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**Supervising and monitoring: how the work of mathematics teachers was checked and assessed in the Soviet Union between the late 1930s and the 1950s.**

Bjarnadóttir, Kristín (ed.) et al., “Dig where you stand” 2. Proceedings of the second “International conference on the history of mathematics education”, New University of Lisbon, Portugal, October 2–5, 2011. Lisbon: UIED, Unidade de Investigação Educação e Desenvolvimento; Caparica: Universidade Nova de Lisboa, Faculdade de Ciência e Tecnologia (ISBN 978-989-97487-2-9/pbk). 239-249 (2012).

Summary: The belief that the work of mathematics teachers, in order to be accountable, must be systematically checked and monitored is becoming increasingly widespread. In the Soviet Union, “supervision and monitoring” (the expression usually employed in descriptions of the work of school administrators) was regarded as the foundation of all pedagogical activity; for this reason, the history of Russian (Soviet) mathematics education offers examples of ways in which such systematic and comprehensive monitoring was implemented. This paper focuses specifically on the assessment of mathematics lessons both within the school and by inspectors from outside. It also considers how educators conceived of the ideal lesson and what deviations from this ideal schema existed. The paper is based mainly on archival materials – transcripts of school meetings and meetings of organisations responsible for monitoring the work of teachers, transcripts of various conferences, as well as all kinds of accounts and reports concerning actual monitoring.

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