

Ledyard Charter High School

Extended Learning Opportunities (ELO) Program for High School Elective Credit

ELOs are learning experiences that happen outside of the traditional classroom setting. The purpose of an ELO is to provide an educational experience that is meaningful and relevant by meeting the student's individual learning style, talents, and interests.

LCS takes great pride in providing its students with opportunities for additional learning in a variety of settings. Extended Learning Opportunities (ELO) are educational activities outside of the regular curriculum and coursework at LCS that provide credit, supplement regular academic courses, and/or promote the individual educational goals/objectives of the student. Some of these ELOs may also exist during the school day. In such cases, it is the responsibility of the student to address course expectations in conjunction with cooperating teachers and programs. All ELOs are subject to administrative approval.

Program Requirements:

- Parent Approval/signature
- Student Program Acknowledgment Agreement /signature
- Business/Community Partner Approval/signature
- Team Leader Approval/signature
- Principal Approval/signature
- Student-driven ELO plan/timeline

ELO Definition:

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

- Apprenticeships
- Community Project
- Independent Study
- Online Courses
- Internship (See LCS Internship / Work-Study)

ELO Requirements for Elective Credit

- High school transcript must reflect at least 11 plus high school credits earned
- ELO cannot be a subject/credit that is offered in the LCS Program of Studies
- Students must be enrolled in a minimum of four classes in addition to Team Time
- Student will complete all paper work and obtain signatures and approval before starting the ELO
- Student will work with their Team Leader to develop, implement and track ELO progress.

ELO Progress Verification

- For Extended Learning Opportunity verification, students must provide the school with their ELO project plan, listing tasks, responsibilities, time line etc.
- Special circumstances may be considered when requested to your Team Leader in writing.

Grade Determination

Bi-weekly quarterly grades.

- Semester Presentation Rubric (Provided) =

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Step One: Parent Approval

This form is the first step in securing approval for your son or daughter to participate in the Ledyard Charter School Extended Learning Opportunity (ELO) Program. Participating students must agree to the provisions, procedures and requirements of the program. They must participate in a semester exam presentation at the end of each semester.

All ELO students must be enrolled in a minimum of four classes in addition to Team Time. Students enrolled in an ELO program are subject to all rules and conditions as listed in the Ledyard Charter School Student/Parent Handbook. Please feel free to contact the Executive Director with any questions.

I have reviewed the information packet and I approve of my son's or daughter's participation in the ELO Program at Ledyard Charter School for all or part of the 2017-18 school year.

Student's name _____ Grade _____ Date _____

Parent signature _____

Parent Phone(s) _____

Step Two: Student Agreement

I acknowledge that I have reviewed the information packet, discussed the program in detail with my parents, and I agree to all provisions, procedures and requirements. I agree to be completely honest to the best of my knowledge when submitting all documentation, I understand that the Ledyard Charter School Code of Conduct applies to my participation, and I agree to complete all program requirements including participating in the ELO exam presentations. Failure to abide by the signed agreement may result in removing from the program, loss of credit, and will be subject to the building discipline code.

Student signature _____ Phone _____

Step Three and Four: Team Leader and Administrative Approval

Team Leader Approval _____ Date _____

Executive Director Approval _____ Date _____

LCS Extended Learning Opportunities (ELO) Program

What is a “good” ELO?

~ Mariane Gfroerer, NH Department of Education

Experiences have shown that rigorous ELOs – those that result in the highest levels of academic and personal learning for students – have 4 general components. These are:

- Research
- Reflection
- Product
- Presentation

Establishing these four components in the ELO plan from the beginning helps provide focus, provides four goals, and track progress. Do not feel constrained to force these four components into an ELO where they are not appropriate, but in general do try to include them in the ELO plan.

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Reflection Information

A student participating in an ELO analyzes and demonstrates an understanding of his/her learning experience through reflection.

Examples of reflection activities:

- Guided reflection
- Video Log
- Blog
- Journaling
- Final reflection paper
- Attendance log
- Face to Face meetings (weekly, biweekly, etc.)

Here is some suggested content for your reflections

- What activities did you engage in and how did they go?
- What will you continue to work on and why? What can you change moving forward?
- What are your goals and expectations for this experience? Were they achieved?
- How did your first impressions of the experience change over time?
- Describe the physical environment of your experience. Was this a business/organization?
- What did you like best about your experience? What did you like least?
- Was it hard to maintain other commitments while in this experience?
- What do you feel you did really well in this experience? Where could you have used some improvement?
- How has this experience impacted your education and career goals?
- What new skills have you learned from this experience? Did any of your impressions or attitudes change as a result of this experience?
- What would you do differently if you were to do this again?
- Cite any research you conducted. What did you research? How did it impact your experience?

