

TEACHER SUPERVISION

Outcome indicator, Output indicator

Indicator Phrasing

English: number or % of school supervisors/ directors that independently supervise teachers' performance at least X-times per school year

French: nombre ou % de superviseurs/ directeurs d'école qui supervisent de façon indépendante le travail des enseignants au moins X fois par année scolaire

Portuguese: número ou % de supervisoras/ diretores escolares que supervisionam de forma independente o desempenho dos professores pelo menos X vezes por ano-lectivo

Czech: počet nebo % inspektorů/ ředitelů školy, kteří chodí na hospitaci a poskytují konstruktivní zpětnou vazbu alespoň X-krát za školní rok

What is its purpose?

Post-training classroom-based support to teachers that reinforces the use of the newly acquired knowledge and skills takes the form of class observation and a feedback session done by school directors, supervisors or project staff. The indicator measures the number and proportion of school supervisors and directors who independently of any external requests engage in regular class observation of teachers in line with the introduced standards.

How to Collect and Analyse the Required Data

Independent teacher supervision by education administrators is usually done as a follow up activity after training on instructional supervision. At this point, the directors and supervisors have already been introduced to class observation procedures and checklists prior to your monitoring.

1) **Review the observation checklists** filled in by the school directors and supervisors (filed in the school or in the local education office). Check whether the checklists have been filled in correctly, i.e. all items are marked on each checklist, described examples are in line with the standardized criteria for class observation, etc. You can also collect oral or written feedback from the observers on use of the checklist and overall supervision procedure. Provide more guidance, if required.

2) **Count the number of correctly filled-in checklists.**

3) **Calculate the number and percentage** of the directors and supervisors who engaged in teacher supervision a) in line with the standardized criteria; b) according to the planned frequency; and c) in the given period.

Important Comments

1) Should the number of incorrectly filled checklists be too high, consider another round of training for the "observers", joint practice and/or mentoring support.

2) Make sure that the class observation data are entered in the database and analysed by either the school staff, the local education office or by your organisation. **Regular analysis of the most frequent shortcomings in teachers' performance** should be compiled and used for decision-making on future continual professional development of teachers.