

TEACHER BEHAVIORS INVENTORY

Instructions to student

In this inventory you are asked to assess the frequency with which your instructor exhibits various classroom teaching behaviors. This information has been requested by your instructor for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses so as to maximize the value of diagnostic feedback provided by your instructor.

A statistical summary of results for all students combined will be provided to your instructor. No one else will have access to this data without your instructor's consent. Do not mark your own name or ID number anywhere on the answer sheet.

Each section of the inventory begins with a definition of the category of teaching to be assessed in that section, followed by a list of specific teaching behaviors. Please use the 5-point rating scale shown below to the right to estimate the frequency of occurrence of each of these teaching behaviors for your instructor.


Enter your ratings for each of the 60 teaching behaviors using a soft lead pencil. Mark only one answer for each teaching behavior. Your judgements 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 setting.

Teaching Behaviors Inventory is used with permission of its author, Harry G. Murray, University of Western Ontario, London, Canada.


DO NOT MARK IN THIS AREA										QUESTION I.D.	YEAR CODE	T E	KEY NUMBER						
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

Course Information

Use #2 Pencil



Unusable marks



Usable marks

	5	ALMOST ALWAYS
	4	OFTEN
	3	SOMETIMES
	2	RARELY
	1	ALMOST NEVER

CLARITY: teaching behaviors that serve to explain or clarify concept or principles

1. gives several examples of each concept	1.	①	②	③	④	⑤
2. uses concrete, everyday examples to explain concepts and principles	2.	①	②	③	④	⑤
3. fails to define new or unfamiliar terms	3.	①	②	③	④	⑤
4. repeats difficult ideas several times	4.	①	②	③	④	⑤
5. stresses most important points by pausing, speaking slowly, raising voice, etc.	5.	①	②	③	④	⑤
6. uses graphs or diagrams to facilitate explanation	6.	①	②	③	④	⑤
7. points out practical applications of concepts	7.	①	②	③	④	⑤
8. answers students' questions thoroughly	8.	①	②	③	④	⑤
9. suggests ways of memorizing complicated ideas	9.	①	②	③	④	⑤
10. writes key terms on blackboard or overhead screen	10.	①	②	③	④	⑤
11. explains subject matter in familiar, colloquial language	11.	①	②	③	④	⑤

ENTHUSIASM: use of nonverbal behavior to solicit student attention and interest

12. speaks in a "dramatic" or expressive way	12.	①	②	③	④	⑤
13. moves about while lecturing	13.	①	②	③	④	⑤
14. gestures with hand or arms	14.	①	②	③	④	⑤
15. exhibits facial gestures or expressions	15.	①	②	③	④	⑤
16. avoids eye contact with students	16.	①	②	③	④	⑤
17. walks up aisles beside students	17.	①	②	③	④	⑤
18. gestures with head or body	18.	①	②	③	④	⑤
19. tells jokes or humorous anecdotes	19.	①	②	③	④	⑤
20. reads lecture verbatim from prepared notes or text	20.	①	②	③	④	⑤
21. smiles or laughs while teaching	21.	①	②	③	④	⑤
22. shows distracting mannerisms	22.	①	②	③	④	⑤

(continued...)

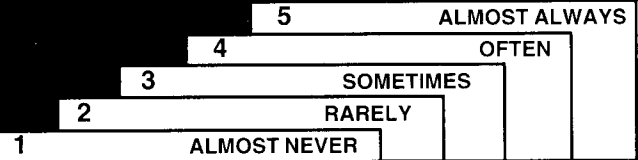
Use #2 pencil or pen with blue or black ink only



Unusable marks



Usable marks



INTERACTION: techniques used to foster student participation in class

23. encourages students to ask questions or make comments	23.	①	②	③	④	⑤
24. criticizes students when they make errors	24.	①	②	③	④	⑤
25. praises students for good ideas	25.	①	②	③	④	⑤
26. asks questions of individual students	26.	①	②	③	④	⑤
27. asks questions of class as a whole	27.	①	②	③	④	⑤
28. incorporates students' ideas into lecture	28.	①	②	③	④	⑤
29. presents challenging, thought-provoking ideas	29.	①	②	③	④	⑤
30. uses a variety of media and activities in class	30.	①	②	③	④	⑤
31. asks rhetorical questions	31.	①	②	③	④	⑤

ORGANIZATION: teaching behaviors that serve to structure or organize the subject matter

32. reviews topics covered in previous lecture at the beginning of each class	32.	①	②	③	④	⑤
33. gives preliminary overview of lecture at beginning of class	33.	①	②	③	④	⑤
34. puts outline of lecture on blackboard or overhead screen	34.	①	②	③	④	⑤
35. uses headings and subheadings to organize lectures	35.	①	②	③	④	⑤
36. clearly indicates transition from one topic to the next	36.	①	②	③	④	⑤
37. explains how each topic fits into the course as a whole	37.	①	②	③	④	⑤
38. periodically summarizes points previously made	38.	①	②	③	④	⑤

PACING: rate of presentation of information, efficient use of class time

39. dwells excessively on obvious points	39.	①	②	③	④	⑤
40. digresses from major theme of lecture	40.	①	②	③	④	⑤
41. covers too much material in class sessions	41.	①	②	③	④	⑤
42. asks if students understand before proceeding to next topic	42.	①	②	③	④	⑤
43. sticks to the point in answering students' questions	43.	①	②	③	④	⑤

DISCLOSURE: explicitness concerning course requirements and grading criteria

44. advises students as to how to prepare for tests and exams	44.	①	②	③	④	⑤
45. provides sample exam questions	45.	①	②	③	④	⑤
46. tells students exactly what is expected of them on tests, essays, or assignments	46.	①	②	③	④	⑤
47. states objectives for each lecture	47.	①	②	③	④	⑤
48. reminds students of test dates or assignment deadlines	48.	①	②	③	④	⑤
49. states objectives of course as a whole	49.	①	②	③	④	⑤

SPEECH: voice characteristics relevant to classroom teaching

50. stutters, mumbles, or slurs words	50.	①	②	③	④	⑤
51. speaks at appropriate volume	51.	①	②	③	④	⑤
52. speaks clearly	52.	①	②	③	④	⑤
53. speaks at appropriate pace	53.	①	②	③	④	⑤
54. says "um" or "ah"	54.	①	②	③	④	⑤
55. voice lacks proper modulation (speaks in monotone)	55.	①	②	③	④	⑤

RAPPORT: quality of interpersonal relations between teacher and student

56. addresses individual students by name	56.	①	②	③	④	⑤
57. announces availability for consultation outside of class	57.	①	②	③	④	⑤
58. offers to help students with problems	58.	①	②	③	④	⑤
59. shows tolerance of other points of view	59.	①	②	③	④	⑤
60. talks with students before or after class	60.	①	②	③	④	⑤