Leadership Project: Policy Analysis

**Activity 1:**

**Review comparisons & contrasts between departmental policies for course recommendations and what criteria teachers actually use for this process**

Recommending Students from Spanish 1 (CP) to Spanish 2 (CP)

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|  | **Criteria Used** | **Department Policy** |
| Respondent 1 | “ A students needs to pass the class with a C.   If the students has a C-, they are still allowed to move on to the next level but making sure the teacher talks to them and lets them know that they will be behind and that they have to study during the summer.” | Students with a C or better may go to Spanish 2. Students with a C should be counseled to determine if they have difficulty with course content or if it’s just not completing assignments, but should be allowed to make their own decision. |
| Respondent 2 | “A C or better in Spanish 1. Counsel students receiving a C- that it will be very difficult, and they'll have to work very hard. Also students themselves should be asked to reflect on why they have earned the grade they have. If they have a C- because they do no homework, but understand the material and are successful on tests, they should be fine going on. But if they have a C- because they do every assignment, but they fail all the tests, they should perhaps reconsider going on.” |  |
| Respondent 3 | “\* Solid C in Spanish 1 / late work should not receive 70% or higher  \*Student should be able to understand basic vocabulary, write complete sentences and read simple stories. \*Student should have a very good command of conjugation of verbs in the present tense” |  |
| **Comparisons**: All 3 respondents understand and adhere to the policy of a student needing a “C” or higher in Spanish 1 to be recommended on to Spanish 2.  **Contrasts**: 2/3 teachers also recommend students with a “C-“ on to Spanish 2 with additional counseling although the department policy makes no mention of students with a “C-“.  Only 1/3 teachers bases recommendations on additional criteria besides the overall class grade of a “C” bases on specific language skills.  **Implications**: Some students are allowed to move on to Spanish 2 with a “C-“ in Spanish 1, while others that have earned the same grade must repeat Spanish 1, or cease to continue in the Spanish program.  While 2 teachers use overall class grades for the basis of their recommendations, 1 teacher uses additional information based on specific language skills making it more difficult for some students to move on to Spanish 2 depending on who their teacher is.  **Barrier discovered**: **Inconsistent recommendation process being used by teachers of the same course as students try to access the college prep. curriculum**; some students are required to earn a higher grade than others and some are required to demonstrate proficiency in specific language skills while others simply need to have earned an overall minimum class grade. | | |