for this experience? • What are the best days/times/months to schedule this experience, and what duration do you think would be optimal? • Would you prefer working with an individual student or group of students? • Would you be capable of working with students with disabilities and/or students who are English language learners? • Do you have any age restrictions? • What does your general liability coverage include in regards to working with students? (paid or unpaid) • Is there a path to certification that you offer?
5	<p>Revert back to ELO Program review to discuss:</p> <ul style="list-style-type: none"> • Risk Mitigation (Insurance and Transportation) • Insurance coverage provided by District • DOL requirements and what that means • District policy on background checks/fingerprinting
6	<p>Provide Community Partner/Mentor Handbook and review sections applicable to site offerings (job shadow, internship, etc.)</p>
7	<p>Thank the Community Partner/Mentor for their time and assure them that they will hear back as soon as there is another student for whom an ELO would be a good fit.</p>
8	<p>Include interview information on District database.</p>

In step 3 above, it refers to the roles, responsibilities, and expectations of the ELO Team. Please see other chapters in this handbook for more details on team member expectations. It is important for each ELO Team member to know and understand the expectations of the whole team to promote a smooth ELO and avoid redundancy. It is especially important that the Community Partner/Mentor know what everyone else will be doing since he/she may have limited familiarity with education systems. All members of the team are true partners in the ELO experience.

For ELO Coordinators who are new to the process of reaching out to their community, there is an [ELO Site Outreach Plan](#) that may be beneficial. This document includes a framework from which the ELO Coordinator may use to reach out to the community, engage in site conversations, and prepare students for the work-site experience. This plan also provides additional support in establishing the ELO, developing student supports, site maintenance, and ELO wrap up. It is important to note that this document was created at the start of the NHDOE ELO pilot and was never officially adopted. This may be used in combination with the ELO Process Chart shared in Chapter 4.

The Community Partner/Mentor will:

- **Provide and maintain a safe environment for the student;**
- Keep and be able to locate location a copy of District insurance binder, DOL approval form, made available from ELO Coordinator;

- Provide orientation to their site policies and procedures related to the ELO Plan;
- Provide supervision and training as appropriate to ELO Plan;
- Engage in regular dialogue with student's ELO Overseeing Educator and/or ELO Coordinator regarding progress;
- Review student's reflections as appropriate and offer comments, ask questions, and provide constructive feedback;
- Communicate any issues and/or concerns (student, site, or program) in a timely manner to ELO Coordinator;
- Report absence and tardiness in a timely manner to ELO Coordinator;
- Provide guidance and direction to the student in creating his/her product/project;
- Participate in midpoint and final assessment of student work;
- Attend final ELO presentation;
- Complete midpoint and final evaluation forms and survey upon completion of ELO;
- Participate in exit interview as needed.

The Next Step: Working to Develop the Experience

Student Safety

As previously mentioned, student safety is one of the primary responsibilities of the Community Partners/Mentors. It is important that these individuals understand that safety not only includes keeping students safe from equipment and the worksite environment, but also includes keeping students safe from sexual harassment, sexual misconduct, and abuse of any kind. If an incident is suspected or reported by the student, it must be reported to the ELO Coordinator immediately. The District's School Board policy on such actions will be followed. The ELO Coordinator must make this point perfectly clear to ensure understanding.

The Community Partner/Mentor Handbook mentioned in step 6 above has been created to provide an ELO Coordinator with a training manual for their Community Partners/Mentors prior to beginning an ELO. It is designed to give the Community Partner/Mentor information about ELOs and what they may need to know when engaging in an ELO with a student. The information is general and does not provide specific information on the student. Information pertaining to the student is an item that should be discussed personally, preferably face-to-face, either with the student present, or with the ELO Coordinator (with the student's permission), prior to the conversation. As mentioned in Chapter 4, it is illegal to discuss a student's disabilities without prior consent from the parent/guardian. This chapter will discuss ways to broach the area of disabilities however; it is the ultimate responsibility of the Special Education Case Manager to share this information if acceptable to the parent.

Topics in the Community Partner/Mentor Handbook cover a variety of areas and include:

- An overview of ELOs and their benefits,
- Things a Community Partner/Mentor need to know about the ELO,
- The role and expectations of being a Community Partner/Mentor,
- How to work with a student,
- How ELOs are assessed
- The Community Partners/Mentor's role in the assessment process.

There will be limited time for professional learning and development time with a Community Partner/Mentor. They are extremely busy and their time must be valued and respected. The Community Partner/ Mentor Handbook is easy to read

and can be perused at the Community Partner's convenience. The ELO Coordinator could invite the Community Partner/Mentor to contact him/her if he/she has questions regarding the material.

Another excellent resource, *Practical Advice Guides: Smart Strategies to Employ, Educate, and Support Youth in Employability Development Programs* (Curnan, S. P., Lanspery, S., LaCava, L., Kingsley, C., Hughes, D. M., Melchior, A., Dursin, S., Marcus, J., & Perlmutter, A., 2014). This is a program brief that is intended to address central, frequently asked questions from youth practitioners, program managers, and worksite supervisors in business and public sector workplaces. Although it is written to support summer youth employment, it is relevant to students engaged in ELOs

ELOs for Student with Disabilities on IEPs: Training the Community Partner/Mentor

As previously mentioned, discussing disabilities is a delicate subject that requires confidentiality. Out of respect to students, one should not approach this topic lightly. The ELO Coordinator needs to be honest and sincere, but cautious, when discussing anything relating to the student's disabilities with the Community Partner/Mentor. When making the initial contact to request participation in an ELO, it is recommended that words such as *strengths, abilities, and challenges* be used and NOT disabilities or other labels that could be misconstrued as negative. Focus on the positives and identify the appropriate aspects of the experience. If the ELO Coordinator has done a thorough job of interviewing the potential Community Partner/Mentor, he/she will be able to closely match the student and Community Partner/Mentor; this will avoid potential problems. It is possible to match a student with a Community Partner/Mentor who may be similar and will understand the student's capabilities. With the mentor's assistance and guidance, the student will develop confidence and expand his/her learning.

If it is beneficial, and parents/guardians have given consent to reveal information regarding a student's disabilities to the Community Partner/Mentor, the Special Education Case Manager should have this conversation with the Community Partner/Mentor. The Case Manager knows Special Education law, expectations, and requirements better than any general education teacher or ELO Coordinator. It should be the Special Education Case Manager that provides the Community Partner/Mentor information on the student's disability and enlightens him/her as to:

- Accommodations that will make the experience successful;
- Ways of encouraging the student;
- Ways to manage and handle student behavior;
- Suggestions for potential communication barriers;
- Information regarding the student's academic, social/emotional, and/or physical needs;
- Strategies to resolve problems;
- Ways to prevent problems;
- Known triggers;
- Interventions (such as de-escalation techniques).

The Community Partner/Mentor should be provided opportunities to ask questions and seek out assistance from the Special Education Case Manager. Since the ELO Coordinator is the liaison between all ELO Team members, the Community Partner/Mentor should be encouraged to contact the ELO Coordinator with any updates, and the ELO Coordinator will reach out to ELO Team members.

An excellent resource that may be recommended to Community Partner/Mentors to learn more about working with students with disabilities can be found at [Monadnock Center for Secondary Transitions](#). The resource rich webpage has many links for future Community Partners/Mentors and employers that will better prepare them for working with individuals with disabilities and exploring the why employing able people with disabilities makes good business sense.

ELOs for Student with Disabilities on 504 Plans: training the Community Partner/Mentor

The same privacy laws that apply to students who have IEP Plans apply to students who have 504 Plans. It is important to know who is responsible for the students with 504 Plans and have that individual assume the role of information provider to the Community Partner/Mentor. The process, including sensitivity, confidentiality, communication, etc. will follow the procedures described above.

ELOs for English Language Learners (ELL) Students: Training the Community Partner/Mentor

Students who are English Language Learners may need assistance with communication and understanding due to a language limitation. The ELO Coordinator will contact the ELL Educator and if an interpreter is required for the student or parent/guardian, the ELL Educator will arrange for the service. It is recommended that the Community Partner/Mentor be aware of the potential language barriers, but understand that supports will be available as needed.

It is necessary to discuss cultural awareness to foster an enjoyable and beneficial ELO experience for both the student and Community Partner/Mentor. This includes understanding and actively promoting diversity. Larger areas, such as cities, have a great deal of experience working with individuals from different cultures, but in small rural towns that may not be true. In instances where knowledge and/or experience with cultural diversity are limited, it is recommended that the ELO Coordinator elicit the ELL Educator's assistance to prepare the Community Partner/Mentor for the ELO. If time permits, it is advisable to provide support throughout the ELO if needed.

In preparing the Community Partner/Mentor, it is worthwhile for the ELO Coordinator and ELL Educator to share the benefits of working with English Language Learners. It is helpful to discuss ways that Community Partners/Mentors may develop cultural competence that result in an ability to understand, communicate with, and effectively interact with people across cultures, and work with varying cultural beliefs and schedules.

According to Zenagui Brahim, President of New Hampshire Manufacturing Extension Partnership (NHMEP), there are many advantages for businesses to work with foreign-born employees. According to his personal experience, foreign-born workers bring a unique cultural experience to the worksite. They share their cultural heritages and traditions that assist in a broadened understanding of social experience and norms. Zenagui reports foreign-born employees have an excellent work ethic due to their cultural upbringing and need to provide for family; they are always on time and willing to take any overtime opportunities made available to them. He also shared that foreign-born laborers can be highly skilled making them meticulous and very precise workers.

Knowing the benefits of working with foreign-born employees demonstrates the importance of creating ELO experiences for ELL students. It is there, that ELL students learn and gain practical knowledge and skills while receiving the guidance and tutelage from their Community Partner/Mentors in learning about the American culture, the English language, and fitting into the American society.

Safety issues for Students in ELOs (offered by Susan McKevitt from NCCBL)

Issues of bias, prejudice and discrimination are difficult discussions to have. Religious, racial, sex, ability, etc., prejudices are hot topics and take skill, compassion and understanding to approach. It is very common for people to not be aware of the biases and prejudices they carry within them. Individuals discriminate in many ways; most of them totally harmless and are actually helpful to daily lives, from deciding on a choice of restaurant, selecting friends, what to wear and how to look, etc. Other biases/prejudices however, are not harmless. They act to not only limit opportunities for those being discriminated against (and are illegal); they also limit everyone's life experiences. When individuals determine that they will not engage with people who are different than them, they limit their own worldview and make it smaller.

In New Hampshire, many people have very limited exposure to and experiences with people from different cultures and backgrounds than the majority of people with which they have daily interactions. When having these sensitive conversations in which biases/prejudices arise, it is important to focus on the behavior and not condemn the person. It can be a teachable moment between the adults having the conversation. However, the student should not have to be exposed to these biases/prejudices, as the emotional and sometimes physical ramifications are deeply hurtful and very long-lived. This is true at any age and particularly so at the formative ages of being Middle and High School students. Great care must be taken to prevent students encountering discriminatory behaviors while engaged in ELO activities.

Each year, every school in NH that receives any federal funding from the US Department of Education signs an assurance that there shall be no discrimination towards employees due to age, race, color, national origin (including ELL), sex (including pregnancy and sexual harassment), mental or physical disability, religion, or sexual orientation. (RSA 354:A) Included in those assurances are also Federal statutes prohibiting discrimination that mirror many of the above categories and include students. They are: Title VI of the Civil rights Act of 1964 (34 CFR Part 100); Title XI Of the Education Amendments of 1972 (34 CFR Part 106); Section 504 of the Rehabilitation Act of 1973 (34 CFR Part 104); Title II of the Americans with Disabilities Act of 1990 (28 CFR Pat 35); and the Vocational Education Programs Guidelines For Eliminating Discrimination and Denial Of Services On The Basis Of Race, Color, And National Origin, Sex and Handicap (34 CFR Part 100 Appendix B).

Many federal funds are distributed to the local School Districts (aka the Local Educational Agency or LEA) through the State Educational Agency (SEA). The SEA in New Hampshire is the NH Department of Education. Types of funding that most schools access includes, but is not limited to Title I, Title II, SPED, and Title IV.

Not only are schools held to these standard of non-discrimination, they are also prohibited from engaging with external entities (businesses, theaters, community events, etc.) that may do so. When in conversations with personnel for establishing potential ELO sites it is imperative to inquire what practices, policies and procedures are in place for the student to access in the event he/she feels he/she is being harassed or discriminated against. This conversation should happen prior to any placement of the student at the site. In New Hampshire, state law says that every employer with six (6) or more employees is required to have such policies and procedures readily accessible for anyone to access.

There are also requirements for employers covered under the NH and Federal civil rights statutes to make reasonable accommodations for religious purposes and for people with mental/physical disabilities. For example, if a student is an Observant Jew and is prohibited to engage in any work from sunup to sundown on their Sabbath due to her/his religion, this must be allowed. Likewise, if someone is of the Muslim faith, certain clothing may be required of her/him that is not part of the usual attire of the ELO site. An example would be a female student wearing a headscarf. Additionally, accommodations of a physical nature may be needed for a student in a wheelchair or who uses crutches (such as a ramp, lowering a desk, moving the work site to a different floor) or who has other mobility or physical issues that once adjusted for would allow the student to be successful.

When seeking an ELO site, part of the conversation should include relevant inquiries about the site that might impact a student's emotional and physical wellbeing and safety if placed at that site. Some initial questions might include:

- Do you have a sexual harassment policy and if so:
 - How recently was it updated?
 - Where is it posted, and might you see it?
 - Have there been any complaints either internal (informal or formal) or filed at the NH Commission for Human Rights in the past?

- If a student were pregnant would she be welcomed doing the ELO?
- If a student has limited English skills would that interfere with her/his success at the ELO?
- How welcomed would a student of color be in your environment?
- What restroom facilities are available for a transgendered student?

These are just some guiding questions. Depending on the locale and the history of the area within which the ELO is to take place, others might be added or altered for a more accurate assessment of the preventative measures regarding non-discrimination practices and procedures at the particular site. The more open-ended the questions usually elicit more information, but sometimes asking directly serves the better purpose. The reasoning behind the inquiries is to get a feel for the environment a student might be entering.

If for some reason, it is apparent that the chosen ELO site would not welcome a student for discriminatory reasons, the school should both keep a record and eliminate that site for any future ELO activity. If the student generated interest in that particular site, it will be important to share why the ELO will not happen there, and all efforts should be made to find a comparable site that is more welcoming.

In the event a student is on site and either witnesses or is the focus of discriminatory language, assignment, or other impermissible behaviors based on the categories listed above, he/she should report it immediately to the ELO Coordinator and/or any other adult in the school. From there the school policies regarding reporting instances of possible violations of the non-discrimination assurances should take place. Depending on the incident, the student should also be advised that he/she can call either the police (if it rises to that level such as simple assault) the Boston District Office of the Office for Civil Rights and the NH Commission for Human Rights if the student is characterized as an “employee” at the ELO site.

Prior to going to a site, students should be made aware of the prohibited behaviors so if they experience them on site they both can recognize inappropriate behavior and know that they have the backing of the school staff to help and protect them. It is a very formidable action for any person to come forward if they believe they are being discriminated against. In most cases the person would rather just forget about it or wind up questioning him or herself about what had occurred. People don’t want to “rock the boat” or “cause trouble” not realizing that by being subjected to the impermissible behavior the boat has already been “rocked,” and by bringing it forward they are trying to make it right. Another hesitation to coming forward involves fear of retaliation and/or loss of their job and in this instance a cessation of the ELO itself. These are real concerns and can only be overcome by the adults who are engaged with the student emphasizing that the student’s safety, dignity, and well-being are paramount. If necessary a new ELO will be established so that the student isn’t doubly harmed by first being subjected to the offensive behavior and secondly suffering the loss of the educational credit/experience.

The hope is with good site planning, focused site inquiries, education of the students as to their rights and available remedies and the knowledge that the school personnel are there as support ELO placement will be the joyful and expansive educational experience it is intended to be.

For additional information, see [Federal Civil Rights Laws](#) as they pertain to employment and The U.S. Equal Employment Opportunity Federal Laws Prohibiting Job Discrimination for their Federal Laws Prohibiting Job Discrimination Questions and Answers. An additional resource is the [NH Commission for Human Rights](#). This site provides information on all areas in employment that are covered by the NH State agency. As an FYI, go to the “Required Posters” section and then click on Employer poster.

Note: if the SCHOOL discriminates against a student, the student has to go to Boston District office of the Office for Civil Rights to seek remedy. (However, if the school discriminates against one of its employees, it can stay in NH as an employment issue.)

Developing Competencies with the Community Partner/Mentor

The purpose for placing a student at a worksite with a Community Partner/Mentor who is an expert in his/her field is to connect the student's interests to opportunities in the real-world. The key word in this explanation is expert. Although the Overseeing Educator might be an expert in the area of interest, it is unlikely that he/she has the same depth of knowledge or experience as the Community Partner/Mentor who has not been removed from the work by a classroom.

This being said, the ELO Coordinator should interview the Community Partner/Mentor to discuss job-related competencies and skills that can be written directly into the ELO plan. These conversations will lead to more rich, organic, authentic learning experiences that will not only provide students with learning experiences that will help them meet their academic competencies but will allow them to reach their ELO goal and/or answer their essential question.

In addition, as part of the ELO development process and part of the ELO Team, the Community Partner/Mentor will be asked to take on an active role in developing competencies, learning activities, and required assessments that not only allow student to reach their goals but maximize the authentic learning experience within the work-site. This would be done when the ELO Team meets to review the student's goals and ELO plan developed thus far. As expressed, the Community Partner/Mentor is the expert. He/she is aware of what the student needs to know and be able to do. Although academic credit is awarded by certified personnel, the Community Partner/Mentor has the knowledge and experience to develop career specific competencies that will add a new depth and dimension to the ELO. Career specific competencies, as with academic competencies, should include learning activities that will provide students an opportunity to learn and practice these competencies as well as formative and summative assessments that will provide a student an opportunity to demonstrate his/her mastery of the competencies.

It is important to align, as closely as possible, the academic and work-site competencies to ensure students are getting the most out of their ELO experience. Close alignment will ensure students are engaged in learning that is an extension of their academic competencies and provide them the opportunity to apply their learning in a real world setting, in a meaningful way. Close alignment is done through careful consideration and explicit communication. If the Overseeing Educator is not able to make the ELO Team meeting where the Community Partner/Mentor is included, he/she should be encouraged to touch base with him/her following to determine if any other additions or modifications need to be made.

Communication

It is important to seek feedback from Community Partners/Mentors on the method and frequency of contact they would prefer. Although frequent communication is always best practice, the Community Partners/Mentors are busy and their time is valuable. Finding times that work best, and methods that are most convenient, will ensure successful communications, relationships, and hopefully repeated Extended Learning Opportunities for future students.

The ELO Coordinator should provide the Community Partner/Mentor any required guidance or training regarding required journal and/or log expectations. Reiterate that ongoing feedback will not only ensure engagement, but also provide evidence that the student is moving in the right direction. It also provides an opportunity for the ELO Team to help the student go deeper into the ELO by asking questions and reflecting on what he/she has written.

Progress Meetings and Assessment

It is important to keep the Community Partner/Mentor in the loop regarding ELO progress review team meetings. Their feedback will be essential in knowing how the student is progressing in the real-world application of learning. Be considerate of the Community Partner's/Mentor's schedule and ask for date and time suggestions well in advance.

At these meetings, the ELO Team should review ELO goals, essential questions, and identify progress towards competencies. This should be done by reviewing evidence from learning activities as well as performance on formative assessments. The ELO Team will include feedback from the Community Partner/Mentor regarding the student's progress at the workplace. The feedback received should be used to re-evaluate the plan and determine if any adjustments need to be made. The Community Partner/Mentor should be reminded of the midpoint and final assessments.

The ELO Product

When the ELO Coordinator first meets with the student to review ELOs, it is made clear the significance the product plays in the ELO experience. The student is told that it is something that not only signifies the learning that occurred throughout the ELO, but also serves a dual purpose: it is meaningful to the student, and it is beneficial in some way to the community. In order for this product to be meaningful, important, relevant, and authentic, the Community Partner/Mentor works closely with the student to brainstorm, plan, and carry out ideas. The Community Partner/Mentor should assist the student in completing a project plan and execution of the plan.

The ELO Presentation

The ELO Presentation of Learning is an opportunity for students to share their learning with an authentic audience. These celebrations of learning allow the Community Partner/Mentor to hear firsthand from the student about the impact of the ELO experience. Progress will have been discussed many times during the ELO, but frequently the Community Partner/Mentor is taken aback by the student's presentation of learning. Community Partners/Mentors are usually aware of the academic and personal growth that a student makes during the ELO, but it is the social and emotional growth that is often unexpected because typically it is less visible. Attending the ELO presentation can be a gratifying experience for all parties, and the Community Partner should be encouraged to attend.

Risk Mitigation

Best Practices – from the Business Perspective

What is "Risk Mitigation"?

When considering risk and planning to engage the Community Partners/Mentors in these delicate conversations, unfortunately, there is not one source or resource to look to. In fact, this is a very difficult conversation because depending on the business and situation; the ELO Coordinator could be opening up Pandora's Box. Once the ELO Coordinator has had the Risk Mitigation conversation with the District admin, he/she should have adequate information to share with the Community Partner/Mentor about the District's policy, procedure, practices that will ensure the student's safety. In addition, these conversations will allow the ELO Coordinator to have adequate information, guidance, and suggestions to hopefully ease any concerns the Community Partner/Mentor may have in working with a student. If not, and the Community Partner/Mentor has additional risk mitigation concerns or questions, it would be in the best interest of the ELO Coordinator to suggest that the company's policies, practices, and procedures be referenced.

As already outlined in this handbook, it is the responsibility, duty of the Community Partner/Mentor to ensure the safety of the student while at their site. This means safety from ALL environmental factors. Being upfront and clear with Community Partners/Mentors in regards to expectations will help the student (and worksite employees) be safe and have

a positive experience. When explaining safety expectations, it is recommended that ELO Coordinators discuss precautions that will address those environmental factors (i.e.: DOL Pre-Approval and Safety Summary documentation.) The ELO Coordinator may mention the District's background process to ensure student safety with visitors and volunteers but be aware fingerprinting every employee, especially at a large business, would be extremely costly and time consuming. Instead, depending on their School Board policy, the ELO Coordinator might suggest that Community Partners/Mentors safeguard themselves by assuring there is some level of background check on individuals who will be working alone with students. This would mean limiting the number of individuals the student has contact with yet still providing options and varied experiences. It should be reinforced that supervision and monitoring by the Community Partner/Mentor may also protect both the student and employees.

The ELO Coordinator may provide the Community Partner/Mentor with a copy of the White Paper if he/she feels it would be beneficial, but keep in mind it is written to provide guidance and direction to School Districts.

Paperwork Required for ELOs That Take Place off School Grounds

The ELO Coordinator has a many requirements to create an ELO, as outlined in Chapter 4. The purpose here is to expand on the process and forms that must be completed to ensure Department of Labor (DOL) compliance. In addition, suggestions will be shared that may help the ELO Coordinator avoid a program rejection and/or reinstate a program.

Work Site Approval

In order for a student to be placed in an ELO at a work site, the ELO Coordinator must get prior approval from the NH Department of Labor. The NHDOL maintains a list of approved work sites that can be found on their [School to Work](#) page. This list includes work sites that that been approved for one (1) calendar year. This list changes regularly so should be reviewed often. If the work site the ELO Coordinator is seeking is not on this page, it will be necessary to complete a [Pre-Screening Form](#). In the past this form could be submitted electronically, but it has not been accessible this way for quite some time. Instead, this form can be downloaded from the [NHDOL Inspection Division Forms](#). This document can be mailed, but it is recommended that it be faxed or scanned and emailed since these methods reduce the response time. It is important to fill out the form accurately and completely. Most denials result from inaccurate information.

There may be times that the pre-approval request is denied. Rejections may result from there being minor worker complaints on file, no [Workers' Compensation](#) (Insurance), or a current [Safety Summary](#) Form on file. A workplace must have Workers' Compensation if there is at least one employee (other than the business owner). If companies have 10 or more employees, they must have a current Safety Summary on file.

If a denial is received, it is recommended that the ELO Coordinator contact the NHDOL to determine the reason. It is suggested that one should document which inspector is spoken to and not the date directly on the form. If it is due to a missing or expired Safety Summary, this can be easily corrected. The ELO Coordinator is responsible for notifying the Community Partner/Mentor to inform them of this rejection and make suggestions for reinstatement based on the recommendation of the NHDOL inspector.

If the denial is due to a Workers' Compensation issue, it is recommended that the Community Partner/Mentor be referred to the NHDOL inspector previously contacted by the ELO Coordinator. If it is an oversight or mistake, this can also be rectified quickly. However, if the worksite is not in compliance or there are minor worker complaints on file, the worksite is probably not where the student should be placed. In this case, seek alternatives.

School Program Approval

Schools are required to complete this form for every ELO work-based program they offer. This does not mean EVERY ELO must have one of these forms; one form per site is adequate even if multiple ELOs take place there. This form requires the

ELO Coordinator to document or substantiate the experience. As with the Pre-Screening Form, the Approval Form for Non-Paid Work-Based Activities form may be submitted either by mail, fax or scanned and emailed.

This form requires a great deal of information and should be carefully completed by the ELO Coordinator. These are frequently returned marked, 'denied'. When completing the form, it has been suggested that the ELO Coordinator indicate that the program is an ELO. It is recommended that "ELO" be written in large letters in the white space on the right side of the form.

In the second section of the form, it asks for School-to-Work Partnership name. This does not refer to the Community Partner/Mentor. This is referring to a career vocational vendor who the School District has employed to find this experience for the student.

Section 3 of this form is the most important. Accurate program description is critical to the form's approval. It is recommended that the ELO Coordinator be specific about the program goals and sought career interest/objective. Indicating course competencies and explicit language about how the experience will support or enhance learning will eliminate any guesswork on the part of the inspector reading it.

Student safety should be an ELO Coordinators' top priority when placing a student's ELO at a worksite. The NHDOL feels the same way, especially if the student is under 18. The next section on the school approval form discusses safety and must be taken seriously. Many denials result from this! The ELO Coordinator must be proactive and check with the Community Partner/Mentor to determine if a safety program is established in the workplace. Most do, but it is important that a worksite with a student have one. In addition, if the student is a minor and the worksite may be considered dangerous or contain hazardous equipment as identified by the Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act CHILD LABOR BULLETIN 101, additional preparation and precautions may be required.

The ELO Coordinator should review this document and the subsequent explanations on pages 7-18, and discuss it with the Community Partner/Mentor to assess if any of these conditions apply. If so, adjustments to the ELO will be necessary. There are two instances noted when possible exceptions may be made: Special Provisions Permitting the Employment of Certain Minors in Places of Business that Use Machinery to Process Wood Products and Exemptions from Certain Hazardous Occupations (HOs) for Apprentices and Student-Learners. These can be reviewed in the Youth Employment Provisions for Nonagricultural Occupations under the Fair Labor Standards Act CHILD LABOR BULLETIN 101.

The ELO Coordinator may be able justify an ELO in any of the above Hazardous Occupations by clearly articulating on the school program approval form what the student will and will NOT do at the worksite. For instance in the case of logging, the ELO Coordinator may say that the student will:

- Be in NH Forestry surveyed location
- Have safety gear including: hard hat, hand and eye protection, and steel-toed boots
- Only walk the property with the Community Partner to mark selected timber
- Observe hand-cut timber only or observe timbering from no less than 50 feet away
- Not come within 50 feet of any power equipment
- Not go on any trucks or logging vehicles.

It is also recommended that the ELO Coordinator create a supplemental permission document that states the necessary exclusionary conditions as part of the initial ELO Plan, and have the ELO Team sign it, indicating their understanding and agreement. Attaching this supplemental document and the detailed school program approval form will increase the chances of the ELO worksite being approved. If this does not elicit an approval, it would be in the best interest of the ELO

Coordinator to contact the NHDOL and speak directly with one of their school-to-work inspectors to discuss the potential ELO experience.

For additional guidance, useful information, and suggested materials, please see The Monadnock Center for Successful Transitions “How-to” Guide titled, How to: Create Approved Work-Based Learning Experiences, NH Department of Labor Requirements for Job Shadows, Internships, and More.

Employment Standards for 16- and 17-Year-Olds

In Nonagricultural Employment

The Hazardous Occupations Orders for Nonagricultural Employment (HOs)

These Orders are published in Subpart E of Part 570 of Title 29 of the Code of Federal Regulations.

The RLSA provides a minimum age of 18 years for any nonagricultural occupations which the Secretary of Labor “shall find and by order declare” to be particularly hazardous for 16- and 17-year-old persons, or detrimental to their health and well-being. This minimum age applies even when the minor is employed by the parent or person standing in place of the parent.

The 17 HOs apply either on an industry basis, specifying the occupations in the industry that are not permitted, or an occupational basis irrespective of the industry in which found. Some of the HOs contain limited exemptions.

HO 1	Manufacturing and storing of explosives.	HO 10*	Operating power-driven meat processing equipment, including meat slicers and other food slicers, in retail establishments (such as grocery stores, restaurants, kitchens, and delis), wholesale establishments, and most occupations in meat slaughtering, packing, processing, or rendering.
HO 2	Motor-vehicle driving and outside helper on a motor vehicle.	HO 11	Power-driven bakery machines including vertical dough or batter mixers.
HO 3	Coal mining.	HO 12*	Power-driven paper-products machines including scrap paper balers and cardboard box compactors.
HO 4	Logging and sawmilling.	HO 13	Manufacturing bricks, tile, and kindred products.
HO 5*	Power-driven woodworking machines.	HO 14*	Power-driven circular saws, band saws, and guillotine shears.
HO 6	Exposure to radioactive substances.	HO 15	Wrecking, demolition, and ship breaking operations.
HO 7	Power-driven hoisting apparatus, including forklifts	HO 16*	Roofing operations and all work on or about a roof.
HO 8*	Power-driven metal-forming,	HO 17*	Excavation operations

	punching, and shearing machines.		
HO 9	Mining, other than coal mining.		*These HO's provide limited exemptions for 16- and 17-year-olds who are bona-fide student-learners and apprentices.

Only after all the paperwork has been discussed, the plan is signed and approved, will it be time to begin the ELO. The Community Partner/Mentor begins his/her mentoring duties and responsibilities outlined in the Extended Learning Opportunity Agreement. As outlined in the expectations, the Community Partner/Mentor should file the ELO paperwork in a safe place where it can be easily accessed. This is important if there is a DOL or insurance need, or if there is an emergency.

ELO Assessment

In addition to the Overseeing Educator assessing the ELO academic competencies, it is important to assess the work-site competencies developed by the Community Partner/Mentor as well as the 21st Century Skills and soft skills that have been interwoven into the ELO. The Community Partner/Mentor and Overseeing Educator are asked to assess students on their growth and attainment of these competencies and skills on Mid-Point and End of ELO Evaluation. The work-study practices that have also been interwoven into the ELO should also be evaluated using the NH Work-Study Practices rubric.

"I had a great day with my ELO Student and it was nice to have a different perspective while showing her the ropes. She interacted with the students well and was also a big help to me. I am sure she will be an asset in whichever career she chooses." – Community Partner 2014

Chapter 8

Education and Public Relations: Creating Interest and Demand

“The best part of ELOs is the choice and the responsibility. You get to choose what you want to do, but then you have to be responsible for your choice, and take it to the end- to the furthest extremes of where you couldn’t even imagine where it would go.” - Warren

As with any new program, clear communication to broaden collective understanding is necessary. Within the school, with students, and in the community, there will be many questions as a new ELO Program is developed. The purpose of this chapter is to discuss how to create interest and demand for ELOs within New Hampshire high schools.

Within the School

Extended Learning Opportunities and the development of an ELO Program are one among many responsibilities New Hampshire high school Principals face. Optimally, Principals will work collaboratively with students, parents/guardians, teachers, SAU leadership, and the School Board to develop a vision that follows educational rules and regulations in the best interest of kids. Facility with ELOs - understand them and their potential - may differ from school to school, especially when an ELO Program is first introduced, or when a school has a new administrator. In these cases, it may be helpful to reach out to other schools with more experience. The pioneers of the work can bring support to program development, support, and assistance.

When approaching teachers about taking on the role of Overseeing Educator, it is important to develop a good relationship with him/her characterized by trust and mutual respect. Many educators may feel threatened by the concept of ELOs, fearing enrollment numbers will reduce resulting in an elimination of positions. If there has been a strong implementation plan put into place, with outward program support by administration and ample professional learning opportunities offered to the faculties, then both the ELO Program and ELO Coordinator will be more accepted by high school faculties.

It is recommended to start with one or two teachers who are progressive thinkers and have adopted the “outside of the box” or students “creating their own box” methodology. These individuals are already willing to put traditional education aside, and willing to work in collaboration with students to develop courses that are based on student’s interests and needs. It is best to start small and build successful ELO experiences that surpass both students’ and teachers’ expectations. Showcase these successes by inviting faculty and staff to ELO presentations and having students speak to other students and the faculty about their ELO experiences. Students will begin talking about their experiences and getting other students excited about doing them. This will boost interest and teachers will eventually want to jump on board. Positive exposure and press especially by the students is the best publicity and will be sure to make the ELO excitement spread.

Creating interest among students is very easy, especially when they learn that they can be in control of their learning and discover how they can become true architects of their own learning. Holding assemblies in large group venues such as class meetings, or new student orientation provide the ELO Coordinator opportunities to share material and stories. It is recommended that prior ELO students also share their experiences. Large group assemblies are good when time is limited, but it can also be challenging especially if many have questions that can’t be answered in the time allotted. Smaller group venues such as advisories, homerooms, or related classes are better suited for information and videos to be shared. Smaller settings allow for intimate conversations that may encourage a student to ask a question where he/she might not have felt comfortable doing so in a large group. During smaller informational sessions, it is also possible to speak one-on-one with students regarding ideas they have or provoking ideas for them to consider.

Teachers are also excellent promoters of ELOs if they are given the opportunity to speak with students about their interests, passion or goals. Any excitement or possible ideas should be referred to the ELO Coordinator for further development. It is important that teachers have a good understanding of the range and requirements of ELOs to ensure proper and accurate information is being disseminated.

Other opportunities to share ELO information on a personal level is when new students arrive in the School District. Typically students coming into a new school are taken on a building tour and are excited about beginning their new experience. If possible, a stop to visit the ELO Coordinator should be scheduled. Being available to speak with students and their parents/guardians opens their eyes to learning that may be beyond anything they have ever heard of or experienced.

It would be beneficial for the ELO Coordinator to create a program flyer or informational, brochure to have available at student and/or parent/guardian information sessions. This document should explain ELOs discussing the 3 "R's (Rigor, Relevance, and Relationships) and the 4 components of ELOs (Research, Reflection, Product, Presentation). Information on credit should be highlighted and followed up with an explanation of how it is earned (mastery of competencies through assessments). ELO types and examples along with past community worksites would allow students and their families to make connections to the places they already know in the area. An example of a program flyer can be found in the Appendix.

It is also useful to create an informational Extended Learning Opportunity website and/or harness social media to promote ELOs to students, teachers, and the community.

Within the Community

It is equally important that all community stakeholders develop an understanding of the Extended Learning Opportunity Program. Their support is essential to success. It takes a village.

It is essential to reach out into the community to inform them of ELO possibilities, requirements, and options. A brief history and awareness of state education regulations should be available to all members of the community through various means. An informational night, a presentation at a parents' meeting, speaking at various community groups are good examples of events that promote ELOs, and these need to be well-planned in advance. It is important to remember that these types of activities are informing folks about a major change in how we go about the process of educating students. This subject is likely to raise eyebrows. Forums on ELOs will likely be well received if the ELO Coordinator and any other speakers are well-prepared. However, there may be some very challenging questions. Community members will want to know how this change in education delivery will be beneficial for students and the community as well. All stakeholders will need to understand the benefits of having the entire community participate in the education of its students. As that understanding grows, support will grow.

To ensure that community support continues to build, there should be an ongoing plan to communicate the message. That plan could include presentations before the Chamber of Commerce, Rotary, other business groups, church groups, civic groups, parents groups, etc. Outreach could also include local radio and cable television, along with social networking components. There needs to be a consistent effort to educate, to share good news, and to expand the program.

ELO Coordinators should develop program materials for potential Community Partners/Mentors. These materials should include business cards, an informational flyer, and any District requirements. A flyer for a potential Community Partner does not need to be as detailed or in depth as the ones recommended for the students and families, but it should include the following information:

- ELO definition
- Rigor, Relevance, Relationships
- Research, Reflection, Product, Presentation
- An example or two of the benefits
- A few ELO examples

It is possible for local Community Partners/Mentors who have demonstrated an interest in partnering with schools to host a “Teacher/Student/Parent Information Night”. These events may be considered an opportunity for the Community Partner/Mentor to showcase career-focused as well as other learning options associated to the companies’ operations to students who may demonstrate an interest, aptitude, or ability. In addition, these events may also spark an interest in students who otherwise would not have known about the career possibilities within a local business/company. NH businesses such as Whelen Engineering, GE Aeronautics, and BAE Systems are already hosting successful Teacher/Student/Parent Information Nights. Other organizations throughout N.H. such as Velcro USA, Rapid Group, Wirebelt and many others are beginning to foster similar community relationships for the benefit of student interaction, engagement and learning. It is recommended that they as well as your local school be contacted if more information is needed.

Benefits of Extended Learning Opportunities:

When going out to market ELOs, it is important to share the benefits of ELOs to each stakeholder. Although it may seem obvious to each individual stakeholder group, providing an opportunity to see how others also benefit will demonstrate the magnitude of the impact.

- For the Student:
 - Receives opportunity for credit
 - Gains specific workplace skills and knowledge
 - Receives hands-on learning experience “soft skills” such as teamwork, etc.
 - Becomes aware of expectations of the workplace
 - Sees relevance between school subjects and the workplace
 - Receives guidance in forming an information base to assist in career decisions that are compatible with personal interests and skills
 - Acquires increased motivation to excel in school
 - Builds self-confidence in work with adults
 - Develops positive self-image, peer recognition and leadership skills
 - Develops abilities to work as a team member
 - Develops network of career contacts for the future
 - Receives opportunity to enhance career portfolio
 - Explores career options
 - Applies and reinforces knowledge and skills learned in academic and occupational courses
 - Facilitates transition from school to the workplace and/or post-secondary education/training
 - Explores selected major – skills needed, salary, working conditions
- For the School
 - Creates a stronger bond with businesses and the community
 - Provides opportunities to connect academics to careers learning experiences
 - Provides opportunities to motivate students, increase academic achievement, reduce dropout rates and improve attendance
 - Keeps education current with employer needs

- Utilizes employers' up-to-date workplaces for training
- Obtains possible opportunities for full-time placement
- Creates a stronger bond with businesses and the community
- Provides more structured and supported transition opportunities for students with disabilities
- Assistance with Indicator 13 compliance
- For the Employer:
 - Enhance partnerships with schools
 - Influences and contributes to the educational growth of students
 - Provides opportunities to share experiences, insights and knowledge with students
 - Prepares a higher skilled and motivated workforce
 - Improves supervisory and motivational skills for employees by working with students; reenergizes current employees
 - Assists young people in understanding what employers expect of employees
 - Involves employees as mentors
 - Facilitates recruitment of qualified prospective employees with less training costs and turnover
 - Builds a positive community image
 - Possible tax credits for more information see <http://www.irs.gov/Businesses/Small-Businesses-&Self-Employed/Tax-Benefits-for-Businesses-Who-Have-Employees-with-Disabilities>
- To the Community:
 - Enhances the continuing pattern of school-community relationships
 - Improves the chances for attracting new industries when effective partnerships are established between schools and industry
 - Facilitates students' transition from school to careers
 - Improves the recruitment pool of qualified employees
 - Enhances economic quality of life through a competently trained workforce
 - Enhances community awareness through public relations and recognition of school and employer involvement.
 - Assists young people in understanding what employers expect of employees

Regional and National Understanding

Several organizations around the state of New Hampshire have worked to promote Extended Learning Opportunities. The QED Foundation has been a leader in this work since the beginning, since its MC2 school was a model for learning beyond the classroom. BeyondtheClassroom.org is a website that also grew from this work.

The New Hampshire Department of Education provided training and networking opportunities for ELO Coordinators from 2008-2011. Since that time, the ELO Coordinators have been self-organized and attempted to have monthly meetings for sharing and networking. A Collaboration Ring site, sponsored by the New Hampshire Digital Resources Consortium (NHDRC) has been in place since 2011.

The Nellie Mae Education Foundation has demonstrated interest and commitment to New Hampshire Learning Opportunities. They sponsored a pilot program and evaluation, published in 2011. There is a current study being conducted by Research for Action into ELOs.

Extended Learning Opportunity Coordinators and supporters have presented at many state, regional, and national conferences, and there is a great deal of interest in this initiative. Several national reports have highlighted New Hampshire's inclusion of Extended Learning Opportunities in its competency-based system during the last few years.

ELO Presentations of Learning

The ELO Presentations of Learning are the highlight of the ELO, and are a great means of promoting and building support for an ELO Program. Students reflect on their learning publically and share why their experiences have been so meaningful and valuable to them. The event is also a time for the school, community, and friends and families of the students to show their support and celebrate the students' accomplishments. Most ELOs took place during the student's own time and required great dedication, devotion, work, and time. For many students, working independently to accomplish his/her goal is a significant accomplishment.

The ELO Presentation (of Learning) is an opportunity for students who have engaged in ELOs to provide a detailed story of his/her learning journey. It is during the ELO presentation that students are expected to educate his/her authentic audience on the particular subject studied during the ELO while explaining why he/she chose his/her topic, what occurred during the experience, what was learned from it, and explain how the learning has or will influence future learning or decisions.

During the presentation, students describe their ELO experiences, analyses, and arguments in a compelling and convincing manner. They specifically mention the course competencies, essential question(s), and specific learning outcomes. They also share their learning experiences and research, providing evidence that can be related back to their competencies. Simply put, students are defending their learning to an authentic audience. Although not everyone in the audience will be assessing the student, a panel of judges evaluates most presentations. The panel can be anywhere from 3 - 5 members and may be made up of educators, community members, or administration.

The ELO Presentation of Learning event is a perfect opportunity for the ELO Coordinator to publically recognize the Community Partners/Mentors and Overseeing Educators who devoted their precious and valuable time to the students. If teachers are volunteering their time to offer ELOs, it is important to acknowledge this and again voice gratitude and thanks for their commitment to the students. In addition, students should present their thank you letters and Certificates of Appreciation to the Community Partners/Mentors to reinforce their gratitude.

In many schools, ELO presentations occur throughout the year, whenever a student completes an ELO.

An alternative is to organize an ELO Presentation of Learning event where all students present their ELO experiences. If a school follows this path, the following "To Do" list might be helpful:

1. As soon as possible reserve the facilities for the ELO Presentation of Learning event. Depending on the venue, equipment required may include:
 - Podium
 - Microphone
 - Speakers
 - LCD projector
 - Computer or laptop
 - Table for student materials
 - Chairs for the audience
 - Ensure the facility is handicap accessible and if signers are needed, they are available
2. Send a "Save the Date" email out to faculty
3. Send an email to the District technology director to ensure he/she is aware of the event and any needs
4. Send an email to the school head custodian to ensure he/she is aware of the event and any needs

5. Place order for refreshments
6. Invite press and State dignitaries
7. Request presentation judges
8. Request photographer and videographer
9. Announce event in local newspaper
10. Create promotional materials and distribute around school and town
11. Send students personalized invitations
12. Send rubrics to presentation judges
13. Create event booklet
14. Create evaluation packets to be distributed to each judge which should include:
 - Competencies for each student
 - An ELO presentation scoring rubric for each student, labeled
 - An event booklet
 - A writing utensil
15. Check to see if any students do not have parental/guardian permission to be photographed or names published publically
16. Write introductory remarks
17. Download all student materials to flash drive - have all in one place and available for the event
18. Print Certificates of Appreciation
19. Print event booklets
20. Setup technology prior to the event to avoid problems with equipment or connection
21. Day of event, last minute details
 - Venue is set up with accommodations and food
 - All student materials are uploaded onto the computer or laptop
 - Technology and sound are working properly
 - Camera and video equipment are present and working properly (charged)
 - Welcome sign and directions to event (if applicable) are posted
22. Have a successful event!
23. Send out announcements to local newspaper including:
 - A personalized "Thank you" message from the ELO Coordinator and administrator
 - Student names and their ELO subjects (if permission for publication has been received)
 - Overseeing Educators who offered ELOs
 - Community Partner/Mentors who worked with the students

For more information or resources on ELO Presentations, please see the following resources:

- [NHDOE](#)
- [Pittsfield Middle High School ELO Video](#)
- [NH Our Story of Transformation 2014](#)

"I had a great time at Squam Lake. I learned a lot. I very much appreciate everything you're doing to help me on my path to a future job." – ELO Student

Chapter 9

Purposes and Types of Extended Learning Opportunity Experiences

“So much is about freedom, and having different choices.” – Warren

According to the *New Hampshire Standards for Public School Approval* (2014), Extended Learning Opportunities can take a number of different forms. This chapter will introduce a number of them that can be tailored to meet students’ individual interests or needs.

Apprenticeships - An apprenticeship is an employment opportunity that combines on-the-job training and related instruction in which students learn practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs can be sponsored by individual employers, joint employer and labor groups, and/or employer associations. Apprenticeships take between one and five years to complete and cover 1500 job roles in a wide range of industries, from engineering to accountancy, to public relations, to veterinary nursing, and more.

Apprenticeship ELOs may be difficult to create due to the length of commitment apprenticeships require, but it is not impossible. It may be beneficial for the ELO Coordinator to speak with their local Career Technical Education center or school to assess a student’s options. As indicated, apprenticeships align perfectly with career and technical preparation programs, but depending upon the apprenticeship chosen, other courses competencies may need to be interwoven to provide core content credit as well as CTE credit. It is recommended that the ELO Coordinator convene an ELO Team meeting of faculty from various content areas to brainstorm courses, review content standards, and possibly create competencies (as needed) for these ELO experiences.

The [United States Department of Labor has an Apprenticeship](#) website may be beneficial to a student in searching out apprenticeship ELO opportunities. The NH Department of Education has a website with information on the [Registered Apprentice Program](#) which may also be helpful for students seeking out apprenticeship information.

Community Service/Service Learning - Community service refers to service that a person performs for the benefit of his or her local community. It provides an opportunity for students to step outside of their familiar environments and expand their horizons and experiences. Community service promotes students’ sense of civic engagement and nationalism while broadening their educational, developmental, and social goals.

The purpose of community service is to give students an awareness of the multiple needs of the community, a sense of moral obligation to help those less fortunate, and the desire to make the community a better place in which to live. Community service can refer to projects that members of certain youth organizations perform (Boy Scouts, some high schools, etc.) as long as the service benefits the community.

Community service and service learning ELOs help students develop necessary postsecondary skills and transform them into well-rounded and engaged citizens who are aware of their personal and social responsibility. Whether the goal of community service or service learning is academic improvement, personal development, or both, students learn critical thinking, communication, teamwork, civic responsibility, mathematical reasoning, problem solving, public speaking, vocational skills, computer skills, scientific method, research skills, and analysis.

The NH Department of Education defines Service Learning as:

- A method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities

- An opportunity coordinated with an elementary school, secondary school, institution of higher education, or community service program and the community
- Experiences to help foster civic responsibility
- Experiences that can be integrated into and enhance the academic curriculum of the students, or the education components of the community service program in which the participants are enrolled
- Opportunities that provided structured time for students or participants to reflect on the service experience
- Opportunity for students to develop practical skills, self-esteem, and a sense of civic responsibility

Examples of Service-Learning along with course alignment include:

- Preserving native plants (Science, English)
- Designing neighborhood playgrounds (Math, Tech Ed, Sociology, Civics, Engineering, Finance, English)
- Testing the local water quality (Science, Health, Math, English)
- Creating wheelchair ramps (Tech Ed, Math, Sociology, English)
- Preparing food for the homeless (Family and Consumer Science (FACS), Sociology, Finance, English)
- Developing urban community gardens (Civics, Math, Tech Ed, Sociology, Science, Finance, FACS, English)
- Starting school recycling programs (Science, Sociology, English)

It is possible that other courses or content standards could apply to these examples. As recommended above, the ELO Coordinator should schedule a meeting with key stakeholders to assess the possibilities.

Volunteer NH, New Hampshire Public Television, as well as many other local, national, and international organizations provide a wealth of resources on volunteer, community service, and service learning that can create excellent experiential learning opportunities.

Independent Study

An independent study is a course of study, potentially not one that fits into a traditional academic curriculum, which a student pursues independently. Usually initiated by students, the independent study has a specific topic or desired outcome and is planned in collaboration with a content teacher who is responsible for the oversight, progress monitoring, and assessment of the independent study. It is the overseeing content teacher and student who determine the ELO Plan in addition to the amount of credit the student will receive for the independent study.

