

ELO Types

Job Shadow

A job shadow is usually a four-hour experience during which students will visit a business/organization and observe daily operations. The goal of a job shadow is to provide a student with a short experience which will deepen their understanding of a particular career. A job shadow is intended for students who want to investigate a company as a first step in potentially establishing a longer-term professional experience. In terms of activity during the shadow, the job shadow site can either have a student observe for the duration of the shadow, or can organize learning activities or have a student complete job tasks. A job shadow ELO usually has several shadow experiences that are linked together within a common career field in order to create a meaningful experience over a quarter or semester.

Work Based Learning

Work based learning is a for-credit and for-pay job experience. To qualify for work-based learning, a student must work at their job site for at least ten hours a week. Work based learning does not count for community service hours. Work-based learning does not take place during school hours, unless students have permission for early release. Students will complete a portfolio which will include a resume, letters of recommendation, and a post-high school plan. Students must have reliable and consistent transportation arranged and are responsible for creating the concept plan, helping establish contact with site partners, and following through with an agreement that satisfies all parties and signed by all parties. The ELO Coordinator will work with employers and students to help create a meaningful portfolio. Students earn ½ credit for work based learning per semester.

Click here to download the form:

<http://www.brunswick.k12.me.us/bhselo/files/2017/10/Work-Based-Learning-11.pdf>

Independent Study

An independent study is a course of study, potentially not one that fits into a traditional academic curriculum, which a student pursues independently. Usually initiated by students, the independent study has a specific topic or desired outcome and is planned in collaboration with a content teacher who is responsible for the oversight, progress monitoring, and assessment of the independent study. It is the overseeing content teacher and student who determine the ELO Plan in addition to the amount of credit the student will receive for the independent study. Independent studies provide a way for already motivated students as well as those who might need motivation or a purpose to pursue a topic of interest or explore their interests more deeply. Interest and engagement lead to motivation and success, and these qualities often translate to motivation in other areas, leading to additional success.

Click here to download the form:

<http://www.brunswick.k12.me.us/bhselo/files/2017/10/INDEPENDENT-STUDY-CONTRACT-BHS.pdf>

Private Instruction or Performing Groups

A student may receive elective credit for his/her learning outside of school. This may include dance lessons, music lessons, or participation in any other formal group. All of the requirements and competencies outlined in the student's ELO plan must be met. This study will culminate in a panel presentation. Financial responsibility for private instruction lies with the student's parents/guardians.

The term private instruction is defined as any education that is provided to a student by a professional in his/her field of expertise. This instruction typically occurs outside of the school building and can often times be fee-based. Private instruction, lessons, or tutoring can be completed as an ELO if it is aligned with course standards. Examples of private instruction include: Vocal Performance, Piano (or other musical instrument) lessons, Karate (or other martial arts), Visual Arts, and World Languages.

Students who participate in extra or co-curricular activities such as clubs and organization or performing groups such as musical or theatrical groups can earn credit for these experiences as long as they are aligned with standards and competencies. As with all types of ELOs, determination of standards and competencies should be discussed during the initial planning stages. Once course alignment has been determined, competencies, learning activities, and required assessments can be created with the ELO coordinator or lead teacher.

Internships or Apprenticeships

Internships and apprenticeships represent the most challenging but rewarding ELO to arrange due to the high-level of commitment and attention required by the business or community partner. Internships and apprenticeships are in-depth exploratory opportunities offered by a business or other community partners that provide real-world experiences to those looking to be fully immersed into a particular career field. ELO Internships are typically completed for credit and are supervised by a Community Partner/Mentor who assigns specific tasks relevant to the ELO plan and evaluates the overall job-related tasks completed by students. In addition, the Community Partner/Mentor also evaluates students' professional skills including 21st Century, soft skills, and work-study practices as the conclusion of the ELO.

Job Shadow

Job shadows are learning experiences that students engage in to begin exploring careers that may be of interest. Job shadows allow students to spend **on average 4-8 hours** with a professional/expert currently working in a student's career field of interest. Job shadow ELOs may be completed for credit if they align with content standards or course competencies. As part of the ELO job shadow learning experiences, students will not only explore various careers but they will begin to explore their skills, aptitudes, and abilities in relation to careers they are interested in.

Community Service

Community Service/Service Learning - Through performing community service, students learn as they address authentic needs in their own communities. This type of ELO provides an opportunity for students to step outside of their familiar environments and expand their horizons and experiences. Community service promotes students' sense of civic engagement and sense of self while broadening their and enriching their sense of place. The purpose of community service is to give students an awareness of the multiple needs of the community, a deeper level of empathy, and the desire to make the community a better place in which to live. Community service and service learning ELOs help students develop necessary postsecondary skills and transform them into well-rounded and engaged citizens.

Through a Community Service ELO, students are encouraged to design a community service project that:

- Meets authentic needs
- Is coordinated between the school and community
- Includes and/or extends Brunswick High School curriculum and competencies
- Provides time for reflection
- Provides opportunities to develop and use newly acquired skills and knowledge in the community
- Enhances what is taught in school by extending student learning beyond the classroom
- Fosters development of a sense of caring for others
- Encourages ethics of citizenship, social action and true democracy