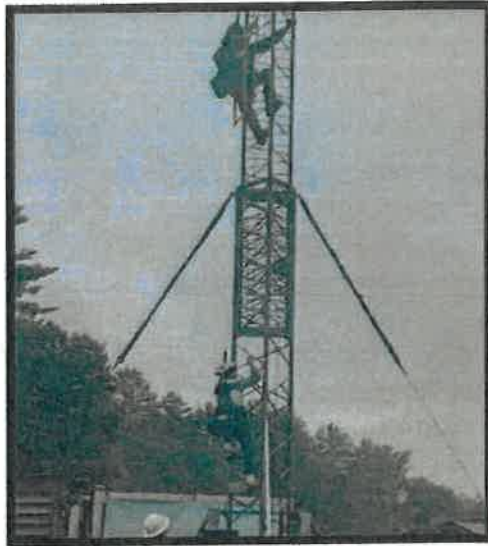


Raymond High School

Extended Learning Opportunity Program

LEARNING BEYOND THE CLASSROOM



"Opportunities don't happen, you create them." ~Chris Grosser

RAYMOND HIGH SCHOOL
"Home of the Rams"

Peter Dannibal, M.Ed.
Principal

Joanne McCann, C.A.G.S
Assistant Principal

45 Harriman Hill Road, Raymond, New Hampshire 03077 (603) 895-6616 Fax: (603) 895-5415

**Extended Learning Opportunity (ELO)
Pre-Approval Form**

Student Name:

Year of Graduation:

Today's Date:

ELO Proposal: (Describe the ELO in the space provided.)

Attach additional pages if necessary.

1. Why are you interested in doing an ELO?
2. How did you hear about the ELO Program?

Business Site:	
Contact Person:	
Phone Number/Email:	

Academic Credit Requested:

Will your ELO require you to leave school grounds?

Do you have transportation to and from the business site?

Day (s) Time of ELO:

Time you will need to leave school:

Time you will return (if applicable):

Competencies and Assessment: (Presentation required at the completion of an ELO)

The ELO Coordinator will discuss options to meet course competencies as well as the steps necessary to demonstrate that you have met the mastery objectives.

Elective class credits may be awarded based on the successful completion of an ELO, where the obligations for both competencies and assessments have been met, documented and verified. Students are required to commit to a minimum of 3 hours a week for .5 semester grade. Final grade will not be indicated on the report card until completion of student ELO.

I understand that all Raymond High School procedures and regulations, as well as Raymond School District policies, will apply and ultimately the awarding of credit is at the prerogative of Administration. Moreover, I understand that I (student) am responsible for all expenses incurred for this ELO (unless otherwise stated), and, where necessary, transportation and costs associated will be coordinated on my own. I will also provide the ELO Coordinator with a minimum two-week notice to coordinate paperwork and site approval, prior to active participation in an ELO.

Students are responsible for informing the ELO Coordinator if a problem or uncomfortable situation while at the internship site should occur. Parent permission by virtue of the parent/guardian signature below, releases the school, its administrators and faculty, the District, and all agents (i.e. the NH Department of Labor), contractors or assigns from liabilities arising from the participation or coordination of this ELO.

Raymond High School has parent/guardian permission to provide the business site with any applicable medical information regarding the student, while at the internship site.

Please sign if you understand the terms of the Extended Learning Opportunity

Student: _____ **Date:** _____

ELO Coordinator: _____ **Date:** _____

School Principal/Administrator: _____ **Date:** _____

Parent/Guardian: _____ **Date:** _____

Extended Learning Opportunity

Extended Learning Opportunities (ELOs) are real-world learning experiences that promote personal development, student engagement and provide structure and authentic participation in an area of interest. The ELO program provides alternative options to the traditional classroom structure. ELOs are credit bearing options, and are flexible in conjunction with the goals of the student participant. ELOs are available to all students at Raymond High School as a pathway to college and career readiness.

ELOs can be alternative options towards obtaining elective credit, through semester or full year engagement. ELOs align with state curriculum and core competencies. ELOs are student driven and designed to develop individual interests, experiential skills and career exploration towards postsecondary career decisions.

What is a “good” ELO?