Independent studies provide a way for already motivated students as well as those who might need motivation or a purpose to pursue a topic of interest or explore their interests more deeply. Interest and engagement lead to motivation and success, and these qualities often translate to motivation in other areas, leading to additional success.

In the past, independent studies were typically offered to gifted, high school students. However, ELOs open up the possibility of independent studies for all students. Independent studies are creative and personalized ways to shape a course of study to meet a student's individual interests or needs.

An extensive list of independent study examples was created by sparklearning.org and can be found [here](#). Another resource, Conversation Pieces Building Bright Ideas is specifically designed for students and can be a helpful tool in generating ideas for independent studies.

As with the ELO types above, it is recommended that the ELO stakeholders meet to determine what standards might align with the student's independent study idea and develop (if necessary) competencies that may be addressed in it.

Online Courses

Online courses provide students education (content, instruction, and assessment) primarily over the Internet. In NH, there is one NH DOE approved online high school, the Virtual Learning Academy Charter School (VLACS) that offers students the opportunity to either enroll as either part- or full-time students. Online courses may be useful for courses not offered at the home school, or if courses cannot fit into a student's schedule. Other online programs include: The Virtual High School (VHS), Plato Courseware, Nova Net, and Odysseyware to name a few. It's important to note that VLACS is free to New Hampshire students where others typically have a fee attached.

As previously mentioned, the NHDOE includes online courses as approved Extended Learning Opportunities. Many ELO Coordinators do not agree that stand alone online courses meet the definition of ELOs since real-world application experiences designed into the course are unlikely. In addition, the ELO components of research, reflection, product, and presentation are not required. However, schools might want to consider adding a community component to an online class. Hybrid ELOs include online components that address certain competencies and include a Community Partner/Mentor who can supervise the remaining competencies of the course. In this instance the ELO Coordinator plays an integral part in being the liaison between the online teacher and the Community Partner/Mentor.

It is also important to mention that VLACS offers a limited number of ELOs as part of their course selection and is broadening their curriculum to include experience learning courses.

More information on online learning can be found at vlacs.org, the NHDOE website. For a complete list of online learning resources, visit New Hampshire Online Learning.org.

Internships

Internships are an exploratory opportunity offered by an employer to provide real-world experience to those looking to explore or gain the relevant knowledge and skills required to enter into a particular career field. Internships are relatively short term in nature; in NH they are limited to 180 hours by the NHDOL, with the primary focus on learning job related skills, gaining authentic experience, and transferring what is learned in the classroom and applying it to the real-world. Internships can also be a way to begin building important connections to the community that are invaluable in developing and maintaining a strong professional network for the future.

ELO Internships are typically completed for credit if aligned with content standards or course competencies. This would be determined by the ELO Team in the ELO development process. Students engaged in internship ELOs are supervised by a Community Partner/Mentor at the worksite who assigns specific tasks relevant to the ELO plan and evaluates the overall job-related tasks completed by students. In addition, the Community Partner/Mentor also evaluates students' professional skills including 21st Century, soft skills, and work-study practices as the conclusion of the ELO.

An example of an ELO Career Exploration Internship plan based on an Understanding by Design (UBD) model by Jay McTighe and Grant Wiggins with ELA Common Core State Standards (CCSS) embedded directly into it may be located in the Appendices of this handbook. A UBD planning template can be located in the Appendix of this program design handbook. For more information on Internships opportunities in NH visit Stay Work Play.org

Job Shadows

Job shadows are learning experiences that students engage in to begin exploring careers that may be of interest. Job shadows allow students to spend up to 20 hours, according to the NHDOL, with a professional/expert currently working in a student's career field of interest.

Job shadow ELOs may be completed for credit if they align with content standards or course competencies. This would be determined by the ELO Team in the ELO development process. However, students may elect to engage in an ELO job shadow for no credit if they wish to narrow down their career options by spending only a few hours with each professional/expert at their worksites. In this case, students may elect to engage in a follow-up credit bearing ELO where the job shadow experience can go into more depth.

During the job shadow experience, students observe the professional/expert engaged in their day-to-day job roles and responsibilities, observe the environment of the worksite, possibly experience specific interpersonal and professional skills inherent in the professional/expert, and have the opportunity to engage in informational interviews. Information interview questions, developed by the student in advance, are designed to provide students answers to questions that may help them to make an informed career path decision.

There are a number of resources on the Internet that can be useful to students while engaging in the Job Shadow ELO. Fee-based college and career exploration and planning programs such as [Career Cruising](#) and [Naviance](#) can be purchased by School Districts. There are also free websites and resources such as [O'Net Online](#), [College Board](#), [The Occupational Outlook Handbook](#), and [WetFeet](#) to name a few.

As part of the ELO job shadow learning experiences, students should not only explore various careers but they should begin to explore their skills, aptitudes, and abilities in relation to careers they may be interested in. In addition to the above mentioned paid programs that provide career matching and skill/aptitude/ability assessments, there are a number of free assessment tools available online. It is recommended that the ELO Coordinator speak with their guidance director, school counselors, Special Education Case Managers, or Transition Coordinators to find established resources.

Two examples of ELO Career Exploration Job Shadow plans with ELA Competencies (based on CCSS) that can be scaffolded to meet the needs of the student and can be customized further if students wish to add course competencies to it are included in the Appendices of this handbook.

Performing Groups

Students who participate in extra or co-curricular activities such as clubs and organization or performing groups such as musical or theatrical groups can earn credit for these experiences as long as they are aligned with standards and competencies. As with all types of ELOs, determination of standards and competencies should be discussed during the initial planning stages. Once course alignment has been determined, competencies, learning activities, and required assessments can be created with the Overseeing Educator, student, parent/guardian, and Community Partner/Mentor as outlined in the ELO Development Process, located in Chapter 4.

Examples of clubs, organizations, and Performing Groups include:

Clubs	Teams	Organization	Performing Groups
Key	Debate	Site Council	Concert Choral
Environmental	Math	Student Council	Band
Hiking	Robotics	Gay-Straight Alliance	Community Theater
Foreign Language	Chess	Habitat for Humanity	Winter Guard

Investment	Ski	Rotary	Drama
Computer/Gaming	Granite State Challenge	School Newspaper	Chorus

As with the independent study examples above, these ELOs must be aligned to at least one content area, be based on standards, identified competencies, and include all ELO components.

Private Instruction

The term private instruction is defined as any education that is provided to a student by a professional in his/her field of expertise. This instruction typically occurs outside of the school building and is usually fee-based. Like all other examples listed above, private instruction, lessons, or tutoring can be completed as an ELO if it is aligned with course standards. Using the same process to determine course standards, competencies, learning activities, and assessments should be followed to ensure they meet the 3 “R”s of ELO; Rigor, Relevance, and Relationships. Examples of private instruction include: Vocal Performance, Piano (or other musical instrument) lessons, Karate (or other martial arts), Visual Arts, and World Languages.

Extended Learning Opportunity Purposes and Configurations

In addition to the examples that have been shared already in this program design handbook, ELOs can be designed for a number of purposes. From the outset, Extended Learning Opportunities were designed to meet all students' needs and interests, and the following will help to achieve this vision.

1. **Competency Recovery** - Depending on a school's policy, it may be possible for students to complete an ELO to recover competencies not achieved in a more traditional class. For example, if a student did not receive an English credit because he/she failed to produce a successful piece of Persuasive/Argument writing, he/she could be paired with an Overseeing Educator and/or a Community Partner/Mentor to write an essay on a topic of his/her choice. This ELO would include the same competencies from the original English class and (usually) assessed using the same rubric. Competency recovery ELOs give students the opportunity to gain full credit through a demonstration of learning.
2. **Dual Credit** - Several New Hampshire colleges and programs are being really progressive in presenting dual credit options to high school students - courses that earn both high school and college credits. The Community College System, Southern New Hampshire University, and others are expanding these programs annually, and it is now possible for students to graduate from high school with Associate's Degrees. See VLACS Learning Through College program at vlacs.org for more information on this opportunity. New Hampshire high schools frequently offer Running Start courses in which students may earn dual credit, and this is also now available online through eStart. Many colleges offer opportunities for community students to participate, but they are not always dual credit. For example, Dartmouth College welcomes qualified community students, but only college credit is offered. Students should check with their ELO Coordinators to be sure.
3. **Partial Credit** - Students may wish to participate in an Extended Learning Opportunity for partial credit. A smaller ELO experience may earn $\frac{1}{4}$ credit, and students may use this to supplement his/her courses.
4. **Hybrid ELOs** - A hybrid ELO combines more than one learning opportunity to best meet students' needs. For example, a student may earn components of a physical education credit through working with a personal trainer, but this experience does not meet all the competencies articulated in the high school's curricular documents. In this case, the ELO Coordinator will work with the student to fill in the missing pieces. In this example, the ELO Coordinator might set up an ELO experience with a nutritionist in the community and/or a health professional that is an expert in the desired competencies. Alternately, the hybrid ELO may include some competencies earned online through VLACS' Competency Recovery system. It is essential that the student be able to demonstrate mastery of all course competencies to earn a credit, and a hybrid ELO can be very useful in achieving this end.
5. **Prerequisites** - There will be occasions when a student seeks an ELO to meet certain prerequisite requirements for a given course. One case when this may occur is when a new student moves from another state and has followed a different curricular pattern. In this case, the student and ELO Coordinator will work together to design an ELO that meets the prerequisite requirements.
6. **Acceleration** - There are some students who are excited about learning and want to accelerate their progress. This may be so they will be able to reach the highest levels of courses offered in a given high school, or it may be to meet requirements to attend local college courses. Whatever the need, these students should have the

opportunity to reach their full potential, and an ELO can offer them a springboard. For example, many accelerated math programs begin in middle school, and once that “track” begins, it has previously been impossible for other students to join it. However, just because a student was not selected for advancement as a 7th grader, or maybe wasn’t ready as a 7th grader, no longer means he/she is excluded from the “Advanced” group. He/she now has the opportunity to complete an ELO, and upon demonstration of competency master, he/she can move on to the next level of mathematics.

- 7. Remediation/Additional Learning Opportunities** - When a student, teacher, or parent/guardian identifies “holes” in his/her learning, an ELO can help to remediate that deficit. There can be many reasons why a student may have missed certain content: a prolonged illness, a death in the family, or personal reasons that prevented the student from being fully present and engaged as a student for a period of time. This “missed” content can compound into further complications, especially when it is foundational to future material. This is another instance when an ELO can be a useful option; it can be designed to fill the holes, and do so in a way that best meets the student’s needs and learning styles.

Extended Learning Opportunities are liberating. They liberate students to study what they need and want. They liberate teachers to meet student’s needs in new ways and go beyond traditional instructions. They liberate time- students can learn before and after school, during vacations, and whenever they want. They liberate the community to become partners in education. There are countless other shapes, sizes, forms, configurations, and purposes for ELOs, and developing a strong Extended Learning Opportunity Programs is transforming education in New Hampshire.

Programs Being Accessed to Develop ELO Opportunities

There are a number of programs available in New Hampshire that can be accessed to develop rigorous, engaging, and relevant Extended Learning Opportunities. The following are only a sampling to give ELO Coordinators a starting point. It is recommended that ELO Coordinators look within their communities and neighboring communities to see what is already available and accessible to ELO students and explore others that could be.

Established programs include:

- NH Explorers
- “Bring it”
- Virtual Skies
- Moocs
- Local college or technical school affiliations
- Child Health and Family Services
- Planned Parenthood
- Food Pantries and Soup Kitchens
- Boy and Girl Scouts
- Civil Air Patrol
- Children’s Theater
- Head Start
- Boy and Girls Club
- YMCA
- Big Brother Big Sister
- Outward Bound

Contacting established youth organizations, town libraries, and local postsecondary institutions may also lead to ELO opportunities.

ELO Success Stories

'James' (2014 Graduate) student with a learning disability unsure about pursuing an internship in Culinary Arts, not sure if he would be able to be "do it". James was successful interning in a Bakery for a semester. He was able to go at his own pace, complete tasks asked of him, and realized he could do it! He is now going to Community College and studying Culinary Arts. He was so proud of his accomplishments!

'Martha' (2015 graduate) began her study of ballet as a young girl, and by the time she entered high school, she was a Principal dancer at a Ballet Company, dancing 5-6 days per week. She designed an ELO to satisfy her Physical Education requirement, meeting all the PE competencies as well as the ELO requirements of research, reflection, product, and presentation. Her final presentation – a classical ballet variation - was attended by her ballet teachers, parents, the ELO Coordinator, members of the high school administration, the Superintendent, and a member of the school board.

'Mary' (2015 Graduate) interned with a fitness trainer at a fitness gym and plans to pursue college in the Health Sciences field next year. She observed the styles of various trainers, techniques, weight training etc. She learned about nutrition, exercise and anatomy all while pursuing her career interest. She wasn't sure if she was going to pursue nursing or physical fitness, but after her experiences at the gym, her decision became clear to her. She stated "this is the best thing that could have happened to her this year."

'Josh' (2015 Graduate) completed a job shadow and internship with a well-known radio station. His ELO was designed to allow him to experience the life of a radio DJ. In addition to learning the skills required for live broadcasting, Josh learned how to produce radio announcements based on customer specifications. He learned about equipment, new programs, and software required for DJs and him to do his job. During the time spent at the radio station, Josh built a strong relationship with his mentor who was also a professional live DJ. His mentor provided Josh opportunities to shadow and intern with him while DJing for weddings, school dances, and fundraising events. Josh did so well that he was asked to join the DJ company where he now independently DJs. He was so thankful for the opportunity his mentor gave him!

'Sara' (2014 Graduate) knew she needed something different from the transitional classroom. She required engagement and quite honestly needed to be passionate about what she was learning. Sara was intrigued with American Sign Language (ASL) and thought she might like to use her interest to one day be an ASL interpreter. An ELO was designed for Sara that would allow her to earn her English 12 credit while she attended a local community college to take her first ASL class. She was mentored by an ASL interpreter who helped her to learn the language, experience the deaf culture, and gain skills that would eventually get her into a postsecondary ASL Interpreter program. Sara attributes her current success to the foundation she established during her ELO.

'Daniel' (Anticipated 2016 Graduate) chose an ELO as a means to earn his art credit – a graduation requirement. He worked independently with the high school Art teacher and a computer science professor from a nearby college to learn about how knowledge about art could be combined with the disciplines of mathematics and computer science to produce an aesthetically pleasing and functional clock. 'Daniel' customized other aspects of his high school journey as well, by completing a Cryptography course through Stanford and classes at VLACS, in addition to a competitive traditional high school schedule.

Chapter 10

Evaluating the ELO Program

"I wanted to be the best, because that is what you strive for when you do something like this." - Linda

School Districts should think and carefully craft their goals, purposes, and intents for creating an Extended Learning Opportunity Program. Thinking about these big picture concepts will help to ensure that policies, covered in Chapter 2, accurately reflect the District's ELO Program vision. Administrators and educators know that creating goals and action planning is not enough. The work must be evaluated regularly and receive feedback to ensure continual improvement. The success of any program is ultimately measured by the evaluation, creation and analysis of data, and using these findings to revise, modify, and improve the program.

The 4th "R", *Results*, according to the NHDOE, discusses the importance of using data to report the level that each student has achieved in the desired outcomes, goals, course competencies, and expectations. In the same way, School Districts should use data to report the level of its success in achieving its desired outcomes and goals of the ELO Program.

When developing ELO Program goals, it is recommended that they be written in the S.M.A.R.T. goal format. S.M.A.R.T. goals are Specific, Measurable, Achievable, Realistic and Timely.

- **Specific:** Goals should indicate the "who" and "what" of the program's end result. It is recommended that only one action verb is used since goals with more than one verb imply that more than one activity or behavior is being measured. Verbs that may have vague meanings to describe intended outcomes (e.g., "understand" or "know") should be avoided since it may prove difficult to measure them. Instead, it is recommended using verbs that document action (e.g., "At the end of the 2016 school year, there will be a 25% increase in student participation in the ELO Program.") The greater the specificity, the greater the measurability.
- **Measurable:** The focus here is on "how much" change is expected. Goals should quantify the amount of change expected. It is impossible to determine whether goals have been met unless they can be measured. The goal provides a reference point from which a change program or specific population can clearly be measured.
- **Achievable:** Goals should be attainable within a given time frame and with available program resources.
- **Realistic:** Goals are most useful when they accurately address the scope of the problem and programmatic steps that can be implemented within a specific time frame. Goals that do not directly relate to the program goal will not help toward achieving the goal.
- **Timely:** Goals should provide a time frame indicating when the objective will be measured or a time by which the objective will be met. Including a time frame in the objectives helps in planning and evaluating the program.

This goal development format allows Districts to think big, long term goals, while at the same time developing benchmarks (short-term goals) that help them to reach those long-term goals in a reasonable amount of time. Written in such a format will provide one set of data points that can be used to assess the success of the program and used to make necessary adjustments to it.

The Pittsfield ELO Coordinator created a plan based on the Pittsfield Middle High School Redesign Logic Model Goals. It was based on a five year model that strategically introduced ELOs to the students, parents/guardians, faculty, and community so not to overwhelm the school or general community. It is found in the Appendix. An example of the data collection tool used for programs goals can also be located in the Appendix of this handbook.

Another assessment tool that can be used to evaluate program goals is an educator effectiveness rubric that is based specifically on what ELO Coordinators need to do to ensure the program goals and action steps are met. There are two leaders in Teacher Effectiveness Framework evaluation tools, Dr. Robert Marzano and Charlotte Danielson, who have created rubrics for faculty teaching in the classroom and for staff who do not. Currently, there are no Marzano or Danielson rubrics especially for the ELO Coordinator position; however a variety of educator, school counselor and specialist rubrics were referenced to develop the following two Teacher Effectiveness rubrics that are currently being used to evaluate a number of the ELO Coordinators in New Hampshire.

The New Hampshire Extended Learning Opportunities Coordinators group is in the process of initiating a NH “EDies” award for the ELO Coordinator of the Year. The goal is to bring recognition not only to a deserving individual, but also to the important roles ELO Coordinators are assuming in New Hampshire. As part of the “EDies” application, a rubric was adapted from Marzano’s Educator Effectiveness and Evaluation rubric. This is found in the Appendix. An additional ELO Coordinator evaluation tool based on Charlotte Danielson’s model may be found in the Appendix of this handbook.

In addition to assessing a program’s long term goals through benchmarking and evaluating the effectiveness of the ELO Coordinator, districts can collect analytical data from a variety of sources such as surveys completed by students, parents/guardians, educators, Community Partners/Mentors. Questions developed should reference program goals, seek ratings on goals, and elicit feedback for means of improvement. A sample of a student ELO evaluation is included below. It can be modified to reflect the specific goals of the District so it will provide data that will be useful to the ELO Coordinator and District. It can also be adapted for other members of the ELO Team.

A sample of an ELO Program Evaluation Form for students may be located in Appendix of this handbook.

Research for Action

In 2014, Research for Action (RFA), a Philadelphia-based non-profit research organization, with funding from the Nellie Mae Education Foundation (NMEF), launched an exciting two-year study of Extended Learning Opportunities (ELOs) in New Hampshire. The goal of the study is to examine high-quality ELO implementation and to strengthen our understanding of how ELO participation is related to key student engagement and academic outcomes. This report presents diagnostic information for Pittsfield High School, highlighting key findings in ELO implementation and student outcomes at your school, as well as across the sample of schools within this study.

Overview in Year One, RFA studied 22 New Hampshire high schools, in which 2,019 students from a population of over 18,000 students participated in at least one ELO during the 2013-2014 academic year. High schools from around the state were included in the study, with an intentional focus on high schools with higher proportions of minority students and students eligible for free or reduced-price lunch.

Preliminary findings suggest that students who participate in ELOs are significantly more likely to take the PSAT and SAT college admissions exams, and score significantly higher on the SAT than similar students not participating in ELOs. The strong relationship between ELO participation and student outcomes was observed even after key demographic characteristics and prior academic performance were controlled.

In Year Two of the RFA analysis, they plan to survey ELO Coordinators at each high school to measure the context and quality of ELO implementation. There is also a plan to continue examining the impact of ELO participation on student outcomes – expanding their analysis to include college enrollment and persistence of ELO students that graduated in academic year 2013-2014.

The NH ELO Program Design Handbook - Final Thoughts

Extended Learning Opportunities balance highly structured, rigorous, and clear academic expectations with the elements of choice. They give students the opportunity to have a voice in what, where, when, and how they will study it, determine their own pace and decide what their products and presentations will become. This increases their ownership, engagement, and motivation - students' initiative is valued, encouraged, and developed. Teachers and Community Partners/Mentors become facilitators of learning based on what the students want to know. Being able to direct their own learning leads to students' development of important 21st Century Skills, soft skills, and work-study practices: technology literacy, oral communication, problem solving, and creativity, to name a few. Through Extended Learning Opportunities, students develop a sense of pride and accomplishment from taking responsibility for their learning.

We hope this handbook, and the accompanying appendices, will be helpful to School Districts in New Hampshire and beyond in designing Extended Learning Opportunity Programs. We have found our work as ELO Coordinators to be extremely satisfying, especially because of the response we have had from our students, their parents/guardians, our schools, and our communities. We value your feedback and suggestions, and hope you will reach out to us via the emails below.

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Resources Referenced in the Text

1. Minimum Standards for Public School Approval
2. Extended Learning Opportunities New Hampshire Digital Resources Consortium
3. Beyond the Classroom
4. Institute on Disabilities
5. Next Steps NH
6. CCSS
7. NH Course-Level and State-Wide Competencies
8. Next Gen Science Standards
9. College and Career Readiness Standards
10. Career Technical Education program competencies
11. Competency Validation Rubric
12. Essential Questions
 - a. <http://essentialquestions.org/>,
 - b. <https://www.ydae.purdue.edu/lct/HBCU/documents/EQtraining.ppt>
 - c. <http://beyondclassroom.org/?s=essential+question&submit.x=0&submit.y=0&submit=Search>
13. NH Performance Assessment Network
14. 21st Century Skills
15. Soft Skills
16. Monadnock Center for Secondary Transitions
17. Federal Civil Right Laws
18. Boston District office of the Office for Civil Rights
19. School to Work
20. Department of Labor
 - a. Workers' Compensation
 - b. NHDOL Inspection Division Forms
 - c. Pre-Screening Form
 - d. Safety Summary
 - e. Approval Form for Non-Paid Work-Based Activities form
21. Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act CHILD LABOR BULLETIN 101
22. How to: Create Approved Work-Based Learning Experiences, NH Department of Labor Requirements for Job Shadows, Internships, and More
23. NHDOE - Components of a Rigorous ELO
24. Pittsfield Middle High School ELO Video
25. NH Our Story of Transformation 2014
26. United States Department of Labor Apprenticeship website
27. Registered Apprentice Program
28. Volunteer NH
29. New Hampshire Public Television
30. Independent Study Project Ideas
31. Conversation Pieces Building Bright Ideas
32. Virtual Learning Academy Charter School (VLACS)

33. The Virtual High School (VHS)
34. Plato Courseware
35. NovaNet
36. Odysseyware
37. NHDOE website - Online School Information
38. New Hampshire Education Online (NHEON)
39. Understanding by Design (UBD)
40. Career Cruising
41. Naviance
42. O'Net Online
43. College Board
44. The Occupational Outlook Handbook
45. WetFeet

Appendices And Supplemental Information

1. Extended Learning Opportunity Plans
 - a. English Language Arts
 - i. ASL
 - ii. Yoga
 - b. Science
 - i. Applied Bio,
 - ii. Veterinary Science
 - c. FACS (Child Development)
 - d. Physical Education (MMA)
 - e. Art
 - i. Museum Studies,
 - ii. Comic and Sequential Art
 - f. Dual Enrollment
 - g. Fitness Lifestyle Design Hybrid (VLACS and Community Partner/Mentor)
 - h. Teacher Internship
 - i. Interdisciplinary (multi credit)
 - j. Internship UBD Unit
 - k. Job Shadow
 - i. .25 credit
 - ii. .5 credit
2. ELO Sample Tasks (CCSS aligned)
 - a. Independent Research
 - b. Reflection
 - c. Visual or Media Task
 - d. Oral Communication - Presentation
 - e. Research Paper
3. Examples of Rubrics:
 - a. State of New Hampshire:
 - i. Research
 - ii. Reflection
 - iii. Product
 - iv. Presentation
 - b. Quality Performance Assessments (QPA) - CCSS aligned:
 - i. Independent Research,
 - ii. Oral Communication - Presentation,
 - iii. Reflection,
 - iv. Research Paper
 - c. NHDOE Work Study Practices
4. Product Design Template
 - a. Product Design Template (1)
 - b. Product Design Template (2)

5. Code of Ethics and Conduct
6. Student, Parent/Guardian, School, and Community Partner Agreement
7. ELO Application
8. Parent/Guardian Consent to ELO and Transportation Form
9. Community Partner/Mentor - Student Travel Consent Form
10. Community Partner/Mentor Ride-a-Long Form
11. Community Partner Review Form
12. Community Partner Exit Survey
13. Emergency Medical Authorization Form
14. Confidentiality and Waiver of Liability at ELO Site
15. Confirmation of Credit Form 1, ELO Completion Form 2
16. Handbooks
 - a. Community Partner/Mentor Handbook
 - b. Faculty Handbook
17. Understanding by Design (UbD) Planning Template
18. Example of ELO Program Goals
19. Sample ELO Program Budget
20. Evaluation Tools
 - a. Danielson ELO Coordinator Evaluation
 - b. Marzano ELO Coordinator Evaluation
 - c. ELO Student Evaluation Tools
 - i. Student Evaluation
 - ii. Mid-point Self Reflection
 - iii. Faculty End of ELO Evaluation
 - iv. Community Partner/Mentor Mid-Point and End of ELO Evaluation
 - d. ELO Program Evaluation Tools
 - i. Faculty Survey
 - ii. Community Partner/Mentor Survey
21. Site Outreach Plan
22. ELO Frequently Asked Questions
23. ELO Coordinator Year-Long Process Chart
24. ELO Process Chart for Students
25. Parent ELO Information Letter
26. Mitigating Legal Risk – Dean B. Eggert

English 12 Independent Study American Sign Language ELO Plan

Bi-weekly Responses: Submit a 1-2 page bi-weekly update. Your response should include topics you are thinking about, questions you have, an update of your essay work, and demonstrate progress and critical thinking.

Bi-weekly meetings: Student will meet with certified teacher bi-weekly for ½ hour to discuss progress. For each meeting, student should create the agenda and be prepared to lead the discussion.

Required Assessments: bi-weekly responses and Student Led Conferences completed with proficiency.

1. (*Interprets Literature*): Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex literary texts.

Indicator Statements:

- Cite evidence to support analysis
- Understand inferences, use of figurative language, and word choice
- Analyze impact of author's choices in regards to developing a narrative/story
- Compare/Contrast multiple themes and interpretations of a narrative/story

Assignment 1.1: Write an essay about one of the memoirs, discussing impact of narrative choices, figurative language and word choice. Cite evidence to support analysis.

Assignment 1.2: Write a compare/contrast essay of two memoirs discussing impact of narrative choices. Cite evidence to support analysis.

Required Assessments: Memoir and compare/contrast essays completed with proficiency.

2. (*Interprets Nonfiction*): Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts.

Indicator Statements:

- Cite evidence to support analysis
- Understands inferences, use of figurative language, and development of key terms
- Analyzes structure of arguments for effectiveness and clarity
- Utilize various sources to address a question or solve a problem
- Determine how two or more ideas are developed in a text

Summative 2.1: Read an article/chapter/book which develops an argument. Analyze the effectiveness of the argument and write an essay citing evidence to support your thesis.

Summative 2.2: Identify an idea and compare how this is treated in two different texts. (This could be a controversy in the deaf community, an argument over an educational idea, or another idea.)

Summative 2.3: Take a stand on one side of a controversy. Back up your idea with evidence and address counter

arguments (use information from Assignment 2.2).

All completed with proficiency.

Required Assessments: Analysis, comparison, and argumentative essays completed with proficiency.

3. (*Effective Writing*): Student will demonstrate the ability to write effectively for a variety of purposes and audiences.

Indicator Statements - Assignments:

- Develop and strengthen writing by utilizing all aspects of the writing process - identified during conferences.
- Provides sufficient, relevant evidence for each claim and counterclaim - identified in every essay.
- Uses a clear, effective structure (including strong introductions and conclusions) - identified in every essay.
- Uses (when necessary) technology to produce, publish and offer/receive feedback (Google Docs)
- Establish and maintain a formal style, adhering to the conventions of the genre - identified in every essay
- Use transitions and syntax to link or clarify ideas - identified in every essay

Required Assessments: Memoir, compare/contrast, analysis, comparison, and argumentative essays completed with proficiency (focusing on these areas).

4. (*Grammar & Mechanics*): Student will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively across the content areas.

Indicators Statements:

- Correctly uses all forms of punctuation and capitalization
- Correctly uses and spells all grade-level words correctly
- Determine meanings of multiple words/phrases/figurative language
- Apply knowledge of how language is used and syntax is varied for effect/understanding
- Acquire and use general language related to the genre/discipline

Identified in all interactions and all writing.

Required Assessments: Memoir, compare/contrast, analysis, comparison, and argumentative essays completed with proficiency (focusing on these areas).

5. (*Participation & Presentation*): Student will demonstrate the ability to listen and view critically and to speak purposefully and effectively.

Indicator Statement - Learning Activities:

- Comes to class prepared to participate in civil, democratic class discussions - Identified during conferences.
- Is able to build on the other ideas and promote divergent and creative perspectives.
- Works with peers to meet deadlines, resolve contradictions and further understanding

Summative 5.1: Student will develop an evaluation form to give to people she has worked with that should address the indicators above and how well she demonstrates the behaviors and skills of collaborative work completed with proficiency.

- Integrates multiple sources of media to answer a question or solve a problem.

- Presents information utilizing a range of devices to enhance understanding and engagement.
- Adapts speech to variety of contexts and tasks, demonstrating a command of English.

Summative 5.2: ELO final presentation completed with proficiency

Summative 5.3: Instructional class planned, taught, observed by Overseeing Educator and reflected on by student as well as in a conference with Overseeing Educator.

Required Assessments: Oral presentation and lesson completed with proficiency.

Independent Study Yoga ELO Plan

1. **Effective Writing:** Student will demonstrate the ability to write effectively for a variety of purposes and audiences.

Learning Activities: *Letters of interest to Yoga studios requesting visitations for sample participation and conversations about various Yoga styles, reflection journal, annotated bibliography*

Required Assessments: *Letters of interest that Meet Expectations, reflection essay that Meets Expectations, final project that Meets Expectation*

2. **Grammar & Mechanics:** Student will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively across the content areas.

Learning Activities: *letters of interest, reflection journal*

Required Assessments: *Letters of interests that Meets Expectations, reflection essay that Meets Expectations, final project that Meets Expectation*

3. **Participation & Presentation:** Student will demonstrate the ability to listen and view critically and to speak purposefully and effectively.

Learning Activities: *video journaling with narration, conversations with HQT, mentor, and other Yoga professionals, roundtable discussions*

Required Assessments: *video journal completed that Meets Expectations, final presentation that Meets Expectations, final project that Meets Expectation*

4. **Research:** Students will engage in research / inquiry to investigate topics and to analyze, integrate, and present information.

Learning Activities: *readings of the Tao and other forms of interpretation, interviews, Yoga Journal Magazine, movies*

Required Assessments: *Independent research that Meets Expectations, final project that Meets Expectation*

ELO- Applied Biology- Animal Sciences/Medicine

COURSE DESCRIPTION:

This course fulfills the NH State requirements of ¼-1/2 science credit for graduation.

This course is designed to develop basic quantitative skills, scientific skills and encourage scientific inquiry. Emphasis is placed on the principles of animal physiology, genetics, role of disease and the inter-relationship between man and his environment. Students' critical thinking will be strengthened as they conduct oral presentations, create projects, and conduct research and experiments to increase scientific literacy.

Course Competencies:

1. Students will understand that all living organisms share similar characteristics with varying degrees of organization (unicellular vs. multi-cellular) and complexity that determine cellular regulation, metabolism and survival of the organism. LS1, LS3, LS4
2. Students will understand that the process of reproduction, and that the resulting combinations or mutations in DNA result in changes that may be beneficial or harmful to the organism. LS1, LS3, LS4
3. Students will understand that heredity is affected by genetic variation at the molecular level (nucleic acids, DNA, chromosomes, genes) and that the frequency of these genes can be determined using models, analytical tools (Punnett squares, Hardy-Weinburg equations, Mendels ratios, etc.) and through experimental processes and modeling. LS1, LS3
4. Students will understand that the growth of scientific knowledge in life science has been advanced through the development of technology and is used to identify, understand, and solve local and global issues. LS5
5. Students will understand there are abiotic and biotic factors that impact homeostasis in living systems (drugs, bacteria, viruses, genetics, pollution) that impact health and disease of an organism and cite evidence and examples of the inter-relationship of these factors. LSL4

Unit	Competencies Addressed	Assessment Method
Animal Physiology: An Animals anatomical and physiological structure directly relates to the roles and functions the animal needs for survival.	1. Students will understand that all living organisms share similar characteristics with varying degrees of organization (unicellular vs. multi-cellular) and complexity that determine cellular regulation, metabolism and survival of the organism. LS1, LS3, LS4	-The student will research at least one primary animal that they are interested in and: <ul style="list-style-type: none"> Design a poster identifying the animal's major anatomy and physiology. Describe how this physiology or anatomy makes it possible for the animal to possess its own niche. Poster completed with proficiency
Genetics/Animal Breeding: Modern domesticated animals have evolved over time through selective breeding. Selective breeding was done to enhance desirable traits; however,	2. Students will understand that the process of reproduction, and that the resulting combinations or mutations in DNA result in changes that may be beneficial or harmful to the organism. LS1, LS3, LS4	-The student will research at least 1 primary animal and associated breeds that they are interested in and: <ul style="list-style-type: none"> If possible, identify and draw its pedigree. Or

<p>frequent inbreeding has led to some undesirable diseases.</p>	<p>3.Students will understand that heredity is affected by genetic variation at the molecular level (nucleic acids, DNA, chromosomes, genes) and that the frequency of these genes can be determined using models, analytical tools (Punnett squares, Hardy-Weinburg equations, Mendals ratios, etc.) and through experimental processes and modeling. LS1, LS3</p>	<ul style="list-style-type: none"> • Identify how the role of selective breeding lead to its current traits. • Identify issues or problems that have developed in this animal and associated breeds through the process of inbreeding. <p>Research paper completed with proficiency</p>
<p>Animal Husbandry and Health- Many factors (biotic and biotic) affect the health and well-being of animals. It is essential that the specific needs of each species be met or disease many result.</p>	<p>4. Students will understand that the growth of scientific knowledge in life science has been advanced through the development of technology and is used to identify, understand, and solve local and global issues. LS5</p> <p>5. Students will understand there are abiotic and biotic factors that impact homeostasis in living systems (drugs, bacteria, viruses, genetics, pollution) that impact health and disease of an organism and cite evidence and examples of the interrelationship of these factors. LSLS4</p>	<p>The student will research how the role of managing abiotic and biotic factors (diet, environment, bacteria, viruses, pest, etc.) for the animal they are studying effects the well-being of their animal and how through modern understanding of science and be used to maintain the health of the animal and treat disease.</p> <ul style="list-style-type: none"> • The student will identify and write a care givers guide for their animal, identifying the conditions required to maintain the health and well-being of the animal they studied. • The student will also discuss common diseases common to the animal and discuss how these diseases are treated and or prevented. <p>Care giver's guide completed with proficiency</p>

Veterinary Science ELO

Science Competencies

1. The student will understand anatomy and physiology as applied to the management of animals in a domestic or natural environment.

- I can explain basic functions of animal anatomy and physiology using classification systems.
- I can state how an animal's anatomy and physiology interact and affect animal health.

Learning Activities: Independent research, conversations with mentor and teacher, roundtable discussions, learning activities required by mentor, shadowing a veterinarian.

Required Assessments:

- Horse Digestion System Project that Meets Expectations
- Multi-media project on the basic functions of a horse's anatomy and physiology that Meets Expectations

RESOURCES:

- <http://www.thehorse.com/topics/horse-care/anatomy-physiology>
- <http://www.banhdc.org/images/ch-exp-equineanatomy.pdf>
- <https://www.youtube.com/watch?v=maWXVKI-gq4>
- <https://www.youtube.com/watch?v=8lqk7igz9L4>
- https://www.youtube.com/watch?v=uB-o9e6_rxM
- <https://www.youtube.com/watch?v=poahORdPBj0>

2. The student will understand animal behaviors in order to address safety issues for animals and humans.

- I can discuss and explain the scope of normal animal behavior and be able to perform safe handling procedures when working with animals.
- I can develop a safety plan for working with specific animals and to insure that animal products are safe.
- I can explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.

Learning Activities: Independent research, conversations with mentor and teacher, interaction with horses on site, learning activities developed by mentor, roundtable

Required Assessments:

- Multi-media project on human safety and safe handling of horses (brochure, pamphlet, YouTube video, etc.) that Meets Expectations.
- Safety plan working with horses (visual project (poster, flyer, etc.)) verified by mentor for accuracy.
- Verification from mentor student has demonstrated mastery of this competency.
- Roundtable discussion that Meets Expectations.

RESOURCES:

- <http://www.esc.rutgers.edu/publications/general/fs525.htm>
- <http://www.aspc.org/pet-care/virtual-pet-behaviorist/horse-behavior>
- <http://www.thehorse.com/articles/32686/understanding-horse-behavior-might-prevent-human-injury>
- <http://www.training-horses-naturally.com/horse-behavior.html>
- [http://www1.agric.gov.ab.ca/\\$department/deptdocs.nsf/all/aet12223](http://www1.agric.gov.ab.ca/$department/deptdocs.nsf/all/aet12223)
- <https://www.youtube.com/watch?v=Csr3h6dFAJw>

3. The student will understand principles of animal nutrition in order to maintain an animal's optimal health and performance

- I can examine animal developmental stages and the nutrient requirements.
- I can evaluate feedstuffs and the animal nutrient requirements and determine if a ration supports optimal health and performance.

Learning Activities: Independent research, interviews with horse owners and Vet, conversations with mentor and teacher, learning activities developed by mentor

Required Assessments:

- Visual product outlining proper horse principles to optimize horse performance that Meets Expectations.
- Verification from mentor student has demonstrated mastery of this competency.
- Roundtable discussion that Meets expectations.
- Given feedstuff samples, provide accurate evaluation of contents for horses - verified by mentor.

RESOURCES:

- http://esc.rutgers.edu/publications/factsheets_nutrition/FS038.htm
- http://extension.umd.edu/sites/default/files/_docs/programs/horses/FS-847b%20Teaching%20Basic%20Equine%20Nutrition%20Part%202.pdf
- <https://www.youtube.com/watch?v=poahORdPBj0> (duplicate from

4. The student will understand the economic and environmental factors associated with an animal's performance, production and well-being.

- I can recognize optimum performance for a given animal species.

Learning Activities: Independent research, conversation with mentor, interviews with horse owners and Vet, learning activities developed by mentor

Required Assessments:

- Research Project outlining economic or environmental factors associated with a horse's performance, production, or well-being that Meets

Expectations

- Research essay stating the economic or environmental benefits of horses that Meets Expectations.

RESOURCES:

- <http://extension.uga.edu/publications/detail.cfm?number=B1345>
- http://www.extension.org/pages/13005/factors-affecting-horse-learning#.U7MbS_IdXTo
- <http://www.equine-performance.com/factors.htm>
- <http://www.ker.com/library/equinews/v10n1/v10n115.pdf>
- http://www.kimberlybrown.com/presentations/INEED_kimberlybrown_files/INEED_kimberlybrown.pp
- http://www.lsuagcenter.com/en/crops_livestock/livestock/Horses/The+Normal+Horse/Horse+Expert+Lists+Bene+fits+of+Horse+Ownership.htm
- http://www.lsuagcenter.com/en/crops_livestock/livestock/Horses/The+Normal+Horse/Horse+Expert+Lists+Bene+fits+of+Horse+Ownership.htm
- <http://www.horsetalk.co.nz/2013/10/06/life-skills-improved-horses/#axzz36Ffm4IUS>
- <http://extension.uga.edu/publications/detail.cfm?number=B1345>

OTHER RESOURCES:

- How To Think Like A Horse by Cherry Hill

English Competencies:

1. (Informational Text)- The student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts.

Learning Activities:

- Independent Readings
 - Animal/Vet Magazines
 - Other magazines/websites (provided above)
- Readings relevant to competencies
 - Summarize 3 articles/text from sources listed above
 - Read How to Think Like a Horse

Required Assessments:

- Reflection Journal that Meets Expectations
- Reflection Essay that Meets Expectations
- Horse Digestion System project that Meets Expectations
- Multi-media project on the basic functions of a horse's anatomy and physiology that Meets Expectations
- Multi-media project on human safety and safe handling of horses (brochure, pamphlet, YouTube video, etc.) that Meets Expectations
- Safety plan working with horses verified by mentor for accuracy (visual project (poster, flyer, etc.))
- Visual product outlining proper horse principles to optimize horse performance that Meets Expectations
- Research Project outlining economic or environmental factors associated with a horse's performance, production, or well-being that Meets Expectations
- Research essay stating the economic or environmental benefits of horses that Meets Expectations
- Multi-media project on Hippo therapy & Therapeutic Riding that Meets Expectations

2. (Effective Writing) - Student will demonstrate the ability to write effectively for a variety of purposes and audiences.

3. (Conventions) - The student will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively across the content areas

Learning Activities:

- Reflection journal

Required Assessments:

- Reflection journal that Meets Expectations
- Reflection Essay that Meets Expectations
- Multi-media project on the basic functions of a horse's anatomy and physiology that Meets Expectations.
- Multi-media project on human safety and safe handling of horses (brochure, pamphlet, YouTube video, etc.) that Meets Expectations
- Safety plan working with horses verified by mentor for accuracy (visual project (poster, flyer, etc.))
- Visual product outlining proper horse principles to optimize horse performance that Meets Expectations
- Research Project outlining economic or environmental factors associated with a horse's performance, production, or well-being that Meets Expectations
- Research essay stating the economic or environmental benefits of horses that Meets Expectations
- Multi-media project on Hippo therapy & Therapeutic Riding that Meets Expectations

4. The student will demonstrate the ability to listen and view critically and to speak purposefully and effectively

Learning Activities:

- Conversations with Community Partner
- Conversations with HQT

Required Assessments:

- ELO presentation that Meets Expectations

5. The student will engage in research / inquiry to investigate topics and to analyze, integrate, and present information.

Learning Activities:

- Independent readings
- Informational interviews
- Reflection conversations with HQT
- Reflection Journal

Required Assessments:

- Reflection journal completed that Meets Expectations
- Reflection essay (on whole ELO experience) that Meets Expectations
- Multi-media project on the basic functions of a horse's anatomy and physiology that Meets Expectations
- Multi-media project on human safety and safe handling of horses (brochure, pamphlet, YouTube video, etc.) that Meets Expectations
- Safety plan working with horses verified by mentor for accuracy (visual project (poster, flyer, etc.)
- Visual product outlining proper horse principles to optimize horse performance that Meets Expectations
- Research Project outlining economic or environmental factors associated with a horse's performance, production, or well-being that Meets Expectations
- Research essay stating the economic or environmental benefits of horses that Meets Expectations
- Multi-media project on Hippo therapy & Therapeutic Riding that Meets Expectations
- Final ELO presentation that Meets Expectations

RESOURCES:

- <https://www.youtube.com/watch?v=UL1M1cEk4qk>
- <http://www.mccdcares.com/hippotherapy.html>
- <http://www.3gaits.org/hippotherapy.htm>
- <http://www.frontrangehippotherapy.org/about-hippotherapy/activities-benefits>
- <https://www.youtube.com/watch?v=1E7zLeDZ-kc>
- <https://www.youtube.com/watch?v=UHUIZGF4o3U>
- <http://www.pathintl.org/>
- <https://www.youtube.com/watch?v=MaCxaSf1LQ>
- https://www.youtube.com/watch?v=E0hl_2l5Wjk

ELO Assessments (count for Science and English competencies) include:

- Horse Digestion System Project
- Multi-media project on the basic functions of a horse's anatomy and physiology
- Multi-media project on human safety and safe handling of horses (brochure, pamphlet, YouTube video, etc.)

- Safety plan working with horses (visual project (poster, flyer, etc.)
- Roundtable discussions (2)
- Visual product outlining proper horse principles to optimize horse performance
- Research Project outlining economic or environmental factors associated with a horse's performance, production, or well-being
- Research essay stating the economic or environmental benefits of horses that Meets Expectations
- Multi-media project on Hippo therapy & Therapeutic Riding
- ELO Presentation

Child Development ELO Plan

C1 - Students will understand that various conditions will influence child growth and development from conception to middle childhood.

Learning Activities: observations at various sites, conference with teacher/director/child care supervisor, independent research (assigned by OE), conversations with OE, reflection journal

Required Assessments: Round table discussion completed with proficiency

C1.I1 - Investigate how genetics and the environment influence the development of children.

Learning Activities: conference with teacher/director/child care supervisor, independent research (assigned by OE), conversations with OE, reflection journal

Required Assessments: Research essay completed with proficiency

C1.I2 - Examine the interrelationship among physical, emotional, social and cognitive development.

Learning Activities: observations at various sites, conference with teacher/director/child care supervisor, independent research (assigned by OE), conversations with OE, reflection journal

Required Assessments: Plan and execute 3 developmentally appropriate activities for a variety of groups that Meet Expectations. Reflection journals that “Meet Expectations”

C1.I3 - Compare age and developmentally appropriate strategies that promote child growth and development.

Learning Activities: observations at various sites, conference with teacher/director/child care supervisor, independent research (assigned by OE), conversations with OE, reflection journal

Required Assessments: Plan and execute 3 developmentally appropriate activities for a variety of groups that Meet Expectations. Reflection journals that “Meet Expectations”

C2 - Students will understand that child development theories have implications for working with children.

Learning Activities: observations at various sites, conference with teacher/director/child care supervisor, independent research (assigned by OE), conversations with OE, reflection journal

Required Assessments: Round table discussion completed with proficiency

C2.I1 - Compare major theoretical perspectives, historical and current, and their impact on child development practices.

Learning Activities: observations at various sites, conference with teacher/director/child care supervisor, independent research (assigned by OE), conversations with OE, reflection journal

Required Assessments: Research essay completed with proficiency

C2.I2 - Demonstrate various basic methods used to observe and interpret children’s growth and development.

Learning Activities: observations at various sites, conference with

teacher/director/child care supervisor, independent research (assigned by OE), conversations with OE, reflection journal

Required Assessments: Round table discussion

C3 - Students will demonstrate the knowledge and skills necessary to work with positively with children, birth to middle childhood.

Learning Activities: observations at various sites, conference with teacher/director/child care supervisor, independent research (assigned by OE), conversations with OE, reflection journal

Required Assessments: Plan and execute 3 developmentally appropriate activities for a variety of groups that Meet Expectations. Reflection journals that “Meet Expectations”

C3.I1 - Examine the support systems used to meet the needs of children.

Learning Activities: observations at various sites, conference with teacher/director/child care supervisor, independent research (assigned by OE), conversations with OE, reflection journal

Required Assessments: Multimedia project completed with proficiency

C3.I2 - Demonstrate interpersonal skills that promote positive, productive relationships with children.

Learning Activities: observations at various sites, conference with teacher/director/child care supervisor, independent research (assigned by OE), conversations with OE, reflection journal

Required Assessments: Plan and execute 3 developmentally appropriate activities for a variety of groups that Meet Expectations. Reflection journals that “Meet Expectations”

C3.I3 - Examine professional and ethical standards as accepted by professional organizations.

Learning Activities: observations at various sites, conference with teacher/director/child care supervisor, independent research (assigned by OE), conversations with OE, reflection journal

Required Assessments: Round table discussion that “Meets expectations”

C3.I4 - Investigate laws, regulations and policies that affect children.

Learning Activities: observations at various sites, conference with teacher/director/child care supervisor, independent research (assigned by OE), conversations with OE, reflection journal

Required Assessments: Pamphlet that “Meets Expectations”

Learning Activities for students to include:

- Toy (gross & fine motor)
- Book (listening & participation)
- Game (gross motor)
- Table Activity
 - Play Dough (fine motor)

Other:

- Snack
- Simple Survey of students

Observation Sites:

- Blueberry Express (1X/every other week)
- PES Kindergarten & Pre School (1X/every other week)
- Private Daycare (1 time)
- Stay at Home Mom (1 time)
- Library – Children’s Story Hours (1 time)

Interviews: Directors, Teacher, Assistants

Mixed Martial Arts ELO Plan

Students will demonstrate basic ability in many and proficiency in a few complex motor skills and movement patterns and be able to apply these skills and patterns in a variety of physical activities.

