

Taking Responsibility for Ending Social Promotion: A Guide for Educators and State and Local Leaders // DIANE Publishing, 1999 // 9781428965034 // 1999

Taking Responsibility for Ending Social Promotion: A Guide for Educators and State and Local Leaders. Department of Education, Washington, DC. 1999-05-00.Â for ending social promotion in public schools. It opens with a description of social promotion and the pervasiveness and the consequences of this practice. The volume outlines the high standards that all students should be held to. and emphasizes the importance of creating reliable measures of achievement. Social promotion is defined as the practice of passing students along from grade to grade with peers even if the students have not satisfied academic requirements or met performance standards at designated grade levels. Although social promotion is intended to promote self-esteem, research on social promotion indicates it can lower the studentâ€™s or othersâ€™ expected standards of student achievement and/or can give students and their parents a false sense of accomplishment.Â Taking Responsibility for Ending Social Promotion: A Guide for Educators and State and Local Leaders. Retrieved from <http://standardizedtests.procon.org/sourcefiles/taking-responsibility-for-ending-social-promotion.pdf> Brown, B., & Forchheh, N. (2014). Social promotion is the practice of promoting a student to the next grade level even if the minimum academic factors have not been satisfied. Retention is the approach that is most widely practiced. This is the retention of a grade to reinforce academics. The pros and cons, staticâ€™s, and drop out rates will be discussed. All of these factors will be addressed so that the reader can be aware of the opinions on the issues.Â Teachers, A. F. o. (1997). Taking Responsibility for Ending Social Promotion: A Guide for Educators and State and Local Leaders. U.S. Department of Education. Thompson, Charles L. - Cunningham, Elizabeth K. (1). Thompson, C. L.-C., Elizabeth K. (200-12-00). Retention and Social Promotion: Research and Implications for Policy. ERIC Digest. New York. Taking Responsibility for Ending Social Promotion: A Guide for Educators and State and Local Leaders. Executive Summary.Â Taking responsibility for ending social promotion requires a comprehensive effort involving all stakeholders to addresses multiple problems and a variety of student needs. It starts with setting high standards and making them count by holding schools accountable for preparing students to meet the standards. A comprehensive approach to ending social promotion requires early identification of student needs, research-based strategies for improving learning, and timely intervention for students who need extra assistance to meet standards. It demands that all classrooms have well-prepared teachers