C3: Internships, Service Learning, and Independent Studies

C3 Staff: Luis Bango, Kat Robbins, Beth Hayslett, 2019-2020

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Course Overview: C3 Internships, Service Learning, and Independent Studies

C3 provides students a flexible learning environment by utilizing the community as an extension of the classroom. C3 experiences include internships/career exploration, independent studies, and service learning.

C3 experiences are personalized, which means that, to some degree, no two C3 experiences are alike. That being said, C3 experiences do have some common elements, including the starting place of all C3 experiences: a learning plan developed by the student with the support of the C3 staff. That learning plan addresses one or more of these key questions: What do you want to explore? What do you want to learn? What do you want to do in service to the community?

A second key element of a C3 experience is a connection with a community partner who serves as a mentor/guide to students as they put their learning plan into action. The amount of time that a student spends with a community partner (who can be a member of our school community) varies based on the goals established in the learning plan and agreed to by the student, parent/guardian, community partner(s), and C3 staff members. This time could be as little time as a day (e.g. a day spent job shadowing) or 5-10 hours per week over the course of a semester or year.

Along with regular participation at their community site, students meet regularly with the C3 staff and their peers to reflect on their experience and the knowledge, understandings, and skills they are developing through it. The duration of a C3 experience is typically either a semester or a full year, and while a C3 experience can take place during and/or outside of the regular school day, students must have at least one block committed to C3 to be enrolled. All C3 experiences (internships, service learning, or independent studies) will be graded on a PASS/FAIL basis. The number of credits awarded for the successful completion of a C3 experience varies. The C3 agreement will articulate the expected number of credits and transcript title.
## THE TYPICAL “PROCESS” OF A C3 EXPERIENCE

| **Intake/Sorting Process**  
(Prior to start of semester) | **Up and Running**  
(First month of class) |
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<tr>
<td>• Register for C3</td>
<td>• Attend and participate in C3 seminars (held on Mondays)</td>
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<td>• Discuss interests, goals, prior related experiences, potential community partners/mentors, and type of C3 experience with C3 staff</td>
<td>• Finalize Learning Plan with specific learning goals, an identified community partner and final product(s) or “deliverables” (signed off on by student, C3 team, teacher/community partner, and principal)</td>
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<td>• Begin draft of a Learning Plan</td>
<td>• Create a rubric for the assessment of the final product(s)</td>
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| **Diving In**  
(Weeks 5-16) | **Culmination**  
(Weeks 17-18) |
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<td>• Students attend C3 seminars on Mondays during scheduled block (activities will include: discussions, written reflections, providing and receiving peer feedback, self-assessment of progress and HOWLs, workplace readiness skills)</td>
<td>• Final reflections and evaluations (including self-assessment)</td>
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<td>• Tuesday -- Friday students are carrying out their individual projects</td>
<td>• Thank you letter to community partner/cooperating teacher</td>
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<td>• Mid-semester check-in on Learning Plan progress with C3 staff.</td>
<td>• Presentation of Learning</td>
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<td>• Mid-semester community partner/cooperating teacher evaluation and review with student</td>
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## Schoolwide Procedures:
- **Due Dates and Deadlines:** This class will follow the procedures outlined in the student handbook
- **Extra Credit/Retaking Assessments:** This class will follow the procedures outlined in the student handbook
- **Personal Mobile Devices:** This class will follow the procedures outlined in the student handbook

## Classroom Expectations:
- Students are expected to **attend and fully participate in a weekly seminar class** while enrolled in C3.
- Students are expected to **check (and respond to) their email on a daily basis.**
- For attendance purposes, **C3 students are expected to sign in at the C3 office every day at the beginning of their scheduled block(s),** even if they will be working on their C3 project in another space within or outside of the building. **Students leaving the building for internships must also stop by the main office to sign in and out of the building.**
- The C3 “classroom” extends beyond our actual C3 space. **C3 students should treat everyone who they encounter in the course of their C3 projects (students, school staff, and community partners) with respect, care, and concern.**
Standards: What knowledge and skills will I gain by the end of this course?

