

EXTENDED LEARNING OPPORTUNITIES BOW HIGH SCHOOL

An Extended Learning Opportunity (ELO) is a chance for you to learn something new in an unconventional manner. You get to develop a plan for what you are going to learn and for how you are going to demonstrate mastery of the material to your teacher and your community partner.

Your goal is to prove that you have mastered the competencies that you, your Highly Qualified Teacher and the ELO coordinator have agreed to in your ELO plan. You may choose to study something not offered in the BHS Program of Studies (previously considered an Independent Study) or to apply your ELO for a core class. A competency is a group of skills, concepts and knowledge essential to the course. Together, the course competencies are the minimum standard you must demonstrate to earn credit. The competencies are the heart of the ELO because everything from your research to your product will tie into them.

You may do an ELO with other students, however, each person in the group is personally responsible for his or her learning. The competencies may be the same or different for each member of the ELO group.

After you have your topic, you will need to get a teacher who is highly qualified (HQT) in the subject of your ELO to agree to work with you. You will enter into a formal agreement with the HQ teacher for the ELO. She/he will help you to plan your ELO, act as a resource for you during your work, provide guidance and help, and will determine if you have met the competencies so that you can be awarded credit. The ELO plan will include four general components: *Research, Reflection, Product & Presentation*.

Steps of the ELO Process

- A.) Sign up for an ELO on the course registration form
- B.) Meet with your Guidance counselor to determine your topic and to discuss possible HQ Teachers.
- C.) Complete the ELO Program Contract, with HQT and parent signatures.
- D.) Meet with HQT to determine competencies and essential questions.
- E.) Make contact and sign an agreement with a community partner to work with you on your ELO.
- F.) Use the ELO Plan Template and ELO rubrics to finalize your ELO plan. You must include research, reflection, product and presentation in your plan.
- G.) Develop a timeline for your project and get started!

ELO Research

Research is a cyclical process. Often through your initial research you discover something else that you need to look into. You can prove that you have done the research in a variety of ways, but each way will require some type of source documentation (bibliography). Additionally, you will need to make sure that you use reliable sources. Be sure to incorporate the questions you research and how you arrived at them in your reflection.

	<i>Exceeds</i>	<i>Meets</i>	<i>Approaching</i>
Questions and evaluates information - (data, ideas & concepts) for accuracy, objectivity and quality	<i>The student's questions and evaluations are consistently accurate, reasonable, relevant and of high quality.</i>	<i>The student's questions and evaluations are generally accurate, reasonable and relevant.</i>	<i>The student's questions and evaluations are generally insufficient in their accuracy, reasonableness, and relevance.</i>
Synthesis - Original, unique and cogent ideas, phrasing and products	<i>The student combines more than one object or idea to create something original and unique.</i>	<i>The student combines more than one object or idea to create something new.</i>	<i>The student does not combine more than one object or idea to create something new.</i>
Synthesizes ideas - from a variety of sources to produce a cogent position.	<i>The student's ideas and solutions are exceptionally clear, coherent and comprehensive.</i>	<i>The student's ideas and solutions are clear, coherent and comprehensive.</i>	<i>The student's ideas and solutions are fragmented and disorganized.</i>
Analysis - of information in context to draw appropriate and well-supported conclusions	<i>The student's conclusions are well supported, logical, and complete, using information that is accurate, high quality and relevant.</i>	<i>The student's conclusions are complete and consistent using information appropriately, with few exceptions.</i>	<i>The student's conclusions are inconsistent, incorporating inaccurate or inappropriate information.</i>

ELO Reflection

Reflection allows students the opportunity to think about their experiences. Through reflection, students develop and adjust their **short and long term goals**, explore **problem and solutions** and connect their experiences with their **learning goals**. Reflection is also important in order to keep communication between the HQT and student open. It is critical to share learning with the HQT regularly, so that guidance can be offered. (Reflections may be on paper, in a blog, a video diary or any other format agreed on my you and your HQT).

	<i>Exceeds</i>	<i>Meets</i>	<i>Approaching</i>
Curiosity - Inquisitiveness, openness and excitement	<i>The student shows interest in developing ideas. The student independently and actively pursues such interest.</i>	<i>The student shows interest in developing ideas and actively pursues such interest.</i>	<i>The student is not motivated and does not pursue new ideas or interests.</i>
Reflection - Exploration of own creative process	<i>The student's thoughtful and continual reflection on creative process is apparent. The student alters behavior or work based on reflection.</i>	<i>The student's thoughtful reflection on creative process is apparent.</i>	<i>The student's thoughtful reflection on creative process is not apparent.</i>
Comfortable Limits - Venturing outside comfortable limits in ways that extend emotional, social, intellectual experiences	<i>The student is intrinsically motivated to take academic risks and to take on challenging work. The student is able to explore and discuss ideas and problems without obvious solutions, despite the potential that they may be wrong.</i>	<i>With encouragement, the student is willing to take academic risks and to take on challenging work. The student views mistakes as part of the learning process and is willing to voice opinions and thoughts.</i>	<i>The student is unwilling to take academic risks or to take on challenging work. The student views mistakes as personal failure rather than learning opportunities.</i>