NH Physical Education Standards:

- Curriculum Guideline 3: Demonstrates competency in motor skills and movement patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities.
- Curriculum Guideline 4: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities.

Curriculum Guideline:	Knowledge / Content	Performance Activities A student will demonstrate proficiency by:	Required Assessments
Demonstrates competency in motor skills and movement patterns. Proficiency in a few and applies these skills and patterns in a variety of physical activity	I can combine and apply movement patterns from simple to complex to be able to successfully participate in a variety of games and activities.	Daily Physical Activities Participation Fitness Journals Peer-Evaluations Referee Assignments	<ul style="list-style-type: none"> • Daily log of physical activity for a minimum of 5 hours per week. • Fitness journals completed at the proficient level • Self-assessment completed at the proficient level • Fair Play assessment completed at the proficient level
Demonstrate competency in many and proficiency in a few complex motor skills.	I can identify, explain, and apply the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in a variety of games and activities	Daily Physical Activities Participation Fitness Journals Peer-Evaluations (by other student participating in ELO?)	<ul style="list-style-type: none"> • Daily log of physical activity for a minimum of 5 hours per week. • Fitness journals completed at the proficient level • Self-assessment completed at the proficient level • Fair Play assessment completed at the proficient level (Is this appropriate for this MMA ELO?)

Apply complex motor skills in a wide variety of leisure and work related physical activities.	I can explain, identify, and demonstrate how participating in leisure and work related physical activities can help increase complex motor skill development	Daily Physical Activities Participation Fitness Journals Peer-Evaluations	<ul style="list-style-type: none"> • Daily log of physical activity for a minimum of 5 hours per week. • Fitness journals completed at the proficient level • Self-assessment completed at the proficient level • Fair Play assessment completed at the proficient level (Is this appropriate for this MMA ELO?)
Demonstrate use of strategies and tactics within a variety of physical activities	I can explain and demonstrate advanced offensive, defensive, coaching, officiating, and transition strategies in a variety of games and activities.	Daily Physical Activities Participation Fitness Journal s Self- Assessments Peer-Evaluations Referee Assignments	<ul style="list-style-type: none"> • Daily log of physical activity for a minimum of 5 hours per week. • Fitness journals completed at the proficient level • Self-assessment completed at the proficient level • Fair Play assessment completed at the proficient level (Is this appropriate for this MMA ELO?)

Museum Studies ELO Plan

Competency #1: A student will understand the range of careers in the field of visual arts and identify careers and technologies associated within this field and to be specific; those associated with art history and museum studies.

Learning activities:

- I can describe the governing structure of the museum
- I can identify the different departments within the museum and describe the importance and purpose of each position.
- I can describe the importance of each:

Conservation of Cultural Materials

Legal and Ethical Issues for Collecting Institutions

Display and Exhibition Design

Collections Management and Museum Administration

Fundraising, Grant Writing, and Marketing for Nonprofit Institutions

Forensic Investigation of Art and Research Methods

- I can describe the course of study needed for employment opportunities within the different departments of the museum

Required Assessments: Prepare a graphic organizer detailing the organizational structure of the museum, its various departments and personnel at the proficient level. **(This will include the importance and purpose of each department and the course of study needed for employment within each department.)**

Competency #2 A student will understand that the creation of art is built upon connecting personal expression and the intentional use of art materials and techniques.

Learning Activities:

- Utilizing the museum's collection, I can identify several instances where an artist succeeds in connecting personal expression and the intentional use of art materials and techniques.

Required Assessments: Acting as a museum docent, prepare for and conduct a tour highlighting important works in the museum collection. This will be completed with proficiency.

Competency #3 A student will understand that the visual arts both reflect and interpret our histories and our cultures.

Learning Activities:

- I can describe the museum's mission of purpose statement and how they work to achieve these goals
- I can describe through the mission statement of my selected museum how the museum succeeds in helping us understand that the visual arts both reflect and interpret our histories and our cultures.
- I can identify and describe the major cultural and historical collections at my selected museum and describe their individual strengths and relative importance
- I can describe several instances where the museum's collection specifically reflects and interprets the history of New Hampshire and our culture

Required Assessments: Power point that is intended to be an introduction to the museum for school age children completed with proficiency.

Competency #4 A student will understand that visual art can be analyzed, interpreted and evaluated.

Learning Activities:

- I can describe how the museum evaluates and selects works of art for their collection

Required Assessments: Acting as a museum docent, prepare for and conduct a tour highlighting important works in the museum collection. This will be completed with proficiency.

Competency #5 Students will understand to communicate effectively using a variety of methods.

- Use appropriate format and text.
- Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection
- Using voice appropriate to purpose—all written and oral work
- Maintaining focus in all communication
- Selecting appropriate and relevant information (excluding extraneous details) to set context in written communication
- Applying rules of Standard English usage in all communication
- Summarizing, paraphrasing, questioning, or contributing to information presented to advance understanding—journal

Learning Activities:

- Reflective Journals
- Final oral presentation

Required Assessments: Reflection Journal completed at proficient level, oral presentation completed with proficiency

ELO Competencies for Art: Comic and Sequential Art

Course Competency – 1

Student will understand the range of careers in the field of visual arts and identify careers and technologies associated within this field and to be specific; those associated within the comic and sequential art and information/media technology.

Which ELO experiences/activities will help you meet this competency?

- I can describe the commercial art and comic book industry working standards for writing, penciling, inking, coloring and toning for comic and sequential art.
- I can describe the marketable skills associated in the area of sequential art and the various employment opportunities that are related.
- I can describe how the introduction of personal computers has affected the creation of comic art and the associated fields.
- **Required Assessments: A PowerPoint that describes and outlines these topics completed with proficiency.**

Course Competency – 2

Student will understand that the creation of art is built upon connecting personal expression and the intentional use of art materials and techniques, specifically in this instance, those associated within the comic and sequential art and information/media technology.

Which ELO experiences/activities will help you meet this competency?

- I can prepare a written script for a complete comic demonstrating story elements of conflict and resolution.
- I can describe the importance of effective visual storytelling in creating a series of comic panels and pages.
- I can design character model sheets for reference that could potentially be used as material reference for another artist.
- I can create a six-page completed comic including script, penciling, inking, digital or hand lettering, toning and coloring.
- I can use various imaging properties of software to accomplish texture, smoothing, and scaling, as well as shading and tonal manipulation techniques to alter photographic images or electronically scanned artwork.
- I can create digitally tone and color art using a computer and associated software.
- I can electronically publish digitally prepared image files utilizing appropriate web publishing software.

Course Competency – 3

Student will understand and be able to identify the elements of art and principles of design and how they can be utilized differently to solve specific visual art problems and that such problems can have multiple solutions, specifically in this instance, those associated within the comic and sequential art and information/media technology.

Which ELO experiences/activities will help you meet this competency?

- I can identify examples of line, value, texture, compositional theory, perspective and human form within my work and those of others.
- I can utilize basic color theory to execute work.
- **Required Assessments: A portfolio of completed illustrations and corresponding digital files published on the web and completed with proficiency.**

Course Competency – 4

Students will understand to communicate effectively using a variety of methods.

- **Use appropriate format and text.**
- **Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection**
- **Using voice appropriate to purpose—all written and oral work**
- **Maintaining focus in all communication**
- **Selecting appropriate and relevant information (excluding extraneous details) to set context in written communication**
- **Applying rules of Standard English usage in all communication**
- **Summarizing, paraphrasing, questioning, or contributing to information presented to advance understanding—journal**

Which ELO experiences/activities will help you meet this competency?

- I can prepare a reflective Journals, final oral presentation

Required Assessments: Reflection Journal completed at proficient level, oral presentation completed with proficiency

ELO Dual Enrollment

Applied Environmental Science ELO Plan (Dual Enrollment)

1. Students will be able to analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Learning Activities: Specifically choosing a global challenge of interest and researching the challenge (sources, validity of sources). Gathering qualitative and quantitative information for a solution that is appropriate and do-able by society (just the parameters)

Required Assessments:

- **Formative:** pick 2 challenges- Maximus gets information- discussion with Dunlavey
- **Summative:** Round table discussion and presentation completed with proficiency (based off of research competency below)- proposing plan for study- give feedback- give rationale for choosing that challenge

2. Students will be able to design a solution to a complex-real world problem by breaking it down into smaller, more manageable problems.

Learning Activities: Based off of the first competency choosing one or two piece of the global challenge and the criteria determined to design a solution by breaking it into smaller problems with possible solutions.

Required Assessments: Presentation, including research, proposal (goals, action plans, measures of success, etc.) completed with proficiency

3. Students will be able to evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

Learning Activities: Based off of comp 2- picking one smaller problem and possible solution and evaluating it based on criteria, constraints, cost, safety, reliability, aesthetics as well as its impact on the society.

Required Assessments: Informational brochure completed with proficiency

4. Students will be able to use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Learning Activities: This will all depend upon what Max's choice is.

Required Assessments: Program presentation completed with proficiency

5. Student will demonstrate the ability to write effectively for a variety of purposes and audiences.

Learning Activities: Reflection Journal, papers/essays, conversations with HQT, SNHU Professor, Mentor

Required Assessments: reflection journal completed with proficiency, formal essay completed with proficiency, verification from SNHU Professor and mentor that student has demonstrated mastery of competency

6. Student will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively across the content areas.

Learning Activities: Brochure

Required Assessments: brochure completed with proficiency

7. Student will demonstrate the ability to listen and view critically and to speak purposefully and effectively.

Learning Activities: Roundtable discussions

Required Assessments: roundtable discussion completed with proficiency, final ELO Presentation

Fitness Lifestyle Design ELO

(In collaboration with VLACS)

Competency 1 - Fitness Lifestyle Design: Activity Log (independent)

Student will demonstrate the ability to engage in a comprehensive exercise program by developing and following a fitness routine that addresses flexibility, endurance, and strength. Student will participate in consistent physical activity for minimum of seven weeks.

Learning Activities: 7 week log including daily physical activities and includes a weekly progress reflection

Required Assessments: Activity Log completed with proficiency

Competency 2 - Fitness Lifestyle Design: Components of Fitness (online and individual)

Student will demonstrate the ability to engage in healthful physical activity that addresses the components of fitness by applying techniques to safely develop flexibility, endurance, and strength to a fitness routine.

Learning Activities: VLACS course assessments, reflection journal

Required Assessments: VLACS course assessments completed with proficiency, reflection journal completed with proficiency.

Competency 3 - Fitness Lifestyle Design: Fitness Analysis and Goals (individual and Community Partner(s))

Student will demonstrate the ability to evaluate and improve current fitness status by completing fitness testing, creating realistic fitness goals, and implementing a plan. (Fitness test will be administered in 3 parts by P.E. teacher.)

Learning Activities: reflection journal, conversations with Community Partner, Fitness Gram test (Pre-test, Mid Term, and Final), and weekly fitness routine based on fitness test results

Required Assessments: reflection journal completed with proficiency, fitness test completed with proficiency, feedback from P.E. teacher, Community Partner indicating student is proficient in this competency.

Competency 4 - Fitness Lifestyle Design: Group Activity (online, Community Partner(s), and VLACS peers)

Student will demonstrate the ability to connect fitness with social responsibility and awareness by investigating the benefits of group activities and analyzing the challenges faced by those with mental, physical, and/or developmental disabilities during group activities.

Learning Activities: VLACS course assessments, group activities, reflection journal, research on purpose and importance of rules and strategies in a game. Create a group physical activity that involves teamwork where participants must follow created rules and strategies to be successful.

Required Assessments: VLACS course assessments completed with proficiency, group project completed with proficiency, game completed with proficiency.

Competency 5 - Fitness Lifestyle Design: Movement Patterns and Nutrition (online and Community Partner(s))

Student will demonstrate the ability to make behavioral and technical changes that support fitness by assessing and modifying movement patterns and nutrition habits.

Learning Activities: VLACS course assessments, conversation with Community Partner, (VLACS) Movie Matinee Project
Required Assessments: VLACS course assessments completed with proficiency, feedback from Community Partner indicating students is proficient in this competency, 3 program routines completed with proficiency

Competency 6 - Fitness Lifestyle Design: Overcoming Fitness Barriers (individual and Community Partner(s))

Student will demonstrate the ability to overcome barriers to fitness by determining strategies to modify a workout and evaluating fitness products and/or services.

Learning Activities: research, conversation with Community Partner

Required Assessments: Oral presentation to VLACS peers completed with proficiency, feedback from Community Partner indicating students is proficient in this competency.

Teacher Internship ELO

– 1 credit

Competencies

All competencies will require the following learning activities:

- Independent research
- Conversations with mentor on indicator statements
- Reflection journal
- Video/picture documentation

All competencies will require the following assessments:

- Feedback from mentor stating student demonstrates mastery of the competency and its Indicator Statements
- A product that details the essential learning gained from this competency completed at the proficient level (Meets expectations)
 - Essay, PowerPoint, brochure, multimedia presentation, poster, flyer, etc.
- Reflection journal completed at the proficient level (Meets expectations)
- Research completed at the proficient level (Meets expectations)

Comp. 1: The student will understand that motives, ethics and performance are used to evaluate a quality teacher.

Indicator Statements - I can:

- Identify the four domains of Danielson's rubrics:
 - Professional Responsibilities
 - Classroom Environment
 - Planning/Preparation
 - Instruction
- Identify the academic and psychological profile of a "good" teacher based on the Danielson rubrics.
- Explain the role "ethics" plays in identifying what is honest, appropriate, ethical behavior in the daily life of a professional educator.

Additional Learning Activities:

- Review of Danielson rubrics
- Create an outline of key characteristics of an effective teacher (using Danielson rubrics)

Additional Required Assessments:

- Roundtable discussion with 3 educators on the qualities of an effective teacher and the role of ethics working with students in schools today completed at the proficient level (Meets expectations)

Comp. 2: The student will understand that 3rd party observations naturally create limits and benefits to the operation of the classroom.

Indicator Statement - I can:

- Identify components of the teaching process from the perspective of a third party observer and not as a student participant using teacher interviews and classroom observations.

Additional Learning Activities:

- Readings/materials identified by PMHS administrator on 3rd party observations
- Dialogue with PMHS administrator regarding 3rd party readings
- Using 3rd party materials, conduct an observation of mentor and reflect on experience

Additional Required Assessments: Reflection journal completed with proficiency.

Competency 3: The student will understand that it is important to prepare for and execute a lesson and then engage in reflection to evaluate the strengths and weaknesses of that lesson.

Indicator Statements - I can:

- Identify the purpose and content of the NH Curriculum Frameworks.
- Define the components of a typical lesson plan and simulate the teaching of a lesson following the prepared lesson plan.
- Write a lesson plan as part of a unit of instruction incorporating components of the NH Curriculum Frameworks.
- Execute a lesson in the classroom and evaluate its strengths and weaknesses.

Additional Learning Activities:

- Independent research of the NH Curriculum Frameworks for content area and various lesson plan formats
- Discuss benefits/weaknesses of each form
- Completed lesson plan, based on approved format by mentor
- Engage in a lesson simulation with mentor as means of practice
- Teach a lesson
- Engage in a self-reflection on lesson
- Engage in a follow-up conversation with mentor on the lesson's success and weaknesses
- Reflection Journal

Additional Required Assessments:

- Lesson plan that meets expectations
- Video tape of lesson narrated with feedback and comments completed with proficiency (meets expectations)

Competency 4: The student will demonstrate the ability to provide developmentally appropriate instruction in a supportive environment.

Indicator Statements - I can:

- Use knowledge of learning and developmental theory to describe individual learners.
- Implement strategies and techniques to determine needs of learners in order to plan for educational success.
- Use knowledge of how students differ in their development and approaches to learning to support the development and learning of each student, including those with special needs.
- Identify the supportive role the teacher plays in inclusion in the home, community, and school with an emphasis on educational collaboration, accommodation and problem-solving strategies.

Additional Learning Activities:

- Observe mentor to discover strategies she uses to support student's individual needs
- Discuss observation results with mentor
- With special education teacher, discuss IEPs, modifications and accommodation in a regular education classroom
* not actual student IEP's in the class.
- Using a lesson that the student created, identify instructional and environmental modifications and accommodations that demonstrate understanding of these
- Engage in conversations with mentor regarding teacher's supportive roles.
- Observe variety of collaborative practice sessions (Common Planning Teams, Professional Development, etc.)
- Conversations with mentor on observations

Additional Required Assessments:

- A lesson demonstrating modifications and accommodations that may be used for a particular scenario identified by mentor completed at the proficient level (meets expectations).
- An informational product defining, describing, and providing examples of instructional and environmental modifications and accommodations
- An essay discussing the benefits of collaborative practice to teachers and the students completed with proficiency (meets expectations)

Competency 5: The student will demonstrate the ability to use her knowledge of classroom culture to neutralize risks and provide a supportive learning environment.

Indicator Statements - I can:

- Identify a positive climate to promote learning.
- Use motivational, social, and effective practices to guide learners' personal conduct.
- Identify the risks to safety, health, and environment in the learning setting.
- Demonstrate the planning, instructional, organizational, and presentational skills necessary to enhance professional practice.

Additional Learning Activities:

- Reflect on various learning environments. With mentor, discuss what made them positive or negative and what strategies were used to ensure students were engaged and learning.
- Create learning activities and use researched strategies that result in a positive learning environment.
- Engage in encouraging and supportive discussions with students that change students' personal conduct.
- Work collaboratively with mentor to instruct and support student learning.
- Teach a variety of lessons, gradually becoming more independent.
- Reflect on those lessons and determine how you will incorporate what was learned.

Additional Required Assessment: Reflection journal completed with proficiency

Competency 6: The student will demonstrate the ability to teach independently to strengthen instruction activities and enhance learning.

Indicator Statements - I can:

- Write and teach a part of a unit of instruction and teach lessons under the direction of a supervising teacher.
- Plan meaningful, integrated learning experiences in curriculum content area, connecting (as much as possible to) language and literacy, mathematics, science, social studies, art, music, drama, and P.E.
- Use verbal communication skills to enhance learning and stakeholder commitment to learning organizations.

Additional Learning Activities:

- Write and teach a part of a unit of instruction and teach 5 lessons.
- Reflect on each lesson and incorporate findings
- Plan an interdisciplinary learning experience including 3 of the 8 content areas
- Create opportunities for individual, small group, and classroom discussions
- Engage in conversations with individuals and small groups

Additional Required Assessments: Roundtable discussion with a 3 educators on competency topics completed with proficiency (meets expectations)

Competency 7: The student will understand that there are necessary employability skills needed to achieve success in today's workplace.

Indicator Statements – I can:

- Demonstrate good decision-making and problem solving skills
- Demonstrate and apply self-management skills
- Demonstrate and apply effective communication skills
- Demonstrate and apply the necessary skills to work effectively with others
- Demonstrate and apply the use of information
- Demonstrate and apply safe practices and procedures in the classroom

Additional Learning Activities: ELO culmination project

Additional Required Assessments:

- An informational product defining, describing, and providing examples of safe practices and procedures in the classroom completed with proficiency (meets expectations).
- Portfolio with the following components:
 - Submit a series of reflective essays on each ELO competency, identifying what the student has learned in her studies and Internship.
 - Submit a lesson plan along with all supporting elements and components, a self-assessment of the lesson plan, and an evaluation of the lesson.
 - Submit at least 3 reviews of major independent readings that relate to an educational topics of choice.
 - Submit one position paper on a topic of how the student sees herself fitting into the educational community. The paper will include in part her emerging philosophy of education.
 - Write a self-assessment of the progress the student has made in developing a personal understanding of the role and responsibilities of a professional educator in American society.
- Complete an exit interview with your HQT, Community Partner, and ELO Coordinator.
- Attains a minimum (Basic) Rating on the 4 domains of the Danielson's rubrics
- ELO Reflection Essay completed with proficiency (meets expectations)
- ELO culmination project completed with proficiency (meets expectations)
- ELO Presentation of Learning (ELO Celebration Night) completed with proficiency (meets expectations)

Interdisciplinary ELO Plan

Credits: English (1), Personal Finance (1), Math/Accounting (.5/1), Economics (.5), Career Prep (.5), C.A.D./I.A (.5)

Experiential Component:

- I. Job Shadow – The student will be partnered with a Community Partner/Mentor while exploring the career (Learning Activities 1-4)
- II. On-the-Job Training – The student will receive training from his Community Partner/Mentor while completing remaining Career Components
- III. Internship – The student, under the supervision and guidance of his Community Partner/Mentor, will:
 - Understanding the importance of work-place ethics, practices and procedures
 - Understand the career-specific skills within the workplace
 - Understand the importance of professional interpersonal skills within a workplace and how to develop expressive and receptive language skills that will allow him/her to be successful in that environment
 - Understand the skills needed to be productive, self-directed learners allowing them to be successful, independent employees

Academic Components:

- I. Career – Research on both areas of interest (landscaping and construction)
 - Learning Act. 1 – My Career Exploration
 - Learning Act. 2 – Beginning Career Cruising (assessments, portfolio)
 - Learning Act. 3 – Career Research
 - Learning Act. 4 – Informational Interviewing
 - Skills Gap Analysis Reflection Essay
 - Career Direction Presentation (decision based on research, assessments, and gap analysis)
 - Gap Analysis Action Plan (based on chosen career)
 - Learning Act. 5 – What I can do with my skills? What options are available to me?
 - Professional Portfolio (including research on what each is, how used, what to include)
 - Resume (developed in specific career area)
 - In collaboration with C.P./mentor
 - Cover Letter (based on actual Want Ads)
 - In collaboration with C.P./mentor
 - Interview Knowhow and Skills
 - Research company – know your stuff, don't ask questions that can be found online
 - Punctuality
 - Appearance (clothing)
 - Appropriate body language
 - Engagement (eye contact, positioning)
 - Response Preparation
 - Question Preparation
 - Preparation to take notes
 - And have notes on yourself in case asked
 - Be prepared to sell yourself (portfolio) and even if unable to answer a question be prepared to say, "No, but I would love to learn about it."
 - Confidence
 - Professional Thank You (for the interview) letter (or email)
- II. 21st Century/Soft Skills
 - Professionalism
 - Appearance

- Language
- Punctuality
- Behavior on the job
- Interpersonal skills
- Time Management (meeting deadlines)
- Organization
- Prioritization
- Collaboration
- Communication skills
- Following directions
- Self-advocacy (including asking for help or questions)
- Conflict resolution
- Confidence

III. ELA

- Reading Literary & Informational Text
 - Career research (from Career)
 - Professional Portfolio research (from Career)
 - License (if applicable)
 - Driver's Ed manual
 - Online practice tests
 - Once career option has been chosen, the student will be assigned literary and informational readings. These texts may include:
 - Magazine articles
 - Excerpts from or whole literary texts
 - Journals
 - Newspaper articles
 - Newspaper want ads
 - Internet based job search (want ads)
 - Manuals
 - Product guides
- Writing
 - Professional email address (if not done so already)
 - Skills Gap Analysis Reflection Essay (from Career)
 - Gap Analysis Action Plan (from Career)
 - Professional Portfolio (from Career)
 - Professional Thank you letter (from Career)
 - If interested in owning own company:
- Complete a commercial lease agreement if applicable
- Complete a commercial loan application if applicable
- Create a local business flyer for local advertisement
- Create a newspaper/magazine advertisement for company, services, or products.
- Create a marketing storyboard for a 30 second television commercial.
- Write an article about your new company that may be published in a newspaper
 - Design a business card for yourself (use Internet template or design one of own)
 - If not: Create a business Card for self
 - Job Proposals
 - Job/"Proof" Sheets
 - Presentation Outline

- Communication
 - Informational Interviewing (from Career)
 - Career Research Presentation (to peers & Alt. Ed. Program teacher)
 - Career Direction Presentation (from Career)
 - Interview (from Career)
 - Daily interactions with Community Partner/Mentor & co-workers
 - Prepare a client presentation (sales pitch) based on
 - Reflection journal
 - Weekly communication with Alt. Ed Program teacher
 - ELO final presentation of learning
- IV. Geometry (if applicable)
 - Projects based on competency and interest area
- V. Personal Finance
 - Open a student bank account (savings and checking account)
 - Checking account
 - Writing checks
 - Deposits
 - Withdrawals
 - Online accounts & transactions
 - Create an anticipated expense sheet
 - Create a monthly budget
 - Weekly review of expenses
 - Completing paperwork for jobs
 - Filing taxes
 - Health insurance
 - Research
 - Completing necessary paperwork
 - Automobile insurance
 - Research
 - Completing necessary paperwork
 - Looking for housing
 - Research
 - Completing rental agreements
- VI. Accounting/Economics
 - Create a one year balance sheet (use template provided or design own of own)
 - Create a one year expenses worksheet (use template provided or design one of your own)
 - Create an accounting ledger (for two months) including daily credits and debits (use template provided or design one of own)
 - Create two visual graphs to support data from your company. Graph ideas may include overall company costs and profits, business net value, etc. for other examples and ideas use website: <http://demonstrations.wolfram.com/education.html?edutag=High+School+Economics+and+Finance&limit=20>
 - Using this information and knowledge of present economy, predict company net worth of your company after two years.
 - One page essay explaining the thought process behind which business you chose, the challenges/barriers that you/your company faced, providing clear explanations, discuss the decisions

you made and whether or not they were successful, and offer suggestions as to other possible solutions you could recommend to produce better outcomes.

VII. C.A.D./Industrial Arts

- Create designs and layouts based on client needs
- Create designs and layouts based on project outlined by Geometry competencies
- Final project

VIII. Monitoring & Assessment

- Weekly meetings (HQT and program teacher)
- Class engagement (on weekly work days)
- Weekly reflections
- Self-assessments
- Feedback from Community Partner/Mentor

ELO Internship

Desired Results: Students will demonstrate a high level of professionalism and be prepared for future college and career experiences.	
Internships	Extended Learning Opportunities Grade Level: 11/12
NHCCSS-Aligned ELA Competencies <ul style="list-style-type: none"> • Reading Informational Texts – Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts – including texts for science, social studies, and technical subjects. • Writing Arguments – Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience. • Explanatory Writing – Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for variety of purposes and audiences. • Research – Students will engage in research/inquiry to investigate topics and to analyze, integrate, and present information. • Listening – Students will demonstrate the ability to listen and view critically for a variety of purposes. • Speaking – Students will demonstrate the ability to speak purposefully and effectively – strategically making decisions about content, language use, and discourse style. • Technology – Students will demonstrate the ability to use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create sharable products. 	
Students will understand that... <ul style="list-style-type: none"> • Internships provide the opportunity to test their interest in a particular career before permanent commitments are made. • Internships provide the opportunity to test their aptitude for a particular career before permanent commitments are made. • Internships provide the opportunity to develop attitudes conducive to effective interpersonal relationships. • Internships increase their sense of responsibility. • Internships provide an in-depth knowledge of the formal functional activities of a participating organization. • Internships provide the opportunity to understand informal organizational relationships. • They will develop skills in the application of theory to practical work situations. • They will develop skills and techniques directly applicable to their careers. • They will acquire good work habits. • They will have higher levels of academic performance. • They will develop employment records/references that will enhance employment opportunities. • Internships will motivate them to continue their education. • Internships will aid them in being accepted into their college degree program. 	Essential Questions to Guide Learning & Inquiry <ol style="list-style-type: none"> 1. What are the technical and 21st Century skills required to be successful in this career? 2. Do I have the necessary skills to be successful in my career of choice? 3. How can I close the gaps between the skills I have and the skills I need for my career of choice?
Students will know...	Students will be able to ...

<ul style="list-style-type: none"> • The working environment, educational requirements, salary, and skills and abilities required for a career of their choice. • What skills and abilities they already possess and determine which they need to strengthen in order to be best prepared for their career choice, • Laws, policies, and regulations related to the specific career choice within a specific workplace. • (Safety) policies and practices within a specific workplace. • Career specific expectations within a specific workplace. • Employee expectations within a specific workplace. • The employee evaluation process within a specific workplace. 	<ul style="list-style-type: none"> • Demonstrate skills and techniques directly related to the career. • Demonstrate good work habits. • Demonstrate good communication skills. • Demonstrate good collaborative skills. • Demonstrate good interpersonal skills. • Create and independently update a resume and cover letter. • Engage in a successful interview. • Market themselves through the presentation of their professional portfolio.
Assessment Evidence	
Performance Task <ol style="list-style-type: none"> 1. Reflection Journal 2. Career Fair Presentation 3. Professional Portfolio 4. Final Project 5. Presentation of Learning 6. Argumentative/Explanatory/Position Paper (Reflection Essay) 	Other Assessment Evidence <ul style="list-style-type: none"> • Mid-point Check-in with mentor • Final mentor evaluation • Final Overseeing Educator evaluation • Internship self-assessment • 1:1 formative assessments through bi-weekly meetings with ELO Coordinator • 1:1 formative assessments through weekly meetings with Community Partner/Mentor • Daily/weekly assignments from the worksite
Key Criteria for Performance Assessment Reflection Journal <ul style="list-style-type: none"> • Dated entries • Entries include reflection and application of learning • Entries include new learning, vocabulary, and questions Career Fair Presentation to include: <ul style="list-style-type: none"> • Oral presentation give thought to: <ul style="list-style-type: none"> • Organization and Content (including thesis) • Delivery method (extemporaneous or impromptu) • Preparation (knowledge of audience, subject, use of time and rehearsal, personal appearance) • Presentation delivery (poise and enthusiasm, eye contact, use of voice and time, grammar) • Language (professional - appropriate to the audience and the topic) • Visual aids (slides, graphics, displays, or show-and-tell articles (props)) • Visual (poster) and Handouts: <ul style="list-style-type: none"> • Organization and content (including design and layout) • Preparation (knowledge of audience, subject) 	Key Criteria for Other Assessments <ul style="list-style-type: none"> • Final mentor evaluation • Reflection Essay & Reflection Journal • Evaluation Notes from 1:1 formative assessments through bi-weekly meetings with ELO Coordinator • Notes from 1:1 formative assessments through weekly meetings with Community Partner/Mentor • Weekly job assignments from the worksite

<ul style="list-style-type: none"> • Language (professional – appropriate to audience, text – size, color, spelling/grammar) Information (less is more) • Graphics (engaging and enhance text) <p>Professional Portfolio to include:</p> <ul style="list-style-type: none"> • In-depth career research evidence • Informational interviews evidence • Skills/abilities and aptitude assessment results • Gap Analysis Action Plan • Examples/evidence of workplace activities • Other “self-proclaiming” evidence • Career specific resume • Career specific cover letter • Interview rating • (2) Letters of recommendation • Internship self-assessment <p>Final Project to include:</p> <ul style="list-style-type: none"> • How this artifact or event demonstrates the culmination of your learning and/or achievement of competencies • How this artifact is related to your competencies, targeted learning goals, and essential question(s) • How this artifact or event has or will promote your personal growth and/or has or will benefit a larger community. <p>Presentation of Learning to include:</p> <ul style="list-style-type: none"> • Oral Presentation (See requirements above) <p>Reflection Essay (Argument/Explanatory/Position Paper)</p> <ul style="list-style-type: none"> • Idea Development (including main theses and analysis and how they are expressed) • Supporting Evidence (including facts, quotations, definition, descriptions, examples, and/or scenarios to support main idea) • Organization (the logic, structure, and clarity of the essay) • Conventions & Style (word choice, fluency, spelling, usage, and grammar) 	
<p>Possible Accommodations – Performance task</p> <ul style="list-style-type: none"> • Multi-media Presentation (PowerPoint, Prezi, etc.) • Video Presentation • Poster Session 	<p>Possible Accommodations – other assessment</p> <ul style="list-style-type: none"> • Audio, not written reflection • Pictures of students engaged in work assignments • Present to smaller audience
<p><i>Learning Activities</i></p>	
<ul style="list-style-type: none"> • ELO Application Process (including competency and goal development) • Ongoing reflection journal • Ongoing photo documentation • Ongoing video footage • Ongoing research • Complete skills/abilities/aptitude assessments 	

- Comparison conversations with ELO Coordinator and mentor
- Create a career skills/abilities gap analysis action plan
- Conversations with mentor and professionals within the workplace
- Informational interviews with mentor and other career related professionals
- Activities assigned by Community Partner
- Activities assigned by highly qualified teacher
- Complete resume template and draft
- Share resume and receive feedback from mentor
- Job searching
- Complete cover letter template and draft
- Mock interviews
- Request 2 letters of recommendation
- Share cover letter and receive feedback from mentor
- Monthly meeting with ELO Coordinator to organize portfolio

If students also want to earn content credit for the ELO internship, content specific standards and competencies should be included.

Job Shadow (.25 credit)

1. **Interprets Nonfiction:** Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts.

I can, based on a variety of informational texts:

- Identify specific details to the chosen career/profession and have the ability to determine whether or not these are appealing and appropriate to me.
- Identify workplace ethics, practices and procedures and explain how they are important to my success with the workplace.
- Identify career-specific skills within the workplace and explain why they are important to know and be able to do.

Learning Activities: career journals, post-secondary Program of Studies, job descriptions, office policy and procedure and safety documents/manuals and job related, mentor created assignments

Required Assessments: reflection essay that demonstrate mastery of the competency.

2. **Effective Writing:** Student will demonstrate the ability to write effectively for a variety of purposes and audiences.

I can:

- Create a reflection journal that completely and effectively communicates my observations, what I am learning about myself and my content from my observations and learning experiences, how I am changing as a result of my learning experiences, and how I will apply the learning to my future.
- Develop questions based on my research, observations, and learning experiences, that will allow me to dive deeper into my content and help me to think more critically about my learning and myself.
- Write a comprehensive reflection essay that will thoughtfully and effectively communicate the learning that took place through my ELO.
- Write a professional letter for a specific purpose.

Learning Activities: reflection journal, job related, mentor created writing assignments, and professional thank you letter

Required Assessments: reflection essay, professional thank you letter, and product that demonstrate mastery of the competency.

3. **Grammar & Mechanics:** Student will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively across the content areas.

Learning Activities: reflection journal, professional thank you letter

Required Assessments: reflection essay, professional thank you letter, and product that demonstrate mastery of the competency.

4. **Participation & Presentation:** Student will demonstrate the ability to listen and view critically and to speak purposefully and effectively.

I can:

- Exhibit professional interpersonal skills within a workplace and demonstrate the use of expressive and receptive language skills in order to be successful within the workplace.
- Communicate effectively, using a variety of methods, to a variety of audiences

Learning Activities: conversations with mentor, site employees, and Overseeing Educator, job site engagement, round-

table discussions, informational interviews, practice and preparation for final presentation

Required Assessments: product and presentation that demonstrate mastery of the competency

5. **Research:** Students will engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

I can, based on a variety of research:

- Identify specific details to the chosen career/profession and have the ability to determine whether or not these are appealing and appropriate to me.
- Identify workplace ethics, practices and procedures and explain how they are important to my success with the workplace.
- Identify career-specific skills within the workplace and explain why they are important to know and be able to do.
- Identify professional interpersonal skills and expressive and receptive language skills within a workplace that are important to their success within that environment.

Learning Activities: Career Cruising activities, reflection conversations with mentor and Overseeing Educator, informational interviews, independent informational text research, Reflection Journal

Required Assessments: reflection essay, product, and presentation that demonstrate mastery of the competency

Job Shadow

(.5 credit)

1. **Interprets Nonfiction:** Student will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex informational texts.

I can, based on a variety of informational texts:

- Identify specific details to the chosen career/profession and have the ability to determine whether or not these are appealing and appropriate to me.
- Identify workplace ethics, practices and procedures and explain how they are important to my success with the workplace.
- Identify career-specific skills within the workplace and explain why they are important to know and be able to do.

Learning Activities: career journals, post-secondary Program of Studies, job descriptions, office policy and procedure and safety documents/manuals, and job related, mentor created assignments

Required Assessments: career exploration portfolio, professional portfolio, and reflection essay that demonstrate mastery of the competency.

2. **Effective Writing:** Student will demonstrate the ability to write effectively for a variety of purposes and audiences.

I can:

- Create a reflection journal that completely and effectively communicates my observations, what I am learning about myself and my content from my observations and learning experiences, how I am changing as a result of my learning experiences, and how I will apply the learning to my future.
- Develop questions based on my research, observations, and learning experiences, that will allow me to dive deeper into my content and help me to think more critically about my learning and myself.
- Write a comprehensive reflection essay that will thoughtfully and effectively communicate the learning that took place through my ELO.
- Write a professional letter for a specific purpose.

Learning Activities: reflection journal, job related, mentor created writing assignments, and professional thank you letter

Required Assessments: reflection essay, professional thank you letter, career exploration portfolio, professional portfolio, and product that demonstrate mastery of the competency.

3. **Grammar & Mechanics:** Student will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively across the content areas.

Learning Activities: reflection journal, professional thank you letter

Required Assessments: reflection essay, professional thank you letter, career exploration portfolio, professional portfolio, and product that demonstrate mastery of the competency.

4. **Participation & Presentation:** Student will demonstrate the ability to listen and view critically and to speak purposefully and effectively.

I can:

- Exhibit professional interpersonal skills within a workplace and demonstrate the use of expressive and receptive language skills in order to be successful within the workplace.
- Communicate effectively, using a variety of methods, to a variety of audiences

Learning Activities: conversations with mentor, site employees, and Overseeing Educator, job site engagement, round-table discussions, informational interviews, mock interviews, practice and preparation for final presentation

Required Assessments: mock interview, product, and presentation that demonstrate mastery of the competency.

5. **Research:** Students will engage in research / inquiry to investigate topics and to analyze, integrate, and present information.

I can, based on a variety of research:

- Identify specific details to the chosen career/profession and have the ability to determine whether or not these are appealing and appropriate to me.
- Identify workplace ethics, practices and procedures and explain how they are important to my success with the workplace.
- Identify career-specific skills within the workplace and explain why they are important to know and be able to do.
- Identify professional interpersonal skills and expressive and receptive language skills within a workplace that are important to their success within that environment.

Learning Activities: Career Cruising activities, reflection conversations with mentor and Overseeing Educator, informational interviews, independent informational text research, reflection Journal

Required Assessments: career exploration portfolio, professional portfolio, product, and presentation that demonstrate mastery of the competency.

Student Task

Independent Research

In this task, you will have the opportunity to demonstrate the following:

CCSS Research: Students will engage in research /inquiry to investigate topics and to analyze, integrate, and present information

Task Purpose

The Annotated Bibliography and Works Cited page are documents that are required for any research paper and/or reflection essay. These documents **provide evidence of the independent research completed throughout the ELO**. The **Annotated Bibliography** provides an opportunity for you to evaluate sources for reliability, strength, and purpose. The **Works Cited** page is a document that allows you to record your research in an organized way.

Task Description

Prepare and deliver an **Annotated Bibliography and Works Cited page** that provides evidence of the **independent research** you conducted during your ELO. You are expected to write an Annotated Bibliography and Works Cited Page that contains **ALL** research sources. To support your Essential Question and course competencies, you must **cite a minimum of four (4) sources (MS)** and at least **five (5) sources (HS)** using **at least three (3) different types** of the following works: books, magazine articles, online materials, expert interviews, visual and audio materials, functional documents, and public documents

Student Directions

- Carefully **read** the student directions and rubrics.
- If you have any questions, **ask your teacher**.
- You must work on this task **independently**: all research must be done by you. You must, however, **consult with your teacher, Community Partner/Mentor, or ELO Coordinator** as you go through the research during this ELO. Your teacher or ELO Coordinator will build in checkpoints for peer and teacher feedback.
- You must **cite your sources** using a standard citation method as directed by your teacher (e.g. MLA, APA) and include an Annotated Bibliography and Works Cited Page.
- Your Annotated Bibliography and Works Cited Page must be **typed** separately on white paper: double-spaced, in Times New Roman 12 point font, with 1-inch margins and with page numbers. Your Works Cited page should be titled "Works Cited" and must be in alphabetical order. Use a **paperclip** instead of a staple to attach both to your research paper and/or reflection essay.
- You must **paperclip your rough draft(s)** (with evidence of feedback and revision) to your typed final draft. It is not required that your rough draft(s) be typed.

Task Summary: (To be completed by teacher)

The Annotated Bibliography and Works Cited page are documents that are attached to your research paper and/or reflection essay to **provide evidence of the independent research completed throughout the ELO**. The **Annotated Bibliography** provides an opportunity for you to evaluate sources for reliability, strength, and purpose. The **Works Cited** page is a document that allows you to record your research in an organized way.

Evidence Sources: You must cite at least **four (4) sources (MS)** and at least **five (5) sources (HS)** using **at least three (3) different types** of the following works: books, magazine articles, online materials, expert interviews, visual and audio materials, functional documents, and public documents. Some of these sources may be provided by your teacher, Community Partner/Mentor, or ELO Coordinator.

Audience: Your teacher

Products and Rubrics: Annotated Bibliography and Works Cited page

Time Frame: These documents should be submitted with your research paper and/or reflection essay that is due **prior to your Presentation of Learning** (ELO Celebration Night). Being a living document, you should start developing these **as soon as your research has begun**.

Argument/Position Paper Task

Reflection Essay

In this task, you will have the opportunity to demonstrate the following:

CCSS Writing: Write arguments to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.

Task Purpose

Students will show **thoughtful reflection and evaluation** of their Extended Learning Opportunity (ELO). In this paper, students will discuss how their experiences connected to their ELO competencies and personal learning goals. They will provide examples of how this learning opportunity fit their personal learning style and the benefits from this learning. Students will discuss the high and low points of their experiences and how the experiences could have been improved upon as well as discuss problems encountered and explored solutions. Students will discuss how initial goals may have modified to help achieve desired outcomes and what resources were particularly helpful throughout the process. Students will include how they will apply the new skills or knowledge obtained to real-life situations. The reflection essay should meet **standards of quality** deemed appropriate to the student's level of experience by the teacher and/or mentor.

Task Description

Write an **evidence-based argument/position paper** (reflection essay) to convince your audience of the level and depth of learning that you encountered during your ELO. Your position must be written with an **important, clear, precise, and defensible thesis**. Use relevant, specific, and accurate evidence from research, real life experiences, and your prior knowledge to **support your argument** and address alternative viewpoints.

Student Directions

- Carefully **read** the student directions and rubrics.
- If you have any questions, **ask the ELO Coordinator**.
- You will work on this task **independently**; however you will be meeting regularly with the **ELO Coordinator** to review your argument/position paper (reflection essay) progress. All research, writing, and revising must be done by you. You must, however, consult with the ELO Coordinator prior to turning in your final draft.
- Your paper must be **typed** on white paper: double-spaced, in Times New Roman 12 point font, with 1-inch margins and with page numbers. Use a **paperclip** instead of a staple.
- You must use **credible sources and site them**. Follow the task and rubric for Independent Research for this piece.

Task Summary:

Topic: The learning (including research and experiences) of the ELO and its **application to you presently and your future**.

Include:

- Your **competencies, Essential Question, and specific learning outcomes**, how you **met or demonstrated progress** towards meeting them, how you **adjusted them along your learning journey**, what you **used to manage your own learning**;

- Your project, how you **demonstrated and applied your learning** to something meaningful and relevant while connecting it back to your community or Community Partner/Mentor (give-back component).
- **Problems, challenges, or barriers** you encountered during your ELO and **solutions** you explored to overcome them;
- **Connections** of your experiences to your ELO competencies and specific learning outcomes. (Connect to past, present, and future)
- How your **thinking developed** as a result of your ELO experiences.

Genre: Argument/position writing: The goal of the paper is to **use evidence** to create a compelling argument/position.

Evidence Sources: Cite at least **three sources**, using at least **two different types** (for MS) and **four sources**, using at least **three different types** (for HS) of the following works: books, journals, magazine articles, online materials, expert interviews, visual and audio materials, and public documents. Some of these sources may be provided by your teacher, Community Partner/Mentor, or ELO Coordinator.

Audience: Your audience **will vary** and include individuals who are familiar with you and your learning as well as others who are not. You must tailor your writing so that communication is **appropriate and accommodating to those unfamiliar with your ELO**.

Products and Rubrics: You are expected to write an argument/(position) paper that is approximately 2-3 pages for MS and approximately 3-4 *pages for HS*.

Time Frame: This paper is due **prior to your Presentation of Learning** (ELO Celebration Night). This paper should be started once the research and experiential portion of your ELO concludes.

Common Visual or Media Task

ELO Project

In this task, you will have the opportunity to demonstrate the following:

- **CCSS Listening:** Students will demonstrate the ability to listen and view critically for variety of purposes.
- **CCSS Speaking:** Students will demonstrate the ability to speak purposefully and effectively - strategically making decisions about content, language use, and discourse style
- **Define, Analyze and Solve Complex Problems**

Task Purpose

During an ELO there is a great deal of learning that takes place, and students are required to design a project that best **represents the learning** that took place throughout the course of their ELO. Every ELO project will be different because each ELO is unique. The final project is the **concrete application** of your learning.

The product can be a physical artifact like an art, technical, or craft piece in any appropriate medium. It can be an event like a live or recorded performance or demonstration of skill/competency. The product may be a process, developing an original design of a device, procedure, or system. The product will be shared with an **authentic audience within an authentic context**. **Feedback** from the specialists, audience and users will be collected by the student. The product should meet **standards of quality** work deemed appropriate to the student's level of experience by the teacher and/or mentor.

Task Description

Prepare and deliver a final project that demonstrates the application of your ELO learning. Select a format that will best allow you to communicate the achievement of your course competencies, answer to your Essential Question, and evidence of your specific learning outcomes.

- Exhibition
- Oral Presentation
- Speech
- Debate
- Simulation
- Panel Discussion
- Group Presentation
- Song or short play
- Radio Broadcast or Podcast
- Other: _____

The ELO project consists of the **process** of designing, creating, implementing, and assessing a **product**, which will be an **artifact** or **event** that the student uses to **demonstrate the culmination and/or application of their learning**. Course competencies, an Essential Question, and specific learning outcomes are identified in the student's ELO plan. The product will be an **original piece of work** designed to promote the student's personal growth and/or to benefit a larger community.

The actual project does not necessarily have to be presented at the ELO Celebration Night, especially if it entails an audience other than those present. However, students should be prepared to show evidence of the completed project. This may be done by through a multimedia presentation.

Student Directions

- Carefully **read** the student directions and rubrics.
- If you have any questions, **ask your teacher or ELO Coordinator**.
- You will work on this task **independently**; however you will be meeting regularly with **your teacher and ELO Coordinator** to review your project plan which includes development and execution/implementation. All plans, including action steps, and the actual execution/implementation must be done by you; however, you are encouraged to elicit feedback on progress throughout the planning process. Prior to engaging in your final project, you must **consult your teacher and ELO Coordinator for final approval**.
- You should **consult your Community Partner** in developing your project idea, proposal, and action plan to ensure it is an actual representation of your learning and to determine the appropriateness of its “give back” component.
- Your project proposal, including action plan, must be **presented to your teacher and ELO Coordinator** in writing **for initial feedback**.
- Your project proposal and action plan must be **typed** on white paper: double-spaced, in Times New Roman 12 point font, with 1-inch margins and with page numbers. Use a **paperclip** instead of a staple.
- If your project includes an activity and will not be replicated at the ELO Celebration Night, it must be recorded for verification purposes. **Videotaping is strongly encouraged**. If not, a multi-media presentation and verbal explanation will be required.

Task Summary:

Topic: Directly related to your Extended Learning Opportunity

Genre: Oral Communication: The goal of the final project is to present the culmination and/or application of your learning, present evidence to demonstrate the achievement of your course competencies, answer to your Essential Question, and evidence of your specific learning outcomes, and demonstrate effective communication skills in the selected format.

Evidence Sources: The evidence incorporated in the oral presentation should include the evidence presented in your written work and include your all areas of your independent research.

Audience: Depending upon your selected format, your audience will vary. You must tailor your project so that communication is appropriate for the intended listener.

Time Frame: Planning for your final project will begin half-way through your ELO and must be presented either prior to or at the ELO Celebration Night depending upon project format.

Oral Communication Task

ELO Presentation of Learning

In this task, you will have the opportunity to demonstrate the following:

- CCSS Listening: Students will demonstrate the ability to listen and view critically for variety of purposes.
- CCSS Speaking: Students will demonstrate the ability to speak purposefully and effectively - strategically making decisions about content, language use, and discourse style.

Task Purpose

Every ELO Presentation will be different because each ELO is unique. The presentation is a **celebration of a student's ELO experience** which provides a **detailed story of his/her learning journey**. The student should educate his/her audience on the particular subject while explaining why he/she chose this study, what occurred during the study, and what was learned from it. The presentation should meet **standards of quality** deemed appropriate to the student's level of experience by the teacher and/or mentor.

