

Extended Learning Opportunity

Primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology

- Independent study
- Private instruction
- Performing groups
- Internships
- Community service
- Apprenticeships
- Online courses
- Work Based learning opportunities

Competencies (or **Power Standards**) are the knowledge, skills, and/or behaviors students must master in a specific content or performance area.

Mastery is the consistently successful application of a set of knowledge (facts), skills (processes), and behaviors (actions) to complex problems and novel situations.

In order to achieve Mastery, students must be able to demonstrate **Proficiency** through a preponderance of evidence of attainment of the required competencies in and/or across a content area.

NH ELO Evaluation

- Importance of ELO Coordinator
- Fluidity of roles – teacher, community partner
- **High expectations for students**
- Local policy drives ultimately what is possible
- Elective credit often a starting point
- ELOs have improved course competencies across schools
- Deepened relationships b/n teachers students

~Executive Summary: Final Report of Evaluation Findings
May 2011, UMass Donohue Institute

Best practices



- Feedback (0.73)
- Teacher/Student relationships (0.72)
- Meta-cognitive strategies (0.69)

~ Hattie, 2009

Relationships, Relevance & Rigor

Categories of ELOs

Interest-driven ELOs – creative, highly personalized, beyond-the-classroom experiences.

Student-support-driven ELOs – flexible responses to students' academic or social support needs.

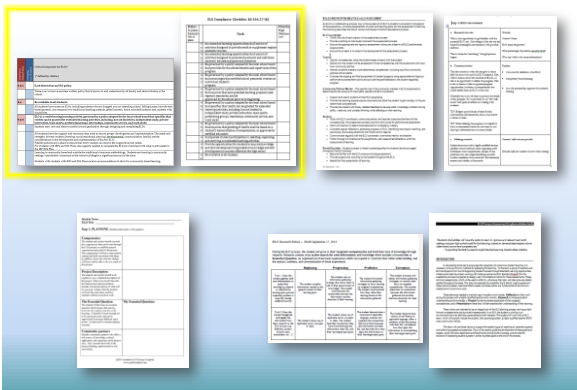
Integration-driven ELOs – bringing existing programming under the ELO tent.

~Executive Summary: Final Report of Evaluation Findings
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In fact, ELOs can be:

individual	or	group-based
school-based	or	larger community
student initiated	or	adult initiated
large scale	or	small scale
tied to a class	or	extracurricular

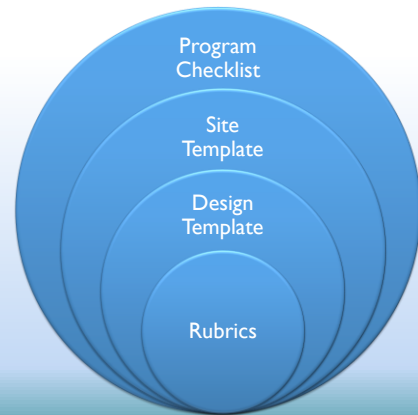
In ANY discipline
For ANY student

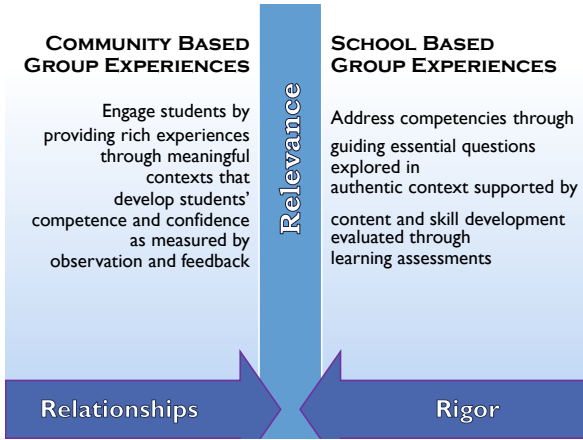


Critical Component for ELOs*	(*defined by statute.)
4.b.1	Each district has an ELO policy. There is an inclusive and clear written policy that is known to and understood by all faculty and administrators in the school.
4.e.	Be available to all students. All students have access to ELOs, including students who are dropped out, not attending school, failing classes, have diverse learning needs, non-responsive to traditional teaching methods, gifted learners, home schooled students, and students with disabilities.
4.b.4	ELO is a credit bearing learning activity, governed by a policy adopted by the local school board that specifies that credits can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study. Students earn core and elective credits toward graduation through designing and completing ELOs. All students have the support and resources they need to ensure proper development and implementation. The needs and strengths of every student (learning, social, emotional, physical, developmental, communication, family) are key considerations in the development and implementation of his/her ELO. Flexible policies are in place to ensure that every student can receive the supports he/she needs. For students with IEPs and 504 Plans, the supports needed to complete the ELO are consistent with what is articulated in the IEP/504 Plan. Learning is community based and outside the traditional classroom methodology. Students are learning in community settings, outside their classroom or the school building for a significant amount of the time. Students with students with IEPs and 504 Plans receive accommodations to allow for community-based learning.