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Research Information

The student applies the ongoing research of the ELO experience and processes to the evaluation and presentation of issues that arise, and the decisions made as their experience progresses.

Examples of research activities:

- Utilizing and referencing professional publications/resources
- Participating in job shadows/internship experiences
- Conducting informational interviews
- Utilizing and referencing YouTube videos
- Utilizing and referencing News Articles
- Utilizing and referencing Online/print
- Creating an annotated resource list
- Documenting research weekly through reflective journaling

Academic Research is a three-step process:

- 1. Find the relevant information**
- 2. Assess the quality of the information**
- 3. Use the information either to try to conclude something, uncover something, to prove something or to argue something.**

Do not rely on the Internet exclusively! Research can include observations, interviews, print materials, magazines, newspapers and even your own reflection.

It is important to work with your ELO Team Leaders to determine the best way to document your research such as creating a bibliography or annotated resource list. Regardless of the method, every student should use Modern Language Association (MLA) guidelines when citing resources.

INFORMATIONAL INTERVIEWING

One of the best sources for gathering information about what's happening in an occupation or an industry is to talk to people working in the field. This process is called *informational* or *research interviewing*. An informational interview is an interview that **you** initiate—you ask the questions. ***The purpose is to obtain information. Not to get a job.***

STEPS TO FOLLOW TO CONDUCT AN INFORMATIONAL INTERVIEW:

1. Identify the Occupation or Industry You Wish to Learn about:

2. Prepare for the Interview:

- Read all you can about the field prior to the interview.
- Decide what information you would like to obtain about the occupation/industry
- Prepare a list of questions that you would like to have answered (see attached list)

3. Identify People to Interview:

4. Arrange the Interview by doing one of the following:

- Call the person you have identified to set up a **20-minute** appointment – be sure to explain why you are conducting the interview
- Have someone make the appointment for you
- Start by writing a letter to the person you have identified, then follow it up with a telephone call

5. Conduct the Interview:

- Dress appropriately, arrive on time, and be polite and professional.
- Refer to your list of prepared questions; stay on track but allow for spontaneous discussion.

6. Follow Up:

- Immediately following the interview, record the information gathered to make your write up easier.
- Be sure to **SEND A THANK YOU NOTE or CARD** to your contact within one week of the interview

7. Write a 2-3-page report of your findings.

Informational Interview Questions

The following are some sample questions; however, you are encouraged to come up with questions of your own also.

1. On a typical day in this position, what do you do?
2. What training or education is required for this type of work?
3. What personal qualities or abilities are important to being successful in this job?
4. What part of this job do you find most satisfying? Most challenging?
5. How did you get your job?
6. What opportunities for advancement are there in this field?
7. What entry-level jobs are best for learning as much as possible?
8. What is the salary range for various levels in this field?
9. How do you see jobs in this field changing in the future?
10. Is there a demand for people in this occupation?
11. What special advice would you give a person entering this field?
12. What types of training do companies offer persons entering this field?
13. From your perspective, what are the problems you see working in this field?
14. If you could do things all over again, would you choose the same path for yourself? Why?
What would you change?
15. Whom do you know that I could talk to next? When I call him/her, may I use your name? **
(ASK FOR TWO PEOPLE)
16. Can I have a business card or your contact information (phone number, address, e-mail, etc.)

LCSS Extended Learning Opportunities (ELO) Program

Product Information

The ELO student demonstrates his/her gained knowledge and applies an understanding of what they learned by developing a tangible product that relates to his/her interests, skills, and abilities.

Examples of products:

- | | | |
|--|--|---|
| ☐ Portfolio (digital) | ☐ Painting | ☐ Scientific posters |
| ☐ Play Book (sports) | ☐ 3-D Model | ☐ Creative writing piece |
| ☐ Lesson Plans | ☐ Food/Recipe | ☐ Create a website |
| ☐ News Article(s) | ☐ Play Script | ☐ Travel Guide |
| ☐ Travel Guide | ☐ Written report | ☐ Visual Graphic |
| ☐ Drawing | ☐ Game | ☐ Song/song lyrics |
| ☐ Original Experiment | ☐ Brochure | ☐ Bulletin Board |
| ☐ Quilt | ☐ Persuasive Letter | ☐ Mural |