Task Description

Prepare and deliver an **oral presentation** that expresses the analysis and arguments you have set forth in your ELO plan. Specific mention should be made to include your learning experiences and written work referencing your course competencies, essential question, and specific learning outcomes.

The goal of this kind of presentation is to **clearly communicate your analysis, argument, and/or position** in a compelling and convincing manner by incorporating research and evidence from your ELO. Your reflection essay is your guide to this presentation. Make sure to include the main points from your reflection essay.

The presentation should be **15-20 minutes**.

The oral presentation may be accompanied by audio-visual aids as appropriate, but it is not required.

Student Directions

- Carefully **read** the student directions and rubrics.
- If you have any questions, **ask the ELO Coordinator**.
- You will mainly work on this task **independently**; however you will be meeting regularly with the **ELO Coordinator** review your research, evidence and organization. All research and written work must be done by you; however you are encouraged to elicit feedback from the ELO Coordinator on regular bases. Prior to turning in your final presentation outline, you must **consult the ELO Coordinator for final approval**
- Your presentation must be organized according to the provided outline and include evidence in regards to research, learning activities, and (formative and summative) assessments.
- Your outline must be **typed** on white paper: double-spaced, in Times New Roman 12 point font, with 1-inch margins and with page numbers or hand written neatly on 4X6 index cards. Use a **paperclip** instead of a staple.

Presentation Outline

These are the minimum expectations with some topic suggestions. You are encouraged to include what is necessary to give your audience a complete picture of your ELO experience.

1. **INTRODUCTION:** Explain Your Study

- Who are you and what is your standing at PMHS? (grade)
- What was your motivating factor in seeking out this ELO? (to challenge yourself, alternative learning opportunity, supplement PMHS education, career exploration)
- How did you get started? (your plan)
- What was your essential or driving question(s)? (your purpose)
- What did you want to learn about your subject and about yourself? (your goals)
- Why did you want to learn it? (relevance)

2. **BODY:** Explain your activities

- Who were the people you worked with? (partners, teachers, research)
- What kind of work did you do?(with your partners and on individually)
- What challenges you faced in completing your activities?
- What barriers you faced in completing your ELO?
- Provide examples of what you learned from your activities.
- Share your ELO project (Should be used as additional evidence of learning)

3. **CONCLUSION:** Reflect on your learning

- What was easy?
- What was hard?
- What was surprising?
- Did you meet your plan goals?
- Did you answer the questions you asked at the beginning of your experience?
- How might you use or apply the information or skills you learned in the future?
- What would you do differently knowing what you know now about yourself, the career, or your experience in general?

Task Summary

Topic: Directly related to your Extended Learning Opportunity

Genre: Oral Communication: The goal of the oral presentation is to incorporate evidence in support of your analysis and argument and to demonstrate effective communication skills.

Evidence Sources: The evidence incorporated in the oral presentation should include the evidence presented in your written work and include your all areas of your independent research.

Audience: Your audience will include members from the school community (peers, faculty, and administration) as well as the greater Pittsfield community (School Board, Community Partner, family, friends) whose level of knowledge on your subject may significantly differ. You must tailor your presentation so that communication is appropriate for all.

Time Frame: Preparation for your presentation will begin one month prior to the presentation of learning (ELO Celebration Night).

Student Written Task

Research Paper

In this task, you will have the opportunity to demonstrate the following:

- **Read, Write and Communicate Effectively**
- **Define, Analyze and Solve Complex Problems**

Task Purpose

An ELO research paper is the culmination of an involved process of **research, critical thinking, source evaluation, organization, and writing**. It is a living thing that grows and changes as the student explores, interprets, and evaluates sources related to a specific topic. **Primary and secondary sources** are the heart of a research paper and **provide the evidence to support** the student's thesis. The research paper serves not only to further the field in which it is written, but also to provide the student with an exceptional opportunity to increase his/her knowledge in that field. The research paper should meet **standards of quality** deemed appropriate to the student's level of experience by the teacher and/or mentor.

Task Description

Write a **research paper** about a topic of your own choosing related to your ELO. Your paper must be written with an **important, clear, precise, and defensible thesis**. Use relevant, specific, and accurate evidence from your ELO research to support your paper's thesis. Your research paper must be approximately 3-4 pages for MS and approximately 4-6 pages for HS. To support your thesis, you must cite **at least 4 sources for MS and at least 5 sources HS** using **at least three (3) different types** of the following works: books, magazine articles, online materials, expert interviews, visual and audio materials, functional documents, and public documents.

Student Directions

- Carefully **read** the student directions and rubrics.
- If you have any questions, **ask your teacher**.
- You must work on this task **independently**: all research, writing and revising must be done by you. You must, however, **consult with your teacher** prior to turning in your final draft. Your teacher will build in checkpoints for peer and teacher feedback.
- Your final draft must be **typed** on white paper: double-spaced, in Times New Roman 12 point font, with 1-inch margins and with page numbers. Use a **paperclip** instead of a staple.
- You must **paperclip your rough draft(s)** (with evidence of feedback and revision) to your typed final draft. It is not required that your rough draft(s) be typed.
- You must **cite your sources** using a standard citation method as directed by your teacher (e.g. MLA, APA) and include an Annotated Bibliography and Works Cited page. (See Independent Research Task)

Task Summary: (To be completed by teacher)

Topic: Content specified by student

Genre: Informational writing: The goal of the research paper is to use evidence to educate the reader about the topic.

Evidence Sources: You must cite **at least 4 sources for MS and at least 5 sources for HS** using **at least three (3) different types** of the following works: books, magazine articles, online materials, expert interviews, visual and audio materials,

functional documents, and public documents. Some of these sources may be provided by your teacher, Community Partner/Mentor, or ELO Coordinator.

Audience: Teacher will specify the audience for writing and the level of knowledge of this specific audience so that the writing is appropriate for the intended reader

Time Frame: This paper is due **prior to your presentation of learning** (ELO Celebration Night). Being a living document, this paper should be started as soon as your research has begun.

	<p style="text-align: center;">ELO Research Rubric</p> <p>During the ELO process, the student will grow in their targeted competencies and build their base of knowledge through research. Research consists of an active search for new information and knowledge which includes a focused idea or Essential Question, an organized set of personal experiences which can expand or constrain their initial understanding, and the analysis, synthesis, and communication of these experiences.</p>			
	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
Trait 1: Does the student gather and use information to guide their learning?(e.g. <i>Expand or refine/narrow learning goals, generate supporting questions or revise EQ, identify additional sources</i>)	The student evaluates and refines information-gathering strategies to maintain their focus on targeted competencies. The student elaborates on connections between the information gathered, how they refine their learning based on information gathered, and possible alternate directions for their learning.	The student formulates information-gathering strategies to focus learning on targeted competencies. The student communicates how they refine their learning based on the information gathered.	The student uses an information gathering strategy that allows them to add to their general body of knowledge. The student communicates the relationship between the information and the direction of their learning.	The student compiles information related to the general content of their learning goals.
Trait 2: Does the student integrate and apply the information from their research to the ELO process (e.g. <i>Reflection, product, research notes, presentation, etc....</i>)?	The student demonstrates control of and fluency in applicable language, offers a synthesis of the information with their EQ, and defends how they apply this information to accomplishing their learning/project goals.	The student demonstrates a command of applicable language, assesses and organizes the connections they have found between the information and their EQ, and describes how they apply this information to their learning/project goals.	The student makes use of applicable terms, concepts or ideas. The student describes connections they have found between the information, their EQ, and their learning/project goals.	The student makes use of applicable terms, concepts or ideas.

Trait 3: Does the student assess the relevance of the information?	The student defends the inclusion/exclusion of information based on relevance to their learning goals and/or essential question.	The student describes their choices to include/exclude information based on relevance to their learning goals and/or essential question.	The student identifies information connected to their learning goal and/or essential question.	The student uses information in their ELO.
Trait 4: Does the student assess and analyze the credibility of their information?	The student defends the validity of information by evaluating the degree of objectivity and accuracy of sources.	The student analyzes the validity of information by investigating the degree of objectivity and accuracy of sources.	The student gathers information while checking credibility of sources.	The student uses information from sources without checking credibility.
Trait 5: Does the student use a variety of information sources?	The student compares and contrasts information from a variety of documented sources that represent multiple perspectives related to the learning goals.	The student uses information from a variety of documented sources that represent multiple perspectives related to the learning goals.	The student uses information from sources representing a single perspective related to the learning goals.	The student uses information from a single source.

	ELO Reflection Rubric			
	Proficient With Distinction	Proficient	Partially Proficient	Substantially Below Proficient
Trait 1: How does the student use goal setting to manage his/her learning?	The student regularly evaluates their short term goals and explains how this leads to successfully meeting their long term goals; and based on their evaluation, is able to make adjustments to their work along the way.	The student regularly refers to short and long term goals, outlines next steps in achieving their goals, and uses them to guide their work.	The student occasionally refers to short and long term goals; uses them to determine work along the way.	The student identifies short and long term goals.
Trait 2: How does the student connect their experiences with the learning goals ?	The student reflects on and analyzes the connections between experiences and learning goals and predicts future behaviors/decisions based on their analysis ("Next time,...").	The student reflects on and analyzes the connections between specific experiences and learning goal(s).	The student reflects on experiences and makes a connection to a learning goal.	The student reflects on experiences; however connections to learning goals are not made.
Trait 3: How does the student deal with the challenges/problems encountered during their ELO?	The student identifies and analyzes problems, assesses solutions for the problems, identifies a chosen solution for a specific problem, and evaluates the effectiveness of their choice.	The student identifies and analyzes problem(s), states solutions, and assesses solutions for the problem(s).	The student describes the identified problem(s) and states possible solution(s).	The student identifies problem(s) encountered during ELO work.
Trait 4: How does the student's thinking develop as a result of ELO experiences?	The student analyzes their own growth by making connections between personal ideas and their ELO experiences, leading them to new perspectives or insights.	The student analyzes their own growth by making connections between personal ideas and their <i>ELO</i> experiences.	The student makes connections between a personal idea and an experience to establish the basis of a reflection.	The student summarizes personal experiences.

<p>Trait 5: How does the student use appropriate language, vocabulary, syntax and grammar to communicate effectively with the mentor and HQT?</p>	<p>The student demonstrates control of media-appropriate language including vocabulary, syntax, and grammar within an organized structure. Few if any errors. Intention of thought is clearly communicated.</p>	<p>The student demonstrates control of media-appropriate language including vocabulary, syntax, and grammar within an organized structure. Errors do not interfere with communication.</p>	<p>The student demonstrates inconsistent control of media-appropriate language including vocabulary, syntax, and grammar. Organization of the reflection's structure may or may not be evident. Errors detract from communication.</p>	<p>The student demonstrates a lack of control over media-appropriate language including vocabulary, syntax, and grammar. Reflection is not in an organized structure. Errors disrupt the flow of communication.</p>
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ELO Product Rubric

The project is the application of the student's learning and consists of the **process** of designing, creating, implementing, and assessing a **product**, which will be an **artifact** or **event** that the student uses to **demonstrate the culmination of their learning and/or achievement of competencies** related to the ELO. Targeted goals, competencies and Essential Question are identified in the student's ELO learning plan. The product will be an **original piece of work** designed to promote the student's personal growth and/or to benefit a larger community.

The product can be a physical artifact like an art, technical, or craft piece in any appropriate medium. It can be an event like a live or recorded performance or demonstration of skill/competency. The product may be a process, developing an original design of a device, procedure, or system. The product should meet **standards of quality** work deemed appropriate to the student's level of experience by the Overseeing Educator and/or mentor. The product will be shared with an **authentic audience within an authentic context**. **Feedback** from the specialists, audience and users will be collected by the student.

	Proficient With Distinction	Proficient	Partially Proficient	Substantially Below Proficient
Trait 1: Does the product demonstrate student achievement of learning goals and targeted competencies?	The product illustrates discovery of complexity and/or connectivity of the targeted competencies.	The product independently illustrates relevant connections to all the targeted goals and competencies.	The product demonstrates connections to the targeted goals and competencies, dependent upon further explanation.	The product is completed with little, if any, evidence of the targeted goals and competencies.
Trait 2: Did the product meet the quality criteria set by the student, mentor and/or HQT?	The product meets all of the design criteria established by the mentor, HQT and student in the plan and additionally reflects modifications made in response to authentic feedback.	The product meets all of the design criteria established by the mentor, HQT and student in the plan.	The product meets half the design criteria established by the mentor, HQT and student in the plan.	The product has little, if any, evidence of meeting the design criteria established by the mentor, HQT and student in the plan.

Trait 3: How was the product shared with an authentic audience for feedback?	The product has been evaluated by the mentor or HQT and an authentic audience. Modifications have been made based on feedback or expert critique and/or the product has been adopted for use by the authentic user/audience.	The product has been evaluated by the mentor or HQT and an authentic audience within an appropriate environment. Feedback has been collected.	The product has been shared with the mentor or HQT and an authentic user/audience within an appropriate context. Possible sources of feedback are identified.	The product has been shared with mentor or HQT for evaluation.
Trait 4: How does the product reflect the individual voice and worldview of the student ?	The product reflects a fusion of student interest with the needs of the user/audience. The product is recognized by the mentor/HQT as a unique and original solution to the design criteria and is adopted for use.	The product reflects a fusion of student interest with the needs of the user/audience. The product is recognized by the mentor/HQT as a unique and original solution to the design criteria.	The product shows evidence of a design based either on the needs of an authentic user/audience or the interest of the student. The product is recognized by the mentor /HQT as an uncommon but successful solution to the design criteria.	The product was external to student interest and/or the needs of the user/audience. <i>(product is the result of an assignment)</i>
Trait 5: How well did the student document the design process (<i>designing, creating, using, assessing and modifying</i>) for their product?	The student creates a collection of artifacts containing artifacts used during or describing the process of creating the product and includes clear representation of authentic feedback. Student's intentional selection of artifacts illustrates key learning breakthroughs.	The student creates a collection of artifacts that was used during or describes the process of creating the product and includes clear representation of feedback.	The student creates a collection with appropriate student-created documentation that was used during or describes the process of creating the product.	The student creates a collection of artifacts and/or information used in creating the product.

<p style="text-align: center;">ELO Presentation Rubric</p> <p>The Presentation is designed to assess the student's ability to clearly communicate their learning during the ELO process to an audience that could include members who are either expert or novice in the disciplines related to the ELO's goals and/or Essential Question (EQ) identified in the plan.</p> <p>The presentation should clearly describe the nature of the particular ELO: its goals and EQ and the growth in the targeted competencies that resulted from their participation in the ELO process. The student should clearly and accurately illustrate the development of this growth during the ELO process (documentation). The student should also be able to communicate what they learned through the successes and challenges of the ELO experience and how they changed as a result of it (metacognition).</p>				
	Proficient With Distinction	Proficient	Partially Proficient	Substantially Below Proficient
Trait 1: How well does the student communicate the information using a variety of strategies? (<i>e.g. Eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture</i>)	The presentation communicates the information seamlessly through logical organization, introduction of and clear focus on the topic, smooth transitions, well-chosen supporting details, and a coherent conclusion. The student's delivery uses a variety of strategies to engage the audience and responds to audience cues.	The presentation communicates the information through logical organization and clear focus. The student's delivery is appropriate to the audience, context, and purpose.	The presentation communicates the information, with inconsistent organization, and/or delivery.	The presentation does not communicate intended information because organization, and/or delivery interfere.
Trait 2: How does the student use supporting materials (<i>e.g. posters, graphics, illustrations, recordings, models, samples, mic/amps, videos, PPT, etc.</i>) as part of the presentation?	The student frequently integrates relevant supporting materials that add or clarify information for the presentation.	The student integrates relevant supporting materials that add or clarify information for the presentation.	The student infrequently references supporting materials, which may or may not add information to the presentation.	The student has materials that interfere with their presentation or are not referenced.

<i>Trait 3:</i> Does the student communicate why they chose this ELO and how they used it to target competencies ?	The student explains the reasons for choosing the goals of the ELO, communicates how the student used the ELO to address the targeted competencies, and makes further connections to prior and future learning.	The student explains the reasons for choosing the goals of the ELO and how the student used the ELO to address the targeted competencies.	The student explains the reasons for choosing the goals of the ELO or the targeted competencies.	The student identifies the goals of the ELO and/or the targeted competencies.
<i>Trait 4:</i> Does the student communicate how they used inquiry to address the Essential Question* ?	The student presents their response to the Essential Question and explains how they used it to generate emerging questions, extensions or cross-curricular relationships.	The student presents their response to the Essential Question. The student describes how it guided their work, and whether or not the question changed at all.	The student states their Essential Question, but is unable to articulate how it guided their work.	The student makes no reference to the Essential Question.
<i>Trait 5:</i> Does the student use prior work (e.g. reflections, research, and the project) in the presentation ?	The student selects and presents examples of how their research, reflection and project are interconnected and describes how each impacted their learning along the way.	The student provides examples of how their research, reflection and project illustrate their progress toward achieving their learning goals.	The student provides examples of 2 out of the 3 prior ELO components in describing their progress toward achieving learning goals.	The student provides examples of 1 of the 3 prior ELO components in describing their learning goals.
<i>Trait 6:</i> Does the student communicate what they learned through their ELO experience?	The student communicates what they learned through the successes and challenges of the ELO experience and how they changed as a result of it.	The student communicates what they learned through the successes and challenges of the ELO experience.	The student identifies a success and a challenge of the ELO experience, with few details or commentary.	The student identifies a success or a challenge of the ELO experience without any details.

Common Research Rubric for Independent Research

Student Name: _____ Date: _____

ELO Name: _____

Subject: _____ ELA _____ Social Studies _____ Science _____ Mathematics _____ Other: _____

	Exceeds Expectations – 4	Meets Expectations - 3	Below Expectations - 2	Significantly Below Expectations - 1
Construction Questions	a. Generates questions specific to course competencies and essential questions independently and answers them independently.	a. Generates and answers questions specific to course competencies and essential questions independently.	a. Can generate questions specific to course competencies and essential questions with support.	a. Can answer questions specific to course competencies and essential questions.
	b. Independently generates a combination of clarifying and probing questions throughout research process.	b. Independently generates probing questions throughout research process.	b. Generates probing and clarifying questions throughout the research process with support.	b. Generates clarifying and/or probing questions at the beginning of the research process.
Evaluating Sources	a. Independently creates searches specific to course competencies and essential questions using defensible (specific) key words and alternate words/phrases.	a. Independently creates searches specific to course competencies and essential questions using relevant keywords and alternate words/phrases.	a. Evidence to support thesis/topic is used, but it is insufficient, not fully relevant, or repeats rather than elaborates point.	a. Limited evidence is used, or evidence contradicts or does not connect to thesis/topic.
	b. Defends sources for reliability, strength, audience, and purpose	b. Evaluates sources for reliability, strength, audience, and purpose (Annotated Bibliography)	b. Information about topic is included without explaining ideas enough or providing enough detail.	b. Information that is unrelated to my topic is included.
	c. When possible or necessary and independently, balances multiple sources (internet, magazines, books, newspapers, etc.) and multiple authors, not	c. When possible or necessary and independently, balances multiple sources (internet, magazines, books, newspapers, etc.) and multiple authors, not relying on one more than	c. Supporting evidence is sometimes cited appropriately	c. Citations are not included OR direct quotations are used but do not say where they are from.

	relying on one more than another.	another.		
Gathering Information	a. Independently develops note-taking system to accurately record and analyze information.	a. Independently develops note-taking system to accurately record information	a. Develops note-taking system to accurately record information with support.	a. Develops note-taking system to record information with support.
	b. Anticipates audience's knowledge level including concerns, values, and possible biases	b. Correctly quotes from sources independently.	b. Correctly quotes from sources with support.	b. Has evidence of quotes from sources.
		c. Correctly cites all information (MLA or APA) independently even when paraphrasing.	c. Correctly cites all information (MLA or APA) with support.	c. Has evidence of citations.
	d. Supports all course competencies and essential questions with data, evidence, facts, examples, details, and quotes AND clearly elaborates competencies and essential question.	d. Supports all course competencies and essential questions with data, evidence, facts, examples, details, and quotes AND effectively elaborates competencies and essential question.	d. Supports all course competencies and essential questions with data, evidence, facts, examples, details, and quotes AND elaborates on some competencies and essential question.	d. Supports all course competencies and essential questions with limited data, evidence, facts, examples, details, and quotes AND elaborates competencies and essential question slightly.
		e. Independently creates an Annotated Bibliography.	e. Creates an Annotated Bibliography with support.	e. Has evidence of an Annotated Bibliography.
		f. Independently utilizes a works cited page / bibliography.	f. Utilizes a works cited page / bibliography with support.	f. Has evidence of a works cited page / bibliography.
Synthesizing Information	a. Independently identifies and addresses discrepancies of information.	a. Independently identifies and addresses discrepancies of information.	a. Identifies and addresses discrepancies of information with support.	a. Identifies and addresses discrepancies of information with support.
	b. Independently draws conclusions and makes relevant connections based on information, forms new	b. Independently draws conclusions based on information and forms new understandings/ questions.	b. Draws conclusions based on information and forms new understandings/ questions with	b. Draws conclusions based on information or forms new understandings/ questions with support.

	understandings/ questions.		support.	
		c. Independently paraphrases and summarizes sources, avoiding plagiarism.	c. Paraphrases and summarizes sources, avoiding plagiarism with support.	c. Paraphrases or summarizes sources, avoiding plagiarism with support.
		d. Correctly cites evidence from text independently.	d. Correctly cites evidence from text with support.	d. Has citation evidence.

Common Research Rubric - Oral Communication (for ELO Presentation)

Student Name: _____

Date: _____

ELO Name: _____

Subject: ____ ELA ____ Social Studies ____ Science ____ Mathematics ____ Other: _____

	Exceeds Expectations - 4	Meets Expectations - 3	Below Expectations - 2	Significantly Below Expectations - 1
	<i>The presenter has done everything to earn a score of proficient, plus:</i>			
Performance: The manner in which a student communicates through speaking.	a. Voice and language are changed for expressive purposes in a compelling and genuine manner. AND/OR	a. Appropriate language, style, and tone to engage and maintain the audience's attention is used.	a. Language, style, or tone that is not appropriate for this presentation or audience is sometimes used.	a. The right words or tone to engage audience are not used.
	b. Presentation is adapted to different contexts or purposes or depending on audience's reactions.	b. Appropriate body language, gestures, and eye contact are used with the audience.	b. Student fidgets and/or avoids eye contact in a way that somewhat interferes with the audiences' interpretation of the analysis, argument, and/or position.	b. Student fidgets and/or avoids eye contact in a way that seriously interferes with the audiences' interpretation of the analysis, argument, and/or position.
		c. Student speaks clearly and at an appropriate volume and pace.	c. Student speaks quickly and/or quietly in a way that somewhat interferes with the audience's interpretation of the thesis (evidence of competencies, answer to Essential Question, evidence specific learning outcomes), analysis, argument, and/or position.	c. Student speaks too quickly and/or quietly in a way that seriously interferes with the audience's interpretation of the thesis (evidence of competencies, answer to Essential Question, evidence specific learning outcomes), analysis, argument, and/or position.
		d. Presentation is well paced and allotted time	d. Meets the minimum time requirements.	d. Does not meet the minimum time

		is used effectively.		requirements.
		e. Questions are thoughtfully and concisely responded to using formal English.	e. Some questions are inaccurately / inappropriately responded to for this setting.	e. Questions are responded to inaccurately / inappropriately for this setting.
Idea Development: The main thesis the student conveys to his/her audience and the way the thesis and analysis are expressed.	Voice, style, and unique perspective are evident in presenter's analysis, argument, and/or position and presentation.	a. Thesis (evidence of competencies, answer to Essential Question, evidence of specific learning outcomes) is important, clear, and defensible.	a. Presentation has a thesis (evidence of competencies, answer to Essential Question, evidence of specific learning outcomes) but it is not important, clear, and not defensible.	a. Presentation does not have a thesis (evidence of competencies, answer to Essential Question, evidence of specific learning outcomes).
		b. Thesis (evidence of competencies, answer to Essential Question, evidence of specific learning outcomes) analysis, argument, and/or position is logical and well-developed for the type of presentation given.	b. Information is included about thesis (evidence of competencies, answer to Essential Question, evidence of specific learning outcomes), without explaining ideas enough or providing enough detail.	b. Information is included that is unrelated to thesis (evidence of competencies, answer to Essential Question, evidence of specific learning outcomes).
Supporting Evidence: The facts, descriptions, examples, and/or scenarios used to support the main message/ thesis.	a. Uses evidence to address questions and counterclaims.	a. Evidence to support thesis (evidence of competencies, answer to Essential Question, evidence of specific learning outcomes), analysis, argument, and/or position is used and relevant, specific, and accurate.	a. Most evidence to support thesis (evidence of competencies, answer to Essential Question, evidence of specific learning outcomes), analysis, argument, and/or position, but some of it may not be relevant, specific, accurate, or correctly interpreted.	a. Evidence used relates to something other than presenter's thesis (evidence of competencies, answer to Essential Question, evidence of specific learning outcomes), analysis, argument, and/or position, OR evidence used is too general, is inaccurate, or is misinterpreted.
Organization	a. Introduction hooks and orients the audience to the topic in a thoughtful and engaging way.	a. Introduction orients the reader to thesis (evidence of competencies, answer to Essential Question, evidence of specific learning outcomes) and	a. Presentation begins with an introduction that only partly orients the reader to the rest of the presentation.	a. Presentation begins delivering information without an introduction.

		provides an overview of the presenter's analysis, argument, and/or position in the rest of the presentation.		
	b. Audience's knowledge level, concerns, values, and possible biases are anticipated.	b. Presentation's structure and transitions are logical and help the audience to understand analysis, argument, and/or position.	b. Presentation's structure and transitions are inconsistent.	b. Presentation is difficult to follow and lacks structure.
	c. Conclusion is interesting and ties up analysis, argument, and/or position leaving the audience with a new perspective.	c. Conclusions summarize the presenter's analysis, argument, and/or reflections and reflect upon the thesis (evidence of competencies, answer to Essential Question, evidence of specific learning outcomes).	c. Conclusion does not fully close/ summarize the presenter's analysis, argument, and/or reflections and reflects upon the thesis (evidence of competencies, answer to Essential Question, evidence of specific learning outcomes), analysis, argument, and/or position.	c. Presentation lacks a conclusion.

Common Research Rubric - Position Paper (for ELO Reflection)

Student Name: _____

Date: _____

ELO Name: _____

Subject: ____ELA ____Social Studies ____Science ____Mathematics ____Other:_____

	Exceeds Expectations – 4	Meets Expectations - 3	Below Expectations - 2	Significantly Below Expectations - 1
	<i>The presenter has done everything to earn a score of proficient, plus:</i>			
Idea Development: The main thesis (position) the student conveys to his/her audience and the way the thesis (position) and analysis are expressed.	a. Student uses his/her own voice and perspective in presenting argument/position.	a. Thesis (position) is important, clear and defensible.	a. Paper has a topic, but thesis (position) is not important, not clear, or not defensible.	a. Paper has a topic, but not a thesis (position).
	b. Argument/position includes different points of view and develops the reasoning, evidence, strengths, and limitations for each point of view.	b. Argument/position demonstrates the student's understanding of the topic. He/she explains and shows the reason for each idea used to support thesis (position) and different points of view are expressed.	b. Analysis is confusing, OR only partly shows understand the topic. Student mainly summarizes the information instead of explaining how ideas relate to thesis (position).	b. Ideas are not clearly related to topic. Student only lists information rather than connecting it to argument. OR student makes inappropriate connections between the evidence and topic.
	c. Connections are made between the topic of the paper and the impact of his/her argument's presentation on him/herself and/or the world.	c. Student explains the significance of his/her thesis/argument/position (the "so what?" of the paper).	c. An attempt to explain the significance of the thesis (position) /analysis is made, but it is not clear.	c. The student does not explain the significance of his/her topic.
Supporting	a. In the analysis, the	a. Sufficient evidence that is	a. Evidence is used to	a. Limited evidence

Evidence: The facts, quotations, definitions, descriptions, examples, and/or scenarios used to support the main thesis.	student distinguishes fact from opinion and show that he/she knows how to identify and use each appropriately.	relevant to thesis (position)/ topic and that effectively elaborates on point is used.	support argument/position, but it is insufficient, not fully relevant, or repeats rather than elaborates on point.	is used, or it contradicts or does not connect to topic.
	b. Student consistently and effectively integrates well-chosen citations to create a cohesive analysis and to address questions and counterclaims.	b. Accurate evidence with enough detail to support thesis (position) or topic is used.	b. Most evidence is related to argument, but some of it may not be accurate, detailed or correctly interpreted.	b. Student uses evidence that is inaccurate or misinterpreted.
	c. Student anticipates audience's knowledge level, including concerns, values, and possible biases.	c. Supporting evidence is cited from multiple sources appropriately, even when paraphrasing.	c. Supporting evidence is sometimes cited appropriately.	c. Citations from research are not included OR direct quotations are used but do not say where they are from.
Organization: The logic, structure and clarity of the paper.	a. Introduction hooks and orients the reader to the student's position in a thoughtful and engaging way.	a. Introduction orients the reader to the student's position and provides an overview of the analysis in the rest of the paper.	a. Paper begins with an introduction that only partly orients the reader to the rest of the paper.	a. Paper begins presenting information without an introduction.
	b. The body paragraphs build in significance and enhance the clarity and engagement of the paper.	b. The body paragraphs are logically ordered.	b. Most, but not all, of the body paragraphs are logically ordered.	b. The order of the body paragraphs is confusing and distracting.
	c. The conclusion is interesting and ties up the student's position, leaving the reader with a new perspective.	c. Topic sentences are clearly stated in each paragraph and develop the paper's logic.	c. Topic sentences are sometimes underdeveloped or unclear.	c. Topic sentences are mostly missing, unclear, or do not relate to the rest of the paragraph.
		d. Paper's structure and transitions are logical and	d. Transitions between sentences and ideas	d. Transitions between sentences

		help the reader better understand the thesis (position)/topic.	are inconsistent.	and ideas are non-existent or hard to follow.
		e. Conclusion summarizes the student's position and reflects upon the thesis (position).	e. Conclusion does not fully close/summarize analysis/position.	e. Paper lacks a conclusion.
Conventions and Style: The word choice, fluency, spelling, mechanics, usage, and grammar.	Student maintains the audience's interest by doing at least two of the following: <ul style="list-style-type: none"> • Varying syntax and sentence structure • Using figures of speech • Choosing precise and content-specific language 	a. Student has only a few errors, and errors do not interfere with the reader's interpretation of the message.	a. Student has many different types of errors. OR errors interfere somewhat with the reader's interpretation of the message.	a. Errors seriously interfere with the reader's interpretation of the message.
		b. The style of writing and use of vocabulary is academic and appropriate for the intended audience and topic.	b. The style of writing and use of vocabulary is not consistently academic and appropriate for the intended audience or topic.	b. The style of writing is not appropriate.
		c. Student demonstrates control of Standard English.	c. Student has some control of Standard English, but it is not consistent.	c. Student has little control of Standard English conventions, sentence structure, and grammar.

Common Research Rubric - Research Paper

Student Name: _____

Date: _____

ELO Name: _____

Subject: ____ ELA ____ Social Studies ____ Science ____ Mathematics ____ Other: _____

	Exceeds Expectations - 4	Meets Expectations - 3	Below Expectations - 2	Significantly Below Expectations - 1
	<i>The presenter has done everything to earn a score of proficient, plus:</i>			
Idea Development: The main thesis (position) the student conveys to his/her audience and the way the thesis (position) and analysis are expressed.	a. Voice and perspective are used in presenting argument.	a. Thesis is important, clear and defensible.	a. Paper has a research topic, but thesis is not important, not clear or not defensible.	a. Paper has a topic, but not a thesis.
	b. Analysis develops the reasoning, evidence, strengths, and limitations for different interpretations.	b. Analysis of research makes sense and demonstrates student's understanding. Student explains the reason for each idea used to support thesis.	b. Analysis of research is confusing, OR it only partly shows understanding of topic. Student mainly summarizes the information instead of explaining how ideas relate to thesis.	b. Ideas are not clearly related to topic. Information is only listed rather than connected to research topic OR Student makes inappropriate connections between the evidence research topic.
	c. Connections between the research findings and the impact of research on the student and/or the world.	c. Student explains the significance of research (the "so what?" of the paper).	c. Student attempts to explain the significance of his/her research, but it is not clear.	c. Student does not explain the significance of his/her research topic.
Supporting Evidence: The facts,	a. Analysis distinguishes fact from opinion and	a. Sufficient evidence that is relevant to the thesis/topic and that	a. Evidence to support thesis/topic is used, but it is insufficient, not fully	a. Limited evidence is used, or evidence contradicts or does not

quotations, definitions, descriptions, examples, and/or scenarios used to support the main thesis.	shows the student knows how to identify and use each appropriately.	effectively elaborates on point is used.	relevant, or repeats rather than elaborates.	connect to thesis/topic.
	b. Student consistently and effectively integrates well-chosen citations to create a cohesive analysis.	b. Accurate evidence with enough detail to support thesis/topic is used.	b. Information about topic is included without explaining ideas enough or providing enough detail.	b. Information that is unrelated to topic is included.
	c. Student anticipates audience's knowledge level, including concerns, values, and possible biases.	c. Supporting evidence is cited from multiple sources appropriately, even when paraphrasing.	c. Supporting evidence is sometimes cited appropriately.	c. Citations are not included. OR Direct quotations are used but do not say where they are from.
Organization: The logic, structure and clarity of the paper.	a. Introduction hooks and orients the reader to the research topic in a thoughtful and engaging way.	a. Introduction orients the reader to research topic and provides a roadmap for the analysis in the rest of the paper.	a. Paper begins with an introduction that only partly orients the reader to the rest of the paper.	a. Paper begins presenting information without an introduction.
	b. Body paragraphs build in significance and enhance the clarity and engagement of the paper.	b. Body paragraphs are logically ordered.	b. Most, but not all, body paragraphs are logically ordered.	b. The order of the body paragraphs is confusing and distracting.
	c. Conclusion is interesting and ties up analysis, leaving the reader with a new perspective.	c. Topic sentences are clearly stated in each paragraph and develop the paper's logic.	c. Topic sentences are sometimes underdeveloped or unclear.	c. Topic sentences are mostly missing, unclear, or do not relate to the rest of the paragraph.
		d. Paper's structure and transitions are logical and help the reader better understand the paper.	d. Transitions between sentences and ideas are inconsistent.	d. Transitions between my sentences and ideas are non-existent or hard to follow.

		e. Conclusion summarizes the analysis and reflects upon the thesis.	e. Conclusion does not fully close/summarize the analysis.	e. Paper lacks a conclusion.
Conventions and Style: The word choice, fluency, spelling, mechanics, usage, and grammar.	Student maintains the audience's interest by doing at least two of the following: <ul style="list-style-type: none"> • Varying syntax and sentence structure • Using figures of speech • Choosing precise and content-specific language 	a. Student has only a few errors, and errors do not interfere with the reader's interpretation of the message.	a. Student has many different types of errors. OR errors interfere somewhat with the reader's interpretation of the message.	a. Errors seriously interfere with the reader's interpretation of the message.
		b. The style of writing and use of vocabulary is academic and appropriate for the intended audience and topic.	b. The style of writing and use of vocabulary is not consistently academic and appropriate for the intended audience or topic.	b. The style of writing is not appropriate.
		c. Student demonstrates control of Standard English.	c. Student has some control of Standard English, but it is not consistent.	c. Student has little control of Standard English conventions, sentence structure, and grammar.



New Hampshire Department of Education Work-Study Practices Rubric as applied to ELOs

	4 - Advanced	3 – Proficient	2 - Improving	1 – Beginning
Communication with all members of the ELO Team and formative assessments throughout the ELO and during the ELO Presentation of Learning	Demonstrates all practices in proficient category at a high level and/or consistently over multiple projects.	<i>Demonstrates all:</i> <ul style="list-style-type: none"> Communicates effectively using multiple modalities Interprets information using multiple senses Demonstrates ownership of the work. 	Demonstrates some but not all practices in proficient category.	Demonstrates one or none of the practices in proficient category.
Creativity with design, implementation, and execution of learning activities, assessments, and worksite activities, in product and presentation	Demonstrates all practices in proficient category at a high level and/or consistently over multiple projects.	<i>Demonstrates all:</i> <ul style="list-style-type: none"> Thinks originally and independently Takes risks Considers alternate perspectives Incorporates diverse resources 	Demonstrates some but not all practices in proficient category.	Demonstrates one or none of the practices in proficient category.
Collaboration with Overseeing Educator, community partner/mentor, worksite employees, ELO Coordinator, and peer(s) (if in a group ELO)	Demonstrates all practices in proficient category at a high level and/or consistently over multiple projects.	<i>Demonstrates all:</i> <ul style="list-style-type: none"> Contributes respectfully Listens and shares resources and ideas Accepts and fulfills roles Exercises flexibility and willingness to compromise 	Demonstrates some but not all practices in proficient category.	Demonstrates one or none of the practices in proficient category.

<i>Self-Direction</i> with the completion of the learning activities, assessments, 4 ELO components, and self-advocacy required throughout the ELO	Demonstrates all practices in proficient category at a high level and/or consistently over multiple projects.	<i>Demonstrates all:</i> <ul style="list-style-type: none"> • Perseveres in completing complex, challenging tasks • Uses self-reflection to complete work and goals • Engages stakeholders to gain support. 	Demonstrates some but not all practices in proficient category.	Demonstrates one or none of the practices in proficient category.
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Adapted from the NH State Board of Education Rubric approved 8.14.14.

PRODUCT DESIGN TEMPLATE

Product Name:
Overseeing Educator(s):
Community Partner/Mentor:
Subject(s):
1. PRODUCT SUMMARY
What are you going to do, and why are you doing it?
2. ESSENTIAL QUESTIONS
An essential question should inspire you, require you to conduct serious research, and relate to a real world issue.
3. DELIVERABLES
What do you want to do/write/create/build?
4. LEARNING GOALS
What do you want to learn?
<p>Identify the curriculum content that you will learn during this product.</p> <p>Identify the key skills/competencies you will learn during this project. List only those competencies and skills you plan to demonstrate.</p>
5. TIMELINE AND MILESTONES
List the key dates and important milestones for this project. (E.g. Check-ins, critique sessions, deadlines for drafts and specific product components)
6. PERSONALIZATION

How you will personalize the project, especially if you need specialized support?
7. EXHIBITION VENUE Where will the exhibition take place?
8. EXHIBITION PLAN How will the exhibition be promoted? How will you exhibit your work? Who will you be inviting?
9. ASSESSMENT CRITERIA How will you be assessing the learning goals you identified?
Curriculum Content:
Skills:
Note: Once you have completed this section, make sure you add all the assessment points to the project timeline

PRODUCT DESIGN TEMPLATE

Product Name:
Overseeing Educator(s):
Community Partner/Mentor:
Subject(s):
1. PRODUCT SUMMARY
What are you going to do, and why are you doing it?
2. ESSENTIAL QUESTIONS
An essential question should inspire you, require you to conduct serious research, and relate to a real world issue.
3. DELIVERABLES
What do you want to do/write/create/build?
4. LEARNING GOALS
What do you want to learn?
<p>Identify the curriculum content that you will learn during this product.</p> <p>Identify the key skills/competencies you will learn during this project. List only those competencies and skills you plan to demonstrate.</p>
5. TIMELINE AND MILESTONES
List the key dates and important milestones for this project. (E.g. Check-ins, critique sessions, deadlines for drafts and specific product components)
6. PERSONALIZATION

How you will personalize the project, especially if you need specialized support.
7. EXHIBITION VENUE Where will the exhibition take place?
8. EXHIBITION PLAN How will the exhibition be promoted? How will you exhibit your work? Who will you be inviting?
9. ASSESSMENT CRITERIA How will you be assessing the learning goals you identified?
Curriculum Content:
Skills:
Note: Once you have completed this section, make sure you add all the assessment points to the project timeline

Extended Learning Opportunity Program Code of Ethics and Conduct

You must agree to the following before beginning your ELO:

- The Extended Learning Opportunities Program is part of the school curriculum.
- I am therefore subject to the rules in the Student Handbook.
- I will not accept a job shadow or internship position unless I intend to keep it for the entire designated time period.
- I will report to work at the scheduled time. If an emergency occurs, I will inform my work-site Community Mentor/Partner and ELO Coordinator **before** starting time.
- I will leave on time and stay productive until it is time to leave. If I complete a task early, I will ask for something new to learn.
- Even though I may not have to attend school on a particular day or certain times throughout the day, I will still report to my job shadow or internship on time.
- I will dress in accordance with my worksite's standards.
- I will be honest with money, merchandise, time, and effort. With a job shadow, I will be cognizant of the time with my Community Partner and required effort necessary in successfully completing it.
- I will perform an honest day's work and will strive at all times to do the best job possible.
- With a job shadow, I will strive to listen effectively, observe, and ask many clarifying questions.
- I will communicate clearly, paying attention to language and not use profanity or inappropriate language.
- I will make sure that I leave my learning space clean, neat and tidy.
- I will not make or receive personal cell phone calls at my work site except in the case of an emergency. At that time I will ask permission before doing so.
- I will not receive visitors at the worksite.
- When completing an internship, I will not accept any pay or compensation for my work.
- If my ELO experience jeopardizes my studies, physical health, or emotional well-being, I will consult with the ELO Coordinator and community mentor **before** making the decision to terminate the internship.
- If I terminate my ELO or change my ELO site without consulting with the ELO Coordinator, I understand that I may not receive credit for my ELO.
- I agree to keep all information regarding my worksite and his/her business in strict confidence.
- I realize that to be dishonest or to fail on my responsibilities reflects not only on me, but also on the School and the School District's ELO Program initiative. Therefore, I agree to uphold the Code of Ethics in order to maintain my reputation and that of my High School.

Others (may include clothing/shoe requirements):

I understand that my Community Partner is volunteering his/her time for my learning experience. By signing this document I state that in addition to agreeing to the above, I will respect my Community Partner's commitment and the time that is being giving to my learning experience.

Student Signature _____ Date _____

Community Partner/Mentor Signature_____ Date _____

ELO Coordinator Signature _____ Date _____

Extended Learning Opportunity Agreement

Student, Community Partner, School and Parents/Guardians

Student: _____ Overseeing Educator: _____
 Community Partner/Mentor: _____

The purpose of the Extended Learning Opportunity (ELO) Program is to provide learning experiences outside of the traditional classroom, engage students in topics of particular interest to them, and build the strength of our community through positive relationships between Community Partners/Mentors and our students.

Plan Overview

- See application for personal learning goals, competencies, learning activities, and required assessments
- The student will write weekly reflection journals and share with Community Partner/Mentor and Overseeing Educator
- The student will meet with the ELO Coordinator bi-weekly to review reflection journals and discuss progress

Student Responsibilities

- Follow the agreement/plan, and give a best effort to be successful;
- Communicate any issues or concerns in a timely manner to the ELO Coordinator and Overseeing Educator;
- Attend all meetings and site visits as determined in the ELO plan;
- Contact site supervisor and ELO Coordinator in event of anticipated absence or tardiness;
- Reschedule meetings and/or site visits in the event of an absence;
- Maintain regular contact with ELO Coordinator, Overseeing Educator, and Community Partner/Mentor;
- Develop and maintain a portfolio of activities, reflections, assignments, projects and any other deliverables as outlined in ELO plan;
- Work with Community Partner/Mentor to accomplish ELO deliverables that provide value to site;
- Develop and deliver a final ELO presentation to be assessed by team members, as determined in plan;
- Abide by all policies and procedures at school and in the community (Code of Conduct/Ethics);
- **Failure to meet all parts of the agreed upon ELO may result in your dismissal from the ELO.**

Student Initials _____

Community Partner/Mentor Responsibilities

- **Provide and maintain a safe environment for the student;**
- Keep and be able to locate location a copy of district insurance binder, DOL approval form, made available from ELO Coordinator;
- Provide orientation to their site policies and procedures related to the ELO plan;
- Provide supervision and training as appropriate to ELO plan;
- Engage in regular dialogue with student's ELO supervising teacher and/or ELO Coordinator regarding progress;
- Review student's reflections as appropriate and offer comments, ask questions, and provide constructive feedback;
- Communicate any issues and/or concerns (student, site, or program) in a timely manner to ELO Coordinator and/or ELO mentor;
- Report absence and tardiness in a timely manner to ELO Coordinator/ELO mentor;
- Provide guidance and direction to the student in creating his/her product/project;
- Participate in midpoint and final assessment of student work;
- Attend final ELO presentation;
- Complete midpoint and final evaluation forms and survey upon completion of ELO;

- Participate in exit interview as needed;
- **Community Partners/Mentors have the right to end an ELO at ANY time if they feel is it not an appropriate match or a student is not committed to the learning experience. Please contact the ELO Coordinator.**

Community Partner/Mentor Initials _____

Overseeing Educator Responsibilities

- Collaborate with students to create the competencies, learning activities, and required assessments for the ELO;
- Be available to students during the ELO to provide guidance, support, academic assistance, and answer questions pertaining to the ELO;
- Meet with students regularly throughout the ELO to assess student progress;
- Keep track of meetings and student work submitted;
- Notify the ELO Coordinator in the event that the student is not completing or submitting learning activities;
- Notify the ELO Coordinator and parent/guardian of concerns, so that any issues may be resolved in a timely manner and the Community Partner is notified;
- Whenever possible and/or necessary, engage in communication with the ELO Team;
- Evaluate student work, provide guidance on portfolio development and documentation of learning, attend final presentation, and approve the final grade;
- Complete midpoint and final evaluation form and survey upon completion of ELO, or exit interview in the event ELO is not completed;
- Report final grade to ELO Coordinator for recording.
- **Teachers may end an ELO if a student is behind in appointments, learning activities, or required assessments.**

Teacher Initials _____

Special Education Case Manager Responsibilities

- Invite the ELO Coordinator to attend IEP meetings where transition is discussed;
- Engage in conversations with ELO Coordinator prior to the development of the ELO Application/plan to provide background knowledge of student's strengths, abilities, aptitudes, or limitations;
- Assist in the creation of the ELO application ensuring the student's voice, goal(s), and ALL needs are met;
- Collaborate with student and Overseeing Educator to create the competencies, learning activities, and required assessments for the ELO;
- If applicable, assist the ELO Coordinator in developing ELO to be used as a transition plan or as part of the IEP transition plan;
- Ensure student's IEP modification and accommodations are accounted for and adequately met during the ELO;
- Communicate student disabilities and "need to know" information (based on approval from parents) to the Community Partner/Mentor during initial meeting
- Create avenues of support if needed for the ELO either at school or on the job site;
- If applicable, work collaboratively with the ELO Coordinator to monitor support staff's roles, responsibilities, progress of student's plan and on the job site;
- Be the contact with the Special Education Coordinator or Director if special arrangements, such as transportation must be arranged;
- Be available to the student during the ELO to provide guidance, support, and academic/social/emotional assistance;
- Assist student is preparing for Community Partner/Mentor meetings if disability may impede communication;
- Serve as an additional liaison between the school and parent/guardian;
- Notify the ELO Coordinator and parent/guardian of concerns, so that any issues may be resolved in a timely manner and the Community Partner is notified;

- Notify ELO Coordinator if the student is unable to make it to the ELO job site;
- Evaluate student work, provide guidance on portfolio development, attend the final presentation, and approve the final grade;
- Organize supports for students to complete competency work (learning activities, portfolio development, documentation of learning, and assessments);
- Engage in an exit interview in the event ELO is not completed.
- **Case Managers may request an ELO end at any time if it is in the best interest of the student.**

Case Manager's Initials _____

ELL Teacher Responsibilities

- Communication between the students and their families regarding the entire ELO from beginning to end;
- Clarify information to students to ensure they understand the information;
- Interpret the expectations of the ELO in the native language whenever possible (this may mean hiring an interpreter);
- Highlight the areas of importance on the ELO where parents need to sign and give consent.

ELL Teacher's Initials _____

ELO Coordinator Responsibilities

- Create the ELO application with input and feedback from the student, Overseeing Educator, and Community Partner/Mentor;
- Contract with appropriate teachers as needed for assistance in planning and assessment of ELOs;
- Be available to the student during the ELO to provide guidance, support, academic assistance, and answer questions pertaining to the ELO;
- Keep track of meetings and student work submitted;
- Provide ELO orientation and training, forms and expectations to the Community Partner and site as necessary. Forms will include PRIMEX insurance binders, copies of competencies, and any required supporting ELO documents;
- Serve as an additional liaison to the site with the Overseeing Educator and will be available to address concerns as they arise;
- Maintain ongoing communication with partner site and student;
- Notify site of any concerns or unforeseen events that may affect the scheduling and/or completion of ELO;
- Host public presentations of ELOs as part of the final assessment process;
- Evaluate student work, provide guidance on portfolio development, attend the final presentation, and approve the final grade;
- Organize exit interviews with Community Partner/Mentor, Overseeing Educator, and if applicable the Special Education Case Manager in the event that the ELO is not completed;
- **The ELO Coordinator may end an ELO if a student is behind in appointments, learning activities, or required assessments.**

ELO Coordinator Initials _____

Parent/Guardian Responsibilities

- Support your son/daughter in whatever ways are necessary;
- Be familiar with the student's ELO plan and expectations;
- Notify the ELO Coordinator of any concerns regarding ELO;
- Understand the schedule requirements and take them into consideration when planning family events;
- Understand the student's responsibilities.

