
Teacher Behaviors Inventory

Developed by Harry G. Murray*

Instructor: _____

Class: _____

Date: _____

Instructions to Student

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 so as 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:

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

CLARITY: methods used to explain or clarify concepts and principles

1. Gives several examples of each concept.....	1	2	3	4	5	+	-
2. Uses concrete everyday examples to explain concepts and principles.....	1	2	3	4	5	+	-
3. Fails to define new or unfamiliar terms.....	1	2	3	4	5	+	-
4. Repeats difficult ideas several times.....	1	2	3	4	5	+	-
5. Stresses most important points by pausing, speaking slowly, raising voice, and so on.....	1	2	3	4	5	+	-
6. Uses graphs or diagrams to facilitate explanation.....	1	2	3	4	5	+	-
7. Points out practical applications of concepts.....	1	2	3	4	5	+	-
8. Answers students' questions thoroughly.....	1	2	3	4	5	+	-
9. Suggests ways of memorizing complicated ideas.....	1	2	3	4	5	+	-
10. Writes key terms on blackboard or overhead screen.....	1	2	3	4	5	+	-
11. Explains subject matter in familiar colloquial language.....	1	2	3	4	5	+	-

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

12. Speaks in a dramatic or expressive way.....	1	2	3	4	5	+	-
13. Moves about while lecturing.....	1	2	3	4	5	+	-
14. Gestures with hands or arms.....	1	2	3	4	5	+	-
15. Exhibits facial gestures or expressions.....	1	2	3	4	5	+	-
16. Avoids eye contact with students.....	1	2	3	4	5	+	-
17. Walks up aisles beside students.....	1	2	3	4	5	+	-
18. Gestures with head or body.....	1	2	3	4	5	+	-
19. Tells jokes or humorous anecdotes.....	1	2	3	4	5	+	-
20. Reads lecture verbatim from prepared notes or text.....	1	2	3	4	5	+	-
21. Smiles or laughs while teaching.....	1	2	3	4	5	+	-
22. Shows distracting mannerisms.....	1	2	3	4	5	+	-

INTERACTION: techniques used to foster students' participation in class

23. Encourages students to ask questions or make comments during lectures.....	1	2	3	4	5	+	-
24. Criticizes students when they make errors.....	1	2	3	4	5	+	-
25. Praises students for good ideas.....	1	2	3	4	5	+	-
26. Asks questions of individual students.....	1	2	3	4	5	+	-
27. Asks questions of class as a whole.....	1	2	3	4	5	+	-
28. Incorporates students' ideas into lecture.....	1	2	3	4	5	+	-
29. Presents challenging, thought-provoking ideas.....	1	2	3	4	5	+	-
30. Uses a variety of media and activities in class.....	1	2	3	4	5	+	-
31. Asks rhetorical questions.....	1	2	3	4	5	+	-

ORGANIZATION: ways of organizing or structuring subject matter of the course

32. Uses headings and subheadings to organize lectures.....	1	2	3	4	5	+	-
33. Puts outline of lecture on blackboard or overhead screen.....	1	2	3	4	5	+	-
34. Clearly indicates transition from one topic to the next.....	1	2	3	4	5	+	-
35. Gives preliminary overview of lecture at beginning of class.....	1	2	3	4	5	+	-
36. Explains how each topic fits into the course as a whole.....	1	2	3	4	5	+	-
37. Reviews topics covered in previous lectures at beginning of each class.....	1	2	3	4	5	+	-
38. Periodically summarizes points previously made.....	1	2	3	4	5	+	-

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

39. Dwells excessively on obvious points.....	1	2	3	4	5	+	-
40. Digresses from major theme of lecture.....	1	2	3	4	5	+	-
41. Covers very little material in class sessions.....	1	2	3	4	5	+	-
42. Asks if students understand before proceeding to next topic.....	1	2	3	4	5	+	-
43. Sticks to the point in answering students' questions.....	1	2	3	4	5	+	-

DISCLOSURE: explicitness concerning course requirements and grading criteria

44. Advises students as to how to prepare for tests or exams.....	1	2	3	4	5	+	-
45. Provides sample exam questions.....	1	2	3	4	5	+	-
46. Tells students exactly what is expected of them on tests, essays or assignments.....	1	2	3	4	5	+	-
47. States objectives of each lecture.....	1	2	3	4	5	+	-
48. Reminds students of test dates or assignment deadlines.....	1	2	3	4	5	+	-
49. States objectives of course as a whole.....	1	2	3	4	5	+	-

SPEECH: characteristics of voice relevant to classroom teaching

50. Stutters, mumbles or slurs words.....	1	2	3	4	5	+	-
51. Speaks at appropriate volume.....	1	2	3	4	5	+	-
52. Speaks clearly.....	1	2	3	4	5	+	-
53. Speaks at appropriate pace.....	1	2	3	4	5	+	-
54. Says "um" or "ah".....	1	2	3	4	5	+	-
55. Voice lacks proper modulation (speaks in monotone).....	1	2	3	4	5	+	-

RAPPORT: quality of interpersonal relations between teacher and students

56. Addresses individual students by name.....	1	2	3	4	5	+	-
57. Announces availability for consultation outside of class.....	1	2	3	4	5	+	-
58. Offers to help students with problems.....	1	2	3	4	5	+	-
59. Shows tolerance of other points of view.....	1	2	3	4	5	+	-
60. Talks with students before or after class.....	1	2	3	4	5	+	-

* Murray, Harry G. (1983). Low-inference Classroom Teaching Behaviors and Student Ratings of College Teaching Effectiveness. *Journal of Educational Psychology*, 75, 138-149.