

The details regarding school supervision had not been defined until the Land Law from 8th February 1869 on Supervision of Schools. The main building block of school supervision was a Local School Board, represented by a Mayor, a school principal (or the higher-level school principal, in case there were more schools in the city) and by two to six members elected by the municipal assemblies for a three-year term. A Local School Board was responsible for the local school fund, important school documents administration, school attendance control, school building maintenance and proper teachers' performance. The Local School Board were to meet once a month and its members did not receive remuneration.

At the second school administration level was a District School Board with the scope of responsibility identical to the borders of the political district – if the district was a nationally mixed area, two boards, one for German and one for Czech schools were established. The main duty of the District Boards was the overall maintenance of schooling, announcements of superior authorities' directives, establishing new schools or enlarging those already existing and making first instance decisions in school administration issues. All the issues related to teachers were indeed within responsibility of the District School Boards, from filling vacant positions, recommending bonuses and appraisals, approving vacations or further professional education support, to disciplinary offences interrogations or imposing sanctions. The District School Board proposed candidates for position of a district school inspector, who were further approved by the Land School Board and nominated by the Minister for Education. Inspectors were required to be experts in pedagogy and therefore they were recruited from either elementary or secondary teachers. The teachers had been made available from their teaching positions to exercise their inspection duties (for one period of 6 years). Inspectors became after their nomination members of the District School Board and they were obliged to participate at the monthly meetings to provide an expert view onto didactic and teaching issues.

The Law assigned to inspectors following areas of interest within their fieldwork: firstly, they were to supervise activities of Local School Boards and of the local inspectors nominated by a Local School Board. Secondly, they were supposed to check teaching skills of teachers and their further professional development, as well as their demeanor and extra-curricular activities. Thirdly, they were to find out about pupils school attendance, their attainments and discipline. Fourthly, they were required to control school buildings conditions and teaching aids equipment. If the inspector found any deficiencies, he was supposed to solve them at the site via a reprimand. After every inspection, inspectors were required to write a report and to submit it to the District School Board. Every report had to contain – apart from the record about the inspection visit – also a table with detailed information about the school.

The district school inspectors steered also district teacher conferences, where teachers could discuss pedagogical issues. They had an impact on new teachers' appointments or on their relocations as they had to find an agreement with the District School Board (in case of disagreement, the Land School Board had to resolve the