

Gorham High School's
ELO Design Plan
Extended Learning Opportunity

Student:	Supervisor: <i>This is the person within GHS the student will be interacting with directly about their ELO.</i>
Credit Type: <i>This should list the number of credits as well as whether they are for elective or core credits.</i>	Start Date: <i>First day of the course as a whole</i> End Date: <i>Last day of the course as a whole</i>
Community Partner: <i>This is the business/organization the student will be interacting with for this experience. You may need to list multiple depending on the student plan.</i>	Mentor: <i>This is one specific individual the student is connecting with on an ongoing basis outside of school, typically an employee of the Community Partner. Not every ELO includes a specific mentor.</i>

Mentor Contact Information:

Goals: <i>Goals should be specific and attainable</i>
1. 2. 3.

Essential Question(s): <i>An essential question should be specific enough to drive learning, while still requiring significant research and reflection—it should not have one clear answer.</i>

Student Site Plan/Hands-on Summary <i>This should include as much specific information about the hands-on aspects of the experience as possible. It should include the types of experiences, the content to be learned, the frequency of interactions, and any other information that could be helpful to ensuring the course stays on track.</i>
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Student Methods of Documentation	
Assignments & Expectations <i>These are specific “asks” of the student that you can assess in some way. They are tangible representations of the work and exploration the students are doing to further prepare themselves for their futures.</i>	Related Standard Link to Career & Life Readiness Standards <i>Every assignment or task should have a connected standard. All 8 content areas have related standards.</i>
Effective Communication & Responsibility:	A.2 Life Skills <i>Students demonstrate positive interpersonal and life skills and understand how they</i>

For the duration of their ELO placement, students will maintain professional and prompt communication with their mentor and ELO coach. Students will show a heightened level of responsibility while maintaining their classwork and ELO placement. Effective Communication & Responsibility includes: • Honesty to yourself, your mentor, and coach • Respect for yourself, your mentor, and coach • Honoring time commitments • Alerting mentors & coach of absences or illness • Answering phone calls and emails promptly • Using time efficiently and effectively • Finishing classwork on time & maintaining passing grades in other academic classes	<i>are important to success in relationships, school, work, and community.</i> Performance Expectation: <i>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</i> a. Use a variety of communication skills in a responsible manner. b. Exhibit ethical behavior, including responsibility for self and others. c. Understand and exhibit professionalism in changing situations and environments.
Hour Log: Students will fill out an individualized hour log weekly to document the time spent in their ELO. • Weekly reflections and student notes are included in the google sheets document	A.1 Self-Knowledge: <i>Students demonstrate an understanding of their own capabilities, characteristics, attitudes, and how these attributes impact their future choices, including local, state, national, and global opportunities.</i> Performance Expectation: <i>Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and assist in making post high school career and life decisions.</i>
Bi-weekly Check-in Students are expected to be on time for each check-in with their ELO coach. These meetings will be used to assess student progress & make sure hour logs are up to date.	A.2 Life Skills <i>Students demonstrate positive interpersonal and life skills and understand how they are important to success in relationships, school, work, and community.</i> Performance Expectation: <i>Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community.</i> a. Use a variety of communication skills in a responsible manner. b. Exhibit ethical behavior, including responsibility for self and others. c. Understand and exhibit professionalism in changing situations and environments.
The student will work towards the goal's of their ELO placement: 1. 2. 3.	Standard B.1 Exploring Opportunities: <i>Students understand their options and can navigate choices and experiences concerning interests and future opportunities.</i> Performance Expectation: <i>Students articulate a variety of post high school options based on individualized, in-depth exploration.</i>
Mid-Way Reflection: PROMPT:	C.1 Planning: <i>Students develop goals and implement career and life goals.</i> Performance Expectation: <i>Students develop, take</i>

In 350 to 500 words, please reflect on your experiences in your ELO placement so far. In your reflections, please note how you have worked towards your set syllabus goals. Describe how you will continue to work towards meeting those goals and whether or not you have anything to add to them now that you have been immersed into your ELO. PLEASE INCLUDE: • Strengths and Weaknesses • Challenges that you've had to overcome • Expectations vs. Reality • Day-to-day responsibilities	<i>steps to implement, and reflect on individualized, post high school plans.</i> a. Analyze educational achievement and performance strategies as it relates to future choices, adapting plans as needed. b. Seek out meaningful career exploration opportunities, both individually and in small-group, interactive settings. c. Understand the financial impact of post high school credentialing programs, using that awareness to inform plans.
Final Evaluation: A final evaluation will take place depending on the student and situation. This will entail either a written reflection, presentation, or formal conversation. TBD by ELO coach.	A.1 Self-Knowledge: <i>Students demonstrate an understanding of their own capabilities, characteristics, attitudes, and how these attributes impact their future choices, including local, state, national, and global opportunities.</i> Performance Expectation: <i>Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and assist in making post high school career and life decisions.</i>

Goals & Expectations

An ELO is a community-based learning experience that allows a student to work with a learning team - community mentor(s), teacher, and ELO manager. The student must show self-motivation, dependability, and responsibility. They will work with their ELO coordinator to develop an ELO syllabus prior to the start of the learning experience.

Appropriate hours will be spent outside of the regular school day

I have discussed this application with my parent/guardian, ELO Coordinator, and school counselor (if applicable) and agree to proceed with the development of an ELO course that meets my goals.

Student Signature:	
Parent/Guardian Signature:	
ELO Coach Signature:	
Principal Signature:	
School Counselor Signature:	
Mentor Signature:	