Each student’s learning is highly individualized within the C3 program, particularly with regard to content knowledge. For this reason, C3 has adopted the five elements of the district’s new Portrait of a Graduate as our anchor standards. Students’ progress will be teacher-assessed and/or self-assessed based on these standards with rubrics for summative assessments. In consultation with the C3 staff, students will also design a rubric based on at least three of these anchor standards for the evaluation of their final “product” or “deliverable(s).” This rubric will be used by both the student and the C3 staff.

**Anchor Standards:**

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<th>Anchor Standard</th>
<th>Description</th>
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<tr>
<td><strong>ACADEMIC EXCELLENCE:</strong> Students will access and evaluate information effectively and apply content knowledge from academic disciplines to real world situations.</td>
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<td><strong>CRITICAL THINKING AND PROBLEM SOLVING:</strong> Students will use evidence and reasoning to understand complex problems, make decisions, and design solutions to problems or otherwise act on creative ideas to make tangible and valuable contributions through both collaborative and independent effort.</td>
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<td><strong>SKILLFUL COMMUNICATION:</strong> Students will communicate through a variety of modalities and for a range of purposes and audiences.</td>
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<td><strong>SELF-DIRECTION:</strong> Students will develop and carry out a learning plan based on their own interests and talents and demonstrate initiative, planning, time management skills, perseverance, a growth mindset and personal responsibility for their own learning.</td>
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<td><strong>STEWARDSHIP:</strong> Students will provide for the betterment of their communities (school, local, state, regional, national and/or world) by performing civic duties, respecting diverse points of view, and acting with empathy and care for other people and the natural world of which we are a part.</td>
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Assessment of Learning, Grading and Reporting

On summative assessments a range of scores are available at each proficiency level, which, along with their letter grade equivalencies, are listed below.

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<th>Proficiency Level</th>
<th>Possible Assessment Scores w/ Letter Grade Equivalency</th>
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<tr>
<td>Beginning</td>
<td>1.0 (Not Passing) 1.3 (Not Passing) 1.7 (C-)</td>
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<tr>
<td>Approaching</td>
<td>2 (C) 2.3 (C+) 2.7 (B-)</td>
</tr>
<tr>
<td>Proficient</td>
<td>3 (B) 3.3 (B+) 3.7 (A-)</td>
</tr>
<tr>
<td>Distinguished</td>
<td>4.0 (A)</td>
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Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative Assessments, Summative Assessments, and Habits of Work for Learning. Each is briefly described below.
Determination of course completion credit (pass or fail) will be comprised of:

- **Formative & Summative Scores**: 95%
- **HOWLs**: 5%

### FORMATIVE ASSESSMENTS

**Formative = Forming my knowledge and skills.**

Formative Assessments receive a weight of .1 in the overall grade. Formative assessments provide information to teachers, students, and parents on student progress. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

### SUMMATIVE ASSESSMENTS

**Summative = Summation of my knowledge and skills.**

Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment. Summatives have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. A summative assessment will always have clear scoring criteria (or rubric), which will have a 4-point scale.

### HABITS OF WORK FOR LEARNING (HOWLs)

Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process. There are three categories of HOWLs: preparation, participation, and perseverance. HOWLs will be both teacher-assessed and self-assessed twice each quarter. HOWLs are assessed on a 4-point scale.

**Reporting:**

On Summative Assessments, a teacher will score the assessment based on the rubric and provide both a 4-point grade and a letter grade, as well as other feedback to the student. Students and parents/guardians can monitor student progress by:

- reading feedback and scoring returned to students on summative assessments
- monitoring the scores and Overall Course Mastery Grade on JumpRope
- monitoring the grades sent home quarterly through digital report cards

If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

During the school year, if you wish to reference it, **this syllabus is available on the school website and in Google Classroom.**

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**KEEP TOP PORTION FOR YOUR RECORDS AND RETURN THIS PORTION TO THE C3 OFFICE BY FRIDAY, SEPTEMBER 6**

I have read the C3 syllabus, and I have contacted a member of the C3 staff with any questions I have.

Student name (printed): ________________________________  Student Signed: ___________________________  Date: _________

Parent/Guardian name (printed): __________________________  Parent Signed: ___________________________  Date: _________