ELO's have four general components:

1. **Research:** Meeting competencies (points you must know to get credit), information can be in any form that provides evidence that you understood something new and can use it in a way new to you.
2. **Reflection:** The ELO Coordinator must be kept current of ongoing learning experiences. The assignments are time sensitive and will incorporate both formative and summative reflections. This is an opportunity for students to share and show evidence of what they have done since the last meeting time. Failure to complete journal entries and or meet face to face with the ELO Coordinator may lead to termination of the ELO opportunity. Students who are participating in a summer only ELO, will be responsible to complete a reflection paper. This will replace the journal reflections on Google Classroom.
3. **Product:** Putting what you have learned into a form that demonstrates the information you have acquired such as portfolios, presentations, performances, rebuilt engines, job performance reviews from an employer/mentor, etc.
4. **Presentation:** Actively communicate what you have accomplished to those involved in your ELO, show off your product this is your time to shine, explain how your learning met the competencies.

Types of ELOs

Internship:

An internship can either be a paid or unpaid experience, per business discretion. The student is connected with a business partner, with the goal of gaining insight and experience within the chosen career pathway. Internships can occur within the school day, after school, on the weekend and over the summer months.

Career Exploration:

Career exploration is an opportunity for students to explore potential career paths without the long term placement within one business environment. Career exploration may involve job shadows, virtual/in person informational interviews with professionals and independent research to assist with the learning experience.

Work Based:

Students involved within a work based ELO, are already paid employees working in a business setting. Students must follow the same standards and ELO guidelines, and in addition, must provide documentation of hours and days worked. Failure to do so may result in termination of the ELO.

In order to qualify for a work based opportunity, there must be a learning component connection between school to work. Students will apply real world skills to the ELO criteria. Students will discuss options with the ELO Coordinator, prior to approval. Students can earn a maximum of four elective credits.

Independent Study:

Students may choose to explore a personal interest for elective credit. The students will broaden their knowledge and develop skills. This is done by researching their interest and participation in hands-on-experiences to enhance their knowledge of the subject.

ELO Planning

Student Name: _____

ELO Title: _____

Step 1: PLANNING

The Essential Question: Think of a question that will motivate you, that drives your learning and focuses on the ELO activity. i.e.

Will I be able to improve my drawing skills by the completion of my ELO?

How can working at a retail store help me improve my customer service skills?

Competencies: Competencies that can be met through the ELO project to establish general expectations and goals for the project. The competencies will have some natural content and skills associated with them. What will the student know and be able to do by the completion of the ELO?

Community Partner: List any community partners who offer you a rich source of knowledge, and experience in the project area. Also, describe their role within your ELO.

Step 2: Implementation and Formative Assessments

Timeline and Benchmarks (where you would like to be by the end of the ELO):

What are your personal or professional goals?

Reflection: Ask students to reflect on their progress, and have them self-assess benchmark projects with relation to the larger, final project. List what methods students will use for reflection and self-evaluation.

Students will reflect by journal writing as well as periodic face to face check in meetings with the ELO Coordinator.

Community Partner Communication:

Describe how regular communications with the community partner will take place. Community partners should be a part of the student reflection so they can see students developing understanding. Describe how the community partner will participate in the assessment of the project.

Step 3: Summative Assessment

Final Project and Presentation: Describe what the final project and presentation will include, i.e. powerpoint presentation, written paper, artwork etc.

Raymond High School Extended Learning Opportunity Agreement

Thank you for your willingness to participate in our Extended Learning Opportunity program. The expectations and responsibilities of those involved in the program are listed below.

School/ELO Coordinator Responsibilities:

1. ELO Coordinator (Mrs. Londo) will provide relevant information about the student to supervisors of the work-based site.
2. Liability for the student and school personnel (if applicable) working with the student will be assumed by the school district.
3. ELO Coordinator will be the liaison responsible for communicating any concerns or information between the school, student and site location.
4. ELO Coordinator will assure that the student will have transportation prior to the start of the project.
5. ELO Coordinator will have a business site approved in accordance with the State of New Hampshire Department of Labor, prior to the student's start date.
6. Every attempt will be made to provide at least a two-week notice to the site supervisor, should the student no longer participate in the work-based program.

