

## **EVALUATION OF PROGRAMS**

### **Background**

The primary purpose of the evaluation of programs of study is to ensure that programs are effectively meeting the learning needs of students. Additional purposes include ensuring that, for each program of study:

- Adequate resources are in place.
- Appropriate plans are prepared.
- Appropriate instructional methodologies are utilized.
- The content presented and learning activities undertaken are consistent with the Program of Studies as prescribed by Alberta Education.
- Appropriate Board policies and administrative procedures are in place.

It shall be the responsibility of each Principal to ensure that programs of study, within individual schools, are implemented in accordance with the policies and regulations of Alberta Education and of the Board.

The Superintendent shall establish and implement procedures which ensure that, in the District as a whole, evaluation of programs of study occurs in accordance with the purposes and procedures identified above.

### **Procedures**

The following processes and activities shall be undertaken in order to ensure the effective supervision and evaluation of programs of study.

#### **1. School Monitoring**

- 1.1 Each year, the Superintendent shall establish and implement a school monitoring
  - 1.1.1 Process which shall include, but shall not be limited to, the following:
  - 1.1.2 An examination of the annual School Education Plan and annual School Results Report for each school.
  - 1.1.3 Consultation with the administration of each school with regard to plans and results.
  - 1.1.4 Informal observation of the operation of each school.
- 1.2 Included in this monitoring process will be an informal assessment of the extent to which students, in each school and in the District as a whole, are participating in appropriate and effective programs of study.

## 2. Curriculum Advisory Teams

- 2.1 The Superintendent may establish Curriculum Advisory Teams for selected subject areas within the Program of Studies.
- 2.2 Curriculum Advisory Teams shall consist of teams of teachers who operate under the supervision of the Deputy Superintendent.
- 2.3 It shall be the responsibility of Curriculum Advisory Teams to provide curriculum leadership to teachers in the District by engaging in activities such as the following:
  - 2.3.1 Maintaining an awareness and understanding of changes in curriculum.
  - 2.3.2 Maintaining an awareness and understanding of new developments with regard to instructional strategies.
  - 2.3.3 Communicating changes and new developments to teachers in the District.
  - 2.3.4 Assisting in the selection and evaluation of learning resources.
  - 2.3.5 Assisting in the development of District examinations, where needed.
  - 2.3.6 Representing the District on provincial committees (e.g. marking of provincial achievement tests and diploma examinations, test item building, curriculum development).
  - 2.3.7 Advising the Superintendent with regard to the effectiveness and appropriateness of the programs of study which are offered to students.

## 3. Program Review

- 3.1 Upon request from a Curriculum Advisory Team or when, in the judgment of the Superintendent, it would be of value, a Program Review may be completed. A Program Review shall include, but shall not be limited to:
  - 3.1.1 Observations of particular programs of study within District schools.
  - 3.1.2 Preparation of a formal report which includes recommendations for continuation, consideration, and compliance.
  - 3.1.3 Presentation of the formal report to the Board.
  - 3.1.4 Assessment, by the Superintendent, of the success of the District's endeavours to address the recommendations of the Program Review.

Approved: June 14, 2018

Reference: Section 18, 20, 39, 60, 61, 77, 78, 113 School Act  
Guide to Education ECS to Grade 12  
Policy and Requirements for School Board Planning and Reporting  
School Authority Planning and Reporting Reference Guide  
Ministerial Order on Student Learning #001/2013  
Standards for Special Education  
Standards for the Provision of Early Childhood Special Education