

**Clearly Defined Outcome/s for this Practice:**

Students obtain credit through an authentic learning experience that is based upon well-defined and rigorous competencies.

	Critical Component (non-negotiable)	How does this Critical Component contribute to the Outcome?	Ideal “Gold Standard” of the Critical Component	Assessments, Tools, Benchmarks	Emerging Practice (Acceptable Variation) of the Critical Component	Unacceptable Variation of the Critical Component
<b>Policy Level and Administrative Support</b>	Each school and district has a policy that enables the development of and defines ELOs	The written policy enables implementation by showing formal support for the development and implementation of ELOs	There is an inclusive and clear written policy that is known to and understood by all faculty and administrators in the school	Written Policy	There is a written policy that enables the development of ELOs but it is difficult to access	There is no written policy
	ELO is a credit bearing learning activity.	The ELO should be of high value to the student to foster motivation.	Students earn core and elective credits toward graduation through designing and completing ELOs.  There is a validation team that reviews and approves each ELO.	Policy- Checklist to ensure competency;  Rubrics;  Design Template  ELO Cover sheet at mid-range point	Students may only earn elective credit through ELOs; there is a limit on how many credits a student may earn through ELOs.	Students may not earn credit toward graduation through ELOs.
	All students have access to ELOs	ELOs can often be most beneficial for students who are disengaged or who learn differently and so can improve school outcomes.	All means all; 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, students with disabilities, etc.	Fidelity Tool	Piloted with small numbers across populations.	Certain students in certain categories are excluded.  Program processes intentionally or unintentionally discourage students from participating.

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<b>Process and Development of ELOs</b>	There is a process for students to inquire and learn about ELOs.	Clear communication and broad promotion of ELOs increase equity of access and signal ELOs are an accepted and valued learning option. A clear and readily accessible process for inquiring and learning about ELOs increases learner agency.	Students have multiple opportunities and methods for learning about and inquiring into the ELO process, including during the guidance process and goal setting and planning processes. ELOs are offered as an ongoing part of learning design, in response to student interest, and community opportunities.	ELOs are described in the school Course of Studies ELO "matching" (like job postings), ELO information nights, brochures, promotional materials	ELOs are promoted through the ELO coordinator and/or the guidance process	ELOs are only offered to selected students, per adult discretion.
	Students needs and interests are key considerations in the development of the ELO plan	Student motivation to pursue their ELO will be enhanced when the ELO relates directly to the student's interests.	Student chooses and directs the development of the ELO plan with appropriate supports.	Student Satisfaction Survey  Design Template	The student chooses from types of ELO options offered by the school	The learning experience is designed by adults with no student input or discussion, or student input is limited to "yes/no" responses.
	All students have the support and resources they need to ensure proper development and implementation	The needs of each student differ, and the success of each ELO depends on how those needs are addressed.	Each student's needs and strengths (learning, social/emotional, physical, and 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.	ELO Design Template  Rubrics  Policy	School provides training for students on select aspects of the ELO process.	Students are expected to complete the learning plan, but have limited or no access to adult coaching, support, and guidance, and/or limited or no access to appropriate resources (such as technology, transportation, etc.) necessary to implement their learning plan.  Student is expected to find time to make the learning happen on his/her own

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<b>ELO Development and Monitoring</b>	There is a learning team for each student	Individuals who have knowledge of and interest in the student are involved in the ELO	<p>Team includes student, certified school personnel, family member/adult advocate, and community member/non-school based mentor.</p> <p>Certified School Personnel includes teacher advisor and special educator if applicable.</p> <p>Team meets frequently enough to effectively monitor and support the student’s progress and success and modifies the plan as appropriate.</p>	Team Roles and Responsibility Descriptions	The team includes primarily school staff. The student works with his or her teacher to design and complete the ELO.	The student is working on his/her own (as indicated by a non-existent or one-way communication path)
	There is a qualified, certified school person who serves as the facilitator overseeing the implementation for each ELO.	The ELO must be supervised by a staff person who knows the process to ensure success	<p>The facilitator is well versed and invested in ELOs and learning variations, resource development, social/emotional needs and problem solving.</p> <p>The facilitator is responsible for high quality, successful implementation of the ELO.</p>	<p>Roles and Responsibilities</p> <p>Design Template</p>	The student works with a teacher or counselor to implement the ELO	<p>The student is on their own once a plan is approved.</p> <p>The learning plan is viewed as an independent study.</p>
	The ELO is based upon clearly-defined competencies	Articulation of the competencies will ensure mastery, ensure that credits can be awarded, and maintain the integrity of the ELO.	Competencies in the ELO plan have been cross walked against course competencies and/or other appropriate sources. Competencies have been validated against the DOE competency validation rubric.	<p>Rubrics, Design Template</p> <p>Competency validation Tool</p>	The ELO is based upon standards or competencies. The competencies have not been checked against course competencies and/or been validated.	<p>The learning plan has activities and projects, but no competencies.</p> <p>Projects aren’t explicitly connected to specific competencies.</p>

