

Section I: Instructional Goals and Objectives	Knox County Board of Education Policy		
	Descriptor Term: Program Evaluation	Descriptor Code: I-410	Issued: 7/95
		Reviewed: 5/17	Revised: 6/08

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2 Evaluation is an integral part of the instructional program. Evaluators are concerned, first, with assessing
3 needs so that programs can be designed to meet those needs. Once a need has been identified and a
4 program has been designed to meet that need, evaluators examine both the product and the process, i.e.,
5 the degree to which the program objectives are being achieved, as well as the desirability and efficiency of
6 the means used to reach the objectives.

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8 **DATA SOURCES**

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10 There is an almost unlimited number of indicators that may legitimately become part of a comprehensive
11 program evaluation. Indicators may include longitudinal studies (post-program performance on the job or
12 at higher educational levels), student attendance, student testing, anecdotal records, structured
13 observation, sociometric techniques, questionnaires, structured interviews, and interest inventories. The
14 last three have to do with obtaining opinions. Opinion gathering from relevant persons is a valid
15 evaluative technique.

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17 **PROFESSIONAL EDUCATORS**

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19 Primary responsibility for program evaluation devolves upon the professional educators. This includes the
20 administrative staff, principals, teachers, and others with special responsibilities for portions of the
21 instructional program. Professional personnel outside the system are used in many situations. These may
22 include university personnel, State Department of Education personnel, private consultants, and persons
23 employed by other school systems.

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25 **NON-PROFESSIONAL OR LAY CITIZENRY**

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27 Anyone with special interests and/or skills may be involved in program evaluation. Parents, students,
28 aides, and school community groups are examples of persons that are used regularly in the evaluation
29 process.

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31 **SCHOOL BOARD MEMBERS**

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33 School Board members have final or ultimate responsibility for the operation of a sound educational
34 program within the county. This responsibility includes the periodic review of every facet of the
35 educational enterprise and the setting of policies which allow all programs to function.
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