

Instruction

Evaluation of the Instructional Program

Appropriate means for continuing evaluation of the entire education program shall be established and maintained. Special attention shall be given to (a) elimination of discrimination as to race, color, creed, religious creed, age, marital status, national origin, sex, or physical disability and (b) recognition of the individual child. (cf. 6121 – Nondiscrimination in the Instructional Program)

Elements of this evaluation may include the following:

1. Defining each objective in terms that can be measured/observed:
 - a. Measurable student behavior (tests, surveys, inventories, checklists, etc.)
 - b. Observable student behavior (that which can be assessed subjectively by (1) teachers, (2) peers or (3) the students themselves)
2. Planning and carrying out experiences for students which are designed to bring about the desired outcomes.
3. Employing pertinent test, measurements, observations:
 - a. During the learning experiences
 - b. Following the learning experiences
4. Comparing outcomes with objectives.
5. Continuing, revising or expanding learning experiences which seem to result in the desired objectives.

Legal References: 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 USC 1681 et seq.

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THOMASTON PUBLIC SCHOOLS
Thomaston, Connecticut