

Instruction

Evaluation of the Instructional Program

Appropriate procedures for the continuing evaluation of the district's educational programs shall be established and maintained. Special attention shall be given to:

1. Recognizing the individual child.
2. Eliminating discrimination because of race, color, creed, age, marital status, national origin, gender or physical disability.

Elements of program evaluation may include the following:

1. Defining each objective in terms that can be measured/observed such as:
 - A. Measurable student behavior as reflected by tests, surveys, inventories, checklists, etc. and observable student behavior which can be assessed subjectively by teachers, peers, or the students themselves.
2. Planning and carrying out student experiences to achieve desired outcomes.
3. Observing student behavior during and after the learning experiences.
4. Comparing outcomes with objectives.
5. Continuing, revising or expanding learning experiences which result in the desired objectives.

(cf. 6121 Nondiscrimination: Instructional Program)

Legal Reference: Connecticut General Statutes
10-14m Development and submission of educational evaluation and remedial assistance plan.
10-76d(g) Duties and powers of Boards of Education to provide special education programs and services.
Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.

Policy adopted: 08/16/01

Eastford Board of Education