

EXPANDED LEARNING OPPORTUNITY (ELO)

Student Name: _____

Date: _____

ELO Title: _____

Current Grade Level: 9 10 11 12

**Dept. Head Initial..*

Teacher Mentor(s): _____

(HQT in content area) _____

Community Mentor (s) _____

**Initials indicate that the Department Head is aware that the student will be earning credit in the content area through an ELO*

What kind of credit are you looking for? (*Full Academic Course Credit) (Elective credit) (Partial credit) (No credit)

Group ELO or Individual ELO? If it's a group ELO, what other students are you working with?

Meetings Times and Locations with Mentors: _____

Parent/Guardian Approval of these meetings: _____

Parent/Guardian Emergency Contact: _____

LEARNING AGREEMENT:

I agree to abide by the conditions set forth in the attached ELO Learning Plan. I understand that if I do not complete the attached plan, I will not receive credit for the course(s) listed above. I also understand that I must continue to attend and pass all of my other classes to ensure my full progress toward graduation. Failure to complete the ELO will be considered a course withdrawal, and will result in a "W" or "WF" on the student's transcript. *It is assumed that the student will work on the ELO for no fewer than three hours each week; if the student works more hours than three, he or she must inform the Highly Qualified Teacher leading the project.*

Student Agreement _____ Date _____

Parent/Guardian Approval _____ Date _____

Teacher Approval _____ Date _____

(Teachers Note: Student Externship Permission Form must be used for any off-site learning experience, if the student is visiting a business, the business MUST be approved by the ELO Coordinator in advance – it takes time to coordinate with the NH Dept. of Labor for approval)

Validation Committee Approval _____ Date _____

For ELO Coordinator Only

Date Received _____

ELO start date _____

ELO completion date _____

For ADMINISTRATION Only

Competencies Met: Y _____ N _____

Credit(s) Earned _____ Honors _____

Final Grade _____

Mandatory ELO Components

1. Complete Learning Plan
2. Learning Plan approved by the Validation Committee
2. Weekly reflective journal of hours and work completed
3. Teacher Bi-Weekly documented progress check of work and journal
4. ELO Coordinator monthly documented progress check of work and journal
5. Meetings with Community Mentor and/or additional ELO Supports
6. Culminating Project
7. Final Presentation with Teacher Mentor, Community Mentor, ELO Supports, ELO Coordinator (if available: Project Extra Director/Associate Director, LHS Principal or designee)

ELO Learning Plan

Essential Question

An Essential Question focuses the ELO, motivates the student, and drives the learning. It should be broad enough not to be answered easily and can be approached from many different entry points. The student will try to answer their EQ through research in books, site visits, interviews, films, articles, etc.

ELO Vision and Description

What is the vision for this ELO? How does it connect to the student's learning goals? Who is involved? What would a successful ELO look like?

Reflection

It is important for the student to reflect on their progress, update their learning goals, and assess their own growth. Will the student reflect through a handwritten journal, an e-mail reflection, a blog post, or another format?

ELO Competencies, Demonstrations of Learning, and Assessments

The student and teacher should research the competencies that can be met through the ELO project to establish expectations and goals for the project. The competencies will have some natural content and skills associated with them. In a traditional classroom, a student would demonstrate their learning by taking a quiz. In an ELO, a student can show they know and understand through a variety of projects and presentations. If a student's final product is a newspaper, then these demonstrations of learning might include an interview, an article, a letter to the editor, etc.

Competency #1- description here

Which ELO experiences/activities will you engage in to help you in meeting this competency?

How will you demonstrate your learning?

Approximate
Date

What rubric or other form of assessment will be used to assess your learning growth? Attach rubric to plan.

Competency #2 – description here

Which ELO experiences/activities will you engage in to help you in meeting this competency?

How will you demonstrate your learning?

Approximate
Date

What rubric or other form of assessment will be used to assess your learning growth? Attach rubric to plan.

Competency #3 – description here

Which ELO experiences/activities will you engage in to help you in meeting this competency?

How will you demonstrate your learning?

Approximate
Date

What rubric or other form of assessment will be used to assess your learning growth? Attach rubric to plan.

Course Competency #4 – description here

Which ELO experiences/activities will you engage in to help you in meeting this competency?

How will you demonstrate your learning?

Approximate
Date

What rubric or other form of assessment will be used to assess your learning growth? Attach rubric to plan.

Group ELO

If this is a Group ELO, describe the different roles each student will play and how students will demonstrate group collaboration and individual understanding of competencies:

Final Product/Culminating Event

Approximate Date:

The student will create a final product or organize a final event to demonstrate what they know and understand after completing their ELO. This is the opportunity for the student to show that they are proficient in meeting all of the ELO's competencies. Ideally the student applies what they have learned in a community setting. Describe the student's final product or culminating event.

Final Presentation/Panel

Approximate Date:

At the Final Presentation, the student reflects on their learning in front of a panel made up of their Teacher Mentor, Community Mentor, ELO Supports, and ELO Coordinator. If available, the panel will also include the Project Extra Director/Associate Director, and the LHS Principal or designee. The panelists will be given the assessment rubric at least one week in advance with a brief description of the final presentation. A brief explanation of how to use the assessment rubrics will be offered for community partners and other assessors as needed. The HQT is responsible for developing a rubric that will assess the presentation and provide a copy of the rubric to the student. The student should fill out a rubric so they can self-assess their presentation. The Teacher Mentor/HQT will determine the final grade based on the feedback of the panelists.

ELO Community Mentors/Supports

Please list and describe the role local adults other than your mentoring teacher(s) will provide. These adults may be parents, school teachers, coaches, guidance counselors, business people, and school administrators.

Name	Role	Phone	Email	
	LEAD			
	SUPPORT			
	SUPPORT			
	SUPPORT			