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# 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



Poster by: Kyra Oziel – Learning in Communities and Schools Coordinator  
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### Learning in Communities and Schools

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

#### LinCS Goals:

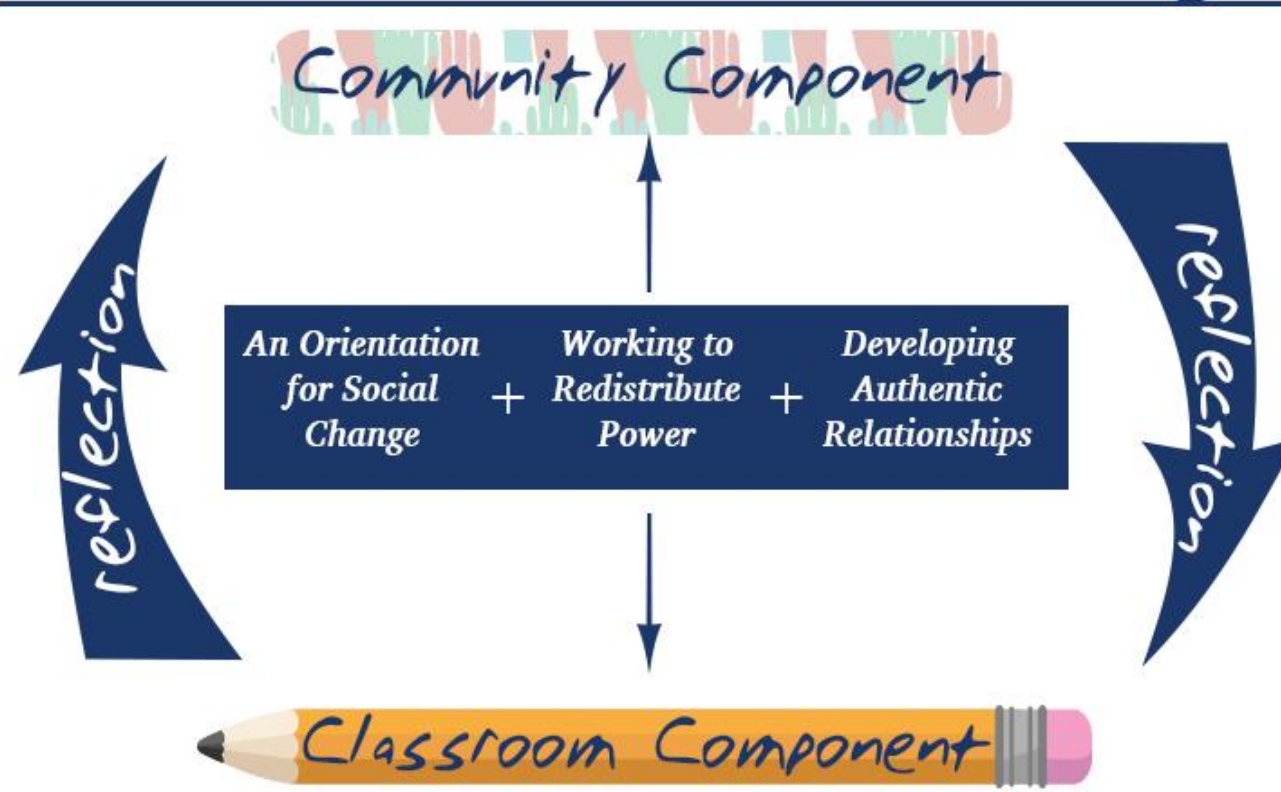
- Enhance student learning through field-based service learning
- Address the needs relevant to our community partners and local schools
- Cultivate a culture of critical service learning

### Service Learning

Service Learning is:

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

### Critical Service Learning



Mitchell, Tania D. "Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models." *Michigan Journal of Community Service Learning*, Apr. 2008, pp. 50–65.

### Courses

- EDUC 110 [Future Scholars Seminar]
- EDUC 115 [Intro to Education Professions]
- 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 Scholastic Assistance
- Tribal Youth Scholastic Assistance
- Gardening and Food Education Programs

### Winter 2019 Impact

150 students enrolled in SL 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

### Family & Community Engaged Teaching

#### Identified Need

- 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

OSPI (November 21, 2015). OSPI/AWSP Teacher and Substitute Shortage Survey. ospi hiring 2015 crisis teachers  
Toppo, G., & Nichols, M. (Feb. 1, 2017). Decades after civil rights gains, black teachers a rarity in public schools, *USA Today*.

#### FACET Principles:

- Prepare future teachers to transform schools into justice producing institutions using a **critical lens, systems-focus, and transdisciplinary 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.

### FACET Courses

4 Courses - Designed for pre-majors

- **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**

### FACET in Action

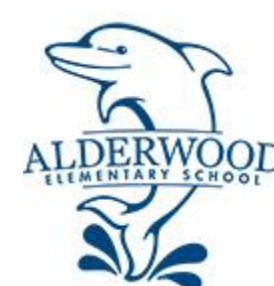


#### Shuksan Middle School – Fall 2018

**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 co- taught by human services/ community psychology faculty and early childhood/ elementary education faculty



### EDUC 101 / 204 Practice and Pedagogy

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

### Results of FACET in 2018

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

After the completion of the two course FACET sequence 82% of students indicated that they were admitted or actively pursuing admission to WCE

"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

"I can listen to students and give them space to be in charge and hold court in a much more significant capacity than before. I have the power to give or take agency from students, and I have a responsibility to be aware of that power and use it to empower the youth I serve." - FACET Scholar

### LinCS Artifacts



Alderwood Elementary



Shuksan Middle School



Shuksan Educator Perspective



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

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