10 Tips in Creating your final Product

1. **Determine how your work can help others:** Create a product that can help others learn. Can future students benefit from your learning experience? Can a professional in the community use your product to help them be more productive?
2. **Focus on your learning goals and essential questions:** Keep the end in mind. What do you want to have accomplished when you're finished? Does your product meet your learning goals and answer your essential questions?
3. **Start small and remained focused:** Don't take on more than you can handle. Make sure your product is achievable in the time-frame you have available.
4. **Take it for a test drive:** Review the functionality of your product regularly. Does it work? Is it useful? Does it function as you it was designed. Remember - what sounds great on paper may not work out so well in reality.
5. **Keep your ELO Partners in the loop:** Be sure to share your deadlines and benchmarks with your ELO partners. It will help you stay on track and allow you to receive feedback moving forward.
6. **Reflect:** Record your experiences. Much like an engineer's notebook, reflecting on your process will help you problem solve and think critically about where you are and where you are headed in your product development.
7. **Set clear deadlines and benchmarks:** Be realistic about what you can accomplish in the time-frame you have. Give yourself deadlines and benchmarks to stay on track. It is easy for anyone to procrastinate and push off tasks. Reflecting and checking in with your ELO partners regularly will help you stay on track.
8. **Utilize your strengths:** Make creating your final product fun and relevant by playing on your own strengths, interests and abilities. We are much more likely to stay engaged in an activity that is authentic to us!
9. **Make connections:** Connect with professionals in the community to get feedback on your product. What better way to determine if your product will function in the "real world" than having it reviewed by someone in the "real world".
10. **A presentation isn't a final product!** Many students mistake the final presentation for their product. Remember that your presentation is a chance to share your final product and learning experience.

****Students and/or their parents/guardians shall be responsible for all individual ELO expenses.****

Product Rubric

Critical Component	Advanced 4	Proficient 3	Sufficient 2	Beginning 1
Connection to Learning Goals	The product illustrates discovery of complexity and/or connectivity of the targeted learning goals.	The product independently illustrates relevant connections to all the targeted learning goals.	The product demonstrates connections to the targeted learning goals, dependent on further explanation.	The product is completed with little, if any, evidence of the targeted learning goals.
Design Plan	The product meets the established design plan and additionally reflects modifications made in response to reflection and feedback.	The product meets the established design plan.	The product meets part of the established design plan.	The product has little, if any, evidence of meeting the established design plan.
Feedback	The product has been evaluated by certified school personnel, mentor and/or an authentic audience. Modifications have been made based on feedback.	The product has been evaluated by certified school personnel, mentor and/or an authentic audience within an appropriate environment, Feedback has been collected.	The product has been shared with certified school personnel, mentor and/or an authentic audience within an appropriate context. Possible sources of feedback are identified.	The product has been shared with certified school personnel or mentor for evaluation.
Documentation	The student creates a collection of artifacts used during or describing the process of creating the product and includes clear representation of reflection and feedback. Student's intentional selection of artifacts illustrates key learning breakthroughs.	The student creates a collection of artifacts used during or describing the process of creating the product and includes clear representation of reflection and feedback.	The student creates a collection of artifacts that was used during or describing the process of creating the product.	The student creates a collection of artifacts and/or information but it is unclear how it is used in creating the product.

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Presentation Information

The student clearly communicates the entire ELO experience, including both the process and the learning, in a manner that is appropriate to the experience and the audience.

Examples of types of presentations:

- | | |
|--|---|
| ☐ Demonstrations | ☐ VoiceThread |
| ☐ Narrated video presentation | ☐ Create a PowerPoint/Google Slides |
| ☐ Create a Prezi | ☐ Product Demonstration (Food, Play, etc.) |
| ☐ Taste testing | ☐ Teach a class to underclassmen |
| ☐ Create a poster display | ☐ Dramatic Presentation |

What should I going to talk about?

- Share your product in detail. Why did you choose this product?
- Overall summary of experience - what was the original design? What were your essential questions/learning goals? Did it change? Who was involved? What research did you conduct and how does it relate to your overall experience?
- How helpful were your reflection activities?
- What problems did you encounter along with resolutions?
- What knowledge and skills were gained? What personal growth did you experience?
- How does your ELO experience influence your future education and career goals?
- What would you do differently if given the opportunity?

What method will you use?

- Will you prepare a Microsoft PowerPoint, Google Presentation? Other? What visuals will you use?
- If presenting live, create a display and/or visual aids if appropriate.
- Plan ahead for audiovisual equipment or other technology/equipment if applicable.
- PRACTICE! Time your presentation and make adjustments in content, if necessary to meet the time requirements.

Technique

- Thoughtfully plan your introduction and conclusion
- Eye Contact - Maintaining eye contact is fundamental. Practice often enough so that you rarely need to look at your notes.
- Posture - Stand proud, you have accomplished a great deal!
- Voice - Be loud enough to be heard and vary your pitch and tone. Enunciate your words clearly; show confidence.
- Gesture - Use hands to help make a point. Practice to make sure the gesture seems natural.

Prepare for Questions

- If you are doing this presentation live, the question and answer segment is essential in enabling the assessment panel to evaluate your presentation. Practice with friends or family and ask them to ask questions.