Student Responsibilities:

1. Students are responsible for contacting the site supervisor if he/she will be out or sick or is aware of upcoming dates they are not available. Unexcused absences can lead to detention time.
2. The student will make the best of the learning opportunity to obtain new skills and knowledge.
3. The student will participate in any orientation or meetings if necessary while at the site.
4. Students will follow all rules and regulations of the business site, which includes any safety or training measures.
5. The student will communicate any concerns while at the site, to the ELO Coordinator.
6. The student will work to fulfill their goals, competencies and assessments they've established towards completion of their ELO project.

Business Site/Teacher Responsibilities:

1. To ensure a safe environment for the student. Students should be provided the same safety, health and general conditions as all employees on the site.
2. To mentor and guide the student to help establish his/her goals and objectives of the ELO.
3. The business site will report any questions or concerns regarding the student, to the ELO

Coordinator.

4. The student will be allowed to participate in training and meetings if applicable to their role while on the site.
5. The business will be asked to complete mid and final term progress evaluations regarding the student's time at the site.
6. Work-Based opportunities for the student will be considered paid or unpaid internships. This will be determined prior to the start date.
7. Classroom teacher will update the ELO Coordinator with student progress or any concerns that may arise.

Please sign if you understand the terms of the ELO agreement.

Student _____ Date: _____

ELO Coordinator _____ Date: _____

Community Partner _____ Date: _____

Thank you for your support!

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Confidentiality Agreement for Extended Learning Opportunities

I wish to participate in a service related ELO at _____.

I understand that the ELO will allow me to engage in experiences which may include observation, informational interviews and hands-on participation. I understand that I may have access to confidential information about individuals and proprietary business information. I understand and agree to keep that information confidential and will not disclose the confidential information to third parties including members of my family. I understand that what I hear and observe will only be discussed between my community partner/mentor and or myself. I understand that it is imperative that I respect my community partner and do not interfere or disrupt the workplace in any way. I may be asked to leave the area promptly if asked to do so. I understand that my community partner/mentor may exclude me from the experiential learning opportunity if it is to be determined to be in the best interest of my community partner/mentor or the individuals they deal with. I understand that the ELO is completely voluntary on the part of the business partner and this experience may be terminated at any time if any part of this agreement is not adhered to.

By signing this document, I maintain I have read and understand the statement of the confidentiality agreement.

Student's Signature: _____ Date: _____

Parent/Guardian's Signature: _____ Date: _____

Community Partners Signature _____ Date: _____

ELO Coordinator's Signature _____ Date: _____

Thank you!

ELO Grading Breakdown

Semester/Year Long Courses

Formative Includes:

- **Journal Reflections**
- **Face to face meetings with the ELO Coordinator**
- **Career Assessments**
- **Active participation in an Extended Learning Opportunity**

Summative Includes:

- **Research-providing evidence that you understood and met competencies through ELO topic.**
- **Product-putting what you have learned into a form that demonstrates information acquired.**
- **Presentation-communicate and explain your product to those involved in your ELO.**

Rubrics for the four learning components

The four components of an ELO have distinct assessment rubrics to guide students, educators, and community partners through the expectations and evaluation of the ELO. The rubrics:

- support the student's goal of exploring an essential question and achieving targeted competencies
- guide the development of these goals and targets
- act as formative descriptors and benchmarks during the ELO process
- provide the structure for assessing student success in achieving these goals at the end of the process.

Research Rubric

The ELO is designed around competencies, and students build their base of knowledge through research. The Research Rubric guides:

- An active search for new information and knowledge which includes a focused idea or essential question
- An organized set of personal experiences that can expand the student's initial understanding
- Analysis, synthesis, and communication of these experiences.

Reflection Rubric

Reflections provide students the opportunity to think about their experiences. The Reflection Rubric guides :

- Development and adjustment of short and long term goals
- Exploration of problems and solutions encountered
- Connection of experiences to learning goals.

Sharing reflections and corresponding teacher/mentor responses are a critical part of the feedback loop and the formative guidance process.

Product/Project Rubric

Projects are the application of student learning and consist of designing, creating, implementing, and assessing a product. The product will be an original piece of work designed to promote the student's personal growth and/or benefit a larger community.

