

ED 197 FIELD STUDIES – QUICKLIST (FALL 2021)

#	Program	Contact Person	Loc.	E-mail
3	Jumpstart	Serra Sengra	Berk	serrasengra@berkeley.edu
9	Project S.M.I.L.E.	Adolfo Escalante Cithlalic Martinez Diaz	Berk	adolfoescalante25@berkeley.edu cithlalic.martidiaz@berkeley.edu
37	EDUC C181- What is the Role of Race in Urban School	Travis Bristol	Berk	tjbristol@berkeley.edu
50	Public Service Center-Build Literacy Mentoring	Gardenia Campos	Berk	buildliteracy@berkeley.edu
55	College Admissions Mentorship Program	Spencer Zezulka Lauren Frailey	Oak	spencer_zezulka@berkeley.edu laurenfrailey@berkeley.edu
58	Oakland Asian Students Ed Services	Janice Lee	Oak	janicelee.oases@gmail.com
63	East Bay Consortium of Ed Institutions	Monica Montenegro Boun Khamnouane	Oak	mmontenegro@eastbayconsortium.org boun@berkeley.edu

DESCRIPTIONS OF SECTIONS

SECTION 3

EDUCATION 197 - SECTION 3

Units: 1-4

Section Title: Jumpstart

Contact: Serra Sengra

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serrasengra@berkeley.edu

Jumpstart is a national non-profit that trains and supports college students to serve preschool children in low-income neighborhoods.

UC Berkeley students have the opportunity to inspire young children to learn by becoming a Jumpstart Corps member. Corps member work on a team with other UC Berkeley students to teach Jumpstart's curriculum in a preschool classroom in Oakland; building language, literacy, and social-emotional skills with the children. Corps members are provided with a significant amount of training around working with young children, implementing Jumpstart sessions, and other hot topics in early education, to support their work in the classroom and their desire to be future teachers and leaders in early childhood education.

What's the role of a Jumpstart Corps member?

Corps members serve with our program for an entire school year, both the Fall and Spring semester. Corps members can earn 1-2 units (45-100 hours) of fieldwork each semester with Jumpstart.

Corps members complete additional hours in training, planning, and preparation. Upon completion of these hours Corps members receive an AmeriCorps Education Award for \$1,175.

Corps members participate in the following activities:

- Serve 2 hours, twice a week in a preschool classroom delivering Jumpstart sessions
- Attend team planning meetings immediately after session for 1 hour, twice a week
- Serve individually in the preschool classroom, supporting the classroom teacher 2-4 hours per week
- 1-2 hours of individual planning and preparation for Jumpstart sessions
- Communication with children's families and teachers
- Intensive pre-service and on-going trainings
- Attend periodic service days in the community

SECTION 9

EDUCATION 197 - SECTION 9

Units: 1-3

SMILE: Spreading Multiculturalism and Inspiring Leadership through Education

Contact: Adolfo Escalante or Cithlatic Martinez Diaz

adolfoescalante25@berkeley.educithlatic.martidiaz@berkeley.edu

Project SMILE (Spreading Multiculturalism and Inspiring Leadership through Education) seminar introduces students to theories and concepts of educational psychology that underlie the process of learning and instruction and offers students an open forum to discuss the aforementioned issues, exchange ideas, brainstorm solutions, and find ways to implement the solutions in their field work.

The fieldwork consists of a one-on-one mentoring relationship with a student at Longfellow Middle School in Berkeley, Ca. Mentors will be matched up with a Longfellow student, who he/she will be visit twice a week during Longfellow's afterschool program (3pm -5pm). Not only will mentors provide one-on-one academic support to their mentees, but they will act as positive role models to the students of Longfellow Middle School through the development of relationships based on respect, trust and support.

Our goal of the seminar is to teach students educational theories that will be applicable in their mentorship experience. We hope to teach effective methods in establishing trusting relationships with their mentees that overcome cultural, social, and economic boundaries. Through course readings and open class discussions, the mentors will develop a better understanding of the education system and its issues.

SECTION 37

EDUCATION 197 - SECTION 37

EDUC C181-- What is the Role of Race in Urban School

Units: 1

Contact(s): tjbristol@berkeley.edu

Prof. Travis Bristol

TO BE TAKEN IN CONJUNCTION WITH EDUC C181.**SECTION 50**

EDUCATION 197 - SECTION 50

Public Service Center-Build Literacy Mentoring

Units 1-2

Contact: Gardenia Campos

buildliteracy@berkeley.edu

510-642-6772

As a literacy mentor you will provide one-to-one reading help to K-5th graders in one of 20 public afterschool programs in Berkeley and Oakland. You will work with several different students in 30-35 minute sessions back to back, and are matched with the same students for the entire semester so that you get to know their needs and interests. BUILD mentors are required to attend an orientation prior to beginning and may be required to attend workshops on literacy support strategies. To be placed, fill out an application on our website at <http://publicservice.berkeley.edu/build>

SECTION 55

EDUCATION 197 - SECTION 55

College Admissions Mentorship Program

Units 1-2

Contact: Spencer Zezulka or Lauren Frailey

spencer_zezulka@berkeley.edulaurenfrailey@berkeley.eduWebsite: <https://www.campberkeley.org/>

Course Description: "Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world." ~Paulo Freire

Welcome to CAMP! We look forward to a fantastic semester of community service with all of you. We believe that education can indeed be transformative and it is with that belief in mind that we go out and teach free SAT courses to underprivileged youth in the East Bay. As teachers for CAMP, you have great freedom in designing and implementing your own class – we will provide you with materials and training to guide you in how to run your class but you have agency to teach the class in the best way for your students. In the end, it will be a challenging and educational experience, for those who have never taught in front of a class of students and for those who have experience in front of a class. By the end of the semester, we hope everyone in the program will have gained valuable insights on teaching high school students.

