

CASE STUDIES

Student Case Study #1

Alex is a 16-year-old student attending Lincoln High School, located in an urban area. Life outside of school isn't smooth for Alex. His family has faced financial hardships that have created barriers to his education. Limited resources, such as not having a personal computer or reliable internet access, make it difficult for Alex to complete assignments and research post-graduation options at home. His parents, who work tirelessly to make ends meet, lack the educational background to offer the necessary academic support. As a result, Alex feels alone in his journey. English is not Alex's first language, which adds an extra layer of challenge. The complexities of the language make it difficult for him to grasp concepts fully and effectively communicate with teachers and classmates. While Alex has a burning desire to learn and succeed, these obstacles threaten to dim his potential.

Alex feels it is his responsibility to help provide for his family and is now working a part-time job after school and on the weekends. Due to the time he invests in school and work, Alex is unable to participate in extracurricular activities at his school. His grades are also struggling as he does not have the time or resources to complete his schoolwork at home.

Student Case Study #2

Dominic (Dom) is a 16-year-old 8th grader who lives with his mother and older brother in an urban area. His older brother attends community college, and his mother is a college graduate and works in a professional setting. While she can't afford many luxuries, Dom and his brother can still participate in the activities they enjoy. Dom participates in almost every sport available to him. He loves sports so much that his eligibility is one of his primary motivators for monitoring his attendance and proactively addressing academic challenges to maintain his athletic eligibility. Dom is on an IEP for a Specific Learning Disability in math and reading.

When Dom was in kindergarten and first grade, his mother and teachers agreed to retain him two years in a row since he was not progressing at the same pace as his peers. According to the Oklahoma Secondary Schools Activities Association (OSSAA) guidelines, Dom became ineligible for middle school sports when he turned 16 last spring. No one at the school caught this issue before the school year began, so they did not take action to request a waiver of the policy from the athletic board, and Dom's eligibility to play sports abruptly ended in the middle of the spring season. Dom is devastated and embarrassed. He desperately wants the school to adjust his grade level so he can begin playing sports as a 9th grader at the high school he plans to attend; however, his mother and the school faculty fear that moving him now could negatively impact his academic performance. He could apply to the state athletic board for a waiver that would allow him to continue in his current grade and play sports, but it would likely not be approved in time for him to complete the season. Dom's discouragement at this unexpected turn of events has resulted in his GPA falling from above a 3.0 in the first semester to below a 2.5 in the second semester.

Teacher Case Study #1

Sarah is an experienced educator who teaches seventh grade English at Oakwood Middle School. Her classroom is a diverse mix of students from various cultural, ethnic, and socioeconomic backgrounds. Sarah is committed to fostering an inclusive classroom environment where every student feels valued and supported. However, she faces challenges in ensuring equity and meeting the diverse needs of her students. Sarah's classroom is diverse, with students of different cultures, ethnicities, and socioeconomic backgrounds. She sees the immense potential in each of her students, but she also recognizes the challenges that stand in the way of achieving educational equity.

Sarah has encountered various challenges that have tested her determination. Cultural sensitivity is one area she aims to address. She knows that embracing diversity would not only enrich her students' learning experiences, but would also foster an inclusive environment. Several of Sarah's students are English language learners (ELL) who face language barriers. Another challenge Sarah faces is the achievement gap that exists among her students. Some are performing well above grade level, while others struggle to meet academic standards. Sarah firmly believes that every student deserves a chance to succeed. The limitation of resources within the school is yet another hurdle Sarah has to overcome.

Teacher Case Study #2

Meet Ms. Johnson, a passionate and dedicated high school teacher at Riverview High. Driven by a strong belief in the power of student-centered learning, Ms. Johnson strives to create an equitable classroom where every student's voice is heard and valued. However, she faces several challenges in fostering student agency and promoting equity within her school.

Ms. Johnson has noticed that many of her students seem disengaged and lack the opportunity to have their voices heard in her classroom. She has also become aware of inequalities that exist within her school. Some students have access to advanced courses, extracurricular activities, and resources in planning for their future, while others are being left behind. Students who are struggling academically in one subject do not have the same opportunities as students who excel in multiple subjects.

Event Case Study #1

Riverview High School prides itself on its commitment to academic excellence and on creating an inclusive learning environment. The annual science fair is a highly anticipated event that showcases students' scientific inquiry, creativity, and problem-solving skills. However, the school administration has become aware of certain disparities and inequities surrounding the event.

The teachers organizing the science fair have noticed that some students have limited access to resources during the school day, such as laboratory equipment, research materials, and technology. This has put them at a disadvantage compared to their peers. Some students lack guidance and mentorship in their scientific projects. They do not have access to experienced mentors who could provide support and advice during the research and experiment process. This has resulted in a narrower range of students being able to participate in recent years. Certain groups, such as students from marginalized backgrounds or underrepresented communities, have not been adequately encouraged or given the same opportunities to showcase their scientific abilities.

Event Case Study #2

Riverview High School prides itself on embracing the diverse cultural backgrounds of its students. The cultural showcase is a much-anticipated event that allows students to share and celebrate their unique heritages through music, dance, art, and cuisine. However, the school administration has become aware of certain disparities and inequities surrounding the event.

Some cultural groups have been underrepresented or overlooked in the cultural showcase. Students from diverse backgrounds did not feel encouraged or provided with adequate opportunities to showcase their cultures. Some faced barriers in accessing necessary resources, such as traditional costumes, instruments, or artistic materials, which hindered their ability to fully participate in the showcase. The event also lacks an educational component that fosters cultural understanding and appreciation among the student body. This has hindered the creation of a truly inclusive environment where students can learn from one another.