Extended Learning Opportunities:

STUDENT HANDBOOK

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Kennett High School | | 2017

What is an Extended Learning Opportunity (ELO)?

The ELO Program in SAU #9 is an opportunity for students to explore and receive credit for extended learning activities outside the traditional classroom. These opportunities include, but are not limited to:

➢ Internships
➢ Work co-ops
➢ Job shadows
➢ Community service
➢ Independent study
➢ VLACs courses
➢ Running Start courses
➢ College courses

The granting of credit is based on students' successfully demonstrating mastery of the identified competencies as approved by certified personnel. ELOs have **four** general components:

• Research
• Reflection
• Product
• Presentation

Extended Learning Opportunity Application and Plan

I understand that there will be required assignments that I will need to do before I am assigned credit for this course. They will include Research, reflection, Product and Presentation. If necessary, I will also need to show how I met certain competencies.

Signed:_____

Student Name:	Date:
Grade Level:	Birthday
Street Address City, State, Zip	Phone: Email:

Why are you pursuing this experience?

      Personal Interest
      Particular credit for graduation (i.e you need PE credit)
      Credit for full time status
      Credit for graduation
      Other:_____

Write a description of your study as a whole; explain your main focus, your guiding question(s) and your goals. Provide specific answers to the following questions:

| FOCUS: What topic or subject do you want to study?	
GOALS: What do you want to know that you don't know now?	
REASON: Why is this study interesting and important to you?	

RELEVANCE: How will implementing this study help you reach your long term goals?	
What are your strengths and weaknesses?	

Methods: Describe how you will go about accomplishing the goals of your study and demonstrate proof of your learning by answering the following:	
What resources do you plan to use? Include people, experiences, research materials, equipment, software etc.	
How will you demonstrate your learning? What tangible evidence will you submit?	

Timetable: How do you plan to structure your study?	
Beginning and Ending Dates	
Weekly work schedule	
List your extracurricular activities below:	Time Commitment of Extracurricular activities
Due dates: Research Reflections Product Presentation	

Evaluation	
What criteria will you use to evaluate the success of your study? How will you know when you've met your goals?	

Meeting Standards: What academic discipline does your study address? Which frameworks competencies will you meet?	

Reflection Activities

The reflective journal is an important part of your ELO. Make sure this journal clearly details your ELO activities. You also need to clearly show what you've learned. Due twice throughout your ELO-due dates to be determined based on your personal ELO.

Reflection activities may include any or a combination of the following: journals, reading responses, blogs etc.
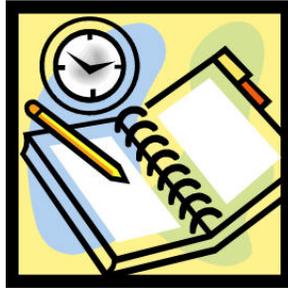
When you journal write down the following:

Date:

Activity (Action)-what you did; where you went; why you went there

Reflection (thought)- This is where you process what you got out of the activity. Include:

- What you learned
- How the activity connects with your goals/competencies
- What you liked or didn't like
- What was easy, what was difficult
- If the activity changed the direction of your study
- What your next steps will be as a result

ELO Journal Example

November 15, 2017

Activity: "Today I went to City Hall to meet with the mayor about the recycling situation. We talked about how the city will no longer be picking up the school's trash or plowing the parking lot. He explained that Franklin has a "tax cap" which means that taxes can only go up a certain percentage each year. With the cost of everything rising, the city needs to save money somewhere."

Reflection:" I can understand why people don't want to pay high taxes, but my conversation with the mayor did not help me understand how the school is different from the rest of the city. If the city plows itself and deals with its own trash, it should deal with the schools' as well. The school will have to pay these enormous bills, but won't get any extra money. That means that the money will come out my educational expenses like books and equipment. I've been to other schools and seen better computers, desks, books, etc. I don't think we can afford to spend even less on education."

Extended Learning Opportunity (ELO) Reflection Journal Rubric

Extended Learning Opportunities – **Reflection** Rubric

	Exemplary	Proficient	Progressing	Beginning
	90 - 100	78 - 90	65 - 77	0 - 64
Connection to competencies	The student communicates about and analyzes the connections between experiences and targeted competencies and predicts future behaviors/decisions based on his/her analysis ("Next time..")	The student communicates about and analyzes the connections between specific experiences and targeted competencies.	The student communicates about experiences and makes a connection to targeted competencies.	The student communicates about experiences; however, connections to targeted competencies are not made.
Content	The student provides thoughtful and informative reflection, giving a clear sense of what they are experiencing.	The student provides a thoughtful entry, giving a basic sense of what they are experiencing	The student provides a basic entry, but it's unclear what is being experienced.	The entry lacks depth and is uninformative
Demonstration of Learning	The student analyzes his/her own growth by making connections between personal ideas and his/her learning experiences, leading them to new perspectives or insights.	The student analyzes his/her own growth by making connections between personal ideas and his/her learning experiences.	The student makes connections between a personal idea and an experience to establish the basis of a reflection.	The student summarizes personal experiences.
Mechanics	The student demonstrates control of media-appropriate language including vocabulary, syntax, and grammar within an organized structure. Few if any, errors.	The student demonstrates control of media-appropriate language including vocabulary, syntax, and grammar within an organized structure. Some errors.	The student demonstrates inconsistent control of media-appropriate language including vocabulary, syntax, and grammar. Errors detract from communication.	The student demonstrates a lack of control over media-appropriate vocabulary, syntax, and grammar. Errors disrupt the flow of communication.
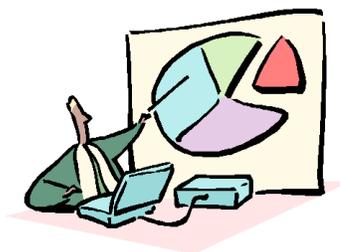
Product

Your product is something that demonstrates the results of your learning. The creation of a product that reflects the knowledge and information absorbed by you is one of the focal points of your ELO. Your product should be of value to your mentor, fellow students, or the community at large.

