

Washington State University

College of Education

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Will defend the dissertation on

Date: April 4, 2024

Time: 2:00 P.M.

Pullman Campus – Cleveland Hall 353

Zoom available upon request to gradstudies@wsu.edu

Faculty, students and the general public are encouraged to attend

EDUCATION AND EQUITY: A CASE STUDY OF EDUCATORS AT A SPECIALIZED CHARTER SCHOOL

Co-Chairs: Ashley Boyd and Amir Gilmore

The commitment to Inclusion, Diversity, Equity, and Access (IDEA) has come at a precarious time, which finds education and schooling under attack by hate-filled and dehumanizing rhetoric. The current socio-political climate situates education and teachers as a public enemy, and an onslaught of anti-equity education bills in legislatures have been passed in the past few years. While there has been an overwhelming commitment to IDEA in many spaces, even places meant to serve all people, such as the institution of schools, have moved away from these initiatives. In this work, I will utilize a case study methodology to examine how teachers center IDEA in their work. I am looking at a specialized charter school in a southwest metropolitan area that supports students impacted by substance use disorders. The school was founded and centered on supporting all students with a lens of equity and has grown since its founding in the late 2010s. Utilizing a critical framework of queer theories, I will learn from and with the co-conspirators about their equitable pedagogy and praxis. By utilizing an amalgam of qualitative methods, such as interviews, texts, artifacts, and discussions, I look to engage in a deeper, critical view of their work. Engaging in these methods with critical discourse analysis will allow for a more significant look at the way in which power and language shape our understanding of these issues in educational spaces. With this hope, we can create and instill equitable practices for other schools to implement other programming using the same framework within IDEA.