ELO Product

The process of designing, creating, implementing and assessing your ELO product will demonstrate your learning and achievement of competencies. The product must be an original piece of work. It can be a physical artifact, a performance, or a process. The product will be shared with an authentic audience within an authentic context.

	<i>Exceeds</i>	<i>Meets</i>	<i>Approaching</i>
Flexibility and Adaptability	<i>The student is able to envision multiple ways of responding to a variety of viewpoints and independently adapts/responds accordingly.</i>	<i>When presented with a variety of viewpoints, the student appropriately reflects and adapts/responds to the situation.</i>	<i>The student lacks flexibility and does not consider alternative viewpoints in response to a situation.</i>
Contributions & Work Ethic	<i>The student consistently completes assignments and duties in a timely manner. The student's work ethic and preparation enhances the task/process.</i>	<i>The student consistently completes assignments and duties in a timely manner. The student's work ethic and preparation complements the task/process.</i>	<i>The student does not complete assignment and duties in a timely manner. The student's work ethic and preparation hinders the task/process.</i>
Leadership & Initiative	<i>The student provided leadership in the group by thoughtfully organizing and dividing the work, checking on progress and/or providing focus and direction for the project.</i>	<i>The student played an active role in generating new ideas, took initiative in getting tasks organized and completed, and sought help when needed.</i>	<i>The student played a passive role, generating few ideas, tending to do only what told to do by others and/or did not seek help when needed.</i>
Understanding - Extract both literal and figurative meaning in a variety of contexts	<i>The student independently extracts both literal and figurative meaning from the task and/or material.</i>	<i>With direction, the student extracts both literal and figurative meaning from the task and/or material.</i>	<i>The student does not extract literal and/or figurative meaning from the task and/or material.</i>

ELO Presentation

Your presentation is a defense of how you satisfied the competencies of your ELO, as agreed upon in your plan. You should demonstrate that you learned something new and applied it to your product. Additionally, you should share the process and reflection you went through.

	<i>Exceeds</i>	<i>Meets</i>	<i>Approaching</i>
Delivery – Style, product and delivery enhance message.	<i>The student's delivery is coherent, effective and appropriate. The student's delivery engages the audience to enhance the purpose.</i>	<i>The student's delivery is coherent, effective and appropriate for the audience and purpose.</i>	<i>The student's delivery is not coherent, effective and/or appropriate for the audience and purpose.</i>
Development & Organization – Logical, thorough and thoughtful	<i>The student is sophisticated in the development and use of organizational skills and processes to enhance the task.</i>	<i>The student develops and uses organizational skills and processes that are relevant to the task.</i>	<i>The student's development and organizational skills and processes are not evident and/or not relevant to the task.</i>
Command of Language – Vocabulary, word choice, tone and conventions	<i>The student's use of vocabulary, word choice and conventions conveys and enhances the intended message.</i>	<i>The student's use of vocabulary, word choice and conventions conveys the intended message.</i>	<i>The student's use of vocabulary, word choice and conventions does not convey the intended message.</i>

EXTENDED LEARNING OPPORTUNITY (ELO) PLAN CONTRACT

Student Name _____ YOG _____

Email _____ Phone Number _____

ELO Title _____ Credit(s) _____

HQ Teacher _____ Start Date _____

Briefly describe what you will do in your ELO.

Who are your **community partners** and how will you work with them?

What is your essential question? *Your essential questions will provide the central focus for your work. It should be authentic and significant.*

Competencies – Complete for each ELO competency.

Competency #1
What skills and knowledge are necessary to meet this competency?
Detail specifically how you will obtain these skills and knowledge.
What assessments will be used to demonstrate proficiency of this competency? Include all four components (Research, Reflection, Product and Presentation)

ELO Timeline – Create and attach a timeline that includes major ELO events, commitments, assessments and components. You need to include benchmarks for the project, with assessments at progress report times, first term and at the end of the plan.

Learning Agreement

I agree to abide by the conditions set forth in the attached ELO 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.

Student agreement _____ Date _____

Parent/Guardian Approval _____ Date _____

HQ Teacher Approval _____ Date _____

Guidance Approval _____ Date _____