

Submission Form for ELO Samples



ELO Title: Become a Real Estate Agent

School: Winnacunnet High School

Essential Question: The initial ELO grew into five ELOs, over two years time. The essential questions were, in order:

1. What are the different ways clients are represented by real estate brokers and agents?
2. How do you flip a house for profit?
3. How can you create a realistic house rendering using Revit software?
4. What are the laws of real estate?
5. How can a Real Estate Agent leverage social media to expand their clientele?

Area(s) of Study: Real Estate/Architecture (Business and Technology Education)

Amount of credit earned: This student started with a 2-credit internship with a local real estate agent and then it led to four more ELOs (for a total of 10 credits) over two years.

Description:

This ELO started as a single Business internship in Real Estate and morphed into a two year ELO experience that spanned the full scope of being a real estate agent and architect. The student gained hands on experience in both fields while earning elective credit in Business and Technology Education. This ELO can be seen as one comprehensive experience or five individual ELOs.

Competencies:

Short description	Full text of competency
Content Specific Competencies	
Real Estate Business	The student will be able to identify potential areas of specialization within the real estate industry and explain factors and trends that influence real estate markets.
Real Estate Law	The student will be able to identify alternative relationships between brokers and salespersons, communicate with the public in a manner that complies with anti-trust and fair housing laws, and explain obligations and duties of the agent, client and customer within the scope of the law.

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Listing Property	The student will be able to identify various types of listing contracts, calculate commission, explain seller's closing costs, and verbalize rules and regulations relating to listing activities.
Revit	Students will use architectural design software Revit to create computer based models of buildings. (This is an online program that has replaced the long used Auto CAD as the most popular software for the industry)
WHS School Wide Learning Expectations	
Communication	Student uses various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.
Creativity	Student uses original and flexible thinking to communicate ideas or construct a unique product or solution.
Collaboration	Student works in diverse groups to achieve a common goal.
Self-Direction	Student initiates and manages personal learning, and demonstrates a "growth" mindset, through self-awareness, self-motivation, self-control, self-advocacy and adaptability as a reflective learner in order to develop personal goals
ELO Department Competencies	
Research	A student participating in an ELO analyzes and demonstrates an understanding of his/her learning experience through reflection.
Reflection	The student applies the ongoing research of the ELO experience to the evaluation and presentation of issues that arise, and the decisions made as their experience progresses.
Product	The ELO student demonstrates his/her gained knowledge and applies an understanding of what they learned by developing a tangible product that relates to his/her interests, skills, and abilities.
Presentation	The student clearly communicates the entire ELO experience, including both the process and the learning, in a manner that is appropriate to the experience and the audience.

Student Activities (up to 10):

1. Student met with Real Estate Agent to develop a list of goals and expectations of the ELO internship experience.
2. Student shadowed real estate agent in the field and in the office to learn their duties and responsibilities.
3. Student chose a final project - Answer the following question: What are the different ways clients are represented by real estate brokers and agents?
4. Student shared drafts of their final project.
5. Student presented final project and ELO experience to peers in a business class.

6. Student made plans for future ELO experiences based on experience in first ELO:
 - a. ELO: Internship with house flipper/investor to learn all aspects buying, renovating and listing an investment property.
 - Document experience working with investor on choosing house, designing renovation, completing renovation and placing house back on the market.
 - Presentation for this ELO was a walkthrough of the property onsite while student acted as a realtor in an “open house”.
 - b. ELO: Advanced Study on campus to learn the architectural design software Revit.
 - Student worked daily for the entire trimester to self-teach Revit software by Autodesk.
 - Student completed a Revit manual for future student use
 - Student presented to peers in an Architecture course
 - c. ELO: Advance Study off campus taking a Real Estate Licensing course.
 - Student enrolled in a course through CMSU in Exeter
 - Student chose their project - Investigation of Real Estate Law
 - Student presented to peers in a Business Law class
 - d. ELO: Internship with an architecture firm who specializes in both residential and business
 - Student met with mentor to review goals (learn how to create realistic computer renderings using CAD/Revit software, gain exposure to architecture sketch work, and gain exposure in project pitches, timelines and evaluations)
 - Student shadowed mentor in office and onsite.
 - Student’s project was a Revit rendering of an actual client’s renovation that was originally just sketched out.
 - Student presented experience to peers in an Architecture course.
 - e. ELO: Internship with real estate agent
 - Once age 18, student took NH real estate license exam
 - Student interned with established real estate agent to begin to define his own career as a real estate agent
 - Student’s project was to develop their own marketing strategy that included business card and social media presence.
7. Student presented their entire ELO experience (over the course of 2 years) to an audience of Winnacunnet staff, students, family and community partners.