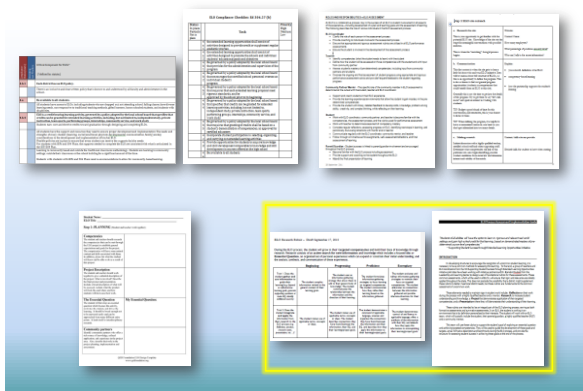
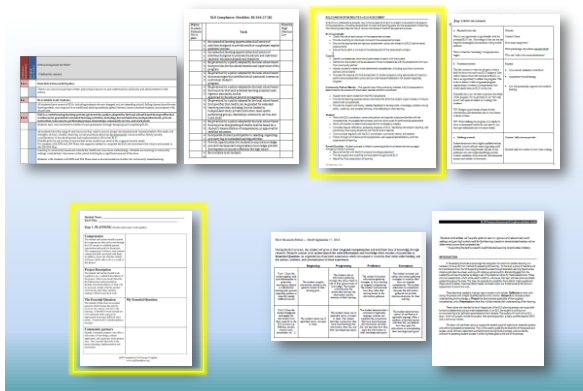
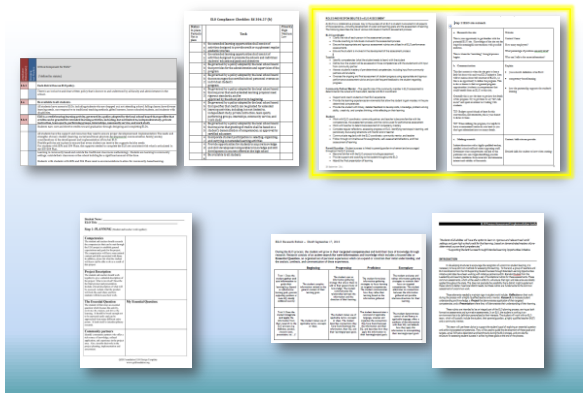
Best Practices & ELO Components	Community Based	Community Partner/Mentor	Credit Bearing Competencies	Essential Question	Research	Reflection	Product/Project	Presentation of Learning
Independent Study	N	N	Y	Y/N	Y	Y/N	Y/N	N
Private Instruction	Y	Y	Y/N	N	Y/N	N	Y	N
Performing Groups	Y	Y	N	N	N	N	Y	N
Internships	Y	Y	Y/N	N	N	N	Y/N	N
Community Service	Y	Y	N	N	N	N	Y	N
Apprenticeship	Y	Y	Y	N	N	N	Y/N	N
Sporting Teams	Y/N	Y/N	N	N	N	N	N	N
Senior Project	Y	Y	Y	Y/N	Y	Y	Y	Y/N
Online Courses	N	N	Y	N	Y	Y/N	N	N

* These opportunities vary from school to school, but this chart reflects the most common descriptions.





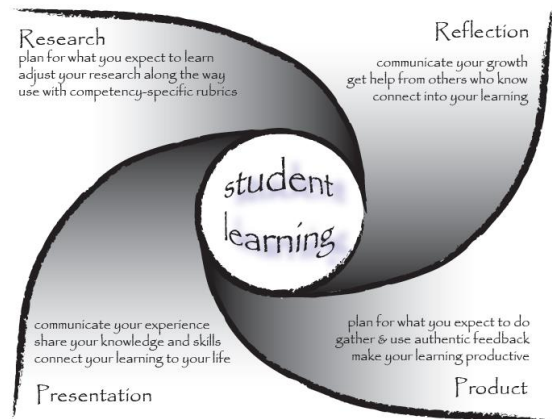
- Community Partners are everywhere!
- YMCA
 - Community Music Center
 - NH Humanities Council
 - Public Television Service
 - Nackey Loeb School of Communication
 - Youth Ventures
 - UNH Warmth from the Millyard
 - National Poetry Month
 - Elliot Hospital
 - New Hampshire Institute of Politics
 - FIRST Robotics
 - Destination Imagination



Some Definitions

- **Assessment** – activities that provide information about student's understanding and skill in a specific topic
- **Test** – a type of assessment that takes place at a specific time; commonly paper-and-pencil format
- **Evaluation** – the process of making judgments about the levels of student's understanding or skill based on an assessment
- **Measurement** – assigning scores to an assessment based on an explicit set of rules
- **Score** – the number or letter assigned to an assessment via the process of measurement

Classroom Assessment & Grading That Work -- Marzano, 2006



15 minute Break

Piloting ELOs in your school...

If you are among the first in your school to try an ELO, take some time to sit down and specify:

- Who are your allies in starting ELOs?
- Where does your school already have “almost ELOs?”
- What's going to get in your way? What are the barriers?
- What are you worried about?
- What is your school/district policy about ELOs?
- Who needs to be on board?
- Who is already on board?
- How will you explain and promote your ELO to students and faculty?

Come up with strategies and tasks and start picking away at your list.



Online Resources

BeyondClassroom.org

www.education.nh.gov/innovations/elo/

ecardineQED@gmail.com



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