Parent/Guardian Initials _____

We have read and understand:

- Our responsibilities as outlined in the agreement.
- The ELO Application containing competencies, personal learning goals, learning activities and required assessments needed to obtain credit for this experience.

_____ Student Signature	_____ Date
_____ Community Partner/Mentor Signature	_____ Date
_____ Parent/Guardian Signature	_____ Date
_____ Overseeing Educator Signature	_____ Date
_____ Case Manager Signature (if applicable)	_____ Date
_____ ELL Teacher Signature (if applicable)	_____ Date
_____ ELO Coordinator Signature	_____ Date

Extended Learning Opportunity Program Application

Student's Name:	DOB:	Grade Level:
Home Address:		
Student's Phone Number:	Email:	
Parent/Guardian Phone Number:	Email:	

ELO Information
Anticipated Start Date: _____ Anticipated End Date: _____
How did you hear about the ELO Program?
Have you completed an ELO before?
Why do you want to complete an ELO: (Check all that apply) <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Personal Interest <input type="checkbox"/> Competency Recovery <input type="checkbox"/> General Credit Needed for Graduation </div> <div> <input type="checkbox"/> Career Exploration <input type="checkbox"/> Specific Credit Needed for Graduation <input type="checkbox"/> Other: _____ </div> </div>
Are you looking to gain credit? _____ Academic Concentration: _____
Is the ELO for Core or Elective credit? _____ Credit amount anticipated: _____
Is the ELO for a non-credit experience? If so, focus area: _____
Cooperating Teacher(s): _____
Community Partner(s): _____
Community Partner Phone: _____ Community Partner email: _____
ELO Title: _____
Anticipated ELO Presentation Date: _____

ELO Exploration Process

Thinking of yourself as a learner, please answer the following questions in the space provided.

Describe your most successful learning experience. It may be a course, an activity, something outside of school, or simply an independent study you have experienced. Include what made it successful for you and overall in general.	
What resources (school, home, community, etc.) have helped you during that experience?	
Why do you think that was a successful learning experience for you?	

Please answer the following questions relative to the proposed ELO.

Generally, describe your proposed ELO.
With what subject area(s) does your proposed ELO connect best?
What interests you about your proposed ELO?
What aspects of the proposed ELO can't be met by a traditional course at your high school?
What is your essential question/question you would like answer by doing this ELO?
What do you want to know about your subject or experience that you do not know now? (Specific Learning Objectives)
Why is this experience important to you?
Which teacher would you like to work with on this ELO?
Which Community Partner/Mentor would you like to work with on this ELO?

Please answer the following questions pertaining to you.

What are the Personal Learning Goals that you hope to achieve by this engaging in this opportunity?
Describe your strengths as they apply to your proposed ELO.
What is your learning type? What type of learning environment are you able to do your best work? Are you more of a leader or do you prefer allowing someone else to lead?
Relative to your proposed ELO, how will the proposed ELO effectively meet your needs?
What local support systems will be available to you and how will they help you be successful in this ELO?
Describe what challenges you may have in successfully completing the proposed ELO.
What strategies/skills could you utilize to address these challenges?

Describe why you think the ELO would be the best way for you to engage in learning?
What questions (or concerns) do you have about the proposed ELO?

Course Competencies
<p>Competency:</p> <p>Indicator Statements</p> <p>I can:</p> <ul style="list-style-type: none"> • • • <p>Learning Activities:</p> <p>Required Assessments:</p>

ELO Schedule Development

How much time daily and weekly will you devote to completing your ELO? _____

Schedule: When will you work with the Community Partner/Mentor? List times and dates. Be clear about the number of hours or number of contacts agreed upon between your Community Partner and you.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Note: This may be subject to change.

Schedule: When will you work with your Overseeing Educator? List times and dates.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Note: This may be subject to change.

Do you have transportation? _____ If yes, _____ Self _____ Parent/Guardian

ELO Assessment
Evaluation: What assessments will be in place? What ongoing assessments will determine how you are doing? What

final assessment will determine if you earned credit?

What ongoing assessment(s) will help you determine if you are on the right track?

If prepared, describe your final summative project idea

ELO Expectations

- If your application is accepted by the ELO Coordinator and an Overseeing Educator is assigned, you will work with the teacher to further develop and customize your experience, products and rubrics to best meet the competencies for the course.
- The blending of your experience, coursework, formal assessments and portfolio will be negotiated between yourself, your instructor and any Community Partners who are involved in your ELO.
- While final grades and the awarding of credit will come from your Overseeing Educator and Director of College and Career Readiness, you should expect to have a voice in the development of your final assessment.
- Because open communication between all parties is critical for you to successfully complete the ELO, you are strongly encouraged to work closely with your instructors and Community Partners to insure that progress being made is consistent with the expectations established.

Finally, this ELO will provide you with an opportunity to engage differently in the learning process. While the overseeing teacher(s) will help facilitate your progress through course competencies and your Community Partner(s) will mentor your experience, you will have more ownership over the process than you have probably experienced in a traditional classroom. You will be expected to be a participant in the development and learning process. This helps to ensure that the ELO is designed in such a way that will allow you to explore personal interests and passions in alignment with established curricula. This personalization and ownership of the learning is the power of ELOs and can really help you be successful in completing the ELO.

Extended Learning Opportunity Program Parent/Guardian Consent Form

Dear Parent/Guardian,

This form provides information to you on _____ participating in an Extended Learning Opportunity (ELO). When you sign this form, you give permission for your child to participate in the ELO. If you have any questions, please contact your District ELO Coordinator.

Overseeing Educator:	
Community Site/Type of Business:	
Community Partner/Mentor:	
ELO Start Date:	ELO End Date:
Primary Tasks:	
Transportation:	<input type="radio"/> Private Car
	<input type="radio"/> School bus or van
	<input type="radio"/> Walk
	<input type="radio"/> Parent
	<input type="radio"/> Other:
	Person responsible for coordinating and supervising transportation:

I have read this consent form, and I give permission for my son/daughter to participate in the Extended Learning Opportunity as it has been described in this form. I give permission for the mentor, teacher, and ELO Coordinator to obtain and release information to each other as it relates to this ELO and the goals and achievements of it.

Parent/Guardian Signature

Date

ELO Community Partner/Mentor-Student Travel Consent Form

Dear Parent/Guardian,

This form provides information to you on _____ being transported by their Community Partner/Mentor during their Extended Learning Opportunity (ELO). Please read and sign this consent form. If you have any questions, please contact your District ELO Coordinator.

Community Partner Site:	
Community Partner/Mentor:	
Transporting From:	
Transporting To:	
Reason for Transportation:	
Frequency of Transportation (Day(s) & Time(s)):	
Transportation Method:	<ul style="list-style-type: none"> Private Car Company Vehicle Other: _____ <p>Person responsible for coordinating and supervising transportation:</p>

I, _____, the parent/guardian of _____, hereby authorize and permit my child to be transported by the ELO Community Partner/Mentor to and from the additional ELO site reference above.

Parent/Guardian Signature

Date

* I am 18 and have permission to sign this consent form. I understand that I am responsible for all parts of this ELO.

Extended Learning Opportunity Ride-Along Hold-Harmless and Release Form

The undersigned, parents or guardians of _____, a participant in the Extended Learning Opportunity program with _____, hereby indemnifies and holds harmless _____, its agencies and employees, specifically including any and all employees or personnel involved with the supervision of the program, from any claims of any kind whatsoever or of any nature for injury to the person or damage to the property of _____, his/her parents, siblings, or heirs. This indemnity and hold-harmless agreement shall be considered a complete and total waiver of any and all liability on the part to _____, its servants, agents, or employees, and particularly the employees engaged in the supervision and control as set forth herein above.

Student Signature

Date

Parent Signature

Date

(If participant is under 18 years of age)

Extended Learning Opportunity Community Partner Review

Extended Learning Opportunities (ELO) are educational experiences where the primary acquisition of knowledge and skills takes place outside of high school classrooms. These opportunities may include but not be limited to: independent study, private instruction, performing groups, internships, community service, apprenticeship, work study, and online courses. You have agreed to be a Community Partner or site supervisor for a student through their Extended Learning Opportunity process. Please complete the following form which will be part of the student's final evaluation.

Student: _____ Overseeing Educator: _____

Community Partner/Site Supervisor: _____

ELO Name: _____

Date: _____

Evaluate the student's performance using the following scale. Place a check in the space beside each rating which best describes the student's performance during the experience.

Performance Indicator	Excellent	Good	Fair	Poor
Attitude				
Punctuality				
Attendance				
Time Management				
Collaboration/Team player				
Enthusiasm/Interest				
Courtesy				
Communication skills				
Proper Attire				
Reliability/Dependability				
Honesty/Integrity				
Self-motivation/initiation				
Decision-maker/problem-solver				
Organization				
Willingness to ask for help				
Willingness to accept help/guidance				
Willingness to conform to rules and regulations				
Work ethic				
Overall experience				

1) Briefly describe your role as Community Mentor/Partner for this project. How did you assist the student? What was asked of you? How were your talents used?

2) Briefly describe how well the student followed the process for the project. Did the student meet regularly with you and keep scheduled meeting? Did the student meet deadlines? Did the student complete all the required work?

3) In your opinion, what were the student’s strengths and weakness as they relate to this project?

4) In regards to this ELO experience, do you feel the student has successfully mastered the targeted competencies?

5) In regards to this ELO experience, do you feel the student has successfully met or exceeded your expectations? Please explain. _____

6) Please provide any additional information that would assist the school in determining the successful completion of the student’s ELO. _____

7) Would you, in your professional opinion, award student credit for this ELO experience? Please explain.

Community Partner/Site Supervisor Signature Date

Community Partner/Site Supervisor Exit ELO Survey

Use the scale below to rate the following statements.

5 - Completely Disagree 4 - Somewhat Disagree 3 - Neither Agree nor Disagree
2 - Somewhat Agree 1 - Completely Agree

1. _____ I feel the student was challenged and excelled because he/she was allowed to partake in nontraditional educational opportunities outside of the school.
2. _____ I feel this ELO experience provided the same, if not richer, learning experience for the student.
3. _____ I feel the student learned applicable and useful College & Career Readiness skills in this ELO experience.
4. _____ I feel this ELO provided the student an opportunity to demonstrate his/her learning in alternative ways.
5. _____ I feel, due to this ELO experience, the student was more successful.
6. _____ I feel this ELO experience offered the student educational experience that was stimulating and intellectually challenging, and allowed him/her to fulfill or exceed the rigorous expectations.
7. _____ I feel this ELO experience met my expectations and those of the student.
8. _____ I feel this ELO experience met the needs, interests, and strengths of the student.
9. _____ I feel there was adequate communication between the school and myself during this ELO experience.
10. _____ I would be willing to offer another ELO experience through my company or business.
11. _____ I would be willing to supervise another ELO experience.

Thank you for taking your time to complete this survey. Please return with the Community Partner Review.

Emergency Medical Authorization

I agree to the following procedures should medical attention become necessary:

1. The authorized school representative or Community Partner/Mentor will make every effort to contact the parent, explain the circumstances, and receive instructions for the student's care.
2. If the authorized school representative or Community Partner/Mentor is unable to reach the parent, he/she will authorize medical attention if such is deemed necessary upon the advice of a qualified physician.

Parent Contact (name/number): _____

Emergency Contact (name/number): _____

Health Insurance Information	
Company:	
Subscriber:	
I.D. Number:	
Existing Medical Conditions	
Condition:	
Treatment (if any):	
Medication(s):	
Special Instructions:	
Have any necessary medical kits been provided to the school? _____ (Parent is responsible for providing any necessary kits)	

I have read this Emergency Medical Authorization, and give permission for my child's teacher, Community Partner/Mentor, or authorized school representative to seek medical attention for my child if such is deemed necessary and I am unable to be reached.

 Parent/Guardian Signature Date

* I am 18 and have permission to sign this consent form. I am responsible for my medical care.

 Student Signature Date

Confidentiality Agreement and Waiver of Liability

for Extended Learning Opportunities in Health Care Related ELOs

I wish to participate in a health care ELO at _____.

I understand that participating in this ELO will allow me to engage in an extended learning opportunity which will include observation, informational interviews, and may include hands on experiences. I understand that **all I see and hear is confidential** and I understand that what **I hear and observe will only be discussed between my Community Partner/Mentor and myself**. I understand that it is imperative that I **do not interfere with or disrupt patient care** in any way and I will **leave the area promptly** if asked to do so. I understand my Community Partner/Mentor may exclude me from observational or work experiences if it is determined to be in the best interest of my Community Partner/Mentor or the care of patients. I understand that this ELO is completely voluntary on the part of my Community Partner/Mentor and the host site and this experience may be terminated at any time if any part of this agreement is not strictly adhered to.

I am aware that there are risks involved in being present in a patient care setting. These risks include, but are not limited to, exposure to common viral and bacterial infections and airborne and blood borne pathogens. By signing this document, I maintain I have read and understand the policy statements on the confidentiality of patient information as presented in the **Confidentiality and Safety Document** including Understanding HIPPA, Code of Ethics and Understanding OSHA and Infection Control.

Student's Name: _____ DOB: _____

Student's Address: _____

Student's Phone: _____ Email Address: _____

Emergency Contact: _____ Contact's Phone: _____

ELO Site: _____ Community Partner: _____

ELO Date(s): _____ Number of Hours at ELO: _____

Student Signature: _____ Date: _____

Community Partner Signature: _____ Date: _____

As the parent/guardian of the Student listed above, I hereby give permission for him/her to participate in a health care ELO job shadow/internship experience. I release and hold harmless

_____, their employees and assigns from all liability for any injuries, which my child, may incur because of observing or assisting in patient care.

Parent/Guardian Signature: _____ Date: _____

ELO Confirmation of Credit Form

Student's Name			
ELO Name			
Concentration			
ELO HQT/Overseeing Educator			
ELO Start Date			
Date of Completion			
ELO done for credit?	YES	NO	
Competencies Met?	YES	NO	Partial
Credit Type/Amount Earned			
Final Grade			

Competency																			
Score																			

Component	Project	Presentation	Total	Letter Grade
Point				

 Certified Teacher Signature

 Date

 ELO Coordinator Signature

 Date

 Guidance Staff Signature

 Date entered into SIS

Extended Learning Opportunities Assessment

Student's Name: _____

Teacher: _____

ELO Coordinator: _____

Administrator: _____

Date of ELO Completion: _____

Date of Panel Review: _____

Evidence of Learning:

_____ Reflective Journal

_____ Research

_____ Product

_____ Presentation

_____ Demonstration

_____ Teacher-Created Assessments

_____ Rubric Assessment

Decision of the Panel:

After reviewing the evidence, the panel finds that

- This student's ELO **does / does not** meet the competency requirements.
- One of the following will be selected, depending on the choice indicated in the student's ELO application:
 - The student will receive a grade of _____.
 - The student will receive a **Pass / Fail**.
- The student will receive _____ credit for this ELO.

*Signature*_____
*Date*_____
*Signature*_____
*Date*_____
*Signature*_____
*Date*_____
*Signature*_____
*Date*_____
*Signature*_____
Date

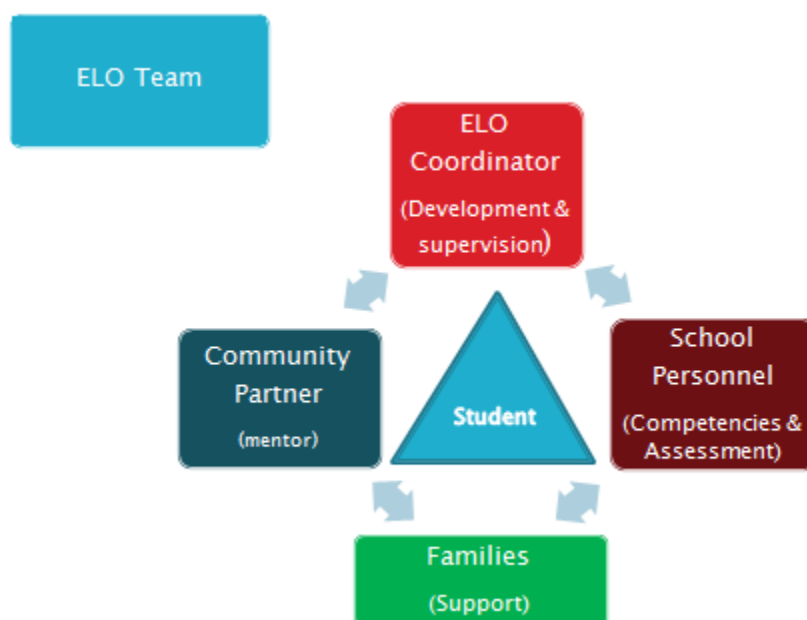
The decision of the Extended Learning Opportunity Panel is final.

The Community Partner/Mentor Handbook

for Developing Extended Learning Opportunities
in Collaboration with New Hampshire High Schools

To make Extended Learning Opportunities as rich and meaningful an experience as possible, the support and dedication of teachers and Community Partners/Mentors is essential. School personnel and Community Partners/Mentors can open up a new world of opportunity to students, providing them with the chance to apply their skills and knowledge to real world settings. Often acting as activators of learning, mentors, and guides, teachers and Community Partners/Mentors provide students with the 21st Century Skills that are so critical to preparing them for today's workforce and post-secondary education. Without the level of commitment that many educators, businesses, non-profit organizations and community members across New Hampshire have shown to our students, Extended Learning Opportunities would not be possible.

An Introduction to the ELO Team: Each team member in an Extended Learning Opportunity plays an integral part of its success. The general roles of each in an ELO Team are:



Student - The student is at the center of every ELO. He/she initiates an ELO idea and, with the assistance of the ELO Coordinator and Overseeing Educator, directs the development of his/her competencies, learning activities, and required assessments. The student takes part in finding a Community Partner/Mentor that best suits his/her ELO needs and is responsible for acquiring the necessary signatures on the ELO application. During an ELO, the student must exhibit professional behaviors and is expected to adhere to rules, procedures, and policies of both school and workplace. In addition to active learning while on site, students are expected to maintain a thorough reflection journal and share its contents with all members of their ELO Team. Students are required to complete the work outlined in their learning plans, assessments, and any work assigned by the Community Partner/Mentor. If possible, this includes a product designed to be beneficial to the Community Partner/Mentor and/or the community location. At the conclusion of the ELO, students share their learning in a panel presentation where they are assessed by an ELO evaluation team.

School Personnel - This team includes the Extended Learning Opportunity coordinator, Overseeing Educator, Special Education Case Manager (if applicable), and any other individuals who are key to the student's ELO success

- **ELO Coordinator** - This individual is responsible for all aspects of the ELO Program and all individual ELOs. He/she works with the ELO Team to develop and execute ELOs, develops working relationships, and is the liaison between Community Partners/Mentors and the school, the student and Community Partner/Mentor, and parents/guardians and the ELO Team.

The responsibilities of the ELO Coordinator are:

- Facilitate the ELO application with input and feedback from the student, Overseeing Educator, and Community Partner/Mentor;
 - Contract with appropriate certified teachers as needed for assistance in planning and assessment of ELOs;
 - Be available to provide guidance, support, academic assistance, and answer questions for all ELO students;
 - Keep track of student and ELO Team meetings and student work submitted;
 - Provide ELO forms, orientation, training, and expectations to the Community Partner and site as necessary. Forms will include district insurance binders, copies of competencies, and any required supporting ELO documents;
 - Serve as a liaison to the site with the Overseeing Educator and be available to address concerns as they arise;
 - Maintain ongoing communication with Community Partner/Mentor and student to ensure ELO is going as planned;
 - Notify Community Partner/Mentor of any concerns or unforeseen events that may affect the scheduling and/or completion of ELO (snow days);
 - Host public presentations of ELOs as part of the final assessment process;
 - Evaluate student's ELO specific work (reflection journals and essay, research, product, presentation), provide guidance on portfolio development, attend the final presentation, and approve the final grade;
 - In the event that the ELO is not completed, organize exit interviews with Community Partner/Mentor, Overseeing Educator, and, if applicable, the Special Education Case Manager;
- **Overseeing Educator** – The Overseeing Educator works with the student to determine the course level competencies for the ELO experience (if competencies are not already developed for the course), helps the student develop a plan for how learning will be recorded and demonstrated, and decides what credit has been earned based on the student's demonstration of mastery of the competencies. The Overseeing Educator may have a mentoring role also, checking in with the student to review formative assessment activities such as research and reflection, encouraging and praising success, and/or benchmarking what has been accomplished and what has yet to be learned. In some cases, the Overseeing Educator may share the mentoring role with another educator, a Community Partner/Mentor, or an ELO Coordinator.
 - **Special Education Case Manager** – The Special Education Case Manager is the school personnel who is most familiar with a student identified as in need of an individual education plan (IEP), compliance requirements, and best practices in special education. He/she should also be more knowledgeable about the student's unique needs. The Case Manager can contribute important information about how the student learns best, supports that might be provided, physical and learning accommodations, behavior supports, and other suggestions that will benefit all involved. The Case Manager may bring a long-standing relationship with the student and parent/family and be a key player in the ELO Team due to his/her insight and background knowledge. Having this assistance, input, and support will promote the student's success in the ELO. Specific information about the student's aptitude is confidential and requires student and parent approval before it can be disclosed.

- **English Language Learners' (ELL) Educator** - As with the Special Education Case Manager, the ELL Educator is the school representative who is most familiar with compliance requirements and best practices in teaching English Language Learners. He/she is knowledgeable of the ELL student's skills, abilities, and needs. The ELL Educator is best able to provide insight into the student's cultural background and how this might need to be addressed as well as considerations that may need to be made. In addition, he/she is able to make suggestions on how to best support the student's language needs through recommended modification and/or accommodations to ensure language barriers are not a hindrance to the success of the ELO.

Community Partner/Mentor - The Community Partner/Mentor is the overseeing on-site adult who supervises and provides mentoring to students engaged in ELOs. This individual takes responsibility for monitoring the student's activities and learning at the site as well as maintaining his/her safety. The Community Partner/Mentor works with the student to help him/her achieve the outlined academic and personal learning goals in the student's ELO plan. Through regular contact, the Community Partner/Mentor answers student's questions, encourages student's learning through the inquiry process and guided exploration, shares in the student's reflection of his/her learning, and assists the student in the development of his/her ELO project. The Community Partner/Mentor will be asked to assist in the evaluation of student engagement and professional skill development while on site. This evaluation will be done informally through written and oral communication with the ELO Coordinator as well as a formal evaluation to occur twice during the duration of the ELO. Community Partners are encouraged to attend students' final ELO panel presentations.

The responsibilities of the Community Partner/Mentor are:

- **Provide and maintain a safe environment for the student;**
- Keep and be able to locate location a copy of district insurance binder, DOL approval form, made available from ELO Coordinator;
- Provide orientation to their site policies and procedures related to the ELO plan;
- Provide supervision and training as appropriate to ELO plan;
- Engage in regular dialogue with student's ELO supervising teacher and/or ELO Coordinator regarding progress;
- Review student's reflections as appropriate and offer comments, ask questions, and provide constructive feedback;
- Communicate any issues and/or concerns (student, site, or program) in a timely manner to ELO Coordinator and/or ELO mentor;
- Report absence and tardiness in a timely manner to ELO Coordinator/ELO mentor;
- Provide guidance and direction to the student in creating his/her product/project;
- Participate in midpoint and final assessment of student work;
- Attend final ELO presentation;
- Complete midpoint and final evaluation forms and survey upon completion of ELO;
- Participate in exit interview as needed;

Benefits of Extended Learning Opportunities:

- For the Employer: As shared by Zenagui Brahim
 - Enhance partnerships with schools
 - Influences and contributes to the educational growth of students
 - Provides opportunities to share experiences, insights and knowledge with students
 - Prepares a higher skilled and motivated workforce
 - Improves supervisory and motivational skills for employees by working with students; reenergizes current employees
 - Assists young people in understanding what employers expect of employees
 - Involves employees as mentors
 - Facilitates recruitment of qualified prospective employees with less training costs and turnover
 - Builds a positive community image

- To the Community:
 - Enhances school-community relationships
 - Improves the chances for attracting new industries when effective partnerships are established between schools and industry
 - Facilitates students' transition from school to careers
 - Improves the recruitment pool of qualified employees
 - Enhances economic quality of life through a competently trained workforce
 - Enhances community awareness through public relations and recognition of school and employer involvement.
 - Keeps education current with employer needs
- For the Student:
 - Receives opportunity for academic credit
 - Gains specific workplace skills and knowledge
 - Receives hands-on learning experience and "soft skills" such as teamwork, etc.
 - Becomes aware of expectations of the workplace
 - Connects the relevance between school subjects and the workplace
 - Receives guidance in forming an information base to assist in career decisions that are compatible with personal interests and skills
 - Develops an increased motivation to excel in school
 - Builds self-confidence in working with adults
 - Develops positive self-image, peer recognition and leadership skills
 - Develops abilities to work as a team member
 - Develops network of career contacts for the future
 - Receives opportunity to enhance career portfolio
 - Explores career options
 - Applies and reinforces knowledge and skills learned in academic and occupational courses
 - Facilitates transition from school to the workplace and/or post-secondary education/training
 - Explores future interests – skills needed, salary, working conditions
 - Assists students in understanding what employers expect of employees
- For the School
 - Strengthens the bonds with businesses and the community
 - Provides opportunities to connect academics to career learning experiences
 - Provides opportunities to motivate students, increase academic achievement, reduce dropout rates, and improve attendance
 - Utilizes employers' up-to-date workplaces for training
 - Obtains possible opportunities for full-time placement
 - Provides more structured and supported transition opportunities for students with disabilities
 - Assistance with Special Education Transition compliance

A Quality ELO

Extended Learning Opportunities are designed to incorporate rigor, relevance, and relationships. Rigorous learning experiences in high school pave the way for students' successes beyond high school.

Rigor, Relevance, Relationships

In New Hampshire, each student has the opportunity to participate in a high school education that allows him or her to learn in a deep, meaningful, and practical way. To be successful in college and careers, students must develop knowledge and skills, have the ability to apply learning to new situations, be capable of solving problems, and have the ability to

expand their knowledge and opportunities. *New Hampshire's Vision for Redesign: Moving from High Schools to Learning Communities* outlines the work that is envisioned for reforming New Hampshire high schools. "High standards in each subject are the foundation for academic success. They provide a clear definition of expectations for all students and serve as a common target for students, staff and parents" (NH Department of Education, 2007, p. 3).

Rigor

Rigorous learning experiences in high school pave the way for students' success beyond high school. "A rigorous high school curriculum requires challenging instruction and support for each student to meet high standards. Components of a rigorous high school curriculum include higher expectations for all students." (NCSL, 2014, p. 1).

Extended Learning Opportunities align with state and national standards, local curriculum frameworks, and course competencies to ensure academic content. In some cases, ELOs may go beyond the local curriculum to provide additional academic options, depending on individual student interests. To be successful, students are required to demonstrate critical thinking, creativity, and problem solving according to predetermined rigorous standards and competencies. When a student engages in an ELO, he/she also develops important life skills such as time management, collaboration, effective communication, and technological literacy. All students benefit from rigorous learning opportunities, and ELOs are designed for the full range of learners. ELOs build upon the strengths of its participants by constructing personalized strategies to address identifiable weaknesses. Each ELO is an example of student-centered learning and based on student's individual interests and needs.

Rigor can be defined as creating an environment in which each student is expected to learn at high level, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels (Blackburn, 2008). As with traditional high school courses that are created from high quality standards, Extended Learning Opportunities are also created from these same high quality standards and also offer the benefits of relevance and building relationships.

Relevance

Relevant learning opportunities link personal experiences to post-secondary plans, and multiple pathways to graduation offer each student a way to personalize his/her relevant educational journey. "Relevant learning opportunities may include in-depth projects that take place both in the classroom and the workplace and internships or Community Partnerships that provide student with a vision of their future and an understanding of how their school work is linked to what they will do after graduation." (NCSL, 2014, p. 2).

This personalized learning blends courses and experiences that match the needs and interests of each student. Extended Learning Opportunities capitalize on student motivation and engagement as well as helping to engage reluctant learners. They are designed to address the learning styles, strengths, interests, and needs of each individual student. They are real-world experiences that not only demand rigorous academic achievement, but also build skills that promote students' personal development in an area of interest. ELOs may give a student an option to explore a career choice in a wide variety of settings. ELOs can be designed for individuals or small groups, and may be a way of gaining academic credit for activities in which a student is already engaged. After formalizing competencies to meet ELO standards and expectations, students pursue learning opportunities that are meaningful to them.

Relationships

Higher student achievement is more likely when each student is well known by at least one adult. Caring adults can be found in schools, or in the case of Extended Learning Opportunities, they can involve the whole community. Students

receive guidance and support from an ELO Coordinator who helps design the learning experience and monitor its progress. Students are paired with a certified teacher who may be an expert in the area of study. In many cases, students will be mentored by a Community Partner whose expertise will provide the real-world connection so important to student achievement. Parents/guardians are included and provide needed support and encouragement. ELOs will frequently end with a presentation of learning where all stakeholders, including administration when possible join in to celebrate students' learning and recognize the relationships that have been developed between the student and his/her Community Partner/Mentor.

Extended Learning Opportunities are designed to incorporate rigor, relevance, and relationships. They are a powerful addition to traditional schooling and have many benefits.

Results

In 2007, the New Hampshire Department of Education, published *New Hampshire's Vision for Redesign: Moving from High Schools to Learning Communities* and Results were added to their list of guiding principles for the future of our high schools. In this document, The NHDOE writes, "Collecting and analyzing data on results is vital to the success of high school redesign efforts. This data should first be used to determine the steps to support a student's growth. It can also help a school understand whether it has reached its goals or whether a program needs to be modified. Assessment should include both academic and non-academic goals, and schools should have a plan to collect and report the data internally and to the greater community. Such a system should encourage teachers to be reflective about their teaching so they can improve it and therefore improve student learning" (p. 7).

ELOs are customized and personalized, aligned with standards, include formative and summative assessment throughout, and are results oriented. There are built-in structures for students to reflection, and Community Partners and Overseeing Educators are asked to reflect on ELO experiences as well. In addition, ELO Coordinators are responsible to collect and maintain comprehensive data on these independent experiential learning opportunities that must be reported to stakeholders either periodically or annually.

Community Initiated ELOs

In addition to ELOs initiated by students, families, or school personnel, it is possible for Community Partners/Mentors to approach the school when they are able to offer a learning opportunity in the community, perhaps at their business or work-site. The ELO Coordinator will work closely with Community Partners to develop an understanding of the ELO Program and its goals and create an ELO plan that will be offered to students.

Fred Bramante, President of the NCCBL, is working with local businesses, organizations, companies, and individual mentors on the 10,000 MENTORS project where a comprehensive database of possible Community Partners that will be shared with School Districts and made visible for students to consider. This initiative asks the community to commit to developing ELOs for high school students for their local high school students. In this ELO development model, the business community or individual mentor is asked to identify experiential learning opportunities as well as targeted goals, competencies, and skills that students can learn and master while at the establishment.

The Lakes Region Economic Development Center (EDC) 200X2020 initiative is another example of an outstanding of a Community Partner database. Information can be found at <http://www.lakesregioninternships.com/>. There have been conversations between the NH ELO Coordinators' group, Fred Bramante, and the Lakes Region EDC to discuss how this initiative can be accessed by other EDCs and ELO schools. Opportunities for future partnerships and ventures are being explored.

What is a “Good” ELO?

Experience from other schools and states have shown that rigorous ELOs – those that result in the highest levels of academic and personal learning for students – have four general components. These are:

- Research
- Reflection
- Product
- Presentation

Establishing these four components in the ELO plan from the beginning helps students to focus, gives them four natural ‘goals’ to aim for, and helps you to benchmark progress. These components also lend themselves nicely to varying assessment measures, both formative, as growth and learning are occurring, and summative, as the culminating assessment of the learning experience. Do not feel constrained to force these four components into an ELO where they are not appropriate.

Additional Benefits of an ELO: The job market of today looks much different than ten years ago, and we cannot predict what it will look like ten years in the future. Although reading, writing, and arithmetic are still essential to every employee’s fundamental abilities, employers view “soft” skills as even more important to work readiness. ELOs are authentic learning experiences that provide valuable opportunities for students to observe and engage in 21st Century Skills that will help prepare them for the career that awaits them after high school or 21st Century Skills.

Examples of Extended Learning Opportunities (including but not limited to):

- Independent studies
- Private instruction;
- Performing groups;
- Job Shadows and Internships;
- Community Service;
- Apprenticeships (Work-based Mentoring)
- Blended Online Courses

Independent Studies, Private Instruction, and Performing Groups - these are all designed based on a student’s interests, passions, and needs and are customized for each student. They may include working with a Community Partner with specialized knowledge, such as a business executive who has an undergraduate degree in philosophy, and would enjoy mentoring a student through an independent learning experience. Private instruction, for example dance or music lessons, and being a part of a performing group, can also become ELOs, and students can earn credit through demonstration of competencies. In this way, local businesses, such as dance studios, become partners in a student’s education.

Job Shadows - short-term experiences (up to 20 hours) to introduce a student to a particular job by a one-on-one pairing of a student with an employee in a work environment. The student follows or “shadows” the worker for a specified time to better understand the requirements of a particular career.

Internships - one-on-one relationships that provide “hands-on” learning in an area of student interest. A learning contract outlines the expectations of and responsibilities of both parties. The student works a regular schedule during or after school, on weekends, or during school breaks and during that time the mentor offers his/her time teaching and

demonstrating. The internship generally lasts no longer than 180 hours and typically does not include financial compensation.

Community Service - activities are structured experiences for one or more students at a worksite or community agency. Students work on specific activities each week during or after school, on weekends, or during school breaks. Under close adult supervision, students develop work skills and learn how to conduct themselves in work situations. Service learning activities should model guidelines developed by the National and Community Service Trust Act (NACSTA) covering the four stages of preparation, action, reflection, and celebration. www.nationalservice.gov/

Apprenticeships (Work-Based Mentoring) – This experience engages a student with an employee of a particular employer who possesses workplace skills and knowledge to be mastered by the student. The mentor instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with classroom teachers and the employer of the student. The relationship generally lasts a year.

Blended Online Courses - In some cases, ELOs cannot provide a learning experience that meets all of a given course’s competencies. In this case, a hybrid ELO may be developed that blends community-based learning with online components.

The Next Step: Working to Develop the Experience

What Community Partners/Mentors Need to Know - NH Department of Labor & School District Insurance for ELOs: For the purposes of the NH Department of Labor, and therefore school insurance providers, Extended Learning Opportunities fall under the umbrella of what is considered to be work-based learning.

- **Student Safety**
 - The US and NH Department of Labor highly recommends that in addition to engaging in detailed conversations with the ELO Coordinator, the Community Partner/Mentor review the following: Child Labor Laws.
 - This section gives a brief overview of federal child labor laws that regulate employment (and work-based learning experiences) for youth under age 18.
 - Child labor laws are authorized by the Fair Labor Standards Act (FLSA) of 1938. There are separate regulations for farm and non-farm occupations. Regulations also vary according to age: 13, 14 to 15, and 16 to 17 year olds. Once a youth reaches 16 years of age, he or she is no longer subject to the federal agricultural youth employment provisions. In non-farm work, a youth must be 18 to no longer be subject to the FLSA youth employment provisions.
 - New Hampshire also has state rules that regulate youth labor. NH DOL enforces both state and federal labor laws. Whenever both state and federal rules apply, the more stringent standard takes precedence. There are also circumstances when OSHA should be involved post-incident, if an incident occurs.
 - New Hampshire youth employment rules can be found at www.labor.state.nh.us/youth_employment.asp. If you have specific questions about possible work experiences and a youth’s background or age, be safe – contact the NH Department of Labor directly through this website: www.labor.state.nh.us/contact_NHDOL.asp?ptype.
 - Federal and State Civil Rights Laws also govern students in working environments. See Appendix # for links to these regulations.

- Federal information is available in summary and detailed form as listed below.

Type	Detailed Information	Summary information
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Farm Occupations	Child Labor Bulletin 102: <i>Child Labor Requirements in Agricultural Occupations Under the Fair Labor Standards Act</i> , revised June 2007, 11 pages. www.labor.state.nh.us/childlabor102.pdf	<i>Agricultural Employer's Pocket Guide on Youth Employment:</i> www.osha.gov/pls/epub/wageindex.download?p_file=F16366/50560.pdf
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It is recommended that the Community Partner/Mentor print and keep these documents on hand as useful and important resources.

These and other U.S. Department of Labor publications are available via an online order form, www.osha.gov/pls/epub/wageindex.list. You can download many of the publications as PDFs or order hard copies. Most publications pertaining to youth are at the beginning and end of the list – titles beginning with the terms *Child* and *Youth Rules*.

- Hazardous equipment is any equipment associated with a hazardous occupation even if the student will not engage with it. For example, the student might mop floors in a kitchen with meat slicers. Briefly, there are 17 Hazardous Occupation Orders (HOs) that apply to non-farm occupations that the U.S. Secretary of Labor finds to be hazardous for 16 and 17 year olds. There are detailed rules about what a student can or cannot do in these occupations. (Rules are stricter for 14 and 15 year olds.)

In general 16 and 17 year olds may not work at jobs that involve:

- Manufacturing or storing explosives
- Any driving by 16 year olds, certain driving for 17 year olds, and being an outside helper on a motor vehicle (limited driving by 17 year olds is permitted)
- Coal mining
- Logging and sawmilling
- Power-driven woodworking machines
- Exposure to radioactive substances and to ionizing radiations
- Power-driven hoisting apparatus
- Power-driven metal forming, punching, and shearing machines
- Mining, other than coal
- Meat packaging or processing, including power-driven meat slicing machines in retail and food service establishments
- Power-driven bakery machines, including mixers
- Power-driven paper-products machines, including balers compactors
- Manufacturing brick, tile, and related products
- Power-driven circular saws, band saws, and guillotine shears
- Wrecking, demolition, and ship-breaking operations
- Roofing operations
- Excavation operations

More details on age-related restrictions can be found at: www.labor.state.nh.us and are summarized in a document titled **Restricted Activities** for minors as determined by the U.S. Department of Labor located in Resources within the Community Partner/Mentor section of the ELO website.

- There are 11 Hazardous Occupation Orders that apply to farm occupations. These are prohibited for young workers under the age of 16. Generally, youth may not work at jobs that involve:

- Operating a tractor of more than 20 power take off (PTO) horsepower, or connecting or disconnecting an implement or any of its parts to or from such a tractor
- Operating or working with a corn picker, cotton picker, grain combine, hay mower, forage harvester, hay baler, potato digger, mobile pea viner, feed grinder, crop dryer, forage blower, auger conveyor, unloading mechanism of a non-gravity-type self-unloading wagon or trailer, power post hole digger, power post driver, or non-walking-type rotary tiller
- Operating or working with a trencher or earthmoving equipment; fork lift; potato combine; or power-driven circular, band, or chain saw
- Working in a yard, pen, or stall occupied by a bull, boar, or stud horse maintained for breeding purposes; a sow with suckling pigs; or a cow with a newborn calf (with umbilical cord present)
- Felling, bucking, skidding, loading, or unloading timber with a butt diameter of more than six inches
- Working from a ladder or scaffold at a height of more than 20 feet
- Driving a bus, truck, or automobile to transport passengers, or riding on a tractor as a passenger or helper
- Working inside a fruit, forage, or grain storage designed to retain an oxygen-deficient or toxic atmosphere; an upright silo within two weeks after silage has been added or when a top unloading device is in operating position; a manure pit; or a horizontal silo while operating a tractor for packing purposes
- Handling or applying toxic agricultural chemicals identified by the word *poison* or *warning*, or identified by a skull or crossbones on the label
- Handling or using explosives
- Transporting, transferring, or applying anhydrous ammonia

Risk Mitigation (including Insurance and Transportation)

Safety issues for Students in ELO's (Adapted from Susan McKeivitt from NCCBL)

Issues of bias, prejudice and discrimination are sensitive subjects in the workplace. Religious, racial, sex, ability, etc., prejudices are hot topics and take skill, compassion and understanding to approach. It is very common for people to not be aware of the biases and prejudices they carry within them. Individuals discriminate in many ways; most of them totally harmless and are actually helpful to daily lives, from deciding on a choice of restaurant, selecting friends, what to wear and how to look, etc. Other biases/prejudices however, are not harmless. They act to not only limit opportunities for those being discriminated against (and are illegal); they also limit everyone's life experiences. When individuals determine that they will not engage with people who are different than them, they limit their own worldview and make it smaller.

In New Hampshire, many people have very limited exposure to and experiences with people from different cultures and backgrounds than the majority of people with which they have daily interactions. If this is the case at a workplace, it might be necessary to have sensitive conversations with these employees if biases/prejudices arise. In this instance, it is important to focus on the behavior and not condemn the person. It can be a teachable moment between the adults having the conversation. However, the ELO student should not have to be exposed to these biases/prejudices, as the emotional and sometimes physical ramifications are deeply hurtful and very long-lived. This is true at any age and particularly so at the formative ages of being Middle and High School students. Great care must be taken to prevent students encountering discriminatory behaviors while engaged in ELO activities.

Each year, every school in NH that receives any federal funding from the US Department of Education signs an assurance that there shall be no discrimination towards employees due to age, race, color, national origin (including ELL), sex (including pregnancy and sexual harassment), mental or physical disability, religion, or sexual orientation. (RSA 354:A) Included in those assurances are also Federal statutes prohibiting discrimination that mirror many of the above categories and include students.

Many federal funds are distributed to the local School Districts through the State Educational Agency (SEA). The SEA in New Hampshire is the NH Department of Education. Not only are schools held to these standard of non-discrimination, they are also prohibited from engaging with external entities (businesses, theaters, community events, etc.) that may do so. Prior to the ELO, the ELO Coordinator will inquire about what practices, policies and procedures are in place for the student to access in the event he/she feels he/she is being harassed or discriminated against. In New Hampshire, state law says that every employer with six (6) or more employees is required to have such policies and procedures readily accessible for anyone to access.

When speaking with potential Community Partners/Mentors, the ELO Coordinator may include relevant inquiries about the site that might impact a student's emotional and physical wellbeing and safety if placed at that site. Some initial questions might include:

- Do you have a sexual harassment policy and if so:
 - How recently was it updated?
 - Where is it posted, and might you see it?
 - Have there been any complaints either internal (informal or formal) or filed at the NH Commission for Human Rights in the past?
- If a student were pregnant would she be welcomed doing the ELO?
- If a student has limited English skills would that interfere with her/his success at the ELO?
- How welcomed would a student of color be in your environment?
- What restroom facilities are available for a transgendered student?

These questions are not meant to be confrontational, but assess if the site would be appropriate for ELO students.

There are also requirements for employers covered under the NH and Federal civil rights statutes to make reasonable accommodations for religious purposes and for people with mental/physical disabilities. For example, if a student is an Observant Jew and is prohibited to engage in any work from sunup to sundown on their Sabbath due to her/his religion, this must be allowed. Likewise, if someone is of the Muslim faith, certain clothing may be required of her/him that is not part of the usual attire of the ELO site. An example would be a female student wearing a headscarf. Additionally, accommodations of a physical nature may be needed for a student in a wheelchair or who uses crutches (such as a ramp, lowering a desk, moving the work site to a different floor) or who has other mobility or physical issues that once adjusted for would allow the student to be successful. If accommodations are required for the ELO student, the ELO Coordinator and/or Special Education Case Manager will discuss these with you in advance and be available at any time to answer any questions you may have.

For additional information, see [Federal Civil Rights Laws](#) as they pertain to employment and The U.S. Equal Employment Opportunity Federal Laws Prohibiting Job Discrimination for their Federal Laws Prohibiting Job Discrimination Questions and Answers. An additional resource is the [NH Commission for Human Rights](#). This site provides information on all areas in employment that are covered by the NH State agency. As an FYI, go to the "Required Posters" section and then click on Employer poster.

Ensuring Student Safety: In the interest of maintaining a safe, secure environment, School Boards require individuals who work with students in a mentor (volunteer) capacity:

- Submit a photocopy of their driver license or other photo identification prior to the start of service.
- Submit to a criminal background check and fingerprinting if volunteer service includes:
 - Working with students on a regular basis for an extended time (for example, on a weekly basis for one or more school terms)

- Working with students in a location that lacks the immediate presence of a supervising district employee
- Circumstances as determined by the Principal
- Some districts cover fees associated with fingerprinting and background checks while others pay a portion. However, there may be School Districts that are unable to cover the cost and the fee must be paid for by the volunteer.
- Insurance Coverage for ELOs at School: School Districts have two insurance carriers available to them to cover students engaged in ELOs Primex and Local Government Center (LGC) As of October 1, 2009, Primex has written work based learning coverage directly into their contract with School Districts and no longer requires separate paperwork related to work based learning opportunities (ELOs). Districts who have coverage with LGC may need to purchase additional riders to cover students engaged in ELOs
- A *Certificate of coverage (binder)* will be provided to each Community Partner/Mentor. This document should be kept in a safe place to verify that the school has coverage in case of an emergency.

A. Insurance & the NH Department Of Labor (DOL) - Primex and LGC rely upon protocols put in place by the NH DOL to ensure the safety of students off site in work based learning opportunities. For students involved in an ELO at an established organization or business, the site **MUST** be pre-screened, and the learning opportunity pre-approved, by the DOL. This is a measure that ensures the safety and protection of everyone.

- *NH DOL pre-screening form* – This is a one page form required for every student involved in an ELO outside of school. The site must be pre-screened to ensure that all safety requirements have been met. A list of pre-screened sites and the form itself is available at the DOL website: <http://www.nh.gov/labor/documents/pre-screening.pdf>

Required information:

- Name of the company *exactly* as they have filed it with the NH Secretary of State. Some companies may have changed names since their original filing, or there may be a holding/parent company involved, or they may use a *doing business as* (DBA) name that is different from their official name with the state.
- the company's federal tax ID number
- the total number of employees (full-time, part-time, and per diem)
- address, phone, contact person at the agency/company
- *NH DOL pre-approval form* – This is a one page form required for every new ELO opportunity. Any work based learning opportunity taking place at a business or organization must be pre-approved. If there is a group of students pursuing an ELO at one place, only one form is needed. The form is available at the DOL website: www.labor.state.nh.us and may only be submitted in paper form. Once approval has been obtained, it is good for one year. If for some reason the DOL rejects the ELO site, the ELO Coordinator will contact the NH DOL to discover the reason for the denial and report that back to the Community Partner/Mentor. The ELO Coordinator will work with the Community Partner/Mentor to rectify the problem and resubmit the paperwork.

Criteria for Work Site Approval - In the approval review process, DOL inspectors check that:

- There are no worker complaints on file, especially with minors.
- The work site has adequate workers' compensation for all existing employees.
- Companies with 10 or more employees must have a current Safety Summary on file. (They are required to file biennially.) The Safety Summary is a summary of information taken from the company's written safety program.

It is imperative that Community Partners/Mentors read over **A Guide for Developing a Written Safety Program**. This document may also be located in Resources within the Community Partner/Mentor section of the ELO website.

Developing Competencies with the Community Partner/Mentor

The purpose for placing a student at a worksite or business with a Community Partner/Mentor who is an expert in his/her field is to connect the student's interests to opportunities in the real-world. The key word in this explanation is expert. Although the Overseeing Educator might be an expert in the area of interest, it is unlikely that he/she has the same depth of knowledge or experience as the Community Partner/Mentor who is not removed from the work by a classroom.

This being said, the ELO Coordinator should interview the Community Partner/Mentor to discuss job-related competencies and skills that can be written directly into the ELO plan. These conversations will lead to more rich, organic, authentic learning experiences that will not only provide students with learning experiences that will help them meet their academic competencies but will also allow them to reach their ELO goal and/or answer their essential question.

In addition, as part of the ELO development process and part of the ELO Team, the Community Partner/Mentor will be asked to participate in developing competencies, learning activities, and required assessments that not only allow students to reach their goals but maximize the authentic learning experience within the work-site. This is done when the ELO Team meets to review the student's goals and develop the ELO plan. The Community Partner/Mentor is a key part of the ELO Team because he/she is the expert. He/she is aware of what the student needs to know and be able to do in the setting outside of school. Although academic credit is awarded by a certified educator, the Community Partner/Mentor has the knowledge and experience to develop career specific competencies that will add a new depth and dimension to the ELO. Career specific competencies, like academic competencies, should include learning activities that will provide students an opportunity to learn and practice these competencies as well as formative and summative assessments that will provide a student an opportunity to demonstrate his/her mastery of the competencies.

