

School Administration & Supervision

Practice Test 4

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

Concept, Nature, Objectives and Scope of Supervision

Q1. A supervisor asks a teacher, how this lesson could reach the quiet pupils better, rather than whether every rule in the manual was followed This question shows supervision is oriented towards:

- (A) Strict enforcement of rules
- (B) Improvement of learning
- (C) Collection of school statistics
- (D) Control of teacher attendance

Q2. Supervision is a part of school administration, but it is distinct because its special concern is:

- (A) The construction of new classrooms
- (B) The purchase of furniture
- (C) The transport of pupils
- (D) The quality of classroom teaching and learning

Q3. Which combination correctly describes the nature of supervision?

- (A) Autocratic, secretive, punitive and rigid
- (B) Casual, unplanned, occasional and clerical
- (C) Commercial, competitive and profit-seeking
- (D) Democratic, cooperative, creative and scientific

Q4. A supervisor helps a teacher recognise that her explanations are clear but her checking of pupil understanding is weak. This serves the objective of:

- (A) Ranking the teacher against colleagues
- (B) Reducing the teacher's workload
- (C) Preparing the teacher for transfer
- (D) Helping teachers see their own strengths and weaknesses accurately

Q5. The scope of supervision extends to evaluating:

- (A) Only the dress and punctuality of teachers
- (B) The instructional programme as a whole, including methods, materials and assessment
- (C) Only the income from school fees
- (D) Only the condition of the playground

Q6. In a rural school with several untrained teachers, the supervisor arranges model lessons and short training sessions. This action mainly pursues the objective of:

- (A) Punishment of untrained staff
- (B) Reduction of school enrolment
- (C) Professional development of teachers
- (D) Speeding up the syllabus

Q7. Supervision helps curriculum implementation when the supervisor:

- (A) Orders teachers to finish the book by a fixed date
- (B) Removes difficult chapters from the course
- (C) Discusses with teachers how syllabus aims translate into daily lessons
- (D) Tests pupils without informing teachers

Q8. Supervision is best understood as a leadership function because the supervisor:

- (A) Issues orders backed by threats
- (B) Controls all school money
- (C) Decides admissions alone
- (D) Influences teachers towards better teaching through guidance and example

Q9. Which of the following is NOT a genuine objective of supervision?

- (A) Improving the quality of instruction
- (B) Supporting the professional growth of teachers
- (C) Improving pupil learning and achievement
- (D) Finding faults in order to punish teachers

Q10. Supervision improves pupil achievement mainly:

- (A) Directly, by teaching pupils itself
- (B) Indirectly, by improving the teaching pupils receive
- (C) By increasing examination fees
- (D) By reducing the number of school days

Q11. The scope of supervision includes guidance on teaching aids because:

- (A) Well-chosen aids can make learning clearer and more lasting
- (B) Aids are required for inspection reports
- (C) Aids replace the teacher
- (D) Aids increase school income

Q12. In most school systems, internal supervision is carried out by the headteacher and senior teachers, while external supervision is carried out by:

- (A) Pupils elected by their classes
- (B) Parents on a rota
- (C) Textbook publishers
- (D) Education officers visiting from outside the school

Q13. Internal supervision has a special advantage over external supervision in that it is:

- (A) Free from all responsibility
- (B) Continuous and closely aware of daily classroom life
- (C) Concerned only with finance
- (D) Done only once a year

Q14. A supervision programme that is planned at the start of the term, with agreed visits, workshops and follow-ups, is better than unplanned visits because it:

- (A) Surprises teachers more effectively
- (B) Reduces the supervisor's workload to nothing
- (C) Gives teachers purpose, preparation and sustained support
- (D) Removes the need for feedback

Q15. Trust between supervisor and teacher is essential because without it:

- (A) Teachers follow the supervisor's advice only during observed lessons and revert afterwards
- (B) Supervisors base judgements mainly on examination results rather than classroom evidence
- (C) Teachers hide weaknesses instead of seeking help for them
- (D) Professional development workshops are attended less regularly by teachers

