EFFECTIVE TEACHING (INSTRUCTIONAL) CHARACTERISTICS (BEHAVIORS)

1. CLARITY – Cognitive clarity of the subject matter and an instructor's lesson/workshop
   • Clarity of instruction
   • Points the instructor makes are clear and easy to understand
   • Instructor explains concepts clearly; answers questions intelligently
   • Subject matter is organized
   • Phrases questions in an easy to understand manner

2. VARIABILITY – Instructor's use of variety
   • Variety of instructional materials
   • Variety of instructional methods, techniques, and strategies
   • Variety of types of assessments
   • Variety of level of discourse and of student tasks

3. ENTHUSIASM – Instructor's enthusiasm
   • Movement, gesture and voice inflections comprise at least a part of this variable
   • Instructor questions, especially questions calling for interpretation of facts, may be a part of what is perceived as enthusiasm

4. TASK-ORIENTED AND/OR BUSINESSLIKE BEHAVIORS – Degree to which an instructor is task-oriented, achievement-oriented, and/or businesslike
   • Instructor is concerned that students learn something rather than that students enjoy themselves
   • Instructor encourages students to work hard and to do independent and creative work

5. STUDENT OPPORTUNITY TO LEARN CRITERION MATERIAL
   • Correlations between measures of opportunity to learn and student achievement are positive, significant and consistent
   • Relationship between the material taught and student achievement on the criterion test

6. RESPECT, INTERACTION, AND RAPPORT - Establishes professionally appropriate relationships with parents, students, colleagues, administrators and community
   • Friendly, easy to talk to
   • Shows concern for student progress
   • Offers to help students with problems
   • Tolerant of other viewpoints
   • Addresses student by name
   • Encourages questions and comments
   • Talks with students after class
   • Praises students for good ideas
   • Asks questions of class
   • Accepting of all learners
7. **USE OF STUDENT IDEAS AND GENERAL INDIRECTNESS**
   - Variable "instructor use of student ideas" appears important enough to warrant more intensive study
   - Variable "indirectness" includes the behaviors of acceptance of students' feelings, praise or encouragement and use of student ideas

8. **CRITICISM**
   - Direction of the correlations shows a strong trend for a negative relationship between criticism and student achievement
   - No evidence to support a claim that instructors should avoid telling students when they are wrong or avoid giving academic directions

9. **USE OF STRUCTURING COMMENTS**
   - Statements designed to provide an overview or a cognitive scaffolding for what is to happen or has happened
   - Possible instructor behaviors: providing a moderate number of statements before asking a question; reviewing at the end of a series of exchanges; reviewing at the start or end of a lesson; providing clear signals as to when one part of a lesson (topic) ends and another begins

10. **TYPES OF QUESTIONS**
    - Lower cognitive level: "what" and "where" questions
    - Higher cognitive level: "why" and "how" questions
    - Findings inconsistent, indications are that the use of multiple levels of discourse is desirable

11. **PROBING** – Instructor response to students' answers, which encourage students to elaborate on their answers

12. **LEVEL OF DIFFICULTY OF INSTRUCTION** – Student perception of level of difficulty appears to be positively related to achievement

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