It is important to align, as closely as possible, the academic and work-site competencies to ensure students are getting the most out of their ELO experience. Close alignment will ensure students are engaged in learning that is an extension of their academic competencies and provides them the opportunity to apply their learning in a real world setting in a meaningful way. Close alignment is done through careful consideration and explicit communication. If the Overseeing Educator is not able to make the ELO Team meeting where the Community Partner/Mentor is included, he/she should be encouraged to touch base with him/her following to determine if any other additions or modifications need to be made.

Communication

It is important to seek feedback from Community Partners/Mentors on the method and frequency of contact they would prefer. Although frequent communication is always best practice, the Community Partners/Mentors are busy and their time is valuable. Finding times that work best, and methods that are most convenient, will ensure successful communications, relationships, and hopefully repeated Extended Learning Opportunities for future students.

The ELO Coordinator should provide the Community Partner/Mentor any required guidance or training regarding required journal and/or log expectations. Reiterate that ongoing feedback will not only promote engagement, but also provide evidence that the student is moving in the right direction. It also provides an opportunity for the ELO Team to help the student go deeper into the ELO by asking questions and reflecting on what he/she has written.

FAQ's on Insurance & ELOs

- Q: Are students covered if they go out of state?

- A: No. Out of state businesses cannot be approved by DOL (DOL doesn't have the authority to monitor the safety and other aspects of the business and can therefore not approve it as a work site.), so Primex does not cover schools for students going out of state to participate in an ELO.
- Q: What if the student is getting paid by the Community Partner/Mentor?
 - A: In order for the student's out-of-school learning experience to be covered, it has to be an **unpaid** learning opportunity. If the Community Partner/Mentor is providing compensation to the student, their worker's compensation policy covers the student.
- Q: If there is an exchange of services – what does that mean? Does this mean it is a paid work position? Who covers the student in these circumstances?
 - A: If there are no wages attached, it is not considered a paid work position. If there is an exchange of services arrangement, the employer must get an exemption from the minimum wage requirement.
- Q: If a group of students are participating in dance lessons at a local dance studio (group ELO) where they are in a learning program, and they are working with a teacher at school and receiving credit, are they covered?
 - A: Yes. If it's an approved school program (part of the student's learning plan), they are covered.
- Q: Does the time of day matter when a student is participating in an ELO?
 - A: No.
- Q: Does off site work with a mentor fall under work based learning? E.g. Under the school's approval, the student is working with an individual mentor, who is not associated with a DOL supervised business. Would the student be protected?
 - A: If it is an approved learning program that has been documented, the student is covered. However, this is an important safety situation to address in advance. If an accident were to occur and there were negligence of the part of the mentor Primex would NOT cover that. It is the responsibility of the school to look at the safety aspect of it.
- Q: Where does coverage fall in a circumstance where ELOs include things like private lessons, interviews, one-on-one mentorship, or someone simply overseeing what the student is doing?
 - A: Districts have to be clear about the agreements between individuals. For example: What is the school's role? What is the parent's role? Just because a parent approves a particular activity doesn't mean it's allowed by, or should be approved by, the school. The school must take measures to ensure these activities are safe and appropriate for students. (See the *Student Safety* section).
- Q: What about travel to an ELO site in the student's own car?
 - A: The school's policy with Primex will cover the student's travel but it **ONLY** will cover travel to and from the work site or the learning program – no detours. The student must be traveling alone.
- Q: Does a student's age make a difference?
 - A: Regardless of age, if he/she is an enrolled student and engaged in a school-approved ELO, then they are covered by the district insurance policy.
- Q: What about a student getting into a car with a mentor? What if it's another teacher?
 - A: This is not recommended under either scenario. You have to think about protecting the adults as well as the students.

Fundamental Understandings for Community Partners who have accepted an ELO Student: Now What?

- A. Safety:** The ELO Coordinator will speak with the student about general workplace safety; however, it is important that the Community Partner/Mentor also discuss specific rules, regulations, policies, and procedures around safety. It is best that the student engage in the same safety training required of any new employee
- B. Confidentiality:** As with safety, the ELO Coordinator will discuss this sensitive topic, and if the ELO is a job shadow or internship in the medical field, the student will have already signed a **Healthcare Job Shadow/Internship Confidentiality and Safety Document Form**. However, it is recommended that Community Partners/Mentors further discuss the importance of confidentiality within a workplace and review any specific policies. Community Partners/Mentors should consider the following:

- *Train to Build Awareness*

If students are going to be exposed to confidential information, employers should provide them with same confidentiality training that regular employees receive. Because confidentiality can be a complicated matter, it may be necessary to spend more time with students than with adult workers to review training tapes, presentations, or written material on the subject. To ensure that students have a true grasp of the issues related to confidentiality, employers can design tasks in which the student, under close supervision, is required to demonstrate an understanding of how to handle confidential matters.

- *Gauge Maturity Level*

No matter how clearly confidentiality is explained, not all students will have the maturity to grasp it. After observing and talking to the student, employers should use their best judgment to gauge if he or she is mature enough to understand and apply appropriate behavior regarding confidential information and procedures.

- *Educate Customers*

Customers may not be comfortable with the idea that a student is exposed to confidential information unless they understand that the student has received the necessary training. Employers should explain to customers that the student is in a learning situation and has been properly trained to handle confidential matters.

- *Respect the Student's Confidentiality*

Just as the student has a responsibility to the employer, the employer has a responsibility to the student. Through conversations with school staff for the student, an employer may learn personal information about the student. It is important that this information be kept in confidence and not shared with others at the school or the workplace.

- C. Responsibilities:** It was mentioned earlier that the bulk of responsibilities assumed by the Community Partner/Mentor includes mentoring students in the student's interests, passions, and/or career exploration. Mentoring typically involves demonstrating and modeling, answering questions, and supervising/overseeing the active participation of students in their hands-on learning experiences. Mentoring also involves providing feedback on student reflection and final project/product.

- **Reflection:** When students are asked to reflect often and regularly on their ELOs, they are taught to examine their experience and interpret it in ways that lead to new understanding. Through reflection, an experience full of jumbled memories of emotions and reactions can fall into order as genuine learning. Students are able to compare their own values and goals with the issues that form the basis of their experience each day. In addition, the direction and guidance from their Community Partner/Mentor helps them to continually connect their ELO activities to them and their future. All of this develops the higher order thinking skills.

Reflection journals are a required piece for every ELO. Journals are a great tool for tracking daily learning experiences, making observations, taking notes, and jotting down questions that may, at the time, be inappropriate to ask; however, reflection journals take the experience to higher levels by requiring the students to think critically about what they saw, heard, experienced, and learned. They are required to synthesize and analyze the experience they were involved in and

apply it to themselves, their futures, future careers, and/or future learning. Students are asked to share how they have changed in their thinking and how they may have improved in their skills that will benefit them looking ahead.

- **Product:** Learner-centered activities often include student-centered products that demonstrate the results of their learning. The creation of projects or products that reflect the knowledge and information constructed by students is one of the focal points of learner-centered instruction. Students are encouraged to show the outcome of their new learning and insights by generating an appropriate original project/product. It is highly recommended that whenever possible, students create “giveback” products that will benefit their Community Partners/Mentors. This will give the product additional meaning and purpose and be an authentic outcome of the ELO experience. It is especially meaningful when it can be viewed, shared, and/or used in the future.

In some ELOs, the product will grow logically from the topic or discipline that the student is exploring, such as building working robotic models, or constructing an antiseptic wound care kit. In some cases the Community Partner/Mentor will need to help the student think creatively about what “original product” would adequately demonstrate the learning and mastery of competencies involved. The Community Partner/Mentor should help students develop projects/products that involve multiple higher-order thinking and problem-solving skills and adequately demonstrate the extent of their learning throughout the ELO experience.

Getting Started:

A. Topics to Discuss: Students may have many questions for their Community Partner/Mentor. It is the responsibility of the ELO Coordinator to help students generate questions, particularly when engaging in informational interviews. It is a good idea, however, for Community Partners/Mentors to initiate conversations with students and the following are some topics to consider sharing:

- **Job**
 - Job tasks, subtasks
 - Description of atypical day
 - Equipment, tools or office technology that you use
 - Working hours
 - Salary range for this type of occupation
 - Fringe benefits (e.g. health insurance, retirement, credit unions, child care, health and fitness opportunities)
 - Working environment (e.g. noise, travel, hazards, lighting, indoor/outdoor conditions, special clothing)
 - History of this type of work
 - Products (goods, services)
 - Interdependence of your job and other jobs/products/industries
- **Future Outlook**
 - Diversity of the worksite
 - Opportunities for advancement
 - Personal qualities needed
 - Job market outlook
 - Effects of technology within the industry
 - Effects of the country’s economic condition on the job
 - Hints for someone applying for a job
 - Other jobs available for someone with the same skills
- **Job Entry**

- Work experience needed
- Education needed
- How to get started in this job
- Previous jobs
- Needed skills and how to acquire them
- Recommendations for others seeking to acquiring these skills
- Whether the job is a lifetime career or a stepping stone
- Related jobs to which this experience could extend
- **Personal Opinions**
 - What you like and dislike about the job
 - What you would change about the work if you could
 - Avenues available to you for making suggestions on the job
 - Interpersonal skills you find most important and why
 - Underlying attitudes and values important to your job
 - Why you chose this type of work
- **How the Job Affects One's Personal Life**
 - Family time
 - Expanding interests
 - Leisure time
 - Adequate exercise
 - Job-related skills that are helpful elsewhere
 - General health
 - Tension-fatigue versus stimulation/fulfillment/increase in energy

B. General Tips for Working with Adolescents

- **Environmental Factors:** Some of today's students have many challenges to overcome. Environmental circumstances often include a single parent in the home, limited financial resources, limited parental supervision, being new to the US culture, and/or Limited English proficiency. Thus, many young people must assume responsibilities that make them appear more emotionally independent than they actually are. For example, teens from these environments are often responsible for youngsters in the family. This added responsibility could conflict with school attendance and grades. Without adult supervision, young people must take more responsibility for themselves before they are ready. Growing up in depressed economic conditions will often affect a young person's developing sense of identity and goals. Youth from these environments may have few role models for success. They see parents and grandparents struggling with the same problems and limited changes from one generation to the next. This affects the young person's ability to picture his/her own life or future in a positive way. Some skills that can enhance a mentor's ability to communicate are discussed below:

Non-reinforcing	Reinforcing
Why are you always so late?	How can I help you be on time?
Where have you been?	We've missed you. Are you okay?
You have done nothing all afternoon.	Are you having difficulty with this task? Let me go over it with you.
Don't talk back to me.	You seem angry about (or frustrated with) something. Why don't you try to talk calmly?
You're not even trying.	I know you can do this.
You'll go nowhere with that	I think you'd feel better about yourself if you tried to adopt a more positive attitude.

attitude.	How can I help you do that?
You did that wrong. Do it again.	Everyone make mistakes. Let's go over the problems you had with this so you'll do it perfectly next time.

Assessing ELOs:

The Overseeing Educator is responsible for developing required assessments that will measure the mastery of each competency. The Community Partner/Mentor, however, will be asked to assist in the evaluation of the student while on the ELO site. This will be done informally, on a regular basis, through written and oral communication with the ELO Coordinator as well as formally twice during the duration of the ELO. The mid-point and end of year evaluation asks the Community Partner/Mentor to rate students on their demonstration of work ethic and 21st Century Skills. It also asks the Community Partner/Mentor to evaluate the student's engagement throughout the ELO. The Community Partner/Mentor will also be asked to provide feedback on the NH Work-Study Practices rubric. These evaluations are combined with the assessments completed by the Overseeing Educator, the projects/products, and presentation scores to give the students' their final grades.

Evaluating ELOs and the ELO System:

Innovation thrives when given a chance to be evaluated openly with a spirit of continuous improvement. This doesn't mean frequent arbitrary changes. This means that data is collected continuously and then examined periodically for trends and outcomes. If outcomes are favorable, trends are strengthened and supported. If outcomes are not as hoped for, then those aspects are reconsidered, discussed, problem-solved, and altered for more positive outcomes.

One aspect of the ELO system that needs data collection is the involvement, perception and experience of all involved. At the end of each ELO, the Overseeing Educator, Community Partner/Mentor, and student will be asked to complete an evaluation of the overall ELO experience. The Community Partner/Mentor will be asked about his/her role in the ELO and includes a simple exit survey. This information will be used to evaluate various components of the ELO initiative. Thank you, in advance, for taking the time to complete this evaluation and survey. We can all learn a great deal from each other.

Glossary

- 21st Century Skills - a set of abilities that students need to develop in order to succeed in the information age including: critical and creative thinking, collaboration, communication, problem solving, information literacy, media literacy, productivity, and leadership.
- 504 Plan - a document created for students with disabilities who require accommodations. The 504 Plan will ensure the opportunity for a student to be academically successful and access to the learning environment, while ensuring he/she has an opportunity perform at the same level as his/her peers. Accommodations might include wheelchair ramps, blood sugar monitoring, digital text, a peanut-free lunch environment, or assistive technology.
- Authentic assessment - a real-world performance task that requires students to apply acquired knowledge and skills to effectively and creatively demonstrate their mastery of a competency or learning objective. Typically, authentic assessments are completed in a real-world setting and evaluated by an expert in the field.
- Authentic learning - a wide variety of educational and instructional techniques focused on connecting what students are taught in school to real-world issues, problems, and applications making what they learn more relevant and the student more engaged in their learning.

- Cold Calls - refer to a technique whereby the ELO Coordinator contacts qualified experts in a particular field or career who have not previously expressed an interest in serving as an ELO Community Partner/Mentor. Cold calls typically refer to phone calls but can also entail drop-in visits.
- Competencies - what a student knows and is able to do
- Competency-based education - a philosophical and pedagogical shift in the design of educational structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. It provides flexibility in the way that credit can be earned or awarded based on knowledge and application of the learning and providing students with personalized learning opportunities. Competency-based education also creates multiple pathways to graduation, makes better use of technology, supports new staffing patterns that utilize teacher skills and interests differently, takes advantage of learning opportunities outside of school hours and walls, and helps identify opportunities to target interventions to meet the specific learning needs of students. (US Dept. of Ed Office of Innovation and Improvement)
- Dual Credit - an opportunity for student to receive both high school and college credit for the same learning experience. (This may also be applicable to middle a high school).
- ELO Team - a group of individuals who work collaboratively with the student to develop a customized learning experience based on his/her particular interest, passion, goals, or desired outcomes. The team may include any/all of the following individuals.
 - School Principal ((or designee)) - The Principal has the ultimate authority to grant credit for ELOs. He/she also handles ELO appeals as needed. The Principal usually attends ELO students' final presentations. (Also see *Supportive Administration* below).
 - Extended Learning Opportunity (ELO) Coordinator - the school personnel who is responsible for the ELO Program. He/she works with the ELO Team to develop and execute ELOs, develops working relationships, and is the liaison between Community Partners and the school, (Also see *ELO Coordinator* below).
 - Certified Educator or Personnel/Overseeing Educator - the school educator or individual who is responsible for the collaborative development of the ELO competencies, learning activities, and required assessments, meeting with the student for progress on competencies, assessing formative and summative assignments, and making recommendations for the credit the student achieves. This may be the ELO Coordinator or other members of the ELO Team.
 - Special Education staff - typically a Special Education Case Manager, transition coordinator and paraprofessional working with a student with disabilities. This team member is responsible for ensuring the team is aware of IEP goals, academic accommodations and/or modifications, and IEP/504 Plan accommodations. He/she is also responsible for sharing information pertinent to the student and provides assistance/resources needed to promote student success.
 - English Language Learners (ELL) Educator - Where applicable, an ELL Educator may be part of the ELO Team. His/her role is to monitor any accommodations that are needed in response to the student's language abilities and needs.
 - Parents/Family/Guardian - must give consent to the ELO if the student is under 18. The parent/family is invited to provide valuable additional information to the ELO plan and is asked to stay active and involved during the ELO.

- Community Partner/Mentor - the expert in the field who agrees to work with the student, provide a safe environment for the student to learn, assist in the development and implementation of the ELO plan, and assist in the assessment of the ELO.
- Emotional Intelligence - is the ability to recognize emotions, understand what emotions are communicating, and realize how emotions affect other people. It also involves perception of others: when how someone feels understood, this allows one to manage relationships more effectively (Mindtools, 2015).
- Essential Question - motivate students and drive the learning. It can help shift students toward ownership of learning. They can be thoughtful, provoking, and philosophical – and they should never have a simple answer that can be easily looked up online or answered from another source (Beyond the Classroom, n.d.).
- Executive Functioning Skills - include regulation and control of cognitive processes including working memory, reasoning and problem-solving as well as planning and execution.
- Experiential Learning - any authentic learning that supports students in applying their knowledge and conceptual understanding to real-world problems or situations that can take place at school or in the community resulting in:
 - A deepening of knowledge through repeatedly acting and then reflecting on this action
 - The development of skills through practice and reflection
 - The construction of new understandings when placed in novel situations
 - The extension of learning as students bring learning back to the classroom.
- Extended Learning Opportunity (ELO) - customized learning experience based on a student's interest or passion designed for the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology (any time, place, pace).
- Formative Assessments - a wide variety of methods that teachers use to evaluate student comprehension, learning needs, and academic progress during a lesson, unit, or course. The information collected during formative assessments is used to improve the teaching and learning process as it is taking place.
- Individual Education Plan - The Individualized Educational Plan (IEP) is a formalized plan or program developed to ensure that a child who has a disability receives specialized instruction and related services. These plans include federal and state mandates.
- Individualized/Differentiated learning - is a process of tailoring a student's academic learning based on curriculum, instructional, assessment, environmental, or behavioral needs and/or challenges. Instruction, services, or additional designed supports may take place in the general classroom or in a different classroom located within the school.
- Inquiry-based learning (IBL) - a learning process through questions generated by the interests, curiosities, and experiences of the learner.
- Mastery – a high level of skill and knowledge in a particular course of study and the minimum competency level that a student must have and be able to demonstrate. Often, mastery is referred to as a student being “proficient” in the identified competency.

- Next Generation Learning: 1) Personalizing learning; 2) Comprehensive systems of learning supports; 3) World-class knowledge and skills; 4) Performance-based learning; 5) Anytime, everywhere opportunities; and 6) Authentic student voice
- Personalized learning – a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are designed to make individual learning needs the primary consideration in important educational and instructional decisions to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Students are the drivers of their learning.
- Presentation (of learning) - a final summative assessment that is designed to assess a student’s ability to clearly communicate their learning during the ELO process to an authentic audience who are either expert or novice in the disciplines related to the ELO's goals and/or Essential Question (EQ) identified in the plan.
- Professional Learning (Professional Development) - are comprehensive and sustained learning experiences that promote professional skills, knowledge, attributes, positive attitudes and work ethics that directly impact and influence an educator and provide educators an opportunity to reflect on the professional practice, work together and share ideas, and strive to improve student outcomes.
- Project-based learning (PBL) - a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process (investigate and respond) around complex, authentic questions and carefully designed products and tasks.
- Soft Skills - are a cluster of employability personal qualities, habits, attitudes and social graces that speak to worker’s interpersonal skills and character. (See 21st Century Skills)
- Student-centered learning (SCL) - (See Personalized Learning) A learning model that places the student in the center of the learning process where he/she influences the content, activities, materials, and pace of learning based on interest, passion, abilities, needs, aspirations, or cultural backgrounds. Well designed and implemented SCL can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught (Collins & O'Brien, 2003). Student-centered learning ELO examples include:
 - *Interest-driven ELOs* are creative, highly personalized, beyond-the-classroom experiences
 - *Student-support-driven ELOs* are flexible responses to students’ academic or social support needs.
 - *Integration-driven ELOs* bring existing programming under the ELO tent
- Summative Assessments - used to evaluate student learning progress, academic achievement, and skill acquisition at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.
- Work Study Skills - Behaviors that enhance learning achievement and promote a positive work ethic such as, but not limited to, listening and following directions, accepting responsibility, staying on task, completing work accurately, managing time wisely, showing initiative, and being cooperative. (See 21st Century Skills)

Introduction to Extended Learning Opportunities

To make Extended Learning Opportunities as rich and meaningful an experience as possible, the support and dedication of teachers and Community Partners/Mentors is essential. School personnel and Community Partners/Mentors can open up a new world of opportunity to students, providing them with the chance to apply their skills and knowledge to real world settings. Often acting as facilitators or learning, mentors, and guides, teachers and Community Partners/Mentors provide students with the 21st Century Skills that are so critical to preparing them for today's workforce and post-secondary education. Without the level of commitment that many educators, businesses, non-profit organizations and community members across New Hampshire have shown to our students, Extended Learning Opportunities would not be possible.

An Introduction to the ELO Team: Each stakeholder in an Extended Learning Opportunity plays an integral part of its success. These individuals include: the student, parents/guardians, ELO Coordinator, Overseeing Educator, and Special Education Case Manager and ELL Educator (if applicable). This handbook outlines the roles and responsibilities of the Overseeing Educator, Special Education Case Manager, and ELL Educator. For more information on the other ELO Team members, please see the NHELO Program Design Handbook.

Certified Personnel/Overseeing Educator - According to the NH Minimum Standards for Public School Approval (2014) the ELO experience must be overseen, and qualification for credit, must be determined by a certified educator. This is an advantage for schools that may not have a highly qualified teacher (HQT) for a particular subject area. However, the selection criteria must be transparent, clearly communicated, and open to all educators.

The best choice of Overseeing Educator is one highly qualified in the subject area that the student is exploring. However, there is flexibility, and an ELO may be overseen by a librarian, a Principal, or any other certified educator. For instance, if a student wanted to do an ELO in counseling, social work, or sexual harassment, the guidance counselor would be a natural fit. If a student wanted to do an ELO involving leadership or governance, the Principal would be an appropriate match.

There is also flexibility for the Overseeing Educator role to be shared. The mentoring role may include another educator, a Community Partner/Mentor, or a school-based ELO Coordinator. In some cases, the ELO Coordinator may assume both the Overseeing Educator role as well as the mentor distinction.

When a student is interested in pursuing an ELO, the student may already have a teacher in mind to serve as the Overseeing Educator, based on an already established relationship. If this is the case, the ELO Coordinator will consider the student's recommendation and contact that teacher. If the teacher is willing to be a part of the ELO, the same process outlined in Chapter 4 of the NHELO Program Design Handbook will be followed. The student will work collaboratively with that teacher to create the competencies, learning activities, and assessments, and commence the ELO process.

Each ELO Team member, including the Overseeing Educator, is expected to review the ELO agreement to ensure his or her understanding of each team member's role. As teachers become more comfortable with ELOs, their specific roles and responsibilities, and the expectations that accompany their roles will become more familiar.

The Overseeing Educator will:

- Collaborate with students to create the competencies, learning activities, and required assessments for the ELO;
- Be available to students during the ELO to provide guidance, support, academic assistance, and answer questions pertaining to the ELO;
- Meet with students regularly throughout the ELO to assess student progress;
- Collaborate with parents/guardians as partners in the ELO process;
- Keep track of meetings and student work submitted;
- Notify the ELO Coordinator in the event that the student is not completing or submitting learning activities;
- Notify the ELO Coordinator and parent/guardian of concerns, so that any issues may be resolved in a timely manner and the Community Partner is notified;

- Whenever possible and/or necessary, engage in communication with the ELO Team;
- Evaluate student work, provide guidance on portfolio development and documentation of learning, attend final presentation, and approve the final grade;
- Complete midpoint and final evaluation forms and survey upon completion of ELO, or exit interview in the event ELO is not completed;
- Report final grade to ELO Coordinator for recording.

Where applicable, the Overseeing Educator is also an integral member of a student's IEP team. This includes a great deal of responsibilities to not only the student, but also to ensure the rigor and integrity of the ELO. He/she must ensure academic rigor and achievement of mastery of all required competencies.

There may be circumstances in which the Overseeing Educator, like ELO Coordinator and Community Partner/Mentor may discontinue or extend an ELO if the student falls behind in appointments, learning activities, or required assessments. These steps should be determined by an ELO Team meeting that reviews the situation, makes recommendations, suggestions, possible interventions, and/or additional support. If intervention attempts prove unsuccessful, the ELO Team should reach a decision by consensus. If a decision is made to discontinue the ELO, the student may appeal through the process outlined in Chapter 4 in the NHELO Program Design Handbook. If it is determined that more time is needed, the ELO can be extended.

Commitments for an Overseeing Educator require them to assume a great deal of responsibility. Two essential elements are communication and time:

- *Communication* is extremely important to the success of the ELO. The Overseeing Educator must communicate with the student through regular Check-ins and communicate progress to the ELO Team. Communication does not have to be face-to-face; it can be completed through email or on the phone. Email is especially useful because it creates a record for later reference. It is recommended that the sender Cc all ELO Team members to ensure open and transparent communication.
- *Time* is a factor that affects many teachers' decision to oversee ELOs. A great deal of time is necessary to create the ELO plan, to supervise ELOs, and to assess student work throughout the ELO process. Many educators have full schedules, and adding ELOs adds an additional responsibility. It often requires these teachers use preparation time, come in early, or stay late to meet with their ELO students. For these teachers, this is a huge commitment but it can also be so very rewarding.

Serving as an Overseeing Educator allows teachers to:

- connect with a student who shares a similar passion or interest;
- personalize their subject discipline to support much deeper explorations than are possible in limited class time;
- customize a course;
- extend the Program of Studies or course offerings beyond the schools current offerings.

There are no limits or boundaries for ELO options. It is satisfying for teachers to help a student toward a successful graduation through a fulfilling learning experience. Overseeing Educators see students gain knowledge and skills in an area of intense interest or need. Students gain confidence that he/she can succeed if an interest is pursued with dedication, and the Overseeing Educator is a guide and mentor through this process. Since ELOs are developed for individuals or small groups, educators are able to teach in depth with eager, engaged, and motivated students.

Special Education Case Manager and/or Staff

The Special Education Case Manager and/or staff play(s) a significant role when creating and monitoring ELOs for students with disabilities. The Special Education Case Manager can provide a great deal of information and insight into the student's needs and help design an ELO experience that is tailored to meet the individual needs of the student, while

ensuring the ELO meets the goals of the Individualized Education Plan (IEP). In addition, the Special Education Case Manager and staff have developed a relationship and skills to work closely with the student and is best qualified to provide additional support and resources.

As a member of the ELO Team, the Special Education Case Manager has his/her own expectations that are almost always necessary when creating ELOs for students with disabilities. This list is extensive because of the level of support that is needed to create and implement the ELO.

The Special Education Case Manager will:

- Invite the ELO Coordinator to attend IEP meetings where transition is discussed;
- Engage in conversations with the ELO Coordinator prior to the development of the ELO Application/plan to provide background knowledge of student's strengths, abilities, aptitudes, and/or limitations;
- Assist in the creation of the ELO application ensuring the student's voice, goal(s), and needs are met;
- Collaborate with student and Overseeing Educator to create the competencies, learning activities, and required assessments for the ELO;
- Collaborate with parents/guardians as partners in the ELO and IEP process;
- If applicable, assist the ELO Coordinator in developing ELO to be used as a transition plan or as part of the IEP Transition Plan;
- Ensure the student's IEP modification and/or accommodations are integrated into the ELO process and expectations;
- Communicate student disabilities and "need to know" information (based on approval from parents/guardians) to the Community Partner/Mentor during initial meeting;
- Create avenues of support as needed for the ELO either at school or in the community;
- If applicable, work collaboratively with the ELO Coordinator to monitor support staff's roles and responsibilities for the student's plan in school and in the community;
- Collaborate with the special education coordinator or director if special arrangements, such as transportation, must be arranged;
- Be available to the student during the ELO to provide guidance, support, and academic/social/emotional assistance;
- Assist the student in preparing for Community Partner/Mentor meetings, especially if his/her disability may impede communication;
- Notify the ELO Coordinator and parent/guardian of concerns, so that any issues may be resolved in a timely manner and the Overseeing Educator and Community Partner is notified;
- Notify the ELO Coordinator and Community Partner, as applicable, if the student will be absent and miss appointments;
- Evaluate student work, provide guidance on portfolio development, attend the final presentation, and contribute to the final grade;
- Organize supports for students to complete competency work, learning activities, portfolio development, documentation of learning, and assessments;
- Engage in an exit interview, as needed.

English Language Learners (ELL) Educators

The ELL Educator's main role in ELOs is to provide a communication pathway between the student, school, and home. They are necessary to ensure parents/guardians are informed of the ELO Program and process. They play an integral part in ensuring students are aware of all the credit bearing opportunities that are available to them in the school.

The ELL Educator will:

- Serve as the communication link between the students and their families regarding the entire ELO from beginning to end;
- Clarify information to students to ensure they understand the information;
- Interpret the expectations of the ELO in the native language whenever possible
- Hire an interpreter for students and/or parents as needed to ensure understanding of ELO Program and program documents or work collaboratively with the ELO Coordinator to create informational materials and program forms in students' native languages;
- Highlight the areas of importance on the ELO where parents/guardians need to sign and give consent.

Benefits of Extended Learning Opportunities:

- For the Overseeing Educator
 - Rewarding experience
 - Personalize their subject discipline
 - Support much deeper explorations of it than are possible in limited class time.
 - Help a student toward a successful graduation through a fulfilling learning experience
 - See a student gain the knowledge and confidence that he/she can succeed if an interest is pursued with dedication.
- For the School
 - Creates a stronger bond with businesses and the community
 - Provides opportunities to connect academics to careers learning experiences
 - Provides opportunities to motivate students, increase academic achievement, reduce dropout rates and improve attendance
 - Keeps education current with employer needs
 - Utilizes employers' up-to-date workplaces for training
 - Obtains possible opportunities for full-time placement
 - Creates a stronger bond with businesses and the community
 - Provides more structured and supported transition opportunities for students with disabilities
 - Assistance with Indicator 13 compliance

A Quality ELO

Extended Learning Opportunities are designed to incorporate rigor, relevance, and relationships. Rigorous learning experiences in high school pave the way for students' success beyond high school.

Rigor

Extended Learning Opportunities align with state and national standards, local curriculum frameworks, and course competencies to ensure academic content. In some cases, ELOs may go beyond the local curriculum to provide additional academic options, depending on individual student interests. To be successful, students are required to demonstrate critical thinking, creativity, and problem solving according to predetermined rigorous standards and competencies. When a student engages in an ELO, he/she also develops important life skills such as time management, collaboration, effective communication, and technological literacy. All students benefit from rigorous learning opportunities, and ELOs are designed for the full range of learners. Struggling students will receive individual attention and support; quiet students will be given a voice; and students looking to move beyond the available curriculum will be challenged. Each ELO is an example of student-centered learning and based on student's individual interests and needs.

Rigor can be defined as creating an environment in which each student is expected to learn at high level, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels (Blackburn, 2008). As with traditional high school courses that are created from high quality standards, Extended Learning Opportunities are also created from these same high quality standards and also offer the benefits of relevance and building relationships.

Relevance

This personalized learning blends courses and experiences that match the needs and interests of each student. Extended Learning Opportunities capitalize on student motivation and engagement as well as helping to engage reluctant learners. They are designed to address the learning styles, strengths, interests, and needs of each individual student. They are real-world experiences that not only demand rigorous academic achievement, but also build skills that promote students' personal development in an area of interest. ELOs may give a student an option to explore a career choice in a wide variety of settings. ELOs can be designed for individuals or small groups, and may be a way of gaining credit for activities in which a student is already engaged, through an ELO plan that must be completed prior to starting. After formalizing a contract to meet ELO standards and expectations, students pursue learning opportunities that are meaningful to them.

Relationships

Relationships matter; student achievement is more likely when each student is well known by at least one adult. Caring adults can be found in schools, or in the case of Extended Learning Opportunities, they can involve the whole community. Students receive guidance and support from an ELO Coordinator who helps design the learning experience and monitor its progress. Students are paired with a certified teacher who may be an expert in the area of study. In many cases, students will be mentored by a Community Partner whose expertise will provide the real-world connection so important to student achievement. Parents/guardians are included and provide needed support and encouragement. ELOs will frequently end with a presentation of learning where all stakeholders, including administration when possible join in to celebrate students' learning and recognize the relationships that have been developed between the student and his/her Community Partner/Mentor.

Establishing these four components in the ELO plan from the beginning helps students to focus, gives them four natural 'goals' to aim for, and helps you to benchmark progress. These components also lend themselves nicely to varying assessment measures, both formative, as growth and learning are occurring, and summative, as the culminating assessment of the learning experience. Do not feel constrained to force these four components into an ELO where they are not appropriate.

Additional Benefits of an ELO: The job market of today and even tomorrow looks much different than even ten years ago. Although reading, writing, and arithmetic are still fundamental to every employee's ability to do the job, employers view "soft" skills as even more important to work readiness. ELOs are authentic learning experiences that provide value opportunities for students to observe and engage in 21st Century Skills that will help prepare them for the career that awaits them after high school or 21st Century Skills.

ELOs for Individuals or Groups

By their design and nature, ELOs are a perfect way for an individual to engage in a learning experience that is tailored to his/her interest, strengths, and abilities. ELOs can be designed for groups of students as well with the same essential questions, goals, and learning outcomes. Although the competencies may be the same in a group ELO, it is not necessary that all learning activities and assessments look alike for each student in the group. These should be customized to reflect each student's individual interests, passions, strengths, and abilities. For instance, there might be a group of students who are all interested in learning about civic organizations that provide service, resources, or supports to the homeless. The competencies might be identical, but what the students do to learn and demonstrate mastery might be very different. Students are still individuals when engaged in a group ELO, but they must come together in order to reach their goal or desired outcome.

ELOs for Students with Special Considerations

Special Education Students - Like any other student, a student with disabilities can benefit from learning that takes place outside the traditional classroom and in their communities in real-world environments through ELOs. The student should be an active decision-maker in all phases of the process. The ELO Coordinator creates an ELO Team to bring the student, family members, and special education staff together to identify the learning goals and career areas for development of a community experience. As part of the special education transition process, learning goals and career areas may be achieved through a formal mapping process or the development of a personal learning plan. The targeted learning/career area(s) should be clearly aligned with the student's expressed areas of interest and used as the foundation for the ELO experience. It should be made clear to the student that the ELO experience will have direct relevance to what he or she wants to learn and to his or her future direction.

Students are encouraged to use ELOs as a way to earn credit towards graduation and demonstrate achievement of identified graduation competencies towards a High School Diploma. The student, family member, and school staff will work collaboratively to identify course competencies, design learning activities, and performance assessments that are aligned with the student's goals and provide evidence of competency mastery. Considerations of alternative performance assessments should be given to allow for each student's unique communication and learning preferences and needs.

As part of the planning process, the student, family member, and school personnel (including ELO Coordinator, Overseeing Educator, and special education staff) should decide together how to address the student's goals, aspirations, strengths and needs with a Community Partner. ELO Coordinators often have information on Community Partners/Mentors that, when taken into consideration, will ensure the person and environment is the "best fit" for the student's needs, learning style, and personality. Family members may also have valuable community connections that can be helpful when developing a list of Community Partners. ELO Coordinators and school staff should interview Community Partners/Mentors recommended by the family to assess compatibility and indicators for success.

The student, family member, ELO Coordinator, and Special Education Case Manager should decide ahead of time how to talk about the student's unique learning goals and needs to the Community Partner/Mentor. It is not appropriate and, without parent/guardian permission, it is illegal, to reveal the student's disability or diagnosis to the Community Partner. Instead, the student, family member, ELO Coordinator, and Special Education Case Manager should develop a simple list of the student's preferences and needs, including physical, social, and communication needs. A list of assistive technology

and school supports should be included (such as software, communication devices, school coaching, among others). Unless the student and parents/guardians are clear that they want the Community Partner to know the student's disability/diagnosis, the student should present him or herself to Community Partner in terms of goals, strengths, aspirations, and needs.

Meetings with Community Partners should occur with the student present, Special Education Case Manager or support staff who he/she has a strong relationship with, and parent/guardian. This will ensure the student is comfortable meeting the Community Partner/Mentor by having familiar and trustworthy people around him/her to provide encouragement and/or support.

Another measure to take to assist in a successful first meeting is to have the student practice presenting him/herself to the Community Partner, talking about who they are and what they need. Each student must be very self-aware and comfortable talking for himself or herself. The student, parent/guardian, Special Education Case Manager and support staff can prepare a script for the youth to use in the meeting.

With some students who have certain emotional or mental health disorders, they may be incapable or unwilling to talk about their needs because they fear how they may be seen or perceived. It's important to be respectful and mindful of their position. To be proactive with these students, the Special Education Case Manager and/or support staff should work with the student to develop a list of talking points and script to be practice and be used at the introductory meeting.

504 Students - Students who have 504 Plans due to disabilities can benefit from authentic community-based experiential learning that allows them to earn credit towards graduation. The process for development is the same, with the student being the driver, however, the school personnel may differ slightly. In some schools, the Special Education Case Manager is the 504 coordinator. In others, the Guidance Director, school counselor, or school nurse, may assume this responsibility. In any case, whoever is responsible for developing the 504 Plan should be included in the ELO plan development process to ensure the student's needs are met. The process chart above can be modified to develop ELOs for students who are on a 504 Plan by adjusting Case Manager to whoever is responsible for developing and monitoring the 504 Plan. More information on developing ELOs for students with disabilities can be found in Chapters 6 and 7.

ELL Students - Students who work with ELL Educators can benefit from authentic community-based experiential learning that allow them to earn credit towards graduation. The process for development is the same, with the student being the driver; however, the school personnel will differ slightly. The educator who is responsible for teaching the ELL student should be included in the ELO plan development process to ensure the student's needs are met. The process chart above can be modified to develop ELOs for ELL students by adjusting Case Manager to ELL Educator. More information on developing ELOs for English Language Learners can also be found in Chapters 6 and 7.

Homeschooled Students - Homeschoolers, like any other student in a School District, can engage in ELOs. These students have flexibility in their daily schedules that are not bound by a fixed schedule. In addition, these students are likely to have transportation, allowing them to engage in a variety of hands-on learning experiences outside of the home. If homeschoolers are interested in engaging in ELOs for credit, it would have to be approved by the school prior to beginning of the experience and the student would be required to follow the same ELO process by contacting the ELO Coordinator to schedule an appointment. For students not requesting credit but would like to take advantage of an ELO, they may contact the ELO Coordinator to begin the application process or to obtain suggestions or recommendations for possible Community Partner/Mentors.

Getting Started

Three Starting Points for ELOs:

1. Student-Initiated

The process above describes a student-initiated ELO. In this case, the student has an idea for an Extended Learning Opportunity and meets with the ELO Coordinator to discuss the process, requirements, and expectations. In some cases,

parent/guardians are also part of the initial discussion. Student-initiated ELOs are usually based on an area of great interest or passion such as a potential career choice, or an area of need.

2. Teacher-Initiated

There are occasions when a high school teacher initiates an individual or group Extended Learning Opportunity. In this case, the teacher should meet with the ELO Coordinator to discuss his/her ELO idea. It may be an extension of the teacher's current area of certification, or it may be in an area of intense personal interest. In addition, ELOs may be recommended by Guidance directors or school counselors. The same process applies.

3. Community-Initiated ELOs

In both cases above, the ELO Coordinator responds to student or teacher ELO requests and looks for a Community Partner who is willing (and qualified) to provide that experience for students. It is also possible for Community Partners/Mentors to approach the school when they are able to offer a learning opportunity in the community, perhaps at their business or work-site. The ELO Coordinator will work closely with Community Partners to develop an understanding of the ELO Program and its goals and create an ELO plan that will be offered to students.

The Application Process

The Extended Learning Opportunity application process, from first meeting to implementation, differs significantly depending on a number of factors. These include locating an appropriate Community Partner/Mentor, locating an appropriate Overseeing Educator, balancing the schedules of the ELO Team to hold a meeting, competency/learning activity/assessment development, issues with DOL approval, the time it takes to receive insurance waivers, the time it takes to obtain ELO Team signatures, etc. Barring any complications or extenuating circumstances, the development of ELOs may take up to two weeks. However, everything should be done to make this process as simple and smooth as possible.

The steps in the Application Process include:

1. A student meets with the ELO Coordinator to express interest in an ELO and to begin the ELO application. Contact information is shared and the ELO exploration process begins (See below). The ELO Coordinator provides student with an information letter to share with the parent/guardian.
2. The student meets with the ELO Coordinator for a second time to continue the Exploration Process and begin to discuss the details of the ELO experience (time, place, pace, etc.).
3. The student meets with the ELO Coordinator, Overseeing Educator, parent/guardian (if available/applicable) and Special Education Case Manager (if applicable) to develop the ELO plan (competencies, learning activities, and required assessments, benchmarks, etc.).
4. The student meets with the ELO Team to confirm the ELO plan. This includes Community Partner/Mentor, Overseeing Educator, a review of the ELO plan, revision as necessary, on-site details, obtaining signatures, and anything else that may be pertinent to a particular ELO.
5. The plan is reviewed and signed by the Principal (or designee).

Course Level Competencies – Every course has course level competencies on which the curriculum is based. These are enduring understandings that the Overseeing Educator wants and intends his/her students to retain from the course now and far into the future. All ELOs are connected to course level competencies and these establish a framework for the student's learning through the ELO. For instance, say a student is drawn to the Russian language but it is not taught in the school. It is unlikely that there are Russian competencies available however, it is likely that the school's World Language competencies may apply to all language learning. In another example, a student may take the opportunity to study neuroscience. Overseeing Educators do not have to create new competencies for every ELO, although in some rare cases competencies may need to be created.

ELOs are meant to connect to the courses that are required of or elected by students in their school. Students will typically learn and demonstrate more than what is predetermined to be necessary and sufficient for the ELO experience, and sometimes a surprising amount! As mentioned, new competencies do not need to be created for every ELO. In addition, they may not need to cover every contingency. It is recommended to allow room for surprise learning as is done in traditional classes.

Rigorous Extended Learning Opportunities - In order for ELOs to result in the highest levels of academic and personal learning for students, research and experience shows that they must include four general components. According to the NH Department of Education, these are: Research, Reflection, Product, and Presentation.

- **Research:** During the ELO process, the student will reach mastery of their targeted competencies and build their base of knowledge through research. Research consists of an active search for new information and knowledge based on a focused idea or Essential Question, an organized set of personal experiences which can expand or constrain their initial understanding, and the analysis, synthesis, and communication of these experiences.
- **Reflection:** Reflections allow students the opportunity to be metacognitive about their experiences. Through reflection, students develop and adjust their short and long term goals, explore problems and solutions encountered during their ELOs, ask questions, and connect their experiences to their learning goals. Reflections are an important part of the dialogue between the student and their Overseeing Educator. Sharing the learning with the mentor may allow the mentor to offer formative guidance through responses to the reflections, which may increase student learning. In some cases, the reflective journal may be more personal. As it is a learning tool, students should not restrain from complete honesty within their journal entries. If a student prefers not to share his/her entire journal, a written summary may suffice.
- **Product:** The product is the application of the student's learning. It consists of the process of designing, creating, implementing, and assessing a product - an artifact or event - that the student uses to demonstrate his/her learning and achievement of competencies. Targeted goals, competencies, and Essential Question are identified in the student's ELO learning plan. The product will be an original piece of work designed to promote the student's personal growth and/or to benefit a larger community. The product can be a physical artifact or it can be an event like a live or recorded performance. The product should meet standards of quality work deemed appropriate to the student's level of experience by the Overseeing Educator. The product will be shared with an authentic audience within an appropriate context. Feedback may be collected by the student.

Although the product summative assessment can be anything that best fits students' interest, it may be beneficial for the ELO Coordinator to have ideas for students to consider if they need a starting point. Mariane Gfroerer from The NH DOE provides the following chart of example ideas of products for students to consider, modify, or adapt according to ELO and preferences.

Some ideas for products (adapted from Teaching for Today, from McGraw-Hill and from NH DOE CBAS 2006)		
Song/song lyrics	Outlines / Diagrams	Visual graphic
Drawing	Original experiment	Interview
Play script	Newspaper article	Advertisements
Spreadsheet	Historic document	Letter to the editor
Web development	Web based demonstration	Comparison chart
Free-form map	Flowchart	Analogy in any form

Pictures / photos	Graphic novel	Persuasive letter
Venn diagram	Foldable booklet	Flip chart
Painting	Mural	Lesson plan
Multimedia presentation	Digital video	Pilot TV Show
Itinerary	Travel guide	Floor /building plan
Tapestry	Bulletin board	Weather forecast
Quilt	Performance	Group discussion
Game	Illustrated Time Line	Menus/ Recipes
Facilitation of a meeting	3-D model	Debate

ELO Product Design Template

In fulfilling the goal of the ELO Product, it is important that students understand expectations. Rubrics are an excellent tool that can assist students in producing products that allow them to demonstrate mastery of the competencies aligned with their ELO. The product rubric examples provided in the NHELO Program Design Handbook Appendix give students concrete criteria of what is necessary for students to earn a proficient score, but it doesn't provide guidance on how to develop a high quality product. The Product Design Template found in the appendix of the NHELO Program Design Handbook is based on an Understanding by Design (UBD) framework and directs students, in student friendly language, to begin thinking about their product by planning with their goal in mind, and thinking backwards from assessment to learning tasks.

If students use The Product Design Template when planning their product, they will cover all the necessary pieces to ensuring their product is academically rigorous, relevant to the student in a real-world way, and provides an opportunity for them to build community relationships. It is recommended that the Product Design Template be reviewed thoroughly with the student to ensure understanding. If at all possible, students should be encouraged to work cooperatively with their Community Partner/Mentor to process through the Product Design Template. Once complete, students will be asked to present their product proposals to their ELO Overseeing Educators and/or ELO Coordinator for final approval.

It is also recommended that the Product Design Template be used to develop an Assignment Calendar or Task Sheet that can be created and reviewed during Check-ins. Differentiation and scaffolding to meet the individual needs of the students will increase student's chances for success. The Product Design Template can be found in the Appendix of the NHELO Program Design Handbook.

- Presentation:** The Presentation is designed to assess the student's ability to clearly communicate his/her learning throughout the ELO process. This celebration of learning may be directed to an audience that includes members who are experts in the disciplines related to the ELO's goals. The presentation should clearly describe the particular ELO, both its goals and the growth in the targeted competencies that resulted from their participation in the ELO process. The student should clearly and accurately illustrate the development of this growth during the ELO process. The student communicates what he/she earned through the successes and challenges of the ELO experience and how they changed as a result of it. "Establishing these four components in the ELO plan from the beginning helps the student to focus, gives them four natural 'goals' to aim for, and helps the teacher to

benchmark progress. These components also lend themselves nicely to varying assessment measures, both formative, as growth and learning are occurring, and summative, as the culminating assessment of the learning experience” (Gfroerer, 2009, p. 1).

It is important to note that these four components can be modified to meet the individual needs and abilities of the students especially if students have IEP/504 accommodations relating to these areas. ELO tasks and accompanying rubrics based on the ELA CCSS for these four components have been developed as a tool to ensure academic rigor. As with any assessments measures, they should be used where and when appropriate. ELO tasks and rubrics can be found in the Appendix of this handbook.

ELO Assessment

Both formative and summative assessments are ongoing components of an ELO throughout the process. Formative assessments help to inform student progress and give information about whether students are moving in the right direction and gaining the knowledge and skills required to master their competencies. Summative assessments provide opportunities for students to demonstrate their mastery on either one or more competencies. Summative assessments build on the skills and knowledge that has been learned during the learning activities and periodically assessed through formative assessments.

- Formative Assessments may include:
 - Student self-assessments
 - Progress Check-ins (ELO Coordinator and Overseeing Educator)
 - Reflection journal entries
 - Completion of learning activities
 - Completion of work-site learning activities
 - Student self-assessments
 - Content quizzes
 - Worksite performance reviews
 - Feedback from Community Partner/Mentor
- Summative Assessments may include:
 - Research papers
 - Final project/product
 - Final presentation
 - Content exam
 - Completion of work-site projects

Rubrics are used to evaluate or score assessments. They are an evaluation tool, either created with the student or provided in advance, to outline a set of academic guidelines or expectations. Rubrics not only help students understand what is required for mastery, but they eliminate any confusion or evaluation inconsistencies. Competency-based rubrics are typically created using a 4 point scale. Although the labels for these 4 points may differ, each rubric has a designated number that represents mastery.

The philosophy behind competency-based education is that a student does not receive credit for a course until all competencies have been mastered. This same practice extends to assessing ELOs. Students should only receive credit for their ELO when ALL competencies have been mastered. This does not mean that a student will fail if not all competencies have been met. Competency-based education provides students with an opportunity to edit, revise, and redo until mastery has been achieved. Students are not held to a semester or year-long course time frame; they can continue making improvements until mastery has been attained.