Presentation Rubric

Critical Component	Advanced 4	Proficient 3	Sufficient 2	Beginning 1
Communication	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 despite inconsistent organization and/or delivery.	The presentation does not communicate intended information because organization, and/or delivery interfere.
Supporting Materials	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.
Learning Goals	The student explains the reasons for choosing the goals of the learning experience and makes further connections to prior and future learning.	The student explains the reasons for choosing the goals of the learning experience	The student identifies the goals of the learning experience.	The goals of the learning experience are not clearly communicated.
Research	The student communicates how the information gathered throughout the learning experience is from a variety of credible sources and explains how it impacted the direction of their learning.	The student communicates the information gathered throughout the learning experience and there is sufficient evidence that there is a variety of credible sources.	The student communicates the information gathered throughout the learning experience but there is little to no evidence that there is variety or that the information is from credible sources.	There is little evidence of the information gathered throughout the learning experience.
Reflection	The student communicates what he/she learned through the successes and challenges of the learning experience and how he/she grew as a result of it.	The student communicates what he/she learned through the successes and challenges of the learning experience.	The student identifies a success and a challenge of the learning experience, with few details or commentary.	The student identifies a success or challenge of the learning experience without any details.
Product	The student demonstrates that the product meets the established design plan and connects to the learning goals as well as how he/she made modifications based on feedback.	The student demonstrates that the product meets the established design plan and connects to the learning goals and shows evidence that feedback was collected.	The student shares evidence that the product meets part of the established design plan and little, if any, evidence that feedback was collected.	The student shares little, if any evidence that the product meets the established design plan or connection to the learning goals.

LCS
ELO Work Log
Due every Friday

Name:

ELO:

MONDAY	Date:
Today, I...	
____(3+ full sentences)	
TUESDAY	Date:
Today, I...	
____(3+ full sentences)	
WEDNESDAY	Date:
Today, I...	
____(3+ full sentences)	
THURSDAY	Date:
Today, I...	
____(3+ full sentences)	
FRIDAY	Date:
Today, I...	

____(3+ full sentences)

My goals for next week:

1.

2.

3.

ELO Syllabus

LEDYARD CHARTER SCHOOL EXTENDED LEARNING OPPORTUNITY

Credit earned through ELO: _____

Class period work will happen during: _____

Team time leader overseeing progress: _____

Teacher responsible for overseeing curriculum: _____

INSTRUCTIONAL GOALS:

At the end of this course, I will

- know/understand:

-
-
-
-
-
-

- be able to:

-
-
-
-
-
-

Required Materials

To successfully complete this course, you will need (books, technology, supplies, etc.)

-
-
-
-
-
-

COURSE SCHEDULE

I plan to learn these skills, techniques, topics, etc. during the following weeks:

8/29 - 9/01:

9/5 - 9/8:

9/11 - 9/15:

9/18 - 9/21:

9/25 - 9/29:

10/2 - 10/6:

10/10 - 10/13:

10/16 - 10/20:

10/23 - 10/27:

10/30 - 11/03:

11/06 - 11/08:

11/13 - 11/17:

11/20 - 11/21:

11/27 - 12/01:

12/04 - 12/08:

12/11 - 12/15:

12/18 - 12/21:

1/02 - 1/05:

1/08 - 1/12:

1/16 - 1/19:

Grading Policies:

A+	97 - 100	B+	87 - 89.9	C+	77 - 79.9	D+	67 - 69.9	F	0 - 59.9
A	93 - 96.9	B	83 - 86.9	C	73 - 76.9	D	63 - 66.9		
A-	90 - 92.9	B-	80 - 82.9	C-	70 - 72.9	D-	60 - 62.9		

ELO Teacher Survey

Please complete this short survey. Your feedback is very important in helping improve ELOs for other teachers and students. No individually identifiable information will be reported. Thank you.

Please respond to the items below. (Circle only one response)

	Strongly Disagree	Disagree	Agree	Strongly Agree
I think my student(s) learned more through the ELO than he/she would do in a regular classroom.	1	2	3	4
I feel that the ELO was a rigorous learning experience.	1	2	3	4
The ELO was more relevant to student goals than a typical class.	1	2	3	4
The ELO strengthened student/teacher relationships.	1	2	3	4
ELOs have shown value and should continue.	1	2	3	4
	More Work	Less Work	About the Same	
How did the amount of student ELO work compare to the amount of work in a typical class in the same subject?	1	2	3	

What did you find to be the most useful about this particular ELO?

Comment:

What supports do you need to better implement ELOs?

Comment:

Thank you for your time and effort!

Student Initials _____

School Name _____

Grade _____

Date _____