**Extended Learning Opportunity**

**Windsor Locks High School**

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* Overview of Program
* Student Forms

**Extended Learning Opportunities at Windsor Locks High School**

Focused on preparing students with experiences outside of the classroom to gain a broader, deeper knowledge of a topic of their choosing and how it relates to a post-secondary pathway. This goal will be achieved through learning through work, research, reflection, project and presentation. Students work collaboratively and individually, with various school and community members.

**Extended Learning Opportunity (ELO) Overview**

*Roles & Responsibilities*

**ELO Coordinator:**

* As a resource for the teacher mentor, develop and maintain best practices for the development and assessment of ELOs.
* Deliver the *Talking Safety* curriculum to students engaged in ELO’s in the first two weeks of the semester.
* Meet with each student on a bi-weekly basis to assess progress.
* Maintain relationships with all community partners.
* Sustain and oversee resources, technology, and supplies for ELOs.
* Maintain ELO budget.
* Working knowledge of the district’s policies on ELOs and volunteers and insurance requirements.
* Participate in nation-wide conversations and dialogues involving the future development and improvement of the ELO program.

**ELO Teacher Mentor:**

* As the primary resource for students engaged in ELO’s, develop and maintain a classroom environment where guidance, support, and academic assistance are provided.
* Assist students in developing student competencies, learning activities, and required assessments for their ELO.
* Meet with students regularly throughout their ELO semester to assess progress.
* Evaluate student work, provide guidance on progress of projects and documentation of learning.
* Keep track of meetings and work that has been submitted from each student.
* Notify the ELO Coordinator in the event that a student is not completing learning activities, behavioral concerns, etc. so that any issues may be resolved in a timely manner.
* Attend final presentations for each student and sit on the ELO team that approves a final grade for the student.
* Meet with the ELO Coordinator on a regular basis.
* As a resource for the Overseeing educator, develop and maintain best practices for the development and assessment of ELOs.

**ELO Community Partner:**

* Oversees the on-sight adult who supervises and provides mentoring to the student engaged in the ELO.
* Responsible for monitoring the student’s activities and learning at the site.
* Works with the student to help him/her achieve the outlined academic and personal learning goals in the student’s plan. (ex. Answering student’s questions, encouraging learning through inquiry and guided exploration, share in reflection, assist in ELO project).
* Assist in the evaluation of student engagement while on site, through informal written and oral communication with the ELO coordinator.
* Assist in the evaluation of student engagement while on site, through formal written and oral communication twice during the duration of the ELO.

**ELO Student:**

* Initiate an ELO idea
* Assists the ELO team (teacher mentor, coordinator, and community partner) in the development of his/her competencies, learning activities, and required assessments.
* Assist in finding a community partner that best suit his/her ELO needs and is responsible for acquiring the necessary signatures on the ELO application.
* Exhibit professional behaviors and is expected to follow all school and workplace rules, procedures, and policies.
* Participate in Talking Safety job training taught by the ELO Coordinator.
* Keep and maintain a thorough reflection journal and share it with all the members of their ELO team during weekly/bi-weekly meetings.
* Complete the work outlined in their learning plan, and any work assigned by the community partner as well as any outlined assessments, etc.
* Create a project that, if possible, can be beneficial to the community partner and/or site.
* Share their learning in a public presentation where they will be assessed by an ELO evaluation team.

**ELO: Impact on School Community**

Extended Learning Opportunities exist when the school and the community come together to fuel a student’s passion for learning. It puts a different emphasis on students learning and ownership, while creating a product that benefit the school and larger community of Windsor Locks. Students are challenged to apply their learning authentically, as they meet the many different needs and expectations. Their application of learning and work provides multiple opportunities for the community to see student learning first hand. These experiences create pride amongst the student body and school staff.