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<b>ELO Development and Monitoring</b>	There is a written learning plan for each ELO	It must be clear up front what the purpose, process, and outcomes of the ELO are in order to ensure successful implementation of the ELO	The ELO Design Template or equivalent is completed, approved, re-visited frequently, and negotiated as needed.  Clear evidence of the student voice/decision making.	ELO Design Template	The key elements of the learning plan (EQ, Project, Partner and Competencies) are clearly identified and approved by the entire team before the ELO begins, with some procedural parts (benchmark projects, reflection structures) are determined along the way.	The learning plan is incomplete before the work begins.  The plan has not been reviewed by all members of the learning team prior to approval.  The learning plan is completed but not used.
	Learning is community based and outside the traditional classroom methodology	Alternative, student-led learning distinguishes ELOs from typical in-classroom, teacher-led learning	Students are learning in community settings, outside their classroom and/or the school building for a significant amount of the time.  Students with IEPs and 504 Plans receive accommodations to allow for community-based learning.	Design Template (Community Partner Toolkit)	Students are learning in a blend of community setting and classroom, with a teachers facilitating student-exploration of community relevance.	Learning is teacher directed, occurs only in the classroom, or is disconnected from community relevance.
	There is an approved community partner	Community partners must have the skills, knowledge, and support to successfully support the ELO.	Community partner meets high quality standards for participation such as mentoring qualities, communication, keeping students and learning centered.	Community Partner Checklist  MCST DOL Guide	Community Partner meets state/local approval standards; and/or the community partner is someone inside the school.	There is no community partner or the partner has not been approved.

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<b>ELO Development and Monitoring</b>	There is a partnership between the school, community, and student	All parties who have an interest in the ELO outcome are involved in the process to ensure success.	<p>Student, School, and Community are engaged in a joint venture where roles and processes are clearly defined and understood.</p> <p>There are processes for communication and The conflict resolution.</p> <p>All partners have equal voice and decision making.</p>	<p>ELO Agreement</p> <p>Team Roles and Responsibilities</p>	The teacher, community partner, and student work together to monitor the ELO	<p>There is no evidence of equal voice and partnership among all members.</p> <p>Inflexible working relationships interfere with the student's progress in the learning experience.</p>
	Student constructs meaning through disciplined inquiry and produces knowledge	Deeper learning and increased student motivation comes through structured inquiry	<p>The student applies, documents and defends their learning (uses higher order thinking skills)</p> <p>Student applies the particular skills and strategies to investigating the world through the lens of the academic discipline(s) being studied.</p> <p>Students with students with IEPs and 504 Plans are given the appropriate accommodations so that they can construct meaning from their ELO experience.</p>	Rubrics	The student produces documents or products that reflect his or her ELO experience	The student's learning is assessed with classroom methods (i.e. class quizzes, tests, papers), disconnected from the learning experience
	Student produces discourse, products or performances that have value (define) or meaning beyond success in school.	ELOs are distinguished from typical learning activities because they are focused on real social/community problems.	Student defined application of the learning that meets a real need and contributes to a community.	Artifacts, Rubric	Student-informed application of the learning meets a real need or contributes to a community.	Student produces products and discourse that relate solely to coursework in school

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<b>ELO Development and Monitoring</b>	Assessment strategies and grading criteria are clearly defined up front	The standards for completion are known up front to ensure success	<p>The student works with the learning team to design and clarify the assessment strategies and grading criteria, which are documented within the ELO plan.</p> <p>The student self-assesses regularly.</p> <p>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.</p>	ELO Design Template	The assessment strategies are discussed and understood before the ELO begins.	<p>Assessment process and rubrics are introduced right before use for final assessment.</p> <p>Rubrics are used without student understanding them.</p> <p>Student doesn’t self-assess.</p>
	Research, reflection, product and presentation are part of the assessment	These elements will be more likely to result in deeper learning	<p>The ELO process rubrics are used as the basis for assessment of student learning, formatively and summatively.</p> <p>Multiple team members are involved in each stage of assessment.</p> <p>Students with students with IEPs and 504 Plans are given support and accommodations in order to effectively present their work.</p>	<p>Rubrics</p> <p>ELO Design Template</p>	The student presents the results of his or her work	<p>Student is given feedback from the teacher.</p> <p>Elements of the process rubrics are not part of the assessment.</p> <p>Standard assessment methods and roles are used.</p>
<b>Program Evaluation</b>	Quality of the ELO program is assessed annually	The school is invested in ensuring that the ELOs and the implementation are of high quality	<p>There is a meeting of ELO stakeholders in the school that looks at process and outcome data about ELO implementation during the school year and the group documents its findings.</p> <p>Plans and goals for ELO implementation are adjusted annually based upon the review.</p>	Annual Review based upon Fidelity audit & outcome, satisfaction data	School personnel (i.e. ELO coordinator and administration) review ELO process and outcome data, using them to set plans and goals for ELO implementation.	ELO program evolves from year-to-year without evidenced-based intentional decision making.