Types of Supervision

Q16. Clinical supervision is associated with the work of Goldhammer and Cogan and is centred on:

- (A) Detailed study of classroom teaching
- (B) Checking school accounts
- (C) Inspecting school buildings
- (D) Setting examination papers

Q17. In the clinical supervision cycle, classroom observation takes place:

- (A) Before any discussion with the teacher
- (B) Only after the annual report is written
- (C) Instead of the post-observation conference
- (D) After the pre-observation conference and before analysis

Q18. In developmental supervision, the supervisor's behaviour should change according to the teacher's:

- (A) Age and length of service alone
- (B) Level of competence and commitment
- (C) Salary scale
- (D) Personal friendship with the supervisor

Q19. When choosing between directive and collaborative supervision, the most important consideration is:

- (A) The supervisor's mood on the day
- (B) The size of the school building
- (C) The number of pupils in the district
- (D) The teacher's readiness and the nature of the problem

Q20. A new teacher cannot keep order in class and asks the supervisor what to do step by step. The most appropriate immediate style is:

- (A) Directive supervision
- (B) Non-directive supervision
- (C) Peer supervision by a fellow beginner
- (D) No supervision at all

Q21. A competent teacher proposes to introduce project work in science and wants a colleague to help refine the plan. The best supervisory response is:

- (A) A set of fixed orders for every lesson
- (B) A warning about examination coverage
- (C) Refusal to discuss the idea
- (D) Collaborative planning and joint review

Q22. Scientific supervision judges teaching mainly by:

- (A) The reputation of the teacher
- (B) The supervisor's personal liking for a method
- (C) Objective evidence gathered systematically
- (D) How quiet the classroom appears

Q23. Creative supervision is most clearly shown when a supervisor:

- (A) Forbids any departure from last year's lesson plans
- (B) Encourages a teacher to design and test an original teaching approach
- (C) Orders all teachers to use one method
- (D) Marks teachers down for trying new ideas

Q24. An older, authoritarian style of supervision is criticised mainly because it:

- (A) Involves too much discussion with teachers
- (B) Gives teachers too much freedom
- (C) Relies on orders and fear, which discourage initiative and honest discussion
- (D) Takes too little time

Q25. Which type of supervision is generally the most time-consuming for the supervisor?

- (A) Reading a bulletin
- (B) Checking a register
- (C) Clinical supervision
- (D) Sending a circular

Q26. A teacher is highly skilled but has lost enthusiasm after years without recognition. Developmental supervision would suggest a style that is:

- (A) Supportive and collaborative, rebuilding motivation and involvement
- (B) Strictly directive, with orders for every lesson
- (C) Complete withdrawal of all supervision
- (D) A formal warning about results

Q27. Informal supervision is best illustrated by:

- (A) A formal written inspection report
- (B) An annual appraisal interview
- (C) A brief classroom call followed by a helpful corridor discussion
- (D) A district examination

Q28. Formal supervision differs from informal supervision in that formal supervision is:

- (A) Done secretly without the teacher's knowledge
- (B) Limited to praise with no criticism
- (C) Scheduled, recorded and based on agreed procedures
- (D) Carried out only by pupils

Q29. Group supervision, through staff meetings and workshops, is especially useful for:

- (A) Deciding an individual teacher's promotion
- (B) Problems shared by many teachers, such as a new syllabus or method
- (C) Checking one teacher's leave record
- (D) Auditing school stores

Q30. A supervisor gives a struggling teacher detailed directions this term, but plans joint problem-solving next term as the teacher gains confidence. This changing approach shows supervision that is:

- (A) Inconsistent and therefore useless
- (B) Developmental, adjusting to teacher growth
- (C) Purely inspectorial
- (D) Limited to clerical duties

Supervision Techniques and Tools

Q31. An announced classroom visit is often better than a surprise visit for developmental supervision because it:

- (A) Gives the teacher a chance to hide weaknesses permanently
- (B) Saves the supervisor from writing any report
- (C) Removes the need for follow-up
- (D) Allows teacher and supervisor to agree a focus and reduces fear

