Policy Review Tool

This review guide outlines six analytical domains to support the examination of regulatory documents (e.g., policies and procedures) with a particular focus on educational equity. This tool is design to support systemic efforts towards transformative change for expanding districts and state education systems capacities to ensure quality robust educational experiences for ALL learners.

Preparing to Engage in Critical Reflection

To prepare for critical reflection on policies, consider the framing questions below.

1. What is the intent behind the policy being reviewed?
2. What social constructions does this policy embrace?
3. Who benefits from the way things are and who does not (Freire, 1998)?
4. What actions will redress the inequities we see in our policies (Kozleski & Waitoller, 2010)?

Policy Review Directions

For each item, rate the extent to which the policy being reviewed reflects the policy review domain. Provide a rationale statement to support your rating. Propose a recommendation or a consideration related to the domain for changing, improving or enhancing the policy.

Legal

	To a Great Extent	Somewhat	Very Little	Not at All
To what extent does the policy satisfy/meet relevant legal mandates (e.g. state, federal laws, consent decree, etc.)?				
Is all of the requisite content present, and in the correct location conceptually?				

Rationale/Explanation Statement

Consideration □ Recommendation □

Research-Based

	To a Great Extent	Somewhat	Very Little	Not at All
In what ways are the policy principles derived from scholarly research that will likely bring about effective outcomes?				

Rationale/Explanation Statement

Consideration □ Recommendation □

Responsive to Context

	To a Great Extent	Somewhat	Very Little	Not at All
In what ways does the policy respond to the current district/school context and issues?				

How does the policy enumerate specific student groups to be responsive to students who have been historically marginalized in school settings?				
Address disparities in treatment between and among student groups (i.e. disproportionality in participation and outcomes of particular student groups).				

Rationale/Explanation Statement

Consideration ☐ Recommendation ☐

Efficient

	To a Great Extent	Somewhat	Very Little	Not at All
To what extent does it appear that the policy will provide, or call for, the development of procedures that delineate use of personnel, time, financial, and other resources?				

Rationale/Explanation Statement

Consideration ☐ Recommendation ☐

Educative

	To a Great Extent	Somewhat	Very Little	Not at All
In what ways does the policy adequately inform stakeholders about the rationale, purpose and scope of its application for appropriate decision-making and practice (i.e., afford and constrain decision making)?				
How does the policy provide examples of behaviors the demonstrate violation of the policy and examples of behaviors demonstrating compliance?				

Rationale/Explanation Statement

Consideration ☐ Recommendation ☐

Accountable

	To a Great Extent	Somewhat	Very Little	Not at All
In what ways does the policy specify responsibilities and provide clear lines of accountability?				

Rationale/Explanation Statement

Consideration ☐ Recommendation ☐

OVERALL SUMMATIVE STATEMENT

To what extent does it appear that the policy will produce results that meet authentic needs (i.e., will the strategies result in the desired outcomes), AND to what extent is its implementation clear and feasible?