Although the competencies created for ELOs may be different depending upon the essential question, goals, and/or learning outcomes, the four components of an ELO (research, reflection, product, presentation) are included in every ELO. Some components, like research and presentation can easily be aligned to the research and presentation standards identified in the state and CCS Standards. Aligning reflection and product outcomes to competencies may need to be developed by schools for individual students.

To assist in this alignment process, five ELO tasks and corresponding rubrics have been developed based on the rubrics created by the Center for Collaborative Education's Quality Performance Assessment tasks and rubrics created for the NHDOE. This work comes as a result of the NHDOE developing a statewide performance assessment system that is intended to balance local control and statewide accountability and comparability. Although originally created for ELA, the five tasks and rubrics have been modified to directly reflect the 4 components of ELOs. The research component has been expanded to include independent research in addition to the research paper. These tasks and corresponding rubrics can be found in the Appendix of this program design handbook. Follow this link for more information on the [NH Performance Assessment Network](#).

Collaborative Assessment:

The Overseeing Educator is responsible for developing required assessments that will measure the mastery of each competency. He/she will be asked to provide ongoing feedback on students' progress on a regular basis, through written and oral communication with the ELO Coordinator. The mid-point and end of year evaluation asks the Overseeing Educator to rate students on their demonstration of work ethic and 21st Century Skills. It also asks the Overseeing Educator to evaluate the student's engagement throughout the ELO. The Overseeing Educator will also be asked to assess students using The NH Work-Study Practices rubric. These evaluations are combined with the Overseeing Educator's competency assessments, the projects/products, and presentation scores to give the students' their final grades.

Evaluating ELOs and the ELO System:

New ways of doing things thrive when they have a chance to be evaluated openly along the way in a spirit of continuous improvement. This doesn't mean frequent arbitrary changes. This means that data is collected continuously and then examined periodically for trends and the outcomes of those trends. If outcomes are favorable those trends are strengthened and supported. If outcomes are not as hoped for, then those aspects leading to negative outcomes are thought-through, discussed, problem-solved, and altered for a more positive outcome.

One aspect of the ELO system that needs data collection is the involvement, perception and experience of all involved. At the end of each ELO, the Overseeing Educator, Community Partner/Mentor, and student will be asked to complete an evaluation of the overall ELO experience. The Overseeing Educator and Community Partner/Mentor will be asked about his/her role in the ELO and includes a simple exit survey. This information will be used to evaluate various components of the ELO initiative. We thank you, in advance, for taking your time to complete this evaluation and survey.

How Do ELOs Work in "our school" Sample

(To be created according to district ELO policy, practices, and procedures)

The District Policy: XXXXX School District has an ELO Policy that governs how ELOs will be implemented in the district. This policy was presented by the Superintendent and approved by the XXXXX School Board on 12/20/09. It has been since revised and the revision was approved on 9.18.14. The policy allows for great flexibility. The logistics of what works on the school level for individual students may be negotiated between the Principal, ELO Coordinator, teachers, students, and parents as appropriate. A full copy of the XXXXX School District ELO Policy may be located in the policies section of the ELO webpage.

ELO Coordinator: XXXXX Middle High School has one fulltime ELO Coordinator who oversees everything having to do with extended learning opportunities. This individual attends state and national trainings, promotes, recruits, and publicizes the ELO Program and its participants within and outside of the school community, recruits community mentors and partners, serves as a liaison between all members of the ELO Team, arranges for school-level trainings and support, organizes and maintains ELO and community contact records, and provides direct services, support, and assistance to students, teachers, Community Partner/Mentors, and administration. The ELO Office is located _____ and may be contacted by phone, email _____, or by stopping by and leaving a note or making an appointment to speak face-to-face.

Initiating ELOs: An ELO is typically requested by a student. Students are encouraged and highly recommended to be the initiators of their ELO experience however, a referral may come from parents, teachers, members of the College and Career Readiness Department, Case Managers, or administration. In addition, ELO ideas, suggestions, or available opportunities may come directly from civic organizations, individual community members, or local businesses owners. As a teacher or advisor, you can play a major role in promoting the ELO Program with your students. Helping students identify their passions and interests and identify questions that they would like to investigate or pursue leads itself naturally to ELOs. Whether through intentional dialogue, the Personal Learning Plan, identification through exploration, or need due to missing credits, alternatives to traditional learning, career exploration, or schedule or course restrictions, you can open many opportunity doors by referring students to the ELO Coordinator or the ELO Program to them.

The ELO Process: The first step of the ELO process is for the student to begin planning his or her experience. This can be done with the assistance of a teacher, parent, with the ELO Coordinator, or individually. An ELO application is started and through the completion of the application, ELO and personal learning goals are created, an Overseeing Educator is identified, competencies, learning activities, and assessments are developed, and potential Community Partner/Mentor are suggested. The student, ELO Coordinator, Overseeing Educator, and Community Partner/Mentor meet to discuss the details of the ELO and agree to it as written or make suggestions for modification. Required signatures are obtained and the application is brought to the Guidance Director for final approval.

While in the midst of the planning process, it is important for students to take some time to think about their interests, commitment, motivation, and the possible goals they could accomplish through their ELOs. It is important that students be the drivers of their plan and it be about them, their interests/passions/goals. It's hard for a high school student to be motivated by an adult's plan for them, if they haven't had an active involvement in designing it. The difficulty, depth, and breadth of the ELO should fit the student. There is no pre-set rule of how many credit students have to earn through an ELO, so if they wish to start small to experience some success at first, that should be fine.

Credit: ELOs are designed to promote learning of competencies whether they come from one or more courses and the courses may be core or elective. If competencies for the ELO are taken from more than one course, a student would gain elective credit for the ELO. In some instances, a student may attempt to accomplish all the competencies of a course in order to gain full course credit. In any case, all ELOs should represent rigorous learning.

The Overseeing Educator is responsible for determining the amount of credit a student will earn with an ELO. Credit is based on the number of competencies and amount of time engaged in the ELO. In order to gain full credit for the ELO, mastery must be demonstrated on ALL competencies; this is done by earning at least Meets Expectations on each. Students who do not earn at least Meets Expectations on the competencies should have an opportunity to edit, revise, and improve their work to bring up their rating. Once the competencies have been completed and scored by the teachers, they will be combined with the students' ELO ELA competencies (research, reflection, product/project and presentation). If each competency meets expectations or better throughout, students will be given a final grade which will be forwarded to the College and Career Department for recording.

Time: ELOs can begin at any time and do not have time limits like semester classes. While an experience shouldn't be open-ended, it should be understood that it can extend until the experience is completed as long as learning and progress continues. An 'estimated' end date should be part of the plan, so the student feels a sense of completion and the adults can plan for benchmarking Check-ins. ELOs should be initiated in good time to allow for any barriers that may occur along the way. For instance, if a student is attempting to recover credit for a failed course in the last semester before graduation, it should be understood by all that careful planning about time limits, a definite end date, and frequent Check-ins for benchmarking will be much more necessary.

ELOs can take place during the day, after school, weekends, or school vacations. If chosen to incorporate ELOs in the school day, they may be built into a student's schedule to replace a free period or study hall. This change will need to be officially requested and can only be changed by the Guidance Director. Students will need prior approval to drop a class to engage in an ELO.

Independence and Contract: Some students can manage and want to manage a lot more independence in their learning. Others really thrive with teacher contact and someone to approve the steps they're taking. This has a lot to do with that the student's previous learning experiences have been like and how confident they feel about themselves as learners. Teachers should use professional judgment to gauge how much independence each student needs with their ELO experience. Teachers can choose a varying level of contact from e-mail Check-ins, online portfolio or journal browsing, phone calls with student and Community Partner, or face-to-face meetings. The ELO Coordinator, parent, and Case Manager can also help in making these decisions.

Evaluating ELOs and the ELO System

New ways of doing things thrive when they have a chance to be evaluated openly along the way in a spirit of continuous improvement. This doesn't mean frequent arbitrary changes. This means that data is collected continuously and then examined periodically for trends and the outcomes of those trends. If outcomes are favorable those trends are strengthened and supported. If outcomes are not as hoped for, then those aspects leading to negative outcomes are thought-through, discussed, problem- solved, and altered for a more positive outcome.

One aspect of the ELO system that needs data collection is the involvement, perception and experience of all involved. At the end of each ELO, the Overseeing Educator as well as each Community Partner/Mentor and student will be asked to complete an evaluation of the ELO that asks about the role each assumes in the ELO and includes a simple exit survey. This information will be used to evaluate various components of the ELO initiative.

Glossary

- 21st Century Skills - a set of abilities that students need to develop in order to succeed in the information age including: critical and creative thinking, collaboration, communication, problem solving, information literacy, media literacy, productivity, and leadership.
- 504 Plan - a document created for students with disabilities who require accommodations. The 504 Plan will ensure the opportunity for a student to be academically successful and access to the learning environment, while ensuring he/she has an opportunity perform at the same level as his/her peers. Accommodations might include wheelchair ramps, blood sugar monitoring, digital text, a peanut-free lunch environment, or assistive technology.
- Authentic assessment - a real-world performance task that requires students to apply acquired knowledge and skills to effectively and creatively demonstrate their mastery of a competency or learning objective. Typically, authentic assessments are completed in a real-world setting and evaluated by an expert in the field.

- Authentic learning - a wide variety of educational and instructional techniques focused on connecting what students are taught in school to real-world issues, problems, and applications making what they learn more relevant and the student more engaged in their learning.
- Cold Calls - refer to a technique whereby the ELO Coordinator contacts qualified experts in a particular field or career who have not previously expressed an interest in serving as an ELO Community Partner/Mentor. Cold calls typically refer to phone calls but can also entail drop-in visits.
- Competencies - what a student knows and is able to do
- Competency-based education - a philosophical and pedagogical shift in the design of educational structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. It provides flexibility in the way that credit can be earned or awarded based on knowledge and application of the learning and providing students with personalized learning opportunities. Competency-based education also creates multiple pathways to graduation, makes better use of technology, supports new staffing patterns that utilize teacher skills and interests differently, takes advantage of learning opportunities outside of school hours and walls, and helps identify opportunities to target interventions to meet the specific learning needs of students. (US Dept. of Ed Office of Innovation and Improvement)
- Dual Credit - an opportunity for student to receive both high school and college credit for the same learning experience. (This may also be applicable to middle and high school).
- ELO Team - a group of individuals who work collaboratively with the student to develop a customized learning experience based on his/her particular interest, passion, goals, or desired outcomes. The team may include any/all of the following individuals.
 - School Principal ((or designee)) - The Principal has the ultimate authority to grant credit for ELOs. He/she also handles ELO appeals as needed. The Principal usually attends ELO students' final presentations. (Also see *Supportive Administration* below).
 - Extended Learning Opportunity (ELO) Coordinator - the school personnel who is responsible for the ELO Program. He/she works with the ELO Team to develop and execute ELOs, develops working relationships, and is the liaison between Community Partners and the school, (Also see *ELO Coordinator* below).
 - Certified Educator or Personnel/Overseeing Educator - the school educator or individual who is responsible for the collaborative development of the ELO competencies, learning activities, and required assessments, meeting with the student for progress on competencies, assessing formative and summative assignments, and making recommendations for the credit the student achieves. This may be the ELO Coordinator or other members of the ELO Team.
 - Special Education staff - typically a Special Education Case Manager, transition coordinator and paraprofessional working with a student with disabilities. This team member is responsible for ensuring the team is aware of IEP goals, academic accommodations and/or modifications, and IEP/504 Plan accommodations. He/she is also responsible for sharing information pertinent to the student and provides assistance/resources needed to promote student success.
 - English Language Learners (ELL) Educator - Where applicable, an ELL Educator may be part of the ELO Team. His/her role is to monitor any accommodations that are needed in response to the student's language abilities and needs.

- Parents/Family/Guardian - must give consent to the ELO if the student is under 18. The parent/family is invited to provide valuable additional information to the ELO plan and is asked to stay active and involved during the ELO.
- Community Partner/Mentor - the expert in the field who agrees to work with the student, provide a safe environment for the student to learn, assist in the development and implementation of the ELO plan, and assist in the assessment of the ELO.
- Emotional Intelligence - is the ability to recognize emotions, understand what emotions are communicating, and realize how emotions affect other people. It also involves perception of others: when how someone feels understood, this allows one to manage relationships more effectively (Mindtools, 2015).
- Essential Question - motivate students and drive the learning. It can help shift students toward ownership of learning. They can be thoughtful, provoking, and philosophical – and they should never have a simple answer that can be easily looked up online or answered from another source (Beyond the Classroom, n.d.).
- Executive Functioning Skills - include regulation and control of cognitive processes including working memory, reasoning and problem-solving as well as planning and execution.
- Experiential Learning - any authentic learning that supports students in applying their knowledge and conceptual understanding to real-world problems or situations that can take place at school or in the community resulting in:
 - A deepening of knowledge through repeatedly acting and then reflecting on this action
 - The development of skills through practice and reflection
 - The construction of new understandings when placed in novel situations
 - The extension of learning as students bring learning back to the classroom.
- Extended Learning Opportunity (ELO) - a customized learning experience based on a student's interest or passion designed for the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology (any time, place, pace).
- Formative Assessments - a wide variety of methods that teachers use to evaluate student comprehension, learning needs, and academic progress during a lesson, unit, or course. The information collected during formative assessments is used to improve the teaching and learning process as it is taking place.
- Individual Education Plan - The Individualized Educational Plan (IEP) is a formalized plan or program developed to ensure that a child who has a disability receives specialized instruction and related services. These plans include federal and state mandates.
- Individualized/Differentiated learning - is a process of tailoring a student's academic learning based on curriculum, instructional, assessment, environmental, or behavioral needs and/or challenges. Instruction, services, or additional designed supports may take place in the general classroom or in a different classroom located within the school.
- Inquiry-based learning (IBL) - a learning process through questions generated by the interests, curiosities, and experiences of the learner.

- Mastery - A high level of skill and knowledge in a particular course of study and the minimum competency level that a student must have and be able to demonstrate. Often, mastery is referred to as a student being “proficient” in the identified competency.
- Next Generation Learning: 1) Personalizing learning; 2) Comprehensive systems of learning supports; 3) World-class knowledge and skills; 4) Performance-based learning; 5) Anytime, everywhere opportunities; and 6) Authentic student voice
- Personalized learning - a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are designed to make individual learning needs the primary consideration in important educational and instructional decisions to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Students are the drivers of their learning.
- Presentation (of learning) - a final summative assessment that is designed to assess a student’s ability to clearly communicate their learning during the ELO process to an authentic audience who are either expert or novice in the disciplines related to the ELO’s goals and/or Essential Question (EQ) identified in the plan.
- Professional Learning (Professional Development) - are comprehensive and sustained learning experiences that promote professional skills, knowledge, attributes, positive attitudes and work ethics that directly impact and influence an educator and provide educators an opportunity to reflect on the professional practice, work together and share ideas, and strive to improve student outcomes.
- Project-based learning (PBL) - a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process (investigate and respond) around complex, authentic questions and carefully designed products and tasks.
- Soft Skills - are a cluster of employability personal qualities, habits, attitudes and social graces that speak to worker’s interpersonal skills and character. (See 21st Century Skills)
- Student-centered learning (SCL) - (See Personalized Learning) A learning model that places the student in the center of the learning process where he/she influences the content, activities, materials, and pace of learning based on interest, passion, abilities, needs, aspirations, or cultural backgrounds. Well designed and implemented SCL can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught (Collins & O'Brien, 2003). Student-centered learning ELO examples include:
 - *Interest-driven ELOs* are creative, highly personalized, beyond-the-classroom experiences
 - *Student-support-driven ELOs* are flexible responses to students’ academic or social support needs.
 - *Integration-driven ELOs* bring existing programming under the ELO tent
- Summative Assessments - used to evaluate student learning progress, academic achievement, and skill acquisition at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.
- Work Study Skills - Behaviors that enhance learning achievement and promote a positive work ethic such as, but not limited to, listening and following directions, accepting responsibility, staying on task, completing work accurately, managing time wisely, showing initiative, and being cooperative. (See 21st Century Skills)

ELO Internships

Desired Results:	
Internships	Extended Learning Opportunities Grade Level: 11/12
Established C.C. Standards	
ELA Competencies:	
Students will understand that... <ul style="list-style-type: none"> • 	Essential Questions to Guide Learning & Inquiry 1.
Students will know... <ul style="list-style-type: none"> • 	Students will be able to ... <ul style="list-style-type: none"> •
Assessment Evidence	
Performance Task <ol style="list-style-type: none"> 1. Reflection Journal 2. Presentation 3. Final Project 4. Research 	Other Assessment Evidence <ul style="list-style-type: none"> •
Key Criteria for Performance Assessment Reflection Journal <ul style="list-style-type: none"> • Presentation to include: <ul style="list-style-type: none"> • Portfolio to include:	Key Criteria for Other Assessments <ul style="list-style-type: none"> •

<ul style="list-style-type: none"> • <p>Final Project to include:</p> <ul style="list-style-type: none"> • How this artifact or event demonstrates the culmination of your learning and/or achievement of competencies • How this artifact is related to your competencies, targeted learning goals, and essential question(s) • How this artifact or event has or will promote your personal growth and/or has or will benefit a larger community. <p>Presentation of Learning to include:</p> <ul style="list-style-type: none"> • <p>Reflection Essay</p> <ul style="list-style-type: none"> • 	
<p>Possible Accommodations – Performance task</p> <ul style="list-style-type: none"> • 	<p>Possible Accommodations – other assessments</p> <ul style="list-style-type: none"> •
<p>Learning Activities</p>	
<ul style="list-style-type: none"> • ELO Application Process (including competency and goal development) • Ongoing reflection journal • Ongoing research 	

Example of ELO Program Goals from Pittsfield

- Participation: **By the end of the 2012-2013 school year, ELOs will be offered to all students in grades 7-12.**
 - Benchmarks:
 - 2010 – 2011 School Year: ELOs will be offered to junior and seniors
 - 2011 – 2012 School Year: ELOs will be offered to freshmen and sophomores
 - 2012 – 2013 School Year and beyond: ELOs will be offered to all students in grades 7-12
- Student Participation: **By the 2014-2015 school year, all students at PMHS will engage in ELOs.**
 - Benchmarks:
 - 2010 – 2011 School Year: 15 students will engage in ELOs
 - 2010 – 2011 School Year: 2 Spec. Ed., 504, or “At Risk” students will engage in ELOs
 - 2011 – 2012 School Year: 30 students will engage in ELOs
 - 2011 – 2012 School Year: 4 Spec. Ed., 504, or “At Risk” students will engage in ELOs
 - 2012 – 2013 School Year: 60 students will engage in ELOs
 - 2012 – 2013 School Year: 10 Spec. Ed., 504, or “At Risk” students will engage in ELOs
 - 2013 – 2014 School Year: 75 students will engage in ELOs
 - 2013 – 2014 School Year: 15 Spec. Ed., 504, or “At Risk” students will engage in ELOs
 - 2014 – 2015 School Year: 100% of the PMHS students will engage in ELOs
 - 2014 – 2015 School Year: 20 Spec. Ed., 504, or “At Risk” students will engage in ELOs
- Community Partner/Mentor Participation: **By the end of the 2014-2015 school year, there will be 200 Community Partners/Mentors identified and 100 actively participating in ELOs.**
 - Benchmarks:
 - 2010 – 2011 School Year: 20 CP/Mentors will be identified and 10 engage in ELOs
 - 2011 – 2012 School Year: 30 new CP/Mentors will be identified and 20 engage in ELOs
 - 2012 – 2013 School Year: 50 new CP/Mentors will be identified and 30 engage in ELOs
 - 2013 – 2014 School Year: 50 new CP/Mentors will be identified and 40 engage in ELOs
 - 2014 – 2015 School Year: 50 new CP/Mentors will be identified and 50 engage in ELOs
- Faculty/Overseeing Educator Participation: **By the end of the 2014-2015 school year, ¾ of the faculty will serve as Overseeing Educators for ELOs.**
 - Benchmarks:
 - 2010 – 2011 School Year: 10 % of faculty will engage in ELOs
 - 2011 – 2012 School Year: 20% of faculty will engage in ELOs
 - 2012 – 2013 School Year: 30% of faculty will engage in ELOs
 - 2013 – 2014 School Year: 50% of faculty will engage in ELOs
 - 2014 - 2015 School Year: 75% of faculty will engage in ELOs
- ELO Referral Sources: **By the end of the 2014-2015 school year, ELO referrals will come only from students.**
 - Benchmarks:
 - 2010 – 2011 School Year: Student, Parent, Advisor, Guidance, Community
 - 2011 – 2012 School Year: Student, Parent, Advisor, Guidance
 - 2012 – 2013 School Year: Student, Parent, Advisor
 - 2013 – 2014 School Year: Student, Parent
 - 2014 – 2015 School Year: Student ONLY
- Credit Options: **By the end of the 2014-2015 school year, ½ of the PMHS ELOs will be taken for core credit.**
 - Benchmarks:
 - 2010 – 2011 School Year: ELOs will be taken all for elective credit
 - 2011 – 2012 School Year: 10% of all ELOs will be taken for core credit
 - 2012 – 2013 School Year: 15% of all ELOs will be taken for core credit
 - 2012 – 2013 School Year: 2 interdisciplinary/Alt. Ed. ELOs will be developed
 - 2013 – 2014 School Year: 20% of all ELOs will be taken for core credit
 - 2013 – 2014 School Year: 5 interdisciplinary/Alt. Ed. ELOs will be developed
 - 2014 – 2015 School Year: 30% of all ELOs will be taken for core credit

- ELO Types: **By the end of the 2014-2015 school year, students will engage in ELOs for a full range of purposes (career and area of interest exploration, enrichment, to supplement current coursework, Dual Enrollment credit, and competency recovery).**
 - Benchmarks:
 - 2010 – 2011 School Year: All students will engage in ELOs for career exploration purposes (Job Shadows & Internships)
 - 2011 – 2012 School Year: Students will engage in ELOs for career exploration purposes, to explore an area of interest or passion (Job Shadows, Internships, Independent Studies)
 - 2012 – 2013 School Year: Students will engage in ELOs for career exploration purposes, to explore areas of interest, to engage in enrichment learning activities, and competency recovery (Job Shadows, Internships, Independent Studies, Online Courses)
 - 2013 – 2014 School Year: Students will engage in ELOs for career exploration purposes, to explore areas of interest, to engage in enrichment learning activities, to supplement current coursework, and competency recovery (Job Shadows, Internships, Independent Studies, Service Learning, Online Courses)
 - 2014 - 2015 School Year: Students will engage in ELOs for career exploration purposes, to explore areas of interest, to engage in enrichment learning activities, to supplement current coursework, for Dual Enrollment credit, and competency recovery (Job Shadows, Internships, Independent Studies, Service Learning, Online Courses, Dual Enrollment ELO courses)
- ELO Development (with Overseeing Educator): **By the 2014-2015 school year, Overseeing Educator will have the knowledge and confidence to create LO plans without the assistance of the ELO Coordinator.**
 - Benchmarks:
 - 2010 – 2011 School Year: ELO Coordinator works collaboratively with the Overseeing Educator in the development of ELO competencies, learning activities, and required assessments
 - 2011 – 2012 School Year: ELO Coordinator works closely with the Overseeing Educator in the development of ELO competencies, learning activities, and required assessments
 - 2012 – 2013 School Year: ELO Coordinator provides assistance to the Overseeing Educator in the development of ELO competencies, learning activities, and required assessments
 - 2013 – 2014 School Year: ELO Coordinator provides consultation to the Overseeing Educator in the development of ELO competencies, learning activities, and required assessments
 - 2014 – 2015 School Year: ELO competencies, learning activities, and required assessments are completed 100% by the Overseeing Educator
- ELO Development (with Overseeing Educator & Student): **By the end of the 2014-2015 school year, ELO plans will be created collaboratively with the student and the Overseeing Educator.**
 - Benchmarks:
 - 2010 – 2011 School Year: ELO Coordinator works collaboratively with the Overseeing Educator and student in the development of ELO competencies, learning activities, and required assessments
 - 2011 – 2012 School Year: ELO Coordinator works closely with the Overseeing Educator and student in the development of ELO competencies, learning activities, and required assessments
 - 2012 – 2013 School Year: ELO Coordinator provides assistance to the Overseeing Educator and student in the development of ELO competencies, learning activities, and required assessments
 - 2013 – 2014 School Year: ELO Coordinator provides consultation to the Overseeing Educator while he/she works solely with the student in the development of ELO competencies, learning activities, and required assessments
 - 2014 – 2015 School Year: ELO competencies, learning activities, and required assessments are completed 100% by the Overseeing Educator and student
- ELO Coordinator Resource Services (to Overseeing Educator): **By the end of the 2014-2015 school year, the ELO Coordinator will have established a community-based resource library for PMHS teachers to access to enrich their classroom-based content.**

- Benchmarks:
 - 2010 – 2011 School Year: ELO Coordinator works only with students
 - 2011 – 2012 School Year: ELO Coordinator works only with students
 - 2012 – 2013 School Year: ELO Coordinator begins to work collaboratively with teachers to develop alternative learning opportunities for students
 - 2013 – 2014 School Year: ELO Coordinator collaboratively with teachers to develop alternative learning opportunities for students and works with classroom teachers to provide community-based enrichment and extension learning opportunities to their students.
 - 2014 – 2015 School Year and beyond: ELO Coordinator supplies new and exciting community-based resources to classroom teachers for student enrichment and extension learning opportunities.
- ELO Program Promotion Students: **By the end of the 2014-2015 school year, students in grades 7-12 will have multiple exposures, including large and small group presentations, to the ELO Program.**
 - Benchmarks:
 - 2010 – 2011 School Year: ELO Coordinator will share ELO information through advisories to students in grades 11 & 12
 - 2011 – 2012 School Year: ELO Coordinator will present on ELOs during the 9th Grade Orientation. ELO Coordinator will share program information through advisories to students in grades 10 and present to the 8th grade Career class.
 - 2012 – 2013 School Year: ELO Coordinator will present on ELOs during the 7th & 9th Grade Orientation. ELO Coordinator will share program information by visiting 7th and 9th grade advisories, through 8th grade Career Class and to new students registering at PMHS.
 - 2013 – 2014 School Year: ELO Coordinator will present on ELOs during the 7th & 9th Grade Orientation. ELO Coordinator will share program information through advisories to students in grades 7th and 9th, through 8th grade Career Class and to new students registering at PMHS. ELO Coordinator will organize ELO promotion events where past students share their ELO experiences various during grade-level presentations.
 - 2014 – 2015 School Year: ELO Coordinator will present on ELOs during the 7th & 9th Grade Orientation. ELO Coordinator will share program information through advisories to students in grades 7th and 9th, through 8th grade Career Class and to new students registering at PMHS. ELO Coordinator will organize ELO promotion events where past students share their ELO experiences various during grade-level presentations. Past and present ELO students solicit the ELO Program in advisories and recruit new ELO students.
- To Parents/Families (informational nights) **By the end of the 2014-2015 school year, all families of students in grades 7 and 9 will have multiple exposures, including large and small group presentations, to the ELO Program.**
 - Benchmarks:
 - 2010 – 2011 School Year: none
 - 2011 – 2012 School Year: 9th Grade Orientation presentation
 - 2012 – 2013 School Year: 7th & 9th Grade Orientation presentation, conversations with new parents to the district
 - 2013 – 2014 School Year: 7th & 9th Grade Orientation presentation, conversations with new parents to the district, presentations at Pittsfield Parent Connection (PPC) and Pittsfield Youth Workshop (PYM)
 - 2014 – 2015 School Year: 7th & 9th Grade Orientation presentation, conversations with new parents to the district, presentations at PPC and PYW, ELO Informational Nights at the beginning of 1st and 2nd semester, and summer
- ELO Program Promotion (Community/Business) **By the end of the 2014-2015 school year, all local community-based organizations and groups will have multiple exposures, including large and small group presentations, to the ELO Program.**
 - Benchmarks:

- 2010 – 2011 School Year: ELO Coordinator attends various community and business organizations to share information about the ELO Program (Rotary and Chamber of Commerce)
 - 2011 – 2012 School Year: ELO Coordinator attends various community and business organizations to share information about the ELO Program and engage in discussions about ELO possibilities. (Rotary, Chamber of Commerce, Economic Development Committee (EDC), Individual Business Meetings)
 - 2012 – 2013 School Year: ELO Coordinator attends various community and business organizations to share information about the ELO Program and attempts to recruit Community Partners/Mentors (Rotary, Chamber of Commerce, EDC, Individual Business Meetings, Local Chamber Network Groups, Local Business Networking International (BNI) groups)
 - 2013 – 2014 School Year: ELO Coordinator attends various community and business organizations to share information about the ELO Program, recruits Community Partners/Mentors, engage in conversations regarding potential school/business partnerships (Rotary, Chamber of Commerce, EDC, Individual Business Meetings, Local Chamber Network Groups, Local BNI groups)
 - 2014 – 2015 School Year: ELO Coordinator attends various community and business organizations to share information about the ELO Program, and recruits Community Partners/Mentors. (Rotary, Chamber of Commerce, EDC, Individual Business Meetings, Local Chamber Network Groups, Local BNI groups) With the assistance from an identified program facilitator, the ELO Coordinator will develop a formalized school/business partnership which would bring the students right into the local manufacturing business and give them hands-on experience with the many job fields and opportunities which a state-of-the-art manufacturing operation provides.
- **Community Involvement By the end of the 2014-2015 school year, PMHS will host an established event designed to introduce students to the Pittsfield and local community business leaders while exposing them to the professional career opportunities in our community, informing them of the necessary skills required to be considered a qualified employee candidate, and providing them an opportunity to learn how to be best prepared for the continually evolving business world.**
 - Benchmarks:
 - 2010 – 2011 School Year: ELO Coordinator organizes 21st Century Business Exploration & Career Fair to expose students and community members to the professional career opportunities in our community, inform students of the necessary skills required to be considered a qualified employee candidate, and teach students how to be best prepared for the continually evolving business world. (15 participants)
 - 2011 – 2012 School Year: ELO Coordinator organizes 21st Century Business Exploration & Career Fair to expose students and community members to the professional career opportunities in our community, inform students of the necessary skills required to be considered a qualified employee candidate, and teach students how to be best prepared for the continually evolving business world. (25 participants)
 - 2012-2013 School Year: ELO Coordinator organizes 21st Century Business Exploration & Career Fair to expose students and community members to the professional career opportunities in our community, inform students of the necessary skills required to be considered a qualified employee candidate, and teach students how to be best prepared for the continually evolving business world. The community will be invited to participate in the fair. (35 participants)
 - 2013-2014 School Year: ELO Coordinator organizes 21st Century Business Exploration & Career Fair to expose students and community members to the professional career opportunities in our community, inform students of the necessary skills required to be considered a qualified employee candidate, and teach students how to be best prepared for the continually evolving business world. Community members will participate in the fair. (45 participants)
 - 2014-2015 School Year: ELO Coordinator organizes 21st Century Business Exploration & Career Fair to expose students and community members to the professional career opportunities in

our community, inform students of the necessary skills required to be considered a qualified employee candidate, and teach students how to be best prepared for the continually evolving business world. Community members will participate in the fair. (50+ participants)

- ELO Community Partner/Mentor Recognition: **By the end of the 2012-2013 school year, Community Partners/Mentors will receive individual and public recognition for their participation in ELOs.**
 - Benchmarks:
 - 2010 – 2011 School Year: Student “Thank You” letters, Recognition Certificates, Suncook Valley Sun (SVS) public ‘Thank You” and recognition
 - 2011 – 2012 School Year: : Student “Thank You” letters, Recognition Certificates, SVS public ‘Thank You” and recognition
 - 2012 – 2013 School Year and beyond: Student “Thank You” letters, Recognition Certificates, SVS public ‘Thank You” and recognition, and public Recognition Ceremony (Exhibition Night)

ELO BUDGET REQUEST

line item	ACCOUNT	2015-2016 AMOUNTS	Justification
	General Supplies (see note **)		ELO supplies (marketing materials, binders, page protectors, journals, paper, ink cartridges, etc.) ELO product supplies ELO Presentations of Learning (materials and refreshments), Career exploration events (promotion, refreshments)
	Textbooks, workbooks, magazines, replacement texts		Job and Career reference materials, ASVAB, SAT ACT prep materials
	Electronic Info, Videotapes		Career exploration and preparation programs
	Internet-based Programs		Career Cruising/Naviance subscriptions
	Software/Apps		Career exploration and preparation apps, calendar/time management/organization apps, iMovie, notability, etc.
	New computer/networking equip.		iPads, laptops
	Other equipment		digital recorders, digital camera, video camera, headphones
	Dues & Fees		professional organizations (NSEE, AEE, etc.) driver fees
	Mileage		Travel to and from work sites
	Food and travel expenses		Transportation to and from ELO related conferences and workshops
	Professional Development		
	Student Transportation		parent reimbursement, taxi, district van
	Community Partner/Mentor fingerprints (and when required of the ELO student)		

Submitted by _____ Program _____	_____ C&C Readiness Department _____
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ELO Coordinator Evaluation Rubric

Based on the work of Charlotte Danielson (2014)

The “Essential 8” are highlighted in blue

Domain 1: Planning and Preparation

	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating - knowledge of current trends in specialty area	ELO Coordinator demonstrates little or no familiarity with specialty area.	ELO Coordinator demonstrates basic familiarity with specialty area.	ELO Coordinator demonstrates thorough knowledge of specialty area.	ELO Coordinator’s knowledge of specialty area is wide and deep; Coordinator is regarded as an expert by colleagues.
1b: Demonstrating knowledge of the school’s program and student’s 21st Century Skills needs within that program	ELO Coordinator demonstrates little or no knowledge of the school’s content standards and of students’ needs for 21 st Century skills within those standards.	ELO Coordinator demonstrates basic knowledge of the school’s content standards and of students’ needs for 21 st Century Skills within those standards.	ELO Coordinator demonstrates thorough knowledge of the school’s content standards and of students’ needs for 21 st Century Skills within those standards.	ELO Coordinator takes a leadership role within the school and district to articulate the needs of students for 21 st Century Skills within the school’s academic program.
1c: Establishing goals for the ELO Program appropriate to the setting and the students served	ELO Coordinator has no clear goals for the program, or they are inappropriate to either the situation in the school or the age of the students.	ELO Coordinator’s goals for the program are rudimentary and are partially suitable to the situation in the school and the age of the students.	ELO Coordinator’s goals for the program are clear and appropriate to the situation in the school and to the age of the students.	ELO Coordinator’s goals for the program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
1d: Demonstrating knowledge of state DOL regulations and of resources both within and beyond the school and district	ELO Coordinator demonstrates little or no knowledge of state DOL regulations and of resources for students available through the school or district.	ELO Coordinator displays awareness of state DOL regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	ELO Coordinator displays awareness of state DOL regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	ELO Coordinator’s knowledge of state DOL regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with	Some of the learning activities and materials are suitable to the instructional	ELO Coordinator coordinates knowledge of content, of students, and of	Plans represent the coordination of in-depth content knowledge,

	the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.	outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. The ELO has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	resources, to design a series of learning experiences aligned to instructional outcomes and suitable to students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different students. The ELO has a clear structure.	understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Learning activities are varied as appropriate, with opportunity for student choice. The ELO structure is clear and allows for different pathways according to diverse student needs.
1f: Developing a plan to evaluate the school program	ELO Coordinator has no plan to evaluate the program or resists suggestions that such an evaluation is - important.	ELO Coordinator has a rudimentary plan to evaluate the instructional support program.	ELO Coordinator's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	ELO Coordinator's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain Two: The Environment

	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating rapport with students	Teachers are reluctant to request assistance from the ELO Coordinator, fearing that such a request will be treated as a sign of deficiency. ELO Coordinator's interactions with students are negative or inappropriate; students appear uncomfortable with the ELO Coordinator.	Relationships with the ELO Coordinator are cordial; teachers don't resist initiatives established by the ELO Coordinator. ELO Coordinator's interactions are a mix of positive and negative; the ELO Coordinator's efforts at developing rapport are partially successful.	Relationships with the ELO Coordinator are respectful, with some contacts initiated by teachers. ELO Coordinator's interactions with students are positive and respectful; students appear comfortable with the ELO Coordinator.	Relationships with the ELO Coordinator are highly respectful and trusting, with many contacts initiated by teachers. Students seek out the ELO Coordinator, reflecting a high degree of comfort and trust in the relationship.

2b: Establishing a culture for learning	The ELO Program culture is characterized by a lack of coordinator or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students in the program.	The ELO Program culture is characterized by little commitment to learning by coordinator or students. The coordinator appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. The coordinator conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The ELO Program culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The coordinator conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Coordinator and student interactions support learning and hard work.	The ELO Program culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The coordinator conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers (if applicable).
2c: Managing routines and procedures	ELO Coordinator’s program routines and procedure are nonexistent or in disarray.	ELO Coordinator has rudimentary and partially successful program routines and procedures.	ELO Coordinator’s routines and procedures for the program work effectively.	ELO Coordinator’s routines and procedures for the program are seamless, and students assist in maintaining them.
2d: Managing student behavior	There is no evidence that standards of conduct at the worksite or working with the Community Partner/Mentor have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the ELO Coordinator has made an effort to establish standards of conduct for students at the worksite or working with the Community Partner/Mentor and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct while at a worksite or working with the Community Partner/Mentor appear to be clear to students, and the ELO Coordinator monitors student against those standards. ELO Coordinator’s response to student misbehavior is appropriate and respectful to students.	Standards of conduct while at the worksite or working with a Community Partner/Mentor are clear, with evidence of student participation in setting them. ELO Coordinator’s monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e:	The physical	ELO Coordinator’s	ELO Program office	ELO Program office

Organizing physical space	environment is in disarray or is inappropriate to the planned activities.	attempts to create an inviting and well-organized physical environment are partially successful.	arrangements are inviting and conducive to the planned activities.	arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
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Domain Three: Delivery of Service

	Unsatisfactory	Basic	Proficient	Distinguished
3a: Assessing student needs	ELO Coordinator does not assess student needs, or the assessments result in inaccurate conclusions.	ELO Coordinator's assessments of student needs are perfunctory.	ELO Coordinator assesses student needs and knows the range of student needs in the school.	ELO Coordinator conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Using questioning/ prompts and discussion	ELO Coordinator's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between ELO Coordinator and student is predominantly recitation style, with the ELO Coordinator mediating all questions and answers.	ELO Coordinator's questions lead student through a single path of inquiry, with answers seemingly determined in advance. Alternatively the ELO Coordinator attempts to frame some questions designed to promote student thinking and understanding. ELO Coordinator attempts to engage student in the discussion.	While the ELO Coordinator may use some low-level questions, he or she poses questions to student designed to promote student thinking and understanding. ELO Coordinator creates a genuine discussion, providing adequate time for student to respond. ELO Coordinator successfully employs a range of strategies to ensure students are heard.	ELO Coordinator uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that their voices are heard in the discussion.
3c: Engaging students in learning	The learning tasks and activities, materials, resources, and technology are poorly aligned with the ELO	The learning tasks or prompts are partially aligned with the ELO outcomes but require only minimal thinking by students, allowing most students to be passive or merely	The learning tasks and activities are aligned with the ELO outcomes and are designed to challenge student thinking, resulting in active intellectual	Virtually all students are intellectually engaged in challenging content, through well-designed learning tasks, and suitable scaffolding by the ELO Coordinator, and fully aligned with the ELO outcomes. In addition, there is evidence of some student

	outcomes, or require only rote responses. The pace of the ELO activities is too slow or rushed. Few students are intellectually engaged or interested.	compliant. The pacing of the ELO activities may not provide students the time needed to be intellectually engaged.	engagement by most students with important and challenging content, and with ELO Coordinator scaffolding to support that engagement. The pacing of the ELO activities is appropriate, providing most students the time needed to be intellectually engaged.	initiation of inquiry, and student contributions to the exploration of important content. The pacing of the ELO activities provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another (if applicable).
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning during the ELO; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically during the ELO, through some monitoring of progress of learning by ELO Coordinator and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during the ELO, through monitoring of progress of learning by ELO Coordinator and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to determine progress.	Assessment is fully integrated into the ELO, through extensive use of formative assessment s. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the ELO Coordinator and Community Partner/Mentor, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to determine progress.
3e: Demonstrating flexibility and responsiveness	ELO Coordinator adheres to the instruction plans in spite of evidence of poor student understanding or students' lack of interest. ELO Coordinators ignores student	ELO Coordinator attempts to modify the instruction plans when needed and to respond to student questions and interests, with moderate success. ELO Coordinator accepts responsibility for student success, but has only a limited repertoire of	ELO Coordinator promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The ELO Coordinator persists in seeking approaches for	ELO Coordinator seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction plans to address individual student misunderstandings. ELO Coordinator persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional

	questions; when students experience difficulty, the ELO Coordinator blames the students or their home environment.	strategies to draw upon.	students who have difficulty learning, drawing on a broad repertoire of strategies.	resources from the school or community.
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Domain Four: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	ELO Coordinator does not reflect on practice and program, or the reflections are inaccurate or self-serving.	ELO Coordinator's reflection on practice and program is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	ELO Coordinator's reflection provides an accurate and objective description of practice and program, citing specific positive and negative characteristics. ELO Coordinator makes some specific suggestions as to how the ELO Program might be improved.	ELO Coordinator's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. ELO Coordinator draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records, preparing and submitting budgets and reports	ELO Coordinator's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion. ELO Coordinator does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	ELO Coordinator's reports, records, and documentation are generally accurate but are occasionally late. ELO Coordinator's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	ELO Coordinator's reports, records, and documentation are accurate and are submitted in a timely manner. ELO Coordinator's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	ELO Coordinator's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools. ELO Coordinator anticipates and responds to student needs when preparing budgets, following established - procedures and suggesting improvements to those procedures. Reports are

				submitted on time.
4c: Communicating with Families and the larger community	ELO Coordinator provides no information to families or the larger community about the ELO Program, or does not communicate with families about individual student progress in a culturally appropriate manner.	ELO Coordinator provides limited accurate information to families or the larger community about the ELO Program, or makes sporadic attempts to communicate, the progress of individual students with families in a culturally appropriate manner.	ELO Coordinator provides thorough and accurate information to families and the larger community about the ELO Program and communicates, frequently the progress of individual students with families in a culturally appropriate manner.	ELO Coordinator is proactive in providing information to families and the larger community about the ELO Program and communicates frequently the progress of individual students with families. Response to family concerns is handled with professional and cultural sensitivity.
4d: Participating in a Professional Community	ELO Coordinator's relationships with colleagues are negative or self-serving. ELO Coordinator avoids participation in a professional culture of inquiry, resisting opportunities to become involved. ELO Coordinator avoids becoming involved in school events or school and district projects.	ELO Coordinator maintains cordial relationships with colleagues to fulfill duties that the school or district requires. ELO Coordinator becomes involved in the school's culture of professional inquiry when invited to do so. ELO Coordinator participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; ELO Coordinator actively participates in a culture of professional inquiry. ELO Coordinator volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the ELO Coordinator taking initiative in assuming leadership among the faculty. ELO Coordinator takes a leadership role in promoting a culture of professional inquiry. ELO Coordinator volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
4e: Engaging in professional	ELO Coordinator does not participate in professional	ELO Coordinator's participation in professional	ELO Coordinator seeks out opportunities for professional	ELO Coordinator actively pursues professional

development	development activities even when such activities are clearly needed for the enhancement of skills.	development activities is limited to those that are convenient or are required.	development based on an individual assessment of need.	development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing Professionalism	ELO Coordinator displays dishonesty in interactions with colleagues, students, and the public. ELO Coordinator is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. ELO Coordinator makes decisions and recommendations based on self-serving interests. ELO Coordinator does not comply with school and district regulations	ELO Coordinator is honest in interactions with colleagues, students, and the public. ELO Coordinator's attempts to serve students are inconsistent, and do not knowingly contribute to some students being ill served by the school. ELO Coordinator's decisions and recommendations are based on limited though genuinely professional considerations. ELO Coordinator complies minimally with school and district regulations, doing just enough to get by.	ELO Coordinator displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. ELO Coordinator is active in serving students, working to ensure that all students receive a fair opportunity to succeed. ELO Coordinator maintains an open mind in team decision-making. ELO Coordinator complies fully with school and district regulations.	ELO Coordinator can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. ELO Coordinator is highly proactive in serving students, seeking out resources when needed. ELO Coordinator makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. ELO Coordinator takes a leadership role in team decision-making and helps ensure that such decisions are based on the highest professional standards. ELO Coordinator complies fully with school and district regulations, taking a leadership role with colleagues.

New Hampshire Extended Learning Opportunities Coordinator Evaluation - Marzano

	Not Using	Beginning	Developing	Applying	Innovating
Provides Clear Rubrics, Goals and/or Scales	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides clearly stated goals accompanied by a scale that describes levels of performance.	Provides clearly stated goals accompanied by a scale that describes levels of performance and monitors understanding of goals and levels of performance.	Adapts and creates new strategies for unique needs and situations.
Tracks Progress	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Facilitates tracking of progress toward goals.	Facilitates tracking of progress and monitors the extent to which progress is being made at each level of performance.	Adapts and creates new strategies for unique needs and situations.
Celebrates Success	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Celebrates personal, school, and/or District successes relative to progress toward his/her goals.	Provides recognition of success relative to progress toward his/her goals and monitors the extent to which he/she and others are motivated to enhance their status.	Adapts and creates new strategies for unique needs and situations.
Records and Represents knowledge	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages participants in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways.	Engages participants in activities that help them record their understanding of new content in linguistic and/or nonlinguistic ways and monitors the extent to which this enhances participants' understanding.	Adapts and creates new strategies for unique needs and situations.
Reflects on Learning	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Engages participants in reflecting on their own learning.	Engages participants in reflecting on their own learning and monitors the extent to which participants self-assess their understanding and effort.	Adapts and creates new strategies for unique needs and situations.

Pays Attention to Established Standards, Procedures, and Policies	Makes no attempt to perform this activity.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Develops plans and/or activities but all do not align with established school and/or District standards, procedures, and/or policies.	Develops plans and/or activities that are aligned with established school and/or District standards, procedures, and policies. The instructional support member is a recognized leader in helping others with this activity.	Initiates changes and improvements to existing standards, procedures, and/or policies. Recognized leader in helping others with this activity.
Uses Available Resources	Makes no attempt to perform this activity.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Identifies the available traditional resources that can enhance participant understanding but does not identify the manner in which they will be used.	Identifies the available traditional resources that can enhance participant understanding and the manner in which they will be used.	Recognized leader in helping others with this activity.
Uses Available Technology	Makes no attempt to perform this activity.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Identifies the available technologies that can enhance his/her plan of work and/or participant understanding but does not identify the manner in which they will be used.	Identifies the available technologies that can enhance his/her plan of work or participant understanding and the manner in which they will be used.	Recognized leader in helping others with this activity.
Promotes Positive Interactions with Participants, Parents, Colleagues, and the Community	Makes no attempt to perform this activity.	Attempts to perform this activity but does not actually complete or follow through with these attempts.	Interacts with participants, parents, colleagues, and the community in a positive manner to foster learning and promote positive home/ school/ community relationships, but does not help extinguish negative conversations.	Interacts with participants, parents, colleagues, and the community in a positive manner to foster learning and promotes positive home/ school/ community relationships, and helps extinguish negative conversations.	Recognized leader in helping others with this activity.

Adapted from Marzano, R. (2013)

Extended Learning Opportunity Evaluation Form

Type of ELO	
<input type="checkbox"/> Internship	<input type="checkbox"/> Independent Study <input type="checkbox"/> Private Instruction <input type="checkbox"/> School Sport
<input type="checkbox"/> Apprenticeship	<input type="checkbox"/> Performing Group <input type="checkbox"/> Online Class <input type="checkbox"/> Other
If Other, please specify: _____	

Please circle the box on the right that best indicates your agreement with the statement.