Q32. A peer demonstration, in which a skilled colleague teaches while others observe, is valuable because teachers:

- (A) Are entertained without learning anything
- (B) Avoid all criticism
- (C) Escape their own classes
- (D) Learn readily from a colleague facing the same classroom realities

Q33. The main difference between a workshop and a seminar is that:

- (A) A workshop emphasises practical skill, while a seminar emphasises discussion of ideas
- (B) A workshop needs no teacher participation
- (C) A seminar is held only outdoors
- (D) A workshop is only for headteachers

Q34. Inter-visitation benefits a school most by:

- (A) Exposing teachers to varied methods and reducing professional isolation
- (B) Increasing competition between teachers
- (C) Filling empty periods
- (D) Replacing formal observation entirely

Q35. A limitation of the supervisory bulletin is that it is:

- (A) Too expensive for most schools
- (B) Useful only for pupils
- (C) One-way communication with no immediate discussion or feedback
- (D) A substitute for all visits

Q36. The correct sequence in action research is:

- (A) Take action first, then look for a problem
- (B) Write a report, then collect data
- (C) Identify a problem, gather data, take action, evaluate and reflect
- (D) Evaluate results before gathering any evidence

Q37. The micro-teaching cycle runs as:

- (A) Re-teach, then plan for the first time
- (B) Teach a full class for a whole day
- (C) Receive feedback without ever teaching
- (D) Teach, receive feedback, replan, re-teach

Q38. An observation checklist is useful, but it can mislead if the supervisor:

- (A) Ticks boxes mechanically and ignores the context of the lesson
- (B) Agrees the focus with the teacher beforehand
- (C) Notes specific examples
- (D) Discusses findings with the teacher

Q39. A teacher's diary or self-report can serve supervision because it:

- (A) Replaces classroom observation completely
- (B) Reveals the teacher's own reflections, problems and plans
- (C) Provides a legal record for punishment
- (D) Measures pupil intelligence

Q40. A supervisory conference fails when the supervisor:

- (A) Quotes specific classroom evidence
- (B) Listens to the teacher's view
- (C) Agrees a clear next step
- (D) Gives vague judgements such as telling a teacher simply to improve, without evidence or suggestions

Q41. Supervision is incomplete without follow-up because:

- (A) Agreed improvements need checking, encouragement and further help
- (B) Reports look better with extra visits
- (C) Teachers enjoy frequent visits
- (D) The district office demands visit numbers

Q42. Reviewing lesson plans as a supervisory technique is most useful when the supervisor also:

- (A) Marks the plan for neatness only
- (B) Observes the lesson and compares intent with what actually happened
- (C) Keeps the plan permanently
- (D) Uses the plan to set examination papers

Q43. Reviewing pupils' written work helps a supervisor judge:

- (A) The price of exercise books
- (B) Whether teaching is producing real learning over time
- (C) The teacher's handwriting
- (D) The school's admission policy

Q44. A panel discussion or symposium as a group technique is best used when:

- (A) A single teacher needs private counselling
- (B) School accounts need auditing
- (C) Several informed views on a teaching question need to be heard and debated
- (D) A confidential complaint must be settled

Q45. When a supervisor observes, the most useful notes are those that:

- (A) Record only the supervisor's feelings
- (B) Praise everything without detail
- (C) Record specific events and pupil responses, not general impressions
- (D) List only faults

Qualities and Roles of the Supervisor, Supervision versus Inspection, and Modern Trends

Q46. A supervisor who lacks sound knowledge of the subject and of teaching methods will struggle most with:

- (A) Giving credible, practical guidance that teachers respect
- (B) Writing long reports
- (C) Visiting schools on time
- (D) Keeping attendance records

Q47. A supervisor acting as a researcher keeps up to date with:

- (A) New methods, findings and materials relevant to teaching
- (B) Changes in school fee rates only
- (C) The personal affairs of teachers
- (D) Building construction techniques

Q48. As a coordinator, the supervisor links:

- (A) Only the headteacher and the accountant
- (B) Teachers, curriculum, materials and support services into a working whole
- (C) Schools with transport companies
- (D) Pupils with examination boards only

