

MONITORING TEACHERS' ACTIVITY: ASSESSING EFFECTIVENESS AND IMPLICATIONS FOR PROFESSIONAL GROWTH

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Abstract. *This article examines the role of vice-principals in monitoring teachers' activity, focusing on the effectiveness and implications of such monitoring for professional growth and school culture. The literature review reveals various perspectives on the benefits and drawbacks of this monitoring process, and the subsequent sections discuss the importance of regular feedback, potential biases, and the impact on teacher autonomy and student outcomes. The article concludes by emphasizing the need for a balanced approach to monitoring teachers' activities that fosters a supportive environment and promotes professional development.*

Keywords: *monitoring, teachers' activity, assessing effectiveness, professional growth, students' outcomes, digital software.*

Introduction

Monitoring teachers' activity is a critical component of school administration and is instrumental in maintaining a high-quality learning environment for students. Vice-principals, in particular, often play a vital role in evaluating teachers and providing feedback to promote professional growth. This article aims to explore the effectiveness and implications of monitoring teachers' activity by vice-principals, with a focus on potential benefits, drawbacks, and areas for improvement in the process.

Literature review

The literature on monitoring teachers' activity by vice-principals encompasses a wide range of perspectives. Some studies highlight the benefits of regular evaluations, suggesting that they contribute to improved instructional practices, increased accountability, and stronger student outcomes^[3]. Collaborative approaches to monitoring teachers' activities have gained prominence in educational research. Several strategies have been identified as effective in promoting professional advancement, including peer observation, instructional coaching^[8] and professional learning communities^[4]. These approaches emphasize collective responsibility, reflective practice, and shared learning, fostering a supportive environment that contributes to continuous improvement. Other researchers argue that the monitoring process can be detrimental to teacher autonomy and may lead to a lack of innovation in the classroom^[6].

One of the primary benefits of monitoring teachers' activity is the opportunity for vice-principals to provide regular feedback. Research indicates that constructive feedback is crucial for professional development and that educators who receive frequent feedback are more likely to improve their instructional practices^[5]. In this context, vice-principals play a critical role in identifying areas of improvement and guiding teachers in refining their skills. Besides that, it is essential to consider potential biases that may arise in the evaluation process while monitoring teachers' activity can lead to professional growth. Vice-principals may harbor unconscious biases

or preferences that can influence their assessments of teachers, leading to unfair evaluations ^[11]. It is crucial to implement robust evaluation systems and training programs that minimize the impact of biases and ensure that assessments are fair and accurate.

Monitoring teachers' activity by vice-principals can have significant implications for teacher autonomy. While some degree of oversight is necessary to maintain high-quality instruction, excessive monitoring can stifle creativity and discourage innovative teaching practices ^[6]. A balanced approach is necessary to ensure that teachers feel supported and valued while also maintaining accountability and standards.

Peer observation involves teachers observing and providing feedback on each other's instructional practices. This approach allows educators to share expertise, identify areas for improvement, and work collaboratively to enhance their skills ^[2]. Research indicates that peer observation can lead to increased self-reflection, improved instructional practices, and a greater sense of collegiality among teachers ^[1].

Instructional coaching is another collaborative approach to monitoring teachers' activities. Coaches work closely with teachers, providing personalized support, modeling effective instructional strategies, and facilitating reflection on teaching practices. Studies suggest that coaching can contribute to improvements in teachers' instructional skills, increased self-efficacy, and positive changes in school culture ^[8].

Professional learning communities (PLCs) are groups of educators who collaborate regularly to analyze student data, share instructional strategies, and engage in collective inquiry to improve teaching practices ^[4]. PLCs foster a culture of continuous learning and improvement, promoting shared responsibility for student success. Research indicates that participation in PLCs can lead to improved teaching practices, increased student achievement, and enhanced school culture. Collaborative approaches to managing pedagogical activities have significant implications for professional growth, school culture, and student results. By engaging in collective reflection and shared learning, educators can enhance their skills, deepen their understanding of effective instructional practices, and foster a culture of continuous improvement. This supportive environment can contribute to increased teacher satisfaction, lower attrition rates, and improved student outcomes ^[9].

In recent years, the advent of digital technology has transformed the educational landscape, providing new opportunities for teaching and learning. One aspect that has garnered attention is the use of digital software to monitor teachers' activities. This approach has generated much debate among educators, administrators, and policymakers, leading to a growing body of research examining its effects.

Monitoring pedagogical activities via digital software has the potential to positively impact education by increasing accountability and providing targeted professional development. However, it is crucial to balance the benefits with the potential drawbacks, such as privacy concerns and decreased autonomy. To achieve this balance, schools and administrators should consider the following best practices:

1. Establish clear goals and objectives for management.
2. Ensure transparency in the monitoring process by involving teachers in the decision-making and implementation stages.
3. Use monitoring data for constructive purposes, such as identifying areas for professional development and supporting teachers in their growth.

4. Implement strict data privacy policies and measures to protect teachers' personal information.

Another important consideration is the potential for increased stress and burnout among teachers due to constant monitoring ^[7]. To prevent this, administrators should create a supportive environment that encourages open communication and fosters trust between teachers and administrative staff. Regular meetings and feedback sessions can help address concerns and provide opportunities for reflection and growth.

Data privacy is a critical aspect of any digital monitoring system, as the collection and storage of sensitive information could potentially be misused or exposed to unauthorized access ^[10]. Educational institutions should establish strict data privacy policies and measures, ensuring that teachers' personal information is protected and used only for the intended purposes. This includes limiting access to monitoring data, using secure data storage solutions, and regularly auditing the system for potential vulnerabilities.

Lastly, it is vital to continually evaluate the effectiveness of the monitoring system in achieving its intended goals. This can be done through regular assessments and data analysis, which can help identify areas for improvement and inform necessary adjustments to the system. By maintaining a focus on continuous improvement and adapting to the evolving needs of teachers and students, educational institutions can maximize the benefits of digital management while minimizing potential negative consequences.

Conclusion

Managing pedagogical activity is a complex process with both positive and negative implications for professional advancement. In order to promote a supportive environment and foster professional development, it is crucial for administration to adopt a balanced approach to monitoring teachers' activities, ensuring that the process is fair, accurate, and focused on growth and improvement. Collaborative approaches offer a promising alternative to traditional top-down evaluation methods, which, ultimately, contribute to improved instructional practices and better results for students.

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