**Competencies**

Upon completion of the year, internship students will have met and demonstrated master of the following WLPS Cross-Curricular Competencies, ELA Graduation Competencies and Content Specific Standards. ELO students will utilize a portfolio to demonstrate meeting each competency and standard, which will be reviewed by their teacher mentor at individual meetings throughout the semester.

*Cross-Curricular Graduation Standards*

**An Informed Thinker who:**

· Applies, documents and defends his/her knowledge and skills in and across the core curriculum and electives.

· Effectively analyzes and evaluates evidence, arguments, claims and beliefs and major alternative points of view

· Analyzes information and arguments to be able to draw conclusions.

· Reflects critically on learning experiences and processes to reason effectively as appropriate to the situation.

**A Self-Directed Learner and A Collaborative Worker who:**

· Explores and creates both career and educational plans that reflect personal goals interests, and abilities; which may include job shadows, internships, college visits, on-line learning and duel credit (HS/college) opportunities.

· Develops a variety of research skills and demonstrates a capacity for independent study.

· Initiates, proposes, implements, and perseveres to complete tasks when working independently;

· Demonstrates personal reliability, flexibility, work ethic, and regard for quality

· Practices teamwork and collaboration in academic and/or co-curricular settings.

**A Clear and Effective Communicator who:**

· Reads, listens to, interprets and evaluates messages from various media sources.

· Uses oral, written, visual, artistic, and technological modes of expression in diverse environments to clearly and effectively communicate his/her ideas, beliefs, and understandings; including multiple languages.

-Utilizes multiple media and technologies, and knows how to judge their effectiveness as well as assess their impact while demonstrating their learning

**A Creative and Practical Problem Solver who:**

· Observes situations and is able to define problems clearly and accurately.

· Creates new purposeful and effective ideas Is open and responsive to new and diverse perspectives.

· Demonstrates originality and inventiveness in work and understands the real-world limits to adopting new ideas.

· Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions.

· Generates a variety of solutions, builds a case for the best response, and evaluates critically its effectiveness of this response

**A** **Responsible Citizen who:**

· Demonstrates responsibility and an awareness of others by participating in the required number of community service activities.

· Accepts responsibility for personal decisions and actions.

· Demonstrates an understanding of wellness in order to make lifelong decisions about his/her physical, mental, emotional, and social health.

· Demonstrates ability to work effectively and respectfully with diverse members of society.

*ELA Graduation Standards*

**Reading: Comprehend, interpret, analyze and evaluate complex texts.**

* Cite comprehensive textual evidence to support conclusions or claims with reliable and relevant evidence.
* Synthesize information from multiple texts (print and/or digital) to support conclusions.
* Read independently and determine, analyze and defend how common themes and purposes are found across multiple sources of information.

**Writing: Produce clear and coherent writing appropriate to purpose and audience.**

* Write to inform or explain, clearly and accurately.
* Consistently and accurately apply the conventions of standard English.
* Integrate multiple and varied resources from print and digital to support analysis reflection and research.

**Speaking and Listening: Listen to, comprehend, respond to diverse perspectives, communicate clearly and/or challenge ideas in a range of collaborative discussions.**

* Clarify, verify, and challenge ideas to initiate and strengthen conversation
* Present information and supporting evidence to convey a clear and distinct perspective appropriate to purpose and audience.

**Research: Conduct inquiry based research, appropriate to purpose and audience.**

* Draw evidence from diverse literary or informational text to support analysis, reflection and research.
* Apply proper research ethics in all work.
* Synthesize information to determine what additional research is required to deepen one’s understanding.

*Content Specific Standards*

Each ELO student will have a set of standards that are specific to their topic of choice. This is determined by the student, teacher mentor and ELO coordinator. The community partner’s goals will be embedded into the content specific standards.

