The Purpose of Supervision

The improvement of teaching and learning is the general purpose of supervision. A basic premise of supervision is that a teacher’s instructional behavior affects student learning. An examination of instructional behaviors can lead to improvement in teaching and learning. The effective school research identifies schooling practice and characteristics associated with measurable improvements in student achievement and excellence in student behavior. These “effective school practices” include elements of schooling associated with a clearly defined curriculum; focused classroom instruction and management; firm consistent discipline; close monitoring of student performance; and strong instructional leadership.

To this end, the Northern Bedford County School District identifies the following specific purposes of supervision:

1. To acknowledge that teachers are individuals and professionals with different needs and interests.
2. To define supervision as an art and science.
3. To consider that taken together, passion for learning and reflective practice provides modeling and the basis for individual perception and insight.
4. To maximize individual growth through reflective practice and professional dialog.
5. To provide time and support for growth and change.
6. To encourage self-initiated professional development.
7. To develop an educational environment characterized by collaboration, cooperation, and communicating yielding a supportive, non-threatening environment to foster professional growth.
8. To assert that all faculty have a professional responsibility to continually learn and improve.

Based on these purposes, the Northern Bedford County School District provides for a system of differentiated supervision which shall be provided in the context of a supervisory model best suited for an individual’s professional development needs:

A. Directed/Clinical Supervision
B. Mentoring
C. Administrative Monitoring (Walkthroughs)
D. Peer Coaching (Collegial Consultation)
E. Self-Directed Supervision (Individual Contracts)
F. Instructional Leadership (Internship)
G. Professional Colloquium (Book Talks/Study Groups)
H. Action Research (Data-Informed Improvement of Teaching and Learning)
I. National Teacher Certification

The Purpose of Evaluation

Evaluation serves as the process by which data are collected, analyzed, and interpreted so as to inform personnel management decisions related to teaching and learning. Specifically, the purposes of evaluation are:

1. To inform employees of the performance expectations of the Northern Bedford County School District.

2. To provide data to assist in the continuous improvement of professional performance.

3. To provide data that will enable the Northern Bedford County School District to:
   a. satisfy tenure and certification requirements of the Pennsylvania School Code and the Pennsylvania Department of Education.
   b. plan and implement professional development programs.
   c. evaluate employees for additional or advanced job responsibilities.

4. To measure the identifiable elements of teacher performance.

5. To communicate the evaluator’s assessment to the teacher.

6. To recognize the teacher’s adherence to the approved curriculum of the Northern Bedford County School District.

7. To insure an on-site observation of teacher performance.

8. To provide opportunity for Supervisor-Teacher interaction.


10. To plan strategies to enhance the teaching-learning process.

11. To provide an avenue of communication between the administrator and teacher.

12. To promote the achievement of district and/or school program goals and objectives.