Family & Community Engaged Teaching (FACET): A Pathways Collaborative

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Family & Community Engaged Teaching (FACET): A Pathways Collaborative
Learning in Communities and Schools (LinCS)
The Link Between Communities and Schools

Woodring College of Education

FACET Principles:

- Prepare future teachers to transform schools into justice-producing institutions using a critical lens, systems-focus, and disciplinary emphasis that places children/youth, families and communities at the heart of educational practice.

- Collaborate with communities to create the conditions for students and faculty to see teacher education as a place to understand and apply issues related to transforming schools.

- Use processes that cultivate educational success through authentic relationships focused on engaging with students, community, families, and school professionals.

EDUC 101 is designed to develop:
- Trusting relationships and cohesions
- Sense of safety and belonging
- Understanding of systems and their influence on identity formation

Methods:
- ‘River of Life’ portfolio
- Mock plan based on poverty case study
- FACET notes
- Frame, Analyze, Contrast, Explain, Think

EDUC 204 is designed to develop:
- Relational teaching
- Understanding of the contexts impacting youth
- School and community innovation and renewal

Methods:
- Place-based approach
- Critical Inquiry Projects
- Reflection activities

LinCS Goals:
- Enhance student learning through field-based service learning
- Address the needs relevant to our community partners and local schools
- Cultivate a culture of critical service learning

FACET Courses:

- EDUC 101: Rethinking Schools in Community
- EDUC 204: Systems for School and Community Renewal
- ESJ 497: Education, Culture, and Equity for Family and Community Engaged Teaching
- ESJ 400: RAC - FACET Reading and Research Team

Courses

- EDUC 115 [Intro to Education Professionals]
- EDUC/AMST 413 [Bridge Barriers w/ Migrants]
- ELED 310 [Education, Culture, and Equity]
- ELL 433 [Culture, Equity, and Advocacy]
- ESJ 497 [Ed. Culture & Equity FACET]
- SEC 310 [Education, Culture, and Equity]
- SEC 501 [Intro to Educational Research]
- SEC 531 [Teaching Adolescents]
- SPED 310 [Education, Culture, and Equity]

Community Partners and Schools

- 40 partners per quarter
- Elementary Schools
- Middle Schools
- High Schools
- Adult/Continuing Education
- Special/Alternative Education
- Family Development Programs
- Enrichment Clubs

- English Language Learner Programs
- Migrant Youth Scholar
- Assistance
- Tribal Youth Scholar
- Assistance
- Gardening and Food Education Programs

Winter 2019 Impact

150 students enrolled in 6 courses
1083.25 service hours contributed

Mid Quarter Student Survey Feedback:
- 99% indicated they believed they were developing skills in working with and understanding student populations
- 79% indicated that SL experiences increased understanding of the Opportunity Gap in education

Self-Assessment: 64% reported increased willingness to leave comfort zone
74% reported improved ability to relate to youth

LinCS is an office within the Woodring College of Education that coordinates service learning for a variety of courses.

The LinCS office strives to promote and cultivate connections between WCE faculty, staff, and students, and the surrounding communities in which they study, work, and live

Critical Service Learning

A learning and teaching strategy that provides students with the opportunity to engage in meaningful direct service within our communities that involves the application of classroom pedagogy and reflection to enhance learning

The Link Between Communities and Schools

- In Washington State 93% of principals report "struggling" or being in a "crisis" mode in attempting to hire qualified teacher candidates
- Recruiting and retaining teachers from racially, ethnically and linguistically diverse backgrounds is a major challenge, with only one in thirty-three U.S. classrooms led by a non-white teacher

FACET in Action

Shuksan Middle School – Fall 2018

Classroom- EDUC 204 was held on Shuksan's campus

Design: Western and Shuksan collaborated to design a course to address the needs of all parties

Faculty: Western faculty participants are from education, human services and social justice backgrounds. They are immersed in the work alongside students.

BEATS: Before and after school program. FACET added 1,000 hours of service learning time, serving approximately 300 students.

Alderwood Elementary School – Fall 2017

After-school Clubs- WWU pre-service students worked in a variety of voluntary after school clubs supporting youth agency.

Faculty- course taught by human services/community psychology faculty and early childhood/elementary education faculty

"I can see how some people would not want to put in the effort to challenge their own beliefs... doing that will not help anyone or improve the systems which promote injustices in society... it is crucial to empower students and encourage critical thinking." - FACET Scholar

Poster by: Kyra Oziel

Alderwood Elementary
Shuksan Middle School

21st Century Grant
AERA 2019 Conference
University of Victoria Youth 2019 Conference
SFU Learning Together 2019 Conference

FACET Scholars were surveyed after completing the two FACET courses-
Students reported increased understanding of:
- Systemic factors influencing education and learning
- The importance of understanding one’s personal and professional self in relation to working with others
- How connecting with students and the community is integral to effective teaching

Artifacts collected by LinCS have been used to benefit students, educators, and institutions