N/A= Not Applicable 1=Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

The Extended Learning

1. I wanted to participate in this ELO	N/A	1	2	3	4
2. I understood the ELO goals and competencies.	N/A	1	2	3	4
3. The reading, assignments, projects, and/or activities contributed to my learning.	N/A	1	2	3	4
4. The structure of the ELO experience was easy to follow.	N/A	1	2	3	4
5. The materials were clear and easy to understand.	N/A	1	2	3	4
6. The assessments/final projects showed what I learned.	N/A	1	2	3	4
7. The ELO was flexible and met my time expectations	N/A	1	2	3	4
8. The ELO was intellectually challenging.	N/A	1	2	3	4

The Overseeing Educator

1. The teacher explained the materials and expectations in a clear and understandable manner	N/A	1	2	3	4
2. I was able to ask questions, express my opinions, and/or ask for extra help.	N/A	1	2	3	4
3. The teacher provided timely feedback.	N/A	1	2	3	4
4. The teacher is knowledgeable in the subject area.	N/A	1	2	3	4
5. The teacher treated me with respect.	N/A	1	2	3	4
6. The teacher was supportive of my learning throughout the course.	N/A	1	2	3	4
7. The teacher inspired my interest in the subject.	N/A	1	2	3	4

The Experience

1. This ELO was relevant.	N/A	1	2	3	4
2. The ELO enhanced my technology skills.	N/A	1	2	3	4
3. Reflection was a meaningful part of my ELO.	N/A	1	2	3	4
4. This ELO fit into my schedule.	N/A	1	2	3	4
5. I liked working independently.	N/A	1	2	3	4
5. I'm glad I completed this ELO.	N/A	1	2	3	4
6. I would be interested in doing another ELO.	N/A	1	2	3	4

Open Ended Questions

Your thoughtful responses would be appreciated.

1. What was valuable about this ELO? Please be specific.

2.	What improvements can be made in this ELO? Please be specific.
3.	How would you compare your ELO experience with a traditional high school class?
4.	Would you recommend ELOs for other students? Why or why not?
5.	What did you learn about yourself in completing this Extended Learning Opportunity?

Extended Learning Opportunity Individual Progress Midpoint Self-Reflection

Name:	Overseeing Educator(s):
Work-site:	Community Partner/Mentor(s):
Date:	
List the progress you have made on each of the competencies you have started working on or have completed during the first half of your ELO.	
What have you learned about yourself during this time?	
What additional resources, material, and supports have you discovered you need in order to reach your ELO completion goal?	
What barriers or obstacles have you been faced with or have had to overcome? What have you done to resolve or reduce these issues?	
Through your ongoing conversations, share what you have learned from or experienced with your Community Partner/Mentor.	
How do you plan to address the remaining competencies during the second half of your ELO?	

What are your next steps?

Student's Signature:

Date Submitted:

Progress Reporting Check-in Signatures:

Your signature documents that you have read this ELO Check Midpoint Self-reflection and agree with the information provided by the student.

Overseeing Educator: _____

Date: _____

Community Partner/Mentor: _____

Date: _____

ELO Coordinator's Signature: _____

Date Received: _____

Overseeing Educator End of ELO Evaluation

Please complete the following form which will be part of the student's final evaluation.

Student: _____ Overseeing Educator: _____

Community Partner/Site Supervisor: _____

ELO Name: _____ Date: _____

Evaluate the student's performance using the following scale. Place a check in the space beside each rating which best describes the student's performance during the experience.

Performance Indicator	Excellent	Good	Fair	Poor
Attitude				
Punctuality (with schedule meetings)				
Attendance (at scheduled meetings)				
Time Management				
Collaboration/Team Player (if applicable)				
Enthusiasm/Interest				
Communication skills				
Decision-maker/Problem-solver				
Self-motivation/initiation				
Organization				
Willingness to ask for help				
Willingness to accept help/guidance				
Overall experience				

1) Briefly describe your role as Overseeing Educator for this project. How did you assist the student? What was asked of you? How were your talents used?

2) Briefly describe how well the student followed the process for the project. Did the student meet regularly with you and keep scheduled meeting? Did the student meet deadlines? Did the student complete all the required work?

3) In your opinion, what were the student’s strengths and weakness as they relate to this project?

4) In regards to this ELO experience, do you feel the student has successfully mastered the targeted competencies?

—

5) In regards to this ELO experience, do you feel the student has successfully met or exceeded your expectations? Please explain.

6) Please provide any additional information that would assist us in determining the successful completion of the student’s ELO.

7) Would you, in your professional opinion, award student credit for this ELO experience? Please explain.

Overseeing Educator Signature

Date

Community Partner/Mentor End of ELO Evaluation

Please complete the following form which will be part of the student's final evaluation.

Student: _____ Overseeing Educator: _____

Community Partner/Site Supervisor: _____

ELO Name: _____

Date: _____

Evaluate the student's performance using the following scale. Place a check in the space beside each rating which best describes the student's performance during the experience.

Performance Indicator	Excellent	Good	Fair	Poor
Attitude				
Punctuality				
Attendance				
Time Management				
Collaboration/Team player				
Enthusiasm/Interest				
Courtesy				
Communication skills				
Proper Attire				
Reliability/Dependability				
Honesty/Integrity				
Self-motivation/initiation				
Decision-maker/problem-solver				
Organization				
Willingness to ask for help				
Willingness to accept help/guidance				
Willingness to conform to rules and regulations				
Work ethic				
Overall experience				

1) Briefly describe your role as Community Mentor/Partner for this project. How did you assist the student? What was asked of you? How were your talents used?

2) Briefly describe how well the student followed the process for the product. Did the student meet regularly with you and keep scheduled meeting? Did the student meet deadlines? Did the student complete all the required work?

3) In your opinion, what were the student’s strengths and weakness as they relate to this product?

4) In regards to this ELO experience, do you feel the student has successfully mastered the targeted competencies?

5) In regards to this ELO experience, do you feel the student has successfully met or exceeded your expectations? Please explain.

6) Please provide any additional information that would assist us in determining the successful completion of the student’s ELO.

7) Would you, in your professional opinion, award student credit for this ELO experience? Please explain.

Community Partner/Mentor Signature

Date

Overseeing Educator Exit ELO Survey

Use the scale below to rate the following statements.

5 - Completely Disagree **4** - Somewhat Disagree **3** - Neither Agree nor Disagree
2 - Somewhat Agree **1** - Completely Agree

1. _____ I feel the student was challenged and excelled because he/she was allowed to partake in nontraditional educational opportunities outside of the school.
2. _____ I feel this ELO experience provided the same, if not richer, learning experience for the student.
3. _____ I feel the student learned applicable and useful 21st Century Skills in this ELO experience.
4. _____ I feel this ELO provided the student an opportunity to demonstrate his/her learning in alternative ways.
5. _____ I feel, due to this ELO experience, the student was more successful.
6. _____ I feel this ELO experience offered the student educational experience that was stimulating and intellectually challenging, and allowed him/her to fulfill or exceed the rigorous expectations.
7. _____ I feel this ELO experience met my expectations and those of the student.
8. _____ I feel this ELO experience met the needs, interests, and strengths of the student.
9. _____ I feel there was adequate communication between the ELO Coordinator, Community Partner, and myself during this ELO experience.
10. _____ I would be willing to serve as the Overseeing Educator for another ELO experience.
11. _____ I would be willing to supervise another ELO experience.

*Thank you for taking your time to complete this survey.
Please return it with the End of ELO Evaluation.*

Community Partner/Mentor Exit ELO Survey

Use the scale below to rate the following statements.

5 - Completely Disagree **4** - Somewhat Disagree **3** - Neither Agree nor Disagree
2 - Somewhat Agree **1** - Completely Agree

1. _____ I feel the student was challenged and excelled because he/she was allowed to partake in nontraditional educational opportunities outside of the school.
2. _____ I feel this ELO experience provided the same, if not richer, learning experience for the student.
3. _____ I feel the student learned applicable and useful 21st Century Skills in this ELO experience.
4. _____ I feel this ELO provided the student an opportunity to demonstrate his/her learning in alternative ways.
5. _____ I feel, due to this ELO experience, the student was more successful.
6. _____ I feel this ELO experience offered the student educational experience that was stimulating and intellectually challenging, and allowed him/her to fulfill or exceed the rigorous expectations.
7. _____ I feel this ELO experience met my expectations and those of the student.
8. _____ I feel this ELO experience met the needs, interests, and strengths of the student.
9. _____ I feel there was adequate communication between the school and myself during this ELO experience.
10. _____ I would be willing to offer another ELO experience through my company or business.
11. _____ I would be willing to supervise another ELO experience.

*Thank you for taking your time to complete this survey.
Please return it with the End of ELO Evaluation.*

Site Outreach Plan

Step 1 ELO Site Outreach

<p>Research the site</p> <p>This is your opportunity to get familiar with the potential ELO site. Knowledge of the site sets the stage for meaningful conversations with possible mentors.</p> <p>This is where the “matching” thought process begins.</p>	<p>Website:</p> <p>Contact Name:</p> <p>How many employees?</p> <p>What % of positions is entry level?</p> <p>Who can I talk to for more information?</p>
<p>Communication</p> <p>This point is where the site gets to hear a little bit about who you are and what your ELO initiative is about. Sites tend to inquire about the structure of the ELOs, so this is an opportunity to define the program. This is also the chance to feel out program needs as well (students or competencies that could benefit from an ELO at this site).</p> <p>Generally this is not the time to get into the details of the program. Try to get them to say “let’s talk more” and spark an interest in working with students.</p> <p>TIP: Budget a good chunk of time for this conversation, and remember, this is your chance to listen to them.</p> <p>TIP: When defining the program, it is helpful to have a summarized version in your head so you don’t get into the whole story.</p>	<p>Explain:</p> <ul style="list-style-type: none"> the school’s definition of an ELO is what competency-based learning is how the partnership supports the student’s learning
<p>Making a match</p> <p>Initiate discussion with a Highly Qualified Teacher and other supporting staff. Determine what competencies can link to this particular site. Also begin identifying possible student candidates for an interview and determine interest and viability of the match.</p>	<p>Content/skills (site can provide):</p> <p>Desired skills (for student to have when starting):</p>

Step 2a: Site Conversations

<p>Proposing an ELO opportunity</p> <p>(to the site)</p> <p>This is a quick check to see if they still want to pursue an ELO. Use “I understand...” type sentences. Ask very clearly whether they’d be willing to take another meeting where you would talk more about the ELO initiative.</p> <p>TIP: Make sure you’re talking with the person who has the <i>authority</i> to make this decision.</p>	<p>What kinds of positions do they have available?</p> <p>What has collaboration with schools looked like?</p> <p>What is the training process? Orientation?</p> <p>Are there available handbooks/materials online?</p> <p>What would they look for in a student intern?</p> <p>Set the date for an informational meeting (below).</p> <p>Ask who will be attending the meeting from the site.</p>
<p>Meeting: Discuss the program with the site</p> <p>Clarify expectations (theirs, yours, the student’s). Have a program handbook with you to clarify any points of confusion. Give concrete examples of successful ELOs; help them visualize a successful ELO. Talk about the value-added aspect of the ELO (what benefits the student will bring to the site) and explain the project criteria.</p> <p>TIP: Always use concrete examples (even if imagined).</p> <p>TIP: Have the certification info and site and program forms with you at the meeting. Be sure to get their Federal ID # at that time as well.</p> <p>Details (possibly part of the meeting)</p> <p>Make sure the site is clear about what the program follow up is - legally (insurance, fingerprinting, etc.) and procedurally (when an interview will happen, how students log their attendance, etc.).</p>	<p>Do they want an ELO? Y N</p> <p>What positions are available? How many employees?</p> <p>Who could be the mentor(s)?</p> <p>When could a student start?</p> <p>What days/times are available?</p> <p>What is the duration of the ELO?</p> <p>Is there mandatory orientation/training/age?</p> <p>Information to provide to the site:</p> <p>Clarify who will be the school contact person, when an interview will follow, and the timeline of the certification process.</p>

Step 2b: Student preparation

<p>Interview Preparation</p> <p>Students should prepare a list of at least 4 or 5 questions to ask at their site interview. Asking questions demonstrates preparedness and shows interest. Having students prepare questions underscores the importance of taking an active role in an interview. Questions should be specific to the ELO as well as to the career.</p> <p>TIP: Ask questions specific to the ELO as well as to the career. Bring a copy of the questions to the interview.</p> <p>We've found students need to practice, particularly for their first interviews. Students often need coaching on how to respond to a greeting from the person they'll be interviewing with, including making eye contact and shaking hands.</p> <p>We stress the importance of dressing appropriately for an interview, requiring students to wear "business casual" for all interviews. Students may need frequent reminders (aka nagging)</p> <p>TIP: Consider keeping at least a couple of dress shirts on hand (the Salvation Army can be a great resource) for students who may not have the resources or who forget.</p> <p>We like to tell students "You've got to have them at hello!"</p> <p>TIP: Bring a hard copy of the resume and cover letter, even if it's already been sent electronically.</p>	<p>Interview Questions:</p> <p>Dress code for ELO:</p> <p>ELO Days/Hours:</p> <p>Mentor/Supervisor:</p> <p>Primary site contact (if different from Mentor):</p>
<p>Follow up</p> <p>Regardless of the outcome of the interview, students should be required to write a thank you letter immediately following the interview. This is a good practice for students, and helps build positive relations between the school and the community.</p> <p>Thank you letters should be sent out within 2 days of interviews!</p> <p>TIP: Have one or two sample thank you letters on hand for students to view.</p>	<p>Date thank you letter sent:</p>

Step 3: Establishing the ELO

<p>Setting/Clarifying Expectations</p> <p>The more clarity around roles, responsibilities, and expectations you can be, the greater the likelihood the ELO will be a successful experience for everyone involved. It's a good idea to have contract templates for everyone involved (see Section IV: Planning with Partners). If there are responsibilities specific to the ELO those should be documented and added to the contract.</p> <p>There should be clear guidelines for ending an ELO. Having clear parameters around the length of an ELO can be very helpful. All parties may choose to have a checkpoint to review whether or not to extend the ELO.</p> <p>We also recommend having a process in place for unexpectedly needing to end an ELO, and to discuss it at the beginning of the ELO.</p> <p>TIP: Include clear guidelines for notifying the site if a student is going to be absent from their ELO, including SNOW DAYS, and for tracking/reporting attendance.</p> <p>TIP: It is very helpful for the student to have a clearly designated "go-to" person in case a problem arises.</p>	<p>Attach ELO contract.</p> <p>Student's "go-to" person and contact info:</p>
<p>Coaching</p> <p>Regular reflective communication from students during their ELOs provides critical information for coaching. Students need support and guidance on how to advocate for themselves, in both positive (for example, the site really likes them and wants them to do more than they are able to manage with their school load) and negative (for example, the student feels they are only doing menial tasks and not having an opportunity to be part of the "real" work.) situations.</p> <p>Students may need to talk through or practice how to problem solve about and with a site or a mentor. They may need help identifying workplace cues to guide them in acting professionally, or they may need assistance with working through communication or social interactions.</p> <p>TIP: Students may need coaching to advocate for their learning needs, especially if they have an IEP or 504 Plan.</p> <p>Finally, we find most students need help learning to end an ELO in an appropriate fashion. Few teenagers (that we've encountered, anyway) know how to end or transition relationships gracefully, especially if they are not happy with the way things are going.</p> <p>TIP: Students should be helped to understand up front that simply choosing to not return if things aren't going well is not acceptable (exceptions, of course, are situations that place a student at risk.)</p>	<p>Accommodations that need to be considered and supported:</p> <p>Potential site challenges that may call for student coaching and/or support:</p>

<p>Communication</p> <p>Maintaining regular communications is an essential component of ensuring a good experience for the student and continuing positive public relations for the school/program.</p> <p>Schedule a regular time to check in: We recommend once every three weeks at a minimum.</p> <p>Have clear lines of communication for:</p> <ul style="list-style-type: none"> • troubleshooting, when issues arise • snow days, late starts, sick days (i.e. any time the student will not be showing up) • no work days, when issues come up at the site or for the mentor that require the student to not come in • other logistical issues 	<p>Contact information:</p> <p>Student:</p> <p>Mentor:</p> <p>Site:</p> <p>School Contact:</p> <p>Parent(s)/Family:</p>
<p>Documentation of Learning</p> <p>Have clear expectations of student documentation of learning.</p> <p>We recommend having students write daily journals as the single best way to maintain clear communication and attend to the student's learning process as well as identify potential trouble spots.</p>	<p>Documentation Expectations:</p> <p>Frequency:</p> <p>Who will receive/review:</p>

Step 4b: Site maintenance

<p>Communication (again!)</p> <p>As noted in the Student Support section, maintaining clear communications is essential for providing students with quality learning experiences. It is also key to providing support for Community Partners.</p> <p>Check-ins offer the best possibility for ensuring both Community Partners and the student understand expectations regarding the competencies and the student's learning goals.</p> <p>Regular Check-ins are also an excellent opportunity for informal assessment checks on and coaching for the student's workplace skills (i.e. formative assessment). Discussions about "professional" behavior have the greatest impact when held in such an immediate and meaningful context.</p> <p>TIP: Create a form for capturing Check-in discussions. Include some common questions and prompts for the discussion. These notes provide an ongoing record of the student's growth and progress.</p>	<p>Questions to Ask at Check-ins:</p>
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<p>Learning partnerships</p> <p>Identifying ways to best support the Community Partner’s ability to be a successful partner in the student’s learning is an important consideration. Make available to sites any resources necessary to help make the ELO successful.</p> <p>Careful thought needs to be given to how to communicate any special needs a student may have, and how to share that information while still maintaining appropriate confidentiality.</p> <p>TIP: An ELO can provide an excellent opportunity for coaching a student on how to best advocate for him or herself in the workplace environment.</p> <p>Is the ELO progressing as expected? If not then what next?</p>	<p>Resources to support Community Partner’s role in the student’s learning:</p> <p>Student learning needs:</p> <p>Strategies for addressing and/or communicating student’s needs:</p>
<p>Troubleshooting</p> <p>Areas to be prepared to troubleshoot around include:</p> <ul style="list-style-type: none"> • Needs of the business* • Student expectations • Personality conflicts • Monitoring compliance/liability issues (See Sections I & II and Appendix A) <p>* TIP: It must be clear that the work of an intern is not displacing an already existing worker.</p>	<p>Potential problem areas:</p> <p>Strategies for addressing:</p>

Step 5: Wrapping up

<p>Summative Assessment</p> <p>The student’s culminating project should demonstrate their ability to apply the knowledge and skills identified in the competencies associated with the ELO contract.</p> <p>We have found tremendous value in requiring the site component of the student’s project be something that adds value to the work site. The school component should include research, reflection, and presentation.</p> <p>Mentors should be asked to provide some assessment of a student’s growth and learning. Some sites will limit this to workplace skills, while others will include the mentor in assessing the student’s project, and providing feedback on the student’s application of competency learning. It is important to be clear about the mentor’s role in assessment throughout the process.</p> <p>TIP: If an assessment form is provided for the mentor to send to the school include a self-addressed stamped envelope.</p>	<p>Project Description:</p> <p>Mentor’s Role(s) in Assessment:</p>
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New Hampshire Department of Education

Frequently Asked Questions

Are competencies only required because of Extended Learning Opportunities (ELO)?

No, the rule on requiring competencies by the school year 2008 2009 stands separate from the rule regarding extended learning opportunities. Although competencies first were brought forward for consideration in the rule making process as a means to assess student work completed outside the traditional classroom, it has become increasingly clear that competency assessment at the course level is core to how we can improve secondary education here in New Hampshire. The competencies requirement establishes performance, not time, as the standard for student success, attainment of credit, and thus eventual high school graduation. No longer is "seat time" good enough, now educators are asked to define sufficiency in terms of a student's mastery of identified standards.

Are high schools required to offer personalized learning plans for all students?

No, the state standards speak to guiding principles of well-crafted curriculum, where the curriculum is designed to meet the needs of students, utilizing the resources available to the school and district for that purpose. Recently, the Commissioner requested information regarding how schools and districts are personalizing education for students. A personalized plan is not a requirement of the current school approval standards, however.

Can a high school student take a course at the Middle School or Junior High that has been approved for High School credit?

This issue should be addressed through local district policy, with the understanding that any local policy should ensure the equity of the course standard between middle and high school, as explained in FAQs above. (See: 306.26 (f) (g) Kindergarten-Grade 8 School Curriculum)

Can a lesser level of Mathematics, such as Pre-Algebra be used for a High School Mathematics credit, e.g. Algebra I (i.e., using coursework as extended learning opportunities in middle school per 306.26 (f) (g) Kindergarten - Grade 8 School Curriculum)?

For a course to be counted for High School credit, the local school board should assure that the High School credit standard will be/has been met in the pre-High School course. Courses of a lesser level are unlikely to meet the High School standard, for example Pre-Algebra taken in the 7th grade is not likely to meet the High School Algebra I standard. ELO standards also require that the ELO be pre-approved and pre-planned in order for credit toward graduation to be granted. In addition, assessments must be completed against the course-level competencies of the High School course for which the ELO is requesting credit.

Can a school offer Extended Learning Opportunities for competencies beyond the High School level?

The rules are silent on this issue, primarily because the State Board of Education does not govern standards beyond K-12 education. Extended learning opportunities at the college level and beyond High School are encouraged, for high school credit or otherwise, in order to increase the rigor of opportunities. For instance, dual enrollment courses are current practice in many NH high schools.

Can an extended learning opportunity taken at the college level with non-comparable curriculum (e.g., High School 12th Grade English Language Arts vs. a college level course on John Irving) be considered "comparable" for the purposes of this section?

There is nothing in this rule that prevents accepting college credit to meet high school credit requirements, to the contrary, it is encouraged. The local school/district retains the authority to determine if the learning opportunity meets the requirements of the course for which it is substituting. It may determine that the learning opportunity meets "all" or "some" of the requirements of the course. Well-written course-level competencies are invaluable in delineating both the content and the process requirements of the course (as in numeracy skill and ability to work on a team).

Can you require in your local policy the grade level and certification level of the faculty member who approves and assesses an ELO?

Yes.

Could a local policy only allow ELO in, for example, a Mathematics, World Languages, or Technology course, (or any other course) solely, and not include all or other courses?

Yes, the policy may indicate that it is for the purposes of addressing certain parts of the curriculum and not others. This is a local decision.

Could a student apply for multiple years of credit, for example: ELA grades 9, 10, 11, and 12, with a single demonstration of competency?

This is determined by local School Board policy. However, the department recognizes that learning is contingent on developmental capacity. Recent research shows that increasing the number of ways and opportunities that students have to demonstrate learning contributes to the learning process itself. Multiple demonstrations over time and the use of multiple forms of demonstration are usually preferable to a single demonstration of competency.

Does a distance learning course have to be a course offered by the High School in order to receive High School credit?

If the High School lists the course as an offering, it can be offered for credit. The academic standard is the key. Distance Learning courses must be at least High School level in rigor and academic standards.

Does extended learning accomplished in a home schooling plan meet the requirement for High School credit if and when a student enrolls in a High School?

Only if the criteria of Ed 306.26(f)(2)(c) and (e) is met.

For the Physical Education credit, if Athletics can be used for this credit via the ELO standard, does that include private athletics? What about grading and GPA's because with community and private teachers doing the grading there will be wide differences in grading?

This is an assessment of performance issue; the school-based teacher of record is the one who assesses and assigns the grade/credit no matter where the competencies are learned.

If a school develops competencies for a course, such as English, can this rule (credit by demonstration of competency) be applied immediately?

Yes, extended learning opportunities as an option are in effect upon the passage of these rules (July 1, 2006). However, local board policies regarding their implementation should be put into place prior to their use.

If the local board allows co-curricular athletics for PE credit, what effect does that have on districts that have to "pay to play"?

The rule states that ELO options offered by a local school board/district/school have to be available to all students. The wording of the district policies needs to be precise and clear. For instance, a policy could state that 'pre-approved team sports beyond the school's athletic program may be approved for ELO Physical Education learning' in which case, a students' family could seek out community team sports of no or low cost in place of the "pay to play" sport opportunities.

Is there a common format for competencies expected by the State?

No, format for competencies is a local decision. However, certain elements are strongly recommended. It is important to think of "competencies" not just as statements of standards aligned to high school course expectations, but more as a system of standards and appropriate assessments by which student mastery can be measured. For this reason we recommend the following elements be included:

- Essential Questions or Big Ideas of the Course (what do you expect the student to take away from the course and have learned and retained over time?)

- Competency Standard Statements (These are the concepts, content knowledge, and skills expected to be learned from the course) At this time, some schools are developing 4-7 Competency Standard Statements per course that are more conceptual in nature and others are developing many more per course that are closer to individual content or skill proficiencies. Others, such as CACES, have developed a design with a conceptual competency standard statement with content knowledge and skills contained within that standard listed below where both pieces together represent the competency standard statement.
- Specific reference to NH Curriculum Framework and Grade Span Expectations on which the competency is based.
- A statement by which a student will know what is expected of them, e.g. a sample performance task or a list of method(s) by which a student can demonstrate mastery of the competencies (this can be given as sample performance task(s), a test, a presentation, or any number of other means by which a student can be expected to show that they have mastered the competencies).
- Rubric for Assessment (How will you know whether the student has demonstrated mastery? How much is good enough? What is your definition of a sufficient demonstration of mastery for a given competency standard statement?)

How will college and university admissions offices view the implementation of these types of learning experiences if they replace the learning experiences and skill set development found in any of the core courses typically valued by colleges/universities?

Many safeguards were written into the Minimum Standards for School Approval to ensure that approved extended learning opportunities would result in rigorous learning to a high standard. Some of these statements from the Minimum Standards and from DOE technical advisories explain that:

1. State standards specify that ELO may provide credit or supplement regular academic courses
2. ELOs should promote the schools and individual students' educational goals and objectives
3. State standards require that local boards provide for the administration and supervision of the ELO Program
4. State standards encourage that certified school personnel oversee an individual student's program
5. State standards require that each extended learning proposal meet rigorous standards, and be approved by the school prior to its beginning
6. State standards specify that credits can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study
7. State standards require that granting of credits shall be based on a student's demonstration of competencies, as approved by certified educators
8. State standards require that ELO provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school
9. State standards require that if a district decides to offer ELO, such opportunities will be available to all students

What are the standards for demonstration of competencies?

The same standards should be used as those required to pass the class as designed - the standards should be the same for in-class and for an Extended Learning Opportunity.

What does "demonstrating mastery" mean vs. demonstration of a competency? Is mastery the highest level of understanding or is it a required level of understanding such as 'reading at the 10th grade level'?

The term "mastery," as it is used in the standards, indicates that a student has presented sufficient evidence of attainment of the required competencies. Sufficiency of evidence is determined at the local level.

What is meant by the "required competencies"?

These are the course requirements as defined at the local level. The term: "Course Level "Competencies" means the expected content, concepts, and skills to be mastered in a course. These may also be considered the "enduring understandings" that a teacher expects each student to retain from the course.

What is the decision on substituting athletics for PE?

It is allowed depending on the policy decisions of the local board.

What is the relationship of high school course competencies to the NH Curriculum Frameworks and GSEs?

The intent of Ed 306.27(b) and (d) is to allow students to demonstrate their competence in understanding and applying concepts, content standards and processes in multiple ways. The development of model or common assessments that match rubric requirements (proficiency statements) that all faculty agree upon as the standard for what is 'good enough' is the core work of this rule, more difficult than merely establishing end of course or concept mastery competency standard statements.

When having the conversations around what is 'good enough', educators need to first make sure they are familiar with and their curriculum is aligned to the revised NH Curriculum Frameworks. These frameworks, and the concepts and skills stated within, were developed using the previous NH Frameworks, the national standards in each subject area, and the best research and synthesis of the professional education organizations in each area.

The Grade Span Expectations (GSEs) in English/Language Arts and Mathematics are organized by major content areas and curricular foci of the high school years. Using the bolded 'stems' as a place to start should help teachers organize the "big ideas" of their course and grade level requirements. The science and social studies frameworks are organized a bit differently because they do not have the same grade by grade assessment requirements in NCLB. However, all four content areas have very clearly organized the concepts and skills, content and processes that students need to master in order to be successful in our ever-changing world.

When developing course-level competencies, one or more methods of assessment should be identified as ways a student might "demonstrate mastery of the competency:" (e.g., oral presentation, portfolio, term paper, test questions). This serves as immediate feedback to the competency developers regarding how readily the written competency standard statements can be assessed and helps to guide classroom practice.

If high schools align their curricula to the frameworks; Provide a focus on depth of knowledge associated with the content standards; define different pathways for students to achieve competence; develop rubrics and assessments that describe what competency looks like; and then decide what's good enough, they will have not only met the requirement of the intent of the rule, but will have multiple ways for students to demonstrate that they are 'college ready' and 'work ready.'

Would extended learning opportunities be available for homeschoolers?

According to the rules, ELO would have to be approved by the school prior to beginning of the experience and have the oversight of certified personnel.

Would the "demonstration of proficiency" in Information & Communication Technologies be locally defined?

Ed 306.27(n) offers further guidance, also, see Technical Advisory #2

ELO Coordinator Year-long Process Chart

Process Steps	Comments
July -Submit Facilities Request Form for ELO Celebration Night	October (for summer completed ELOs), February (for first semester completed ELOs, and June for spring or yearlong completed ELOs
July and Aug. order materials for the ELO Program	
September - send ELO involvement list to Common Planning Time teams	
End of Sept. if applicable, send out press release to SVS regarding October ELO Celebration Night	
End of Sept. ELO budget is due to Department Director.	The budget for the previous year should be reviewed and used as a starting point for new year.
Early Oct., if applicable, send out email to faculty/staff announcing Oct. ELO Celebration Night. Request evaluators and order refreshments for event	
Prior to each ELO Celebration Night Event: <ul style="list-style-type: none"> • Create brochure • Write introduction • Prepare judging packets • Create Community Partner/Mentor thank you certificates 	
October- update I4See report with new and completed ELOs send to CCR	
End of Oct. submit "Thank You" press release to SVS to Community Partner/Mentors and participating teachers	
End of Reporting Period 1, 2, and 3 - ELO Coordinator sends narrative updates to CCR to be included in Progress Report	Historically, within the Pittsfield School District, ELOs are not recorded on Power School.
Prior to end of each ELO, the ELO Coordinator should send the final assessment (including survey) out to the Community Partner/Mentor and Overseeing Educator to complete	This information should be looked at when evaluating related competencies.
When each cycle of ELOs are complete, the ELO Coordinator should: <ul style="list-style-type: none"> • Create ELO score sheet according to judges scores • Send out competency score sheets to Overseeing Educators to review • Complete Credit Confirmation Sheets • Forward to Teachers for signature • Forward completed Credit Confirmation form and ELO Signature sheet to CCR for entering • Make a copy and file • Update I4 see report and send to CCR 	
Return student materials to students.	If ELO Coordinator deems a piece as an exemplar, seek student's permission to keep or make copies.
June - send final (updated) I4 see report to CCR	

ELO Process Chart for Students

Process Steps		Process Steps		Comments
Student determines that he/she would like to do an ELO.				
Determine purpose for ELO (enrichment, replace a class, competency recovery).				
Do you know what you would like to do for ELO?	No	You may speak to advisor, CCR Director, Case Manager, or ELO Coordinator for ideas		
Yes				
ELO Coordinator is sought out to make an appointment.				
If appointment is at a later date, review intake questions in preparation for initial meeting. Come to initial meeting with a teacher and potential Community Partner/Mentor you might like to work with on the ELO.				
Initial Meeting / Application (Part 1) Interview (Intake Questions)				
Parent ELO interest letter is brought home and reviewed with parent/guardian.				
Complete ELO Application homework. (Essential Question, what specifically you would like to learn, personal learning goals?)				
Application Part 2 interview (Review of student homework and ELO application sections Time Management and ELO Assessment completed) Determine : <ul style="list-style-type: none"> Preferred method of communication Method of recording (electronic, paper, photographically) Individual preferences 				If electronic recording is preferred, a can be used.
Do you prefer to access an electronic recording modality?	Yes	Google Doc? Email?		
No				
A paper journal will be provided by the ELO Coordinator.				
Will ELO be completed during the school day where a change in schedule (drop/add) will be required?	Yes	A meeting with CCR must be held to modify schedule. If ELO will replace a study hall, CCR will need to be notified only.		ELO Coordinator will verify with CCR that this drop/add step has occurred and the paperwork for the drop/add process has been started. Signed paperwork will need to be received before the change can or will take place.
No				

Will ELO be completed during the school day where the ELO will be done during a study hall?	Yes	Inform CCR		
Student contacts the requested teacher regarding ELO to assess interest.				
Requested teacher accepts invitation.	No	Consider an alternative or speak with the ELO Coordinator for suggestions		
Yes				
Inform ELO Coordinator.				
Student begins checking email DAILY for ELO updates.				1.
Student meets with teacher, ELO Coordinator, parent, and if applicable Case Manager and support staff to review draft competencies, develop learning activities and required assessments.				
Student meets with ELO Coordinator and, if applicable, Case Manager and support staff to prepare for meeting with Community Partner/Mentor (self-advocacy).				
Student meets with ELO Team (ELO Coordinator, parent, teacher, Case Manager [if applicable], Community Partner/Mentor) meets to discuss ELO expectations and seek feedback on plan. Be prepared to discuss: <ul style="list-style-type: none"> • ELO goals • Essential Question • What you'd like to learn • Personal learning goals • Desired ELO outcomes • How you plan to use what you learn • Questions 				
Is Dual Enrollment is being sought for this ELO?	Yes	Student meets with ELO Team and post-secondary institution to review plan and make modifications.		
No				
Are there any missing signatures on the ELO plan?	Yes	Student is responsible for obtaining all missing signatures except for CCR and returning ELO application to ELO Coordinator.		
No				

Student should contact Community Partner/Mentor to arrange ELO schedule.				If done via email, ELO Team should be Cc.
Agreed upon schedule should be forwarded to ELO Coordinator.				If this schedule differs each week, this schedule should be sent weekly to the ELO Coordinator.
Meeting schedule should be drafted with ELO teacher and coordinator.				
ELO begins.				
Student meets as scheduled with ELO Coordinator, Overseeing Educator and keeps appointments with Community Partner/Mentor.				Student is expected to ask questions and seek clarification as needed throughout the ELO.
Student completed reflection journal as outlined in the ELO plan. Questions are an integral part to the reflection journal.				Reflection journal, if completed electronically, should be sent to Community Partner/Mentor and Overseeing Educator
Student continues to complete learning activities and required assessments as outlined in the ELO plan.				
Student continues to complete required assessments as outlined in the ELO plan.				

Parent ELO Information Letter

Date _____

Dear Parent or Guardian,

Your child is interested in taking part in an Extended Learning Opportunity (ELO) here at _____. ELOs give students the opportunity to learn outside the conventional classroom. We believe and have seen that students are more invested in work when it is relevant and authentic. We are pleased that your child has taken the initiative and is looking to challenge him/herself and make the most out of their high school experience.

The steps in creating an ELO are comprehensive. First, your child will be required to complete a detailed ELO application. This process will have your child developing with their ELO Team (Overseeing Educator, Case Manager [if applicable] and/or myself) competencies, learning activities, and required assessments. The next step includes an introduction to the last member of the team, the Community Partner/Mentor. At this meeting, your child will be expected to engage in a two-sided interview which would allow all parties to determine if the placement is a good fit and would meet your child's overall ELO goals. Once there is agreement, the competencies and learning activities will be reviewed and feedback will be elicited from the Community Partner/Mentor. Next, signatures will need to be obtained and a proposed ELO schedule will be drafted. Once done, your child will be responsible for having you sign the application and return it (as well as all the other documents) to me.

Your child will be bringing home a variety of documents for you to review and sign. These include:

- **Community Partner, School, and Parent Agreement,**
- **Parent Release Form,**
- **ELO Application,**
- **Confidentiality Agreement and Waiver of Liability.**

You and your child are required to complete the necessary paperwork and return it to me before the final approval by our Director of College and Career Readiness may be obtained.

During the ELO process, your child will be required to keep some form of reflection journal where he/she records what is being done and learned on a weekly basis. The journal is also an opportunity for your child to think about his/her learning and make predictions, note questions, and determine how this information can be applied in/to the future. A time log will be kept during job shadows and internships. Your child will be responsible for having their Community Partner initial their time log for verification of their time at the ELO site. Your child will be responsible for meeting weekly with their Overseeing Educator and bi-weekly with me for regular check-ins to monitor progress and receive assistance, if problem-solving strategies are necessary. As your child's ELO develops, he/she would be required to create a project (deliverable) that would provide value to the site. This can be a culmination of learning or an area that your child takes an interest in and would like to learn more about. Your child will also be taking part in a final presentation of learning at our ELO Celebration Night where he/she would share his/her goals for the ELO, what was experienced, and ultimately learned throughout their ELO experience.

Your child may choose to earn credit towards graduation for this ELO. Credit is based on the number of competencies determined as credit bearing in the ELO plan. Competency grading is based on a 4 point rubric. In order to gain full credit for the ELO, your child will have to demonstrate mastery of all competencies by scoring a **"Meets Expectations"** on each. (Students not meeting expectations will have an opportunity to edit, revise, and improve their work to bring up their score.)

If you would like additional information about Extended Learning Opportunities or your child's specific ELO plan, please feel free to contact me at (XXX) XXX-XXXX or email at XX

Thank you,

Mitigating Legal Risk for School Districts Offering or Supporting Extended Learning Opportunities

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Extended learning opportunities ("ELOs") are an innovative approach to education. ELO Programs may be structured differently from state to state but generally they allow high school students to experience a field of interest outside the traditional classroom setting while earning educational credits. ELOs afford the opportunity for students to learn in alternative settings; often in a manner that is more amenable to their learning style. For example, a student interested in computer hardware design may intern at a retail computer repair facility and not only gain pragmatic skills and information, but do such in a manner that makes the learning experience relevant to future employment. (This paper is educational in nature and is not intended as legal advice. This paper touches on certain aspects of New Hampshire law from an educational perspective and does not review the law of any other state or authority. You should seek the advice of your legal counsel with regard to the implementation of any ELO Program and the reduction of risk.)

ELOs provide numerous benefits. Students learn specialized skills in a hands-on manner. Students gain access to resources and learning experiences they may not be able to gain in the traditional classroom setting. ELOs provide the ability to create learning plans that are tailored to individual student's learning needs, styles and goals. They can cover a broad range of experiences including, but not limited to, internships, a Dean B. Eggert specializes in the representation of public School Districts throughout the state of New Hampshire. His biography can be found at <http://www.wadleighlaw.com/nh-lawyers/dean-b-eggert/>.

Performance groups, community service, and online courses. ELOs provide students with opportunities to make valuable connections in the community and meet people who can provide guidance on future career plans and serve as mentors. Real world experience allows students to understand what their working careers would be like in a field and better assess whether it is a career they wish to pursue. ELOs are a valuable supplement to classroom learning by expanding the possibilities for learning and putting knowledge learned in classrooms to practical use.

The New Hampshire Department of Education has led the way in adopting ELOs and making them available to students. See NH Department of Education regulation, Ed 306.02(i). Pursuant to these regulations, all New Hampshire School Districts are required to accommodate extended learning opportunities. See Ed 306.04(a)(14). The National Center for Competency Based Learning, ("NCCBL"), based in New Hampshire, is a not-for-profit organization formed to support the expansion of ELOs in public education.³ The Center works collaboratively with School Districts as they seek to adopt ELO Programs.

Public schools are recognizing the intrinsic benefits of ELOs and are beginning to create and embrace ELO Programs as part of the learning experience. As they do such, School Districts must also consider the legal risks posed by these programmatic changes in learning. This article will address some of the main areas of risk and review steps School Districts can take to reduce their liability and protect their students while also allowing them to experience all the benefits of ELO Programs.

³ For more information on NCCBL see: <http://nccbl.org/>.

The Duty Owed by School Districts

As a general rule, School Districts and their employees owe a duty of supervision to each student and can be held liable for negligence in their actions or omissions in carrying out this duty. As the New Hampshire Supreme Court ruled in Marquay v. Eno, schools share a special relationship with students entrusted to their care, which imposes upon them certain duties of reasonable supervision. This duty falls only upon those school employees who have supervisory responsibility over students and who thus have stepped into the role of parental proxy. See Marquay v. Eno, 662 A.2d 272, 279-280 (N.H. 1995). This duty however, is circumscribed and limited by the doctrine of foreseeability as well as certain legislative protections.⁴

ELOs are identified as a subset of the "alternative learning plan;" an educational opportunity codified in NH RSA 193:1.⁵ From this passing reference in the definition of the "alternative learning plan," we know that ELOs can include "independent study, private instruction, performing groups, internships, community service, apprenticeships, and on-line courses." *Id.* We also know that if ELOs are part of an "alternative learning plan," that they require, "consultation with the pupil, a school guidance counselor, the *School Principal and at least one parent or guardian of the pupil, and [submission] to the School District superintendent for approval.*" *Id.*

⁴For example, absent an extraordinary assumption of a duty, schools do not owe a duty to prevent a child's off campus suicide. See Mikell v. School Administrative Unit No. 33, 158 NH 133 (2009). See also Gauthier v Manchester School District, 2015 WL 5174775 NH_ (slip op., September 4, 2015) (Anti-Bullying statutes expressly preclude both a statutory and common law negligence action against district).

⁵According to NH RSA 193:1(I)(h)(1) Alternative learning plans shall include age-appropriate academic rigor and the flexibility to incorporate the pupil's interests and manner of learning. These plans may include, but are not limited to, such components or combination of components of extended learning opportunities as independent study, private instruction, performing groups, internships, community service, apprenticeships, and on-line courses.

Alternative learning plans shall be developed, and amended if necessary, in consultation with the pupil, a school guidance counselor, the school Principal and at least one parent or guardian of the pupil, and submitted to the School District superintendent for approval. See NH RSA 193:1.

The New Hampshire Department of Education has issued rules regarding ELOs. They are intentionally broad in order to allow for creativity with regard to ELOs. See Ed. 306:21; Ed. 306:26(g); Ed. 306:27(b). These regulations provide little or no guidance to School Districts as to what is expected of them in implementing these programs.

While there is no New Hampshire case law specifically addressing school liability in ELO Programs, Districts generally have a duty to take reasonable steps to supervise and protect their students when the students are under their care. See, Marouay, 662 A.2d at 279. While Districts will not be held liable for injuries they could not foresee, Districts are responsible for taking reasonable steps to prevent harm to a student from a foreseeable risk when the student is in the district's care. Id. The following sections will address some of the risks districts may face when offering ELO Programs and some of the reasonable steps that should be taken to avoid liability.

Discerning the functional role of a School District in relationship to an ELO is the beginning point to defining a district's risk. While there is virtually no limit to the creative shape and form that an ELO can assume, the relationship between the district and the ELO should be used as the starting point to define and identify risk. On one end of the spectrum there is the "district ELO" and on the other end, the "independent ELO." Our working definition of the "district ELO" is any extended learning opportunity that is designed, operated, managed or supervised by a public School District, and which occurs within the "four walls" of the School District. In contrast, when we use the term, "independent ELO" we mean any extended learning opportunity that is designed, by a parent, student, or third party operated, managed, or supervised by a parent, or third party and not pre-approved by the district.⁶ In between these two poles, there are innumerable potential permutations, with the clear mid-point being the "district pre-approved ELO." By "district pre-approved ELO," we mean any independent extended learning opportunity that has been reviewed and approved by the School District before the student has participated in the ELO. As to any form of ELO, the district will retain responsibility for such matters such as reviewing the ELO for credit eligibility, setting eligible credit levels, measuring competencies, and determining whether or not competency has been met for credit. Districts are well-advised to set and publish general standards regarding credit eligibility, competency requirements and acceptable ELOs.

If "duty" and "foreseeability" define risk, then it follows that "district ELOs" present far greater risk due to the "duty" assumed in designing the ELO, and the ensuing likelihood that a district is far more able to foresee risk as to programs that it operates. Similarly, "district approved ELOs" may still have an element of duty owed if the district has not clarified and defined its role in reviewing the proposal and extending its blessing to the exercise. In comparison, it may be almost inconceivable that a district will owe a duty as to an independent ELO that has not been pre-approved, by the district and which has been designed by a third party, overseen by a parent, and implemented by that third party.⁶ The third party could be a private instructor, individual, business, other public entity, or charitable nonprofit corporation.

The Risk Calculus

Were districts to use risk analysis as their sole basis for making educational decisions, sports, athletic competitions, field trips, educational

travel, wilderness programs, laboratory experiments, and the like, would all be eliminated due to potential risk. Instead, districts, citizens and legislature have determined that the educational value of these activities are worth the risks, and thus they elect instead to take steps to mitigate the risks. For example, consider field trips, (mini-ELOs); districts reduce their risk by implementing policies as to field trips, providing adult supervision, and requiring permission slips from parents. Schools recognize that by taking proper steps to mitigate risks they can offer beneficial programs to students while also protecting themselves from liability and ensuring student safety. Similarly, in codifying the **ELO** as part of New Hampshire's public educational opportunity, our legislature, the State Department of Education, and public schools have determined that the rewards associated with ELOs outweigh the risks. See NH RSA 189:1; see also Ed 306.04(a)(14).

Recognizing Inherent Risks

Regardless of whether or not a district owes a legal duty, there are certain risks that are inherent with the experiential education offered by ELOs. The major categories include, but are not limited to:

1. Unsafe conditions that may result in a student injury.
2. Inappropriate action by an employee or employer at the **ELO**, for example, sexual harassment or sexual assault of a minor.
3. Misuse of student interns as labor, i.e. contrary to Department of Labor standards.
4. A substandard educational experience.
5. Inappropriate conduct by a student.
6. Overlooked Section 504/IDEA accommodation duties.

Districts should clearly establish certain ELO pre-approval standards as baseline protective measures. As a starting point, districts should indicate that they will not pre-approve ELOs that involve the following:

- Unlawful activities;
- Activities that are contrary to district policies;
- Activities that are prohibited by state or federal law;
- Activities that not creditworthy; or
- Activities that involve an unreasonable safety risk.

If a district is pre-approving an independent ELO Program, its initial risk reduction lies in the designing and securing of the permission and release forms, discussed in section "1." below. Students and parents will then properly bear the primary responsibility for ensuring that the pre-approved independent ELO is safe and appropriate. For school-run ELO Programs, it will be important to move beyond the garnering of permission forms and releases and to engage in all of the forms of risk mitigation outlined in this article.

Risk Reduction Through Parental Permission and Release Forms (a) Permission Slips and Application Forms

Permission forms and application forms will perform an important gatekeeping function with regard to both district ELOs and district approved ELOs. Obviously, the truly independent and autonomous ELO will not require district permission, and any application process will be after the fact, and limited to seeking credit.

Districts are well-advised to develop separate application forms for District ELOs and district pre-approved ELOs. The application forms should require the parents/adult student to provide all of the baseline information that the district will require in order to properly determine the student's eligibility for a district **ELO**, or the appropriateness of the independent ELO for pre-approval.

In the case of an application for pre-approval of an independent ELO, the application should seek the following information:

The name, address and contact information of the primary provider of the ELO;

- a) A detailed description of the nature of the ELO;
- b) The competencies that will be learned;
- c) The manner in which the competencies will be demonstrated;
- d) Whether the ELO is paid, or unpaid
- e) Nondiscrimination laws (RSA 354-A), and safety regulations;
- f) Whether the ELO provider has general liability and workers compensation coverage;
- g) Whether the ELO provider has general liability and workers compensation coverage
- h) Whether the ELO provider is in compliance with all applicable labor laws,
- i) Whether the ELO provider will furnish progress reports to the District;
- j) Whether the Parent/adult student waives FERPA for purposes of communication between the ELO provider and the district;
- k) The hours, days and date span of time that will be committed to the ELO;
- l) The credit that is sought for the ELO; and
- m) Whether the student has health insurance;

There are many other components to a thorough application and districts are well-advised to have their application reviewed by their general legal counsel for completeness.

Just as with school field trips and extra-curricular activities, it is crucial to have parental consent before allowing a minor student to participate in an ELO, particularly when it requires that the student leave the school campus and work or learn with non-school staff. Regardless of whether an ELO is a district approved, but independent ELO, or a school-run ELO, a parental permission form should always be required, signed, and returned before implementation and approval. As to the District approved, but independent ELO, the permission form should verify that the parent and student understands the nature of the ELO: that it is an ongoing program where the student will spend several hours per week, the school does not directly monitor the student while they are at the ELO (or ELO workplace), the employees at the ELO are not employees of the school but rather independently provide these extended learning opportunities to students, and any other relevant information regarding the particular ELO. The permission form should delineate those aspects of the ELO for which the School District has no responsibility, such as transportation, student safety, safety equipment, training (which is to be provided by the ELO workplace), the provision of accommodations and other special education or

related services, and any necessary expenses. Most importantly, the permission form should acknowledge that the district does not assume any responsibility for the safety of the student while participating in the independent ELO. The parent/adult student should be informed that the sole role assumed by the district is assess the creditworthiness of the ELO and if the student satisfactorily meets the competency standards, to grant credit.

In addition, as to the district approved ELOs, the permission/application form should include a statement that the district's approval pertains to creditworthiness only, and that the student and parents take full responsibility for ensuring the adequacy of student's ongoing safety in the program. In short, there must be recognition that the district will not in any way monitor or supervise the student's ELO, except in terms of setting educational expectations, measuring competencies, and granting educational credit for the experience.