**ELO Action Plan & Timeline**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **Responsible Party** | **Timeline** | **Paperwork Needed** |
| Interest in an ELO forms | Student |  |  |
| Student meets with ELO Coordinator to discuss ideas | Student  Coordinator |  | Application of Intent (used during the meeting for brainstorming) |
| Student applies to ELO program | Student  Parent |  | Application |
| Application is reviewed, competencies/learning activities are written | Student  Teacher  Coordinator  *Parent?* |  | Competency Breakdown |
| Insurance paperwork is completed | Coordinator |  | Letter goes home to the parent that the application has been accepted and insurance paperwork is attached. |
| Community Partner meeting (initial) | Coordinator  Community Partner |  | Insurance Paperwork |
| Meeting with all stakeholders – roles, responsibilities, calendar is finalized | Coordinator  Community Partner  Teacher  Student |  | Student Calendar  Student Application & Competency Breakdown |
| Job Training (OSHA) | Student  Coordinator | First 2 weeks of semester |  |
| ELO Begins  -Learning Activities, meetings with teacher to assess progress | Student  Coordinator  Teacher  Community Partner | 3rd week of semester |  |
| Check ins with community partner – every other week on site/by phone | Coordinator  Community Partner |  |  |
| Check ins with students/teacher – visits classroom, meets with teacher alone every other week | Coordinator  Student  Teacher  Community Partner |  | Weekly Journals & check in calendar |
| Presentations of ELO’s | Student | End of semester | Portfolio and all ELO documents completed |

**ELO Components**

Research

**ELO**

***Research***

Research is an important first step of the ELO process. The goal is to turn a lukewarm interest into engaged enthusiasm.

***Reflection***

Through reflection, students will experience personal growth and examine their experiences so far. The learning happens in reflection, and students will be asked to reflect constantly through any method they choose (journaling, video diaries are examples).

***Project***

A particularly tangible item that can also have a social action impact. This may grow logically out of the topic chosen.

***Presentation***

Students will demonstrate the authenticity and mastery of their learning through a non-traditional oral presentation made to members of the school and local community that have contributed to the student’s ELO.

**ELO Presentation Portfolio**

ELO students will create and maintain portfolios as a record of their work and will be a part of their final presentation. Additionally, it will provide evidence of meeting Cross-Curricular Competencies, ELA Graduation Standards, and Content Specific Standards.

**Portfolio Outline:**

Cover

Table of Contents

1. Cross Curricular Competencies
2. ELA Graduation Standards
3. Content Specific Standards
4. Weekly Activity Log
5. Selected Pieces of Work
   1. Introductory Description of Work
   2. Identification and Justification of Competencies/Standards
   3. Demonstration of Process
   4. Final Product

**Weekly Projects & Meetings: LOG**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Description of Week** | **ELO Essential Question & Goals** | **Cross-Curricular Competencies** | **ELA Competencies** | **Content Specific Standards** | **Hours - Community Mentor** | **Met with Teacher Mentor** | **Met with ELO Coordinator** | **Weekly Journal Entry** |
| 1 | *-This week, I researched how classical music has influenced today’s melodies and harmonies in pop music. I found a book about this topic and learned…*  *-I showed my learning by….* | *S* | *2,3,4* | *2* | *A, G, F* | *2* | *Yes* | *Yes* | *Yes* |
| 2 |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |
| *Portfolio Update & Check* | | | | | | | | |  |
| 6 |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |
| *Portfolio Update & Check* | | | | | | | | |  |
| 11 |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |
| *Portfolio Update & Submit* | | | | | | | | |  |

*WLPS ELO Experience*

*Student Contact Information*

From time to time the teacher mentor may need to contact you directly. Please complete the following information in regards to the best way to reach you outside of school hours.

Student Name:

Home Phone:

Student Cell Phone:

Do you accept text messaging? Yes No

Parent Cell Phone:

E-mail Address:

In the event you need to contact your teacher mentor or ELO coordinator, please use the following information. Please keep this information in a safe place where you can easily access it.

Teacher Mentor:

E-mail: [*tromero@wlps.org*](mailto:tromero@wlps.org)

Phone:

ELO Coordinator:

E-mail: *anelson@wlps.org*

Phone: 860-292-5881