The Partners at Learning (PAL) Program

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- Education Studies Minor
- M.Ed. /Single Subject and Multiple Subject Credentials
- M.A. in Teaching and Learning
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Partners At Learning (PAL) Program Overview

- Service-learning branch of UCSD Education Studies
- Over 500 UCSD students take PAL classes each year
- Over 20% of Sixth College students take a PAL class to fulfill their practicum requirement
- We contribute over 24,000 hours of mentoring and tutoring to low-income neighborhood schools throughout the county
Our Framework

- Critical approach to education that questions deficit views, oppression, and focuses on empowering students and their communities through social action.
  - Banks, J.A. & Banks, C.A.
  - Ladson-Billings
  - Delpit
  - Freire
  - Duncan-Andrade

- Analysis of educational policies and their impact on oppressed communities.
  - Darling-Hammond

- The social construction of identity and the rights of linguistic minority children.
  - Nieto
PAL Goals

- Provide college role models and academic support to under-represented PreK-12 schools and students
- Increase the university presence and resources in traditionally under-represented communities
- Engage UCSD students in meaningful coursework and fieldwork that contribute to their sense of citizenry and community involvement
- Encourage more talented and motivated young adults to care about and become involved in education issues
PAL’s Approach

• Process of increased engagement and awareness
• Academic rigor and service components go hand in hand
  ▫ Emphasis on Critical Reflection and Dialogue:
    • Journals
    • Assignments
    • Writing
    • Partner/small group talk
• A call for action:
  ▫ Making connections between course academic content, practical experience, and students’ current and future roles in society
PAL Courses

- EDS 131 – PreSchool Tutoring
- EDS 130 – Academic Mentoring (upper elementary)
- EDS 136 – Secondary Tutoring
- EDS 137 – Content Specific Projects (Artsbridge, Military Connected Students)
- EDS 139 – Co-requisite field practicum

Upcoming PAL Sequence:
intermediate and advanced course
General Course Topics

- Overview of schools and policies
- Specific subject area focus
- Inclusion
- English Learners
- Role of Family
- Learning Theories
- Language
- Culture
- Schools and Society
- Identity and Development
- Teaching for/Working for Social Justice
PAL Partner Schools

- 40+ schools and community centers
- Low income neighborhoods (close to 90% free/reduced lunch)
- Underserved and underrepresented students
- Large populations of English Learners
- Diverse student population
So we ask our UCSD students...

- Who are the PreK-12 students we serve through PAL?
- In what ways does the education system serve them?
- In what ways does the education system marginalize them?
- What can we do to promote equity and social justice in our schools and communities?
SDUSD Students Enrolled in AP & IB Courses, by Race/Ethnicity

Source: EdTrust West & San Diego Unified School District
SDUSD Class of 2009: A-G Access and Success by Student Group

### Access to (enrollment in) the full “A-G” course sequence

- **English Learners**
  - Access: 33%
  - No Access: 67%

- **Special Education**
  - Access: 23%
  - No Access: 77%

- **Economically Disadvantaged**
  - Access: 40%
  - No Access: 60%

### Access to and success (grades of “C” or higher) in the full “A-G” sequence

- **English Learners**
  - Success: 16%
  - No Success: 84%

- **Special Education**
  - Success: 10%
  - No Success: 90%

- **Economically Disadvantaged**
  - Success: 36%
  - No Success: 64%

Source: EdTrust West & San Diego Unified School District
Examining demographic data
2011-2012 San Diego County K-12 Enrollment by Ethnicity

- Hispanic or Latino: 46%
- White: 33%
- Asian: 6%
- African American: 6%
- Filipino: 4%
- Pacific Islander: 1%
- American Indian or Alaska Native: 0%
- Two or More Races: 3%
- Not Reported: 1%

Source: California Department of Education
Undergraduates by Ethnicity, Fall quarter, 2011 (UCSD)

- Asian: 45%
- Caucasian: 25%
- Mexican-American: 12%
- Filipino: 4%
- Latino: 3%
- Other/Undeclared: 9%
- African-American: 2%
- Native-American: 0%

Source: UCSD Student Research and Information, Student Affairs
Why do UCSD students take PAL classes?

- Experience working with children and youth of diverse backgrounds
- Learn about schools, education, and society
- Fulfill a graduation requirement
- Get a minor in Education Studies (EDS)
- Engage in meaningful coursework and fieldwork that contribute to a more equitable society and world
“I learned about the many obstacles and problems teachers have to deal with. My admiration for teachers increased tremendously.”

“Every story, every article, every piece that we’ve read ultimately relates back to one another over issues of what is best for the kids that we mentor.”

“My tutoring experience was one of the most enjoyable times of my college career…I learned that every student should be given a fair chance when it comes to education…and that although it is easy for all of us to blame the student’s internal motivations as the reasons why they aren’t excelling, the environment for the student matters a great deal…You have to experience the beautiful moment that I had when I was completely wrong about my students and their skill level to really understand that everyone deserves a fair shake in this world.”
“My current future goal is to go to medical school…I want to keep helping underprivileged students who have a passion in my field of science, health, and medicine because I feel not only passionate about giving back…but also that I could change the path of a few students with advice and mentoring.”

“I also learned that sometime students cannot concentrate on their academic task not because they are lazy or they do not want to learn, for instead, they are facing critical living problems, like unstable shelter, parents are suffering from untreatable illness, family are not making enough income, which diverts their attention.”

“I plan to graduate as an engineer, but working with these kids has made me look more into how I can impact my community…to assist students in following their dreams…and when I graduate I want to be a role-model for students to show them that they can go to a university and graduate.”
Contact Information

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