School Partners:

- Winnacunnet High School Business teacher
- Winnacunnet High School Technology Education teacher
- Winnacunnet High School ELO Coordinator

Community Partners:

- RE/MAX on the Move
- TMS Architects
- Charline Mason Seminars Unlimited (CMSU) - Real Estate course

ELO Partner responsibilities in this ELO:

The two Winnacunnet teachers and ELO Coordinator acted as the student's teacher mentors through the entire ELO experience. They were primarily responsible for meeting with the student on a regular basis as well as primarily responsible for the student's assessment.

The community partners (real estate agent, architect and real estate course instructor) were the experts in their respective careers. Communication with these community partners was in person. The student met with each partner multiple times a week at their offices and often onsite working with clients/projects. They also contributed to the student's assessment and attended the final presentation.

Assessment:

Reflection

The student completed weekly journal articles and log sheets for his ELO experiences. He also completed final reflection papers for each experience. He also checked in with his ELO partners on a regular (if not daily) basis.

Research

The student worked closely with the community partners to gain knowledge and skills related to architecture and real estate, but also conducted independent research in order to complete projects for each individual ELO experience. The student was responsible for sharing these resources with mentors and ELO Coordinator in order to confirm their legitimacy and reliability. In most cases the student also submitted a final resources list for assessment.

Product

The student was responsible for an original product for each individual ELO experience:

- Investigation of the different ways real estate agents and brokers represent clients (presentation to business class)
- Participation on a house renovation (portfolio)
- Revit Software manual
- Investigation of Real Estate Law (Presentation to Business Law class)
- Revit Design for actual client's renovation project
- Creation of personal marketing campaign (business card, social media, etc)

Presentation

Throughout each individual ELO experience the student presented their projects and experience to a unique audience of his peers, WHS staff, parents and others who are interested. The student also presented one final presentation that encompassed his entire ELO experience over two years.

Connection to student's measurable postsecondary goals (for students with IEPs):

N/A

Comments and suggestions for other schools implementing a similar ELO:

This ELO experience was unique in that it started as a standard internship experience with a real estate agent that counted as a business elective credit. It transformed into an entire career pathway for this student to earn his real estate license before graduating from high school. I am so proud of the dedication this student maintained while still enrolled in a rigorous course load. In the end the student earned 10 ELO credits on his transcript (6 in Business and 4 in Technology Education). He was also hired as an associate real estate agent with RE/MAX on the move. He earned enough money from his first commission to pay for his first trimester tuition at the University of Miami where he is studying architecture. Even though this experience was a tremendous success for the student I would caution any student taking on such an enormous responsibility. I would encourage ELO Coordinators to look at this as 4-5 different ELOs that can be done alone or in various combinations based on the student's own interests, abilities and needs.

Willing to be contacted by another school interested in developing something similar to this?

Yes! Contact me through email at dcouture@warriors.winnacunnet.org.

Supporting material included. List and briefly describe:

- [Example of reflection journal](#)
- [Daily log during House Flipping/Renovation Internship](#)
- [Final Reflection Paper for RE/MAX Internship](#)
- [Final Reflection Paper for House Flipping ELO](#)
- [Final Reflection Paper for Real Estate Course ELO](#)
- [Final Reflection Paper for TMS and RE/MAX internship](#)
- [Project for RE/MAX Internship](#)
- [Project for Advanced Study in Architecture \(Revit Tutorial\)](#)
- [Project for Real Estate Course](#)
- [Folder of Pictures from House Flipping ELO](#)
- Professional Marketing Campaign:
 - [Business Card](#)
 - [Twitter](#)
 - [Facebook](#)
 - [Instagram](#)
- [Final Presentation Slides for entire ELO experience over 2 years](#)
- [Article on student's ELO experience](#)
- [Pictures](#)

Photos or student work submitted:

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