

ELO Best Practices Checklist

This checklist has been designed for school administrators and staff for implementation of extended learning opportunities in their schools. The checklist includes two levels of implementation:

- The first column (red) lists the elements of implementation required by the NH Minimum Standards for extended learning opportunities.
- The second column (blue) outlines elements recommended by experts and practitioners in the field for the creation of high quality ELO experiences.

Complete this checklist at least annually and develop goals for improved implementation based upon your results.

NH Minimum Standards	Best Practice	Elements of ELO Implementation
		<ul style="list-style-type: none"> • Red elements come from the NH Minimum Standards for Public School Approval. • Blue ones add additional elements that reflect emerging best practice in the same area.
		Policy adopted by the local school board provides for the administration and supervision of the program. (4)b.1
		<ul style="list-style-type: none"> • There is an inclusive and clear written policy that is known to and understood by all faculty and administrators in the school.
		<ul style="list-style-type: none"> • The quality of the ELO process is assessed annually.
		<ul style="list-style-type: none"> • There is a meeting of ELO stakeholders in the school to look at process and outcome data about ELO implementation during the school year, and the group documents its findings.
		<ul style="list-style-type: none"> • Plans and goals for ELO implementation are adjusted annually based upon the review.
		Available to all students. (4)e
		<ul style="list-style-type: none"> • 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.

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		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. (4)b.4
		<ul style="list-style-type: none"> • Students earn core and elective credits toward graduation through designing and completing ELOs.
		<ul style="list-style-type: none"> • 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.
		<ul style="list-style-type: none"> • There is a vetted community partner. The community partner meets high quality standards for participation such as mentoring qualities, communication, keeping students and learning centered.
		<ul style="list-style-type: none"> • Students with students with IEPs and 504 Plans receive accommodations to allow for community-based learning.
		<ul style="list-style-type: none"> • All students have the support and resources they need to ensure proper development and implementation: <ul style="list-style-type: none"> ○ 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.
		Granting of credits shall be based on a student's demonstration of competencies, as approved by certified educators. (4)b.5
		<ul style="list-style-type: none"> • The ELO is based upon clearly-defined competencies. Competencies in the ELO plan have been cross-walked against course competencies and/or other appropriate sources.
		<ul style="list-style-type: none"> • Competencies have been validated against the DOE competency validation rubric.
		<ul style="list-style-type: none"> • Assessment strategies and grading criteria are clearly defined up front. The student works with the learning team to design and clarify the assessment strategies and grading criteria, which are documented within the ELO plan.
		<ul style="list-style-type: none"> • The student self-assesses regularly.
		<ul style="list-style-type: none"> • Students with students with IEPs and 504 Plans are assisted to display their knowledge in a way that is most accessible and meaningful for them.
		<ul style="list-style-type: none"> • Research, reflection, product, and presentation are part of the assessment. Rubrics are used as the basis for formative and summative assessment of student learning.
		<ul style="list-style-type: none"> • Multiple team members are involved in each stage of assessment.

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		<ul style="list-style-type: none"> Students with students with IEPs and 504 Plans are given support and accommodations in order to effectively present their work.
		<p>Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school. (4)d</p>
		<ul style="list-style-type: none"> Student constructs meaning through disciplined inquiry and produces knowledge.
		<ul style="list-style-type: none"> The student applies, documents, and defends his or her learning (uses higher order thinking skills)
		<ul style="list-style-type: none"> Student applies the particular skills and strategies to investigating the world through the lens of the academic discipline(s) being studied.
		<ul style="list-style-type: none"> Students with students with IEPs and 504 Plans are given the appropriate accommodations so that they can construct meaning from their ELO experience.
		<ul style="list-style-type: none"> Student produces discourse, products or performances that have value or meaning beyond success in school. There is a student defined application of the learning that meets a real need and contributes to a community.
		<p>Incorporate student participation in selecting, organizing, and carrying out extended learning activities. (4)c</p>
		<p>Consist of activities designed to promote the schools and individual students' educational goals and objectives. (4)a.2</p>
		<ul style="list-style-type: none"> Student needs and interests are key considerations in the development of the ELO plan.
		<ul style="list-style-type: none"> Student chooses and directs the development of the ELO plan with appropriate supports.
		<p>Encourage that certified school personnel oversee an individual student's program. (4)b.2</p>
		<ul style="list-style-type: none"> There is a learning team for each student. Team includes student, certified school personnel, family member/adult advocate, and community member/non-school based mentor (certified school personnel include teacher advisor and special educator if applicable).
		<ul style="list-style-type: none"> Team meets frequently enough to effectively monitor and support the student's progress and success and modifies the plan as appropriate.
		<p>Each extended learning proposal meets rigorous standards, and is approved by the school prior to its beginning. (4)b.3</p>
		<ul style="list-style-type: none"> There is a written learning plan for each ELO. The ELO Design Template or equivalent is completed, approved, re-visited frequently, and negotiated as needed.

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		<ul style="list-style-type: none">• There is clear evidence of the student voice/decision making.
		<ul style="list-style-type: none">• There is a partnership between the school, community, and student. The student, school, and community are engaged in a joint venture where roles and processes are clearly defined and understood. There are processes for communication and conflict resolution. All partners have equal voice in decision making.
		<ul style="list-style-type: none">• There is a qualified, certified school person who serves as the facilitator overseeing the implementation for each ELO.
		<ul style="list-style-type: none">• The facilitator is well versed and invested in ELOs and learning variations, resource development, social/emotional needs and problem solving. The facilitator is responsible for high quality, successful implementation of the ELO.

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SCHOOL ELO ACTION PLAN FOR IMPROVEMENT

Activity	Detailed Description	Who	By When