The product can be:

- **a physical artifact like an art, technical, or craft piece in any appropriate medium**
- **an event like a live or recorded performance or demonstration of skill/competency**
- **a process such as developing an original design of a device, procedure, or system.**

The product will be an artifact or event used to demonstrate the culmination of learning and/or achievement of competencies related to the ELO.

The Project Rubric guides:

- **Meeting standards of quality work identified as appropriate to the student's level of experience**
- **Sharing the product with an authentic audience within an authentic context**
- **Feedback collection by the student.**

Presentation Rubric

The Presentation of Learning is a forum for the student to communicate what was learned 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 identified in the plan. The Presentation Rubric guides evaluation:

- **Does the student describe the nature of the particular ELO: goals, essential question, and growth in the targeted competencies?**
- **Does the student clearly and accurately document the development of this growth?**
- **Does the student communicate what was learned through the successes and challenges of the ELO, and how he or she changed as a result?**

ELO Research Rubric

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.

Beginning				
Developing				
Proficient				
Exemplary				
Trait 1: Does the student gather and use information to guide their learning?(e.g. Expand or refine/narrow learning goals, generate supporting questions or revise EQ, identify additional sources)	The student compiles information related to the general content of their learning goals.	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 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 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.
Trait 2: Does the student integrate and apply the information from their research to the ELO process (e.g. Reflection, product, research notes, presentation, etc...)?	The student makes use of applicable terms, concepts or ideas.	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 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 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.
Trait 3: Does the student assess the relevance of the information?	The student uses information in their ELO.	The student identifies information connected to their learning goal 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 defends the inclusion/exclusion of information based on relevance to their learning goals and/or essential question.
Trait 4: Does the student assess and analyze the credibility of their information?	The student uses information from sources without checking credibility.	The student gathers information while checking credibility of sources.	The student analyzes the validity of information by investigating the degree of objectivity and accuracy of sources.	The student defends the validity of information by evaluating the degree of objectivity and accuracy of sources.
Trait 5: Does the student use a variety of information sources?	The student uses information from a single source.	The student uses information from sources representing a single perspective related to the learning goal.	The student uses information from a variety of documented sources that represent multiple perspectives related to the learning goal.	The student compares and contrasts information from a variety of documented sources that represent multiple perspectives related to the learning goal.

ELO Reflection Rubric

Reflections allow students the opportunity to think about their experiences and "get the learning out" of these experiences. Through reflection, students develop and adjust their short and long term goals, explore problems and solutions, encounter their ELOs, and connect their experiences to their learning goals. Reflections are an important part of the feedback loop between the student and the O/E/mentor. Therefore, during the learning with the O/E/mentor in a timely manner above the O/E/mentor to offer formative guidance through timely responses to the reflection, which increases student learning.

Beginning		Proficient		Exemplary	
Trait 1: How does the student use goal setting to manage his/her learning?	The student identifies short and long term goals.	The student occasionally refers to short and long term goals; uses them to determine 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 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.	
Trait 2: How does the student connect their experiences with the learning goals?	The student reflects on experiences; however, connections to learning goals are not made.	The student reflects on experiences and makes a connection to a learning goal.	The student reflects on and analyzes the connections between specific experiences and learning goals.	The student reflects on and analyzes the connections between experiences and learning goals and practices future behaviors/directions based on their analysis ("Next time...")	
Trait 3: How does the student deal with the challenges/problems encountered during their ELO?	The student identifies problem(s) encountered during ELO work.	The student describes the identified problem(s) and states possible solution(s).	The student identifies and analyzes problem(s), states solutions, and assesses solutions for the problem(s).	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.	
Trait 4: How does the student's skill-building develop as a result of ELO experiences?	The student summarizes personal experiences.	The student makes connections between a personal idea and an experience to establish the basis of a reflection.	The student analyzes their own growth by making connections between personal ideas and their 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.	
Trait 5: How does the student use appropriate language, vocabulary, syntax and grammar to communicate effectively with the mentor and O/E?	The student demonstrates a lack of control over media-appropriate language including vocabulary, syntax, and grammar. A reflection is not in an organized structure. Errors disrupt the flow of communication.	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.	The student demonstrates control of media-appropriate language including vocabulary, syntax, and grammar within an organized structure. Errors do not interfere with communication.	The student demonstrates control of media-appropriate language including vocabulary, syntax, and grammar within an organized structure. Few if any errors. Attention of thought is clearly communicated.	

