

K-16 IMPACT

insights



SUPPORTING THE NEXT GENERATION OF TEACHERS IN THE BAY AREA

The [Bay Area K-16 Collaborative](#) is a regional effort that brings together high schools, community colleges and universities, and workforce partners to improve student transitions between educational segments. Primarily concentrated in the East Bay, San Francisco, and San Jose, the Collaborative's focus includes establishing new and strengthening existing college and career pathways in education, science, health, and business.

This *Impact Insights* issue highlights the transformational nature of work-based learning experiences for students early in their college journey. For students interested in education careers, Chabot College places them at Tyrrell Elementary School in Hayward, California. Students see teaching and other adjacent careers first-hand. They gain new skills and networks, while the elementary school gains extra classroom help and stronger ties to its future local labor force.

ABOUT THE CHABOT-TYRRELL PARTNERSHIP

This partnership began roughly three years ago when Alice Hale, Faculty and Coordinator for Early Childhood Development at Chabot College, and Heather Reyes, Tyrrell Elementary's Community Schools Specialist, placed college students enrolled in an early childhood development course with a fieldwork component at Tyrrell. The combined approach of a college course and public-school fieldwork is intentionally designed to expose aspiring educators to real-world experience, providing insight into the day-to-day roles and responsibilities of the career they want to pursue. There are currently seven Chabot students completing their placement at Tyrrell.

The current Chabot course instructor, Bernadette Zermeno, and Reyes work together on the student placement process. The course instructor shares a list of students in need of placement, and the Reyes organizes an informal exploratory interview to learn more about students' grade level preferences and additional languages they speak to ensure their classroom placement aligns with their interests and skills.

The Chabot-Tyrrell partnership supports students in obtaining clearance to work with children, which

includes covering the cost of tuberculosis testing. Additionally, students work with Tyrrell staff to determine their schedule and adjust it based on their school courses, other jobs, and personal obligations. The experience is mutually beneficial for Chabot and Tyrrell. Chabot faculty said the experience provides critical exposure to careers for students, which helps them gauge what the day-to-day experience of an educator is like. Meanwhile, Tyrrell staff and educators appreciated having additional support with management and instruction in the classroom. Elementary school students see the Chabot students as mentors and start inquiring about how they might go to college.



This is an opportunity to see if they want to go into teaching without having to become a substitute or without having to spend thousands of dollars on getting a teaching credential. It's important to provide those opportunities and pathways for students to see. The field of education is not just about teaching. There are so many other roles, like a child psychologist, a coach, a paraprofessional, a principal, or an office manager.

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BERNADETTE ZERMEÑO



I've worked closely with Chabot students during their fieldwork at Tyrrell and have served as a reference for them as they've explored future employment opportunities. Some of these students have obtained jobs within the district at the Youth Enrichment Program working with students in afterschool programs and some stay at Tyrrell. Others obtained substitute teaching credentials or became para-educators.

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HEATHER REYES

COLLEGE STUDENTS IN ACTION

Chabot students reflected on their college course and current placement at Tyrrell, sharing insights into how it has shaped their academic and professional goals:

Chabot student, **Ms. B**, recently changed her major from finance to education believing it to be a more fulfilling and meaningful career path. After enrolling in the “Exploring Education” course, she was placed in Sandra Jurado’s third grade class. Through observing and working with Jurado, 2024 teacher of the year, Ms. B has noticed strategies and practices to speak with students, enforce class rules in a respectful way, and navigate student interactions.



She also said the students are opening up to share their academic hardships and personal struggles with her. Moreover, she has connected the readings and discussions from her college course with her classroom experience and observations. For example, she read about how different learning styles and socioeconomic status influences education and reflected on how these topics show up in the classroom.

Jurado expressed her appreciation for having a Chabot College student in the classroom because it allows for increased attention and support for students. Jurado and Ms. B coordinate so that one person leads one-on-one or small group activities while the other person leads activities with the rest of the class. They also work together to prepare activities and lessons, so that Ms. B deepens her lesson-planning skills from a veteran teacher. In the future, Ms. B hopes to lead her own third grade classroom and values how this opportunity validated her interest in becoming an educator.



We have observation assignments where we break down the lesson.

Then my Chabot instructor will have us tie those two things together. What we observe in class, what we see in the textbook, and if anything does align, we talk about it...it's very reflective. My instructor really wants us to dig deeper and think about why things are the way they are, what can you do to change that and impact it.

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MS. B

Caption: Ms. B supports Jurado with science lessons. In the picture to the left, the two are displaying a banner they created about the water cycle to support student learning with a visual aid that is hung up in the classroom.

Melanie was raised in the Mountain View, CA area. Her family moved to Hayward when she was a teenager, and she attended Tennyson High School while her younger brother attended Tyrrell Elementary. At Chabot, Melanie is pursuing a Humanities major and enrolled in a social work class with a 120-hour fieldwork component. Melanie took the initiative to explore placement at Tyrrell Elementary given her family's connection to the school, her desire to give back to the community, and her eagerness to gain experience working with children. She currently supports Anne Marie Gallagher's combined first and second grade bilingual class, where she uses her bilingualism to support English learners with their language development. Tyrrell staff have also supported Melanie in spending a day in other classrooms, given her curiosity to interact with children from other grade levels. She also has shadowed the school counselor to explore another school-based career. Through working in an elementary school classroom, she has furthered many skills such as taking initiative on tasks, leading lessons, supporting classroom behavior, and time management. Melanie aspires to become a social worker and because of the fieldwork experience, is confident that she wants to continue working with children.



I feel like I've gotten better at communication since I've always been a very shy person. I have to push myself because I have to read in front of the entire classroom. I have to problem solve, really quickly sometimes. Since it's so many kids, and obviously just Ms. Gallagher and me, I kind of have to go out of my way to figure out something so I don't have to ask her.

MELANIE



I talk about the theory, and they get to see the practice live in the classroom. For example, an assignment might ask about culturally responsive teaching. They read a couple articles and give points about what they're seeing in the classroom at Tyrrell.

BERNADETTE ZERMEÑO

HELPFUL WORK-BASED LEARNING PRACTICES

Chabot College students, Chabot faculty, and Tyrrell staff shared the following practices that they have found helpful for facilitating work-based learning directly in elementary school classrooms.

Establish a designated point of contact from each institution to coordinate the student selection and placement process. Over the years, Chabot and Tyrrell staff have built a strong partnership founded on trust, understanding, and a desire to support students with their career readiness. They have been open to continuous improvement of the experience, pulling from past lessons learned. It was this open-mindedness that led them to begin informal exploration interviews to gauge a student's interest and commitment.

Assign a specific staff member to oversee students' experience at the school site. Students expressed their appreciation for Tyrrell's welcoming environment, which made them feel part of the community. As first-generation students, they were grateful for flexibility when determining their schedule given that they were juggling coursework, other part-time jobs, and family obligations.

Connecting classroom experiences with college course readings and discussions helps students understand and apply information to real-life scenarios. The course is intentionally designed to help college students bridge methods and approaches to their fieldwork, and students appreciated the opportunity to journal about and reflect on their experience.

CONTACT US

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