# Teacher behaviors inventory

## Course information

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| --- | --- |
| Course: |  |
| Class Time: |  |
| Instructor: |  |
| Date: |  |

## Instructions to students

In this inventory you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses to maximize the value of the feedback.

Your judgments should reflect that type of teaching you think is best for this particular course and your particular learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating.

Each section of the inventory begins with a definition of the category of teaching to be assessed in that section. For each specific teaching behavior, please indicate the frequency with which he/she exhibits the behavior in question. Please use the following rating scale in making your judgments:

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| --- | --- | --- | --- |
| 1 = almost never  2 = rarely | 3 = sometimes  4 = often | 5 = almost always | + = should do more  – = should do less |

## CLARITY: Methods used to explain or clarify concepts and principles

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| --- | --- | --- |
| Item | Frequency | Suggestion |
| 1. Gives several examples of each concept | Choose an item. | Choose an item. |
| 1. Uses concrete everyday examples to explain concepts and principles | Choose an item. | Choose an item. |
| 1. Fails to define new or unfamiliar terms | Choose an item. | Choose an item. |
| 1. Repeats difficult ideas several times | Choose an item. | Choose an item. |
| 1. Stresses most important points by pausing, speaking slowly, raising voice, and so on | Choose an item. | Choose an item. |
| 1. Uses graphs or diagrams to facilitate explanation | Choose an item. | Choose an item. |
| 1. Points out practical applications of concepts | Choose an item. | Choose an item. |
| 1. Answers students' questions thoroughly | Choose an item. | Choose an item. |
| 1. Suggests ways of memorizing complicated ideas | Choose an item. | Choose an item. |
| 1. Writes key terms on blackboard or overhead screen | Choose an item. | Choose an item. |
| 1. Explains subject matter in familiar colloquial language | Choose an item. | Choose an item. |

## Enthusiasm: use of non-verbal behavior to solicit student attention and interest

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| Item | Frequency | Suggestion |
| 1. Speaks in a dramatic or expressive way | Choose an item. | Choose an item. |
| 1. Moves about while lecturing | Choose an item. | Choose an item. |
| 1. Gestures with hands or arms | Choose an item. | Choose an item. |
| 1. Exhibits facial gestures or expressions | Choose an item. | Choose an item. |
| 1. Avoids eye contact with students | Choose an item. | Choose an item. |
| 1. Walks up aisles beside students | Choose an item. | Choose an item. |
| 1. Gestures with head or body | Choose an item. | Choose an item. |
| 1. Tells jokes or humorous anecdotes | Choose an item. | Choose an item. |
| 1. Reads lecture verbatim from prepared notes or text | Choose an item. | Choose an item. |
| 1. Smiles or laughs while teaching | Choose an item. | Choose an item. |
| 1. Shows distracting mannerisms | Choose an item. | Choose an item. |

## INTERACTION: Techniques used to foster students' participation in class

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| --- | --- | --- |
| Item | Frequency | Suggestion |
| 1. Encourages students to ask questions or make comments during lectures | Choose an item. | Choose an item. |
| 1. Criticizes students when they make errors | Choose an item. | Choose an item. |
| 1. Praises students for good ideas | Choose an item. | Choose an item. |
| 1. Asks questions of individual students | Choose an item. | Choose an item. |
| 1. Asks questions of class as a whole | Choose an item. | Choose an item. |
| 1. Incorporates students' ideas into lecture | Choose an item. | Choose an item. |
| 1. Presents challenging, thought-provoking ideas | Choose an item. | Choose an item. |
| 1. Uses a variety of media and activities in class | Choose an item. | Choose an item. |
| 1. Asks rhetorical questions | Choose an item. | Choose an item. |

## ORGANIZATION: Ways of organizing or structuring subject matter of the course

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| Item | Frequency | Suggestion |
| 1. Uses headings and subheadings to organize lectures | Choose an item. | Choose an item. |
| 1. Puts outline of lecture on blackboard or overhead screen | Choose an item. | Choose an item. |
| 1. Clearly indicates transition from one topic to the next | Choose an item. | Choose an item. |
| 1. Gives preliminary overview of lecture at beginning of class | Choose an item. | Choose an item. |
| 1. Explains how each topic fits into the course as a whole | Choose an item. | Choose an item. |
| 1. Reviews topics covered in previous lectures at beginning of each class | Choose an item. | Choose an item. |
| 1. Periodically summarizes points previously made | Choose an item. | Choose an item. |

## PACING: Rate of presentation of information, efficient use of class time

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| Item | Frequency | Suggestion |
| 1. Dwells excessively on obvious points | Choose an item. | Choose an item. |
| 1. Digresses from major theme of lecture | Choose an item. | Choose an item. |
| 1. Covers very little material in class sessions | Choose an item. | Choose an item. |
| 1. Asks if students understand before proceeding to next topic | Choose an item. | Choose an item. |
| 1. Sticks to the point in answering students' questions | Choose an item. | Choose an item. |

## DISCLOSURE: Explicitness concerning course requirements and grading criteria

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| Item | Frequency | Suggestion |
| 1. Advises students as to how to prepare for tests or exams | Choose an item. | Choose an item. |
| 1. Provides sample exam questions | Choose an item. | Choose an item. |
| 1. Tells students exactly what is expected of them on tests, essays or 2. Assignments | Choose an item. | Choose an item. |
| 1. States objectives of each lecture | Choose an item. | Choose an item. |
| 1. Reminds students of test dates or assignment deadlines | Choose an item. | Choose an item. |
| 1. States objectives of course as a whole | Choose an item. | Choose an item. |

## SPEECH: Characteristics of voice relevant to classroom teaching

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| Item | Frequency | Suggestion |
| 1. Stutters, mumbles or slurs words | Choose an item. | Choose an item. |
| 1. Speaks at appropriate volume | Choose an item. | Choose an item. |
| 1. Speaks clearly | Choose an item. | Choose an item. |
| 1. Speaks at appropriate pace | Choose an item. | Choose an item. |
| 1. Says "um" or "ah" | Choose an item. | Choose an item. |
| 1. Voice lacks proper modulation (speaks in monotone) | Choose an item. | Choose an item. |

## RAPPORT: Quality of interpersonal relations between teacher and students

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| --- | --- | --- |
| Item | Frequency | Suggestion |
| 1. Addresses individual students by name | Choose an item. | Choose an item. |
| 1. Announces availability for consultation outside of class | Choose an item. | Choose an item. |
| 1. Offers to help students with problems | Choose an item. | Choose an item. |
| 1. Shows tolerance of other points of view | Choose an item. | Choose an item. |
| 1. Talks with students before or after class | Choose an item. | Choose an item. |

\*Murray, H. G. (1983). Low-inference classroom teaching behaviors and student ratings of college teaching effectiveness. *Journal of Educational Psychology* 75, 138–149.