ELO Project Rubric

The project is the application of the student's learning and content 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 OE and/or mentor. The product will be shared with an authentic audience within an authentic context. Feedback from the spectators, audience and users will be collected by the student.

Beginning				
Progressing				
Proficient				
Exemplary				
Trait 1: Does the product demonstrate student achievement of learning goals and targeted competencies?	The product is completed with both, if any, evidence of the targeted goals and competencies.	The product demonstrates connections to the targeted goals and competencies, dependent upon further explanation.	The product independently illustrates relevant connections to all the targeted goals and competencies.	The product illustrates discovery of complexity and/or connectivity of the targeted competencies.
Trait 2: Did the product meet the quality criteria set by the student, mentor and/or OE?	The product has little, if any, evidence of meeting the design criteria established by the mentor, OE and student in the plan.	The product meets half the design criteria established by the mentor, OE and student in the plan.	The product meets all of the design criteria established by the mentor, OE and student in the plan.	The product meets all of the design criteria established by the mentor, OE and student in the plan and additionally reflects modifications made in response to authentic feedback.
Trait 3: How was the product shared with an authentic audience for feedback?	The product has been shared with mentor or OE for evaluation.	The product has been shared with the mentor or OE and an authentic user/audience within an appropriate context. Possible sources of feedback are identified.	The product has been evaluated by the mentor or OE and an authentic audience within an appropriate environment. Feedback has been collected.	The product has been evaluated by the mentor or OE 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.
Trait 4: How does the product reflect the individual voice and worldview of the student?	The product was external to student interest and/or the needs of the user/audience. (product is the result of an assignment)	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/OE as an uncommon but successful 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/OE 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/OE as a unique and original solution to the design criteria and is adopted for use.
Trait 5: How well did the student document the design process (designing, creating, using, assessing and modifying) for their product?	The student creates a collection of artifacts and/or information used in creating the product.	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 that was used during or describes the process of creating the product and includes clear representation of feedback.	The student creates a collection of artifacts concerning 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.

ELO Presentation Rubric

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.

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 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).

	Beginning			Progressing			Proficient			Exemplary		
Trait 1: How well does the student communicate the information using a variety of strategies? (e.g. Eye Contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture)	The presentation does not communicate intended information because organization, and/or delivery interfere.			The presentation communicates the information, with inconsistent organization, and/or delivery.			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 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.		
Trait 2: How does the student use supporting materials (e.g. posters, graphics, illustrations, recordings, models, samples, midamps, videos, PPT, etc.) as part of the presentation?	The student has materials that interfere with their presentation or are not referenced.			The student infrequently references supporting materials, which may or may not add information to the presentation.			The student integrates relevant supporting materials that add or clarify information for the presentation.			The student frequently integrates relevant supporting materials that add or clarify information for the presentation.		
Trait 3: Does the student communicate why they chose this ELO and how they used it to target competencies?	The student identifies the goals of the ELO and/or the targeted competencies.			The student explains the reasons for choosing the goal of the ELO or the targeted competencies.			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, communicates how the student used the ELO to address the targeted competencies, and makes further connections to prior and future learning.		
Trait 4: Does the student communicate how they used Inquiry Question?	The student makes no reference to the Essential Question.			The student states their Essential Question, but is unable to articulate how it guided their work.			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 presents their response to the Essential Question and explains how they used it to generate emerging questions, extensions or cross-curricular relationships.		
Trait 5: Does the student use prior work (e.g. reflections, research, and the project) in the presentation?	The student provides examples of 1 of the 3 prior ELO components in describing 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 how their research, reflection and project illustrate their progress toward achieving their learning goals.			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.		
Trait 6: Does the student communicate what they learned through their ELO experience?	The student identifies a success or a challenge of the ELO experience without any details.			The student identifies a success and a challenge of the ELO experience, with few details or commentary.			The student communicates what they learned through the successes and challenges of the 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.		