In some ELOs the product will grow logically from the topic or discipline that you are exploring, such as a flyer for a fundraiser or a logo for marketing a product. In other cases you may need help to think creatively about what product would demonstrate the learning and mastery of competencies involved.

Your product does not have to summarize your learning. Below are some ideas for **Products**

(Adapted from Teaching for Today, from McGraw-Hill and from NH DOE CBAS 2006)

Spreadsheet	Video	Advertisement
Web development	Visual graphic	Skit
Song	3-D Model	Chart
Map	Illustrated Timeline	and more…
Venn diagram	Travel guide	
Flyer	Persuasive letter	
Quilt	Floor plan	
Kit-health	Diorama	
Original Recipe	Letter to the Editor	
Menu	Ted Talk	
Agenda for a meeting	Lesson Plan	

Extended Learning Opportunities – **Product** Rubric

	Exemplary	Proficient	Progressing	Beginning
	90 - 100	78 - 90	65 - 77	0 - 64
Product connection to competencies	The product illustrates discovery of complexity and/or connectivity of the targeted	The product independently illustrates relevant connections to all the targeted goals	The product demonstrates connections to the targeted goals and competencies,	The product is completed with little, if any, evidence of the targeted goals and competencies.

	competencies.	and competencies.	dependent on further explanation.	
Product Quality	The product meets all of the design criteria established by the mentor, school personnel 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, certified school personnel, and student in the plan.	The product meets half the design criteria established by the mentor, certified school personnel, and student in the plan.	The product has little, if any, evidence of meeting the design criteria established by the mentor, certified school personnel, and student in the plan.
Use of feedback	The product has been evaluated by the mentor or certified school personnel 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 certified school personnel and an authentic audience within an Appropriate environment. Feedback has been collected.	The product has been shared with the mentor or certified school personnel and an authentic user/audience within an appropriate context. Possible source of feedback are identified.	The product has been shared with mentor or certified school personnel for evaluation.
Originality	The product reflects a fusion of student interest with the needs of the user/audience. The product is recognized by the mentor/certified school personnel as a unique and original solution to the design criteria.	The product reflects a fusion of student interest with the needs of the user/audience. The product is recognized by the mentor/certified school personnel 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/certified school personnel 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. (Product is the result of an assignment.)

ELO Presentation Guide

Every ELO presentation will be different because each ELO is different. The presentation is really the story of your experience. You don't have to educate the audience on your particular subject; it is more important to explain why you did the study, what you did during the study and what you learned from it. These are the aspects that all students should cover, below are some suggestions to help you plan and organize your presentation.

1.   INTRODUCTION: Explain your study (Internship): (3-5 slides)
     a)   How did you get started (plan)
     b)   What did you want to learn?(goals)
     c)   Why did you want to learn it?

2.   BODY: Explain your activities: (10-15 slides)
     a)   Who were the people you worked with?
     b)   What kind of work did you do?
     c)   What challenges you faced in completing your activity?
     d)   What were some of the rewarding parts?

3.   CONCLUSION: Describe your learning (3-5 slides)
     a)   What was easy?
     b)   What was hard?
     c)   What surprised you?
     d)   Did you achieve your goals?
     e)   What would you do differently knowing what you now know?

Grading: Your audience will be asked to rate you on the following:

Visuals: Are your photos, videos and/or graphic representations clearly connected to the work you have done? Will they help your audience understand your study/internship?

Organization: Does you present ideas in an organized way

Delivery/Audience: Does your presentation last at least 7-10 minutes but no more than 20 minutes? Do you make eye contact with the audience? Is your language appropriate to explain the subject?

Relevance: Do you show how this study/internship has importance to your life?

Knowledge: Can you show growth from this experience? How did this study bring you knowledge that you would not have had? How will you use it in the future?

Extended Learning Opportunities **– Presentation** Rubric

	Exemplary	Proficient	Progressing	Beginning
	90 - 100	78 - 90	65 - 77	0 - 64
Communication Strategies	The student communicates the information seamlessly through logical organization, clear focus, smooth transitions, well-chosen supporting details, and a coherent	The student communicates the information through logical organization and clear focus. The student's delivery is appropriate to the audience,	The student communicates the information despite inconsistent organization and/ or delivery.	The student does not communicate intended information because of a lack of organization.

	conclusion. The student's delivery uses a variety of strategies to engage the audience and responds to audience cues.	context, and purpose		
Use of supporting materials and tools	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 the presentation or are not referenced.
Ability to self-reflect	The student explains the reasons for choosing the goals of the learning experience, communicates how he/she used the learning experience 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 learning experience and how he/she used the learning experience to address the targeted competencies.	The student explains the reasons for choosing the goals of the learning experience or the targeted competencies.	The student identifies the goals of the learning experience and/or the targeted competencies.
Use of Inquiry	The student presents his/her response to the essential question and explains how he/she used it to generate additional questions, extensions or cross-Curricular relationships.	The student presents his/her response to the essential question. The student describes how it guided his/her work, and whether or not the question changed.	The student states his/her essential question, but is unable to articulate how it guided their work.	The student makes no reference to the essential question.