Case Analysis Protocol

The protocol and cases were written collaboratively by members of the Science 20/20 team.

Description: Each case represents the lived experiences of those connected to the project as researchers, teachers, students, and student teachers. They are real, but names and minor details have been changed so as not to completely identify those involved. We do not intend for these cases to be black and white, right or wrong. Instead, each case illuminates areas of strength and potential and allow for self-reflection. They may ask us to articulate and question our own biases, assumptions, and taken-for-granted practices. Cases such as these are intended to surface tensions. Having group norms and protocols in place before engaging in case analysis is important for the success of the protocol. In discussing the case, we encourage you to think through the complexity of each case, seek to understand, imagine what else might be true, and exercise asset orientations.

Protocol: **Part 1.** Familiarize yourself with the Science 20/20 Framework before reading the case.

Science 20/20 Framework

Guiding Principles

1. View **students as capable partners** in knowledge building.
2. Invite **productive participation** in science practices and sensemaking.
3. Utilize caring **formative assessment** and seek to understand what students know.
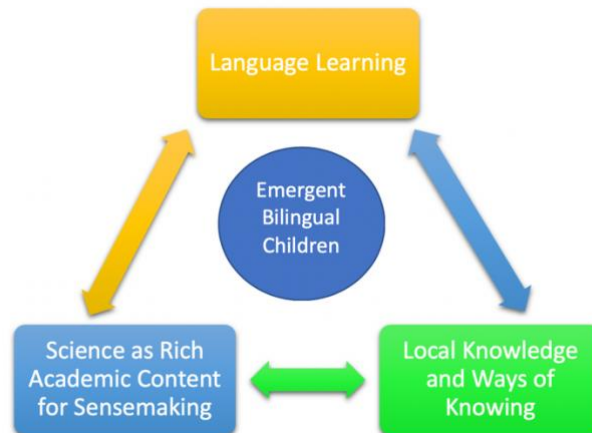
Part 2. Read the case thoroughly. Once everyone has had enough time to read the case thoroughly, summarize the main events in the case and identify the problem(s) posed by the case.

Part 3. Use the Science 20/20 Framework and Guiding Principles to facilitate an open discussion related to the case. Same questions and prompts might include:

1. *What scientific practices and literacy practices are present in the case?*
2. *How has the teacher(s) and how might the teacher(s) invite students to draw on their funds of knowledge and local knowledge?*
3. *Where do you see evidence of students positioned as knowers, productive participation, and/or formative assessment?*
   1. *What are the opportunities to position students as knowers, invite productive participation, and incorporate formative assessment?*
4. *What else might be true?*

Part 4. Connect back to your context. Reflect. How might this case and the discussion of the case inform your work?

A Case of a Pandemic

The protocol and cases were written collaboratively by members of the Science 20/20 team.

I n early March 2020, news of the worldwide pandemic hit the local community with increases in cases of Covid-19. In one K-6 public school, teachers' concerns range from "this should blow over soon," to "we have many children who travel back and forth from New York; we need to prepare for school closures."

On Monday morning, teachers report to school as normal. The school is a "majority-minority" Title I K-6 school. The vast majority of the school families have newly immigrated to the town within the past two decades. During the day on Monday, teachers and administrators receive an email from the superintendent that reads "if students have traveled out of the country within the last fourteen days, they are to be sent home and marked absent." After seeing this, the teachers text the principal wanting to know if this applied to *all* students who frequently travel to and from New York. School district administration suspended all new student registration and testing "until further notice." This marks the beginning of teachers' concerns about students missing school and those in school who are coughing, have a fever, or exhibiting any sick symptoms. There is a heightened alert that students could be carrying Covid-19.

On Wednesday afternoon, a family member walks into the office to take their child out of school. They tell the office staff it is because a family friend at the local hospital told her that there was a confirmed case. No media outlets had reported on this. Later that evening, families came to school for a family literacy event. Some families asked if the teachers knew anything about school closures or how they would find out. The teachers had no answers but reassured families they would stay in contact.

Thursday morning the school was full of casual conversation about different school closings in the state. The superintendent sends out an internal email to faculty and staff directing them to prepare work for students in the event of a school closure. The principal develops a webpage with resources for teachers to send out. Some teachers voice concerns about having enough time to get materials and copies made for the children. Their days are so hectic already, they don't have time to do so on such short notice. Some teachers raise the concern of internet access, but there are no clear solutions.

By Friday morning, there is overwhelming speculation of school closings given what is presented in local and national news regarding school closures in neighboring communities. The principal prepares a letter to families on behalf of the teachers with QR codes and usernames and passwords for students and families to access online resources typically used in the classroom. Students are dismissed at the end of the day. The letter is not sent home.

During dismissal, there is confusion whether there would be school on Monday or not. Parents and families tell school personnel they received a phone call from the school district about the school closing for two weeks. They are asking about work that can be sent home. The teachers and principal have not been told the school was closing. The teachers are learning in real-time that the Governor is announcing all schools in the state will be closing for two weeks. Once dismissal concludes, the principal continues to field questions from teachers and families. There are rumors of teachers returning Monday for a meeting. For the next week, there is no online learning. It is effectively a student break until decisions can be made.

Note: We also find that many of our cases are complementary to and can be analyzed with the protocol and Equity Literacy Framework in Gorski and Pothini's text *Case Studies on Diversity and Social Justice Education* (2nd Ed., 2018). [http://www.edchange.org/cases/Case-Analysis-Model.pdf]