Q49. Inspection differs from supervision in its emphasis on:

- (A) Long-term professional growth through dialogue
- (B) Joint planning with teachers
- (C) Compliance with rules and reporting of shortcomings to authority
- (D) Classroom coaching over time

Q50. Supervision differs from inspection in its time span because supervision is:

- (A) Done once a year, while inspection is daily
- (B) Limited to new schools, while inspection covers old ones
- (C) A single event, while inspection never ends
- (D) Continuous and developmental, while inspection is periodic and brief

Q51. An officer counts pupil attendance, inspects the stock room and leaves a list of defects without discussing any lesson. This visit is:

- (A) Inspection
- (B) Clinical supervision
- (C) Peer supervision
- (D) Mentoring

Q52. Peer supervision succeeds only when colleagues:

- (A) Trust one another, observe skilfully and keep feedback confidential
- (B) Compete for promotion
- (C) Report each other's faults to the headteacher
- (D) Avoid all honest comment

Q53. Self-supervision through video self-review works best when the teacher:

- (A) Watches with a clear focus and notes specific points to change
- (B) Watches only to admire successful moments
- (C) Shows the video to pupils for fun
- (D) Deletes the recording at once

Q54. Mentoring differs from routine supervision mainly because mentoring is:

- (A) A longer, personal and largely non-evaluative supportive relationship
- (B) A single surprise inspection
- (C) Concerned only with salary matters
- (D) Done only by district officers

Q55. Lesson study, a modern collaborative trend, improves teaching because teachers:

- (A) Take turns observing each other's lessons and giving individual feedback
- (B) Attend a joint workshop and then each try the same new method alone
- (C) Study pupil learning from a jointly planned lesson and revise it together
- (D) Plan a common scheme of work and divide the topics among themselves to teach separately

Q56. Instructional coaching differs from a one-off workshop because coaching is:

- (A) Delivered once to a large audience
- (B) Sustained, classroom-based and tied to the teacher's own goals
- (C) Focused on school finance
- (D) A written examination for teachers

Q57. When giving feedback, a supervisor should discuss strengths before weaknesses mainly in order to:

- (A) Flatter the teacher into agreement
- (B) Avoid mentioning weaknesses at all
- (C) Shorten the conference
- (D) Build confidence and openness for honest discussion of improvement

Q58. Impartiality in a supervisor means that:

- (A) All teachers are judged by the same evidence and standards, without favour
- (B) Friends of the supervisor receive lighter judgements
- (C) Experienced teachers are never observed
- (D) Weak teachers are never criticised

Q59. The modern shift in supervision is best summed up as a move from:

- (A) Collaboration towards stricter control
- (B) Control and inspection towards collaboration and professional learning
- (C) Classroom visits towards paperwork alone
- (D) Teacher development towards pupil punishment

Q60. The ultimate test of a supervision programme is whether it produces:

- (A) A large file of visit reports
- (B) Growth in teachers and improved learning for pupils
- (C) A high number of surprise visits
- (D) Fewer complaints from parents alone

Answer Key

Q1: B	Q11: A	Q21: D	Q31: D	Q41: A	Q51: A
Q2: D	Q12: D	Q22: C	Q32: D	Q42: B	Q52: A
Q3: D	Q13: B	Q23: B	Q33: A	Q43: B	Q53: A
Q4: D	Q14: C	Q24: C	Q34: A	Q44: C	Q54: A
Q5: B	Q15: C	Q25: C	Q35: C	Q45: C	Q55: C
Q6: C	Q16: A	Q26: A	Q36: C	Q46: A	Q56: B
Q7: C	Q17: D	Q27: C	Q37: D	Q47: A	Q57: D
Q8: D	Q18: B	Q28: C	Q38: A	Q48: B	Q58: A
Q9: D	Q19: D	Q29: B	Q39: B	Q49: C	Q59: B
Q10: B	Q20: A	Q30: B	Q40: D	Q50: D	Q60: B

Worked explanations for all 60 questions:

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