Our DeCal is designed to supplement your experience of classroom teaching. During the two hours you spend with us, we'll be reviewing teaching strategies and techniques, current issues in education, and other topics relevant to the overall teaching experience. Our goal is, simply put, to make each other better teachers. Note that all credit comes from the 45 hours of fieldwork, not attendance of the mandatory DeCal. 1 credit is equal to 45 hours of fieldwork while 2 credits is equal to 90 hours of fieldwork.

SECTION 58

EDUCATION 197 – Section 58

Project name: Oakland Asian Student Educational Services**Units:** 1-2

Contact: Janice Lee

Email: janicelee.oases@gmail.com or leadcoords.oases@gmail.com**Course Description:**

OASES's mission is to empower students with limited resources through education, mentorship and service to strengthen the Oakland Community. Additionally, our mission is to *support all youth be to be safe, smart, and socially responsible.*

In this fieldwork experience, you will tutor students grades K-5 at Lincoln Elementary School, Cleveland Elementary or Bella Vista Elementary. Since OASES is an afterschool program, you will help them with homework that they received that day in school, which include subjects like Math, English, and History.

Prerequisites:

In order to enroll in this section, and to join this program, you must attend an info session, complete a casual interview with us, and attend and complete an Orientation that will provide free LiveScan (fingerprinting and background check required for working with children) and helpful tips in working with kids. Please email one of the emails above to find out when and where the info sessions are!

Field work Structure:

In order to pass Ed 197 and receive your field work unit, you must attend a total of **11 weeks (including RRR week)** of tutorial, as well as **1 OASES event** (such as our **Elementary Event**) and **1 additional tutorial days**. (Unit takers must notify their Coord-X and the contact person about when they will be attending these extra days throughout the semester at least 24 hours in advance via email). These hours (not including travel time) sums up to a little over 45 hours, which is necessary for you to receive your unit from the department. If you cannot attend 9 weeks just by going to tutorial regularly, due to holidays or absences, you must make these days up or

you will not meet your hour requirement. If you really cannot make this commitment, let Elaine know **immediately**. We will not be able to help you if you do not have enough hours by the end of the semester. Additionally, be respectful of all OASES policies and rules, and **do not lose your privileges as a mentor**. If you are excused from the program, we will be forced to NP you, as there is no other means for you to receive your hours.

Time Commitment:

You must be available at least one day a week (the same day each week) from 3pm or 3:30pm to 7pm. Program runs Monday – Friday but to complete your 45 hours, going once a week and following the guidelines listed above will get you to your hour count.

Supervision:

At the two sites, there will be a program director, program assistant director, and teacher staff along with OASES Coordinators and other mentors. You will be put in a classroom with at least one other mentor, and will stay in that classroom all semester long to build a lasting relationship with your students. At the end of tutorial, you will all meet up and your Coordinator will give announcements. At this time, you will also give your time sheet to your Coordinator and he/she will have the program director sign off on it for you.

SECTION 63

Education 197 - SECTION 63
East Bay Consortium of Ed Institutions
Units 1-4

Contact: Boun Khamnouane and Monica Montenegro
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This course integrates academic work with practical experience in teaching, tutoring and mentoring middle and high school students and providing college advising support to students in Oakland schools. Participants work in after-school tutorials, Saturday programs, in school classrooms alongside teachers and at College and Career Information Centers during the course of the program. Readings and course work will explore current issues in education including urban education, multiculturalism, strategies for teaching, tutoring and mentoring, college advising and the social nature of education. In addition to the course credit, participants will have the opportunity to apply for a limited amount of positions with the East Bay Consortium of Educational Institutions, Inc. (EBC) doing the work described above.

Course Goals: This course has three goals: (a) to help students develop an understanding of the key issues affecting youth and education, (b) to help students develop in the roles of teachers, tutors, mentors and college advisors (c) to expose students to the possibility of a career in education.

Course requirements:

1) Class meetings and attendance

The course seminar will meet weekly for one-and-a-half hours. Students are expected to attend each class meeting. **MISSING 3 OR MORE CLASS MEETINGS WILL RESULT IN A GRADE OF NP FOR THE CLASS.**

2) Fieldwork

Students will tutor after school or in-class at a middle school or high school site for at least two days per week. Hours will also be available to work in classrooms alongside teachers, in Saturday programs, and presenting college-going workshops to students and parents. Prep time for these activities may be needed but will not count towards the field studies hour requirements. College advisors will be placed at one of our College and Career Information Centers in Oakland. There will also be fieldwork related reading and writing assignments. Students will be placed in their fieldwork sites on or before Saturday, September 24. Each unit of semester credit can be earned with 45 hours of fieldwork during the semester.