

General Information on The Teacher Behaviors Checklist

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Original Research

Replications--

Development of the Scale

Uses of the Scale

Teacher Behaviors Checklist

Instructor Evaluation—Dr. _____

Instructions: On the back of this sheet of 28 teacher qualities and the behaviors that define them. Please rate Dr. _____ on the extent to which you believe she (or he) possesses these qualities and exhibits the corresponding behaviors. Please use the following scale for your ratings by bubbling in the corresponding space in your scantron for each question/item number.

A = Dr. _____ always exhibits/has exhibited these behaviors reflective of this quality

B = Dr. _____ frequently exhibits/has exhibited these behaviors reflective of this quality

C = Dr. _____ sometimes exhibits/has exhibited these behaviors reflective of this quality

D = Dr. _____ rarely exhibits/has exhibited these behaviors reflective of this quality

E = Dr. _____ never exhibits/has exhibited these behaviors reflective of this quality

In addition, please use the space below on this side of the page to write any comments regarding

Dr. _____ teaching. These comments may include both what you find positive and negative about Dr. _____ teaching.

Please be sure to read each item in this list carefully. Thank you.

(see next page)

Item	Teacher Qualities and Corresponding Behaviors
1	<i>Accessible</i> (Posts office hours, gives out phone number, and e-mail information)
2	<i>Approachable/Personable</i> (Smiles, greets students, initiates conversations, invites questions, responds respectfully to student comments)
3	<i>Authoritative</i> (Establishes clear course rules; maintains classroom order; speaks in a loud, strong voice)
4	<i>Confident</i> (Speaks clearly, makes eye contact, and answers questions correctly)
5	<i>Creative and Interesting</i> (Experiments with teaching methods; uses technological devices to support and enhance lectures; uses interesting, relevant, and personal examples; not monotone)
6	<i>Effective Communicator</i> (Speaks clearly/loudly; uses precise English; gives clear, compelling examples)
7	<i>Encourages and Cares for Students</i> (Provides praise for good student work, helps students who need it, offers bonus points and extra credit, and knows student names)
8	<i>Enthusiastic about Teaching and about Topic</i> (Smiles during class, prepares interesting class activities, uses gestures and expressions of emotion to emphasize important points, and arrives on time for class)
9	<i>Establishes Daily and Academic Term Goals</i> (Prepares/follows the syllabus and has goals for each class)
10	<i>Flexible/Open-Minded</i> (Changes calendar of course events when necessary, will meet at hours outside of office hours, pays attention to students when they state their opinions, accepts criticism from others, and allows students to do make-up work when appropriate)
11	<i>Good Listener</i> (Doesn't interrupt students while they are talking, maintains eye contact, and asks questions about points that students are making)
12	<i>Happy/Positive Attitude/Humorous</i> (Tells jokes and funny stories, laughs with students)
13	<i>Humble</i> (Admits mistakes, never brags, and doesn't take credit for others' successes)
14	<i>Knowledgeable About Subject Matter</i> (Easily answers students' questions, does not read straight from the book or notes, and uses clear and understandable examples)
15	<i>Prepared</i> (Brings necessary materials to class, is never late for class, provides outlines of class discussion)
16	<i>Presents Current Information</i> (Relates topic to current, real-life situations; uses recent videos, magazines, and newspapers to demonstrate points; talks about current topics; uses new or recent texts)
17	<i>Professional</i> (Dresses nicely [neat and clean shoes, slacks, blouses, dresses, shirts, ties] and no profanity)
18	<i>Promotes Class Discussion</i> (Asks controversial or challenging questions during class, gives points for class participation, involves students in group activities during class)
19	<i>Promotes Critical Thinking/Intellectually Stimulating</i> (Asks thoughtful questions during class, uses essay questions on tests and quizzes, assigns homework, and holds group discussions/activities)
20	<i>Provides Constructive Feedback</i> (Writes comments on returned work, answers students' questions, and gives advice on test-taking)
21	<i>Punctuality/Manages Class Time</i> (Arrives to class on time/early, dismisses class on time, presents relevant materials in class, leaves time for questions, keeps appointments, returns work in a timely way)
22	<i>Rapport</i> (Makes class laugh through jokes and funny stories, initiates and maintains class discussions, knows student names, interacts with students before and after class)
23	<i>Realistic Expectations of Students/Fair Testing and Grading</i> (Covers material to be tested during class, writes relevant test questions, does not overload students with reading, teaches at an appropriate level for the majority of students in the course, curves grades when appropriate)
24	<i>Respectful</i> (Does not humiliate or embarrass students in class, is polite to students [says thank you and please, etc.], does not interrupt students while they are talking, does not talk down to students)
25	<i>Sensitive and Persistent</i> (Makes sure students understand material before moving to new material, holds extra study sessions, repeats information when necessary, asks questions to check student understanding)
26	<i>Strives to Be a Better Teacher</i> (Requests feedback on his/her teaching ability from students, continues learning [attends workshops, etc. on teaching], and uses new teaching methods)
27	<i>Technologically Competent</i> (Knows how to use a computer, knows how to use e-mail with students, knows how to use overheads during class, has a Web page for classes)
28	<i>Understanding</i> (Accepts legitimate excuses for missing class or coursework, is available before/after class to answer questions, does not lose temper at students, takes extra time to discuss difficult concepts)

Scales:

Professional Competency and Communication—alpha = .90

Caring and Supportive—alpha = .93

Total Scale—alpha = .95

Test-Retest Reliability (midterm and end of semester; all <.001):

Professional Competency and Communication = .72

Caring and Supportive = .68

Total Scale—alpha = .71

Comparison of Student and Faculty Ratings of the “Top 10” Qualities/Behaviors (Original Study)

Students and Faculty Agreement on Top 10:

Quality/Behavior Category	<u>Students</u>			<u>Faculty</u>		
	n	%	rank	n	%	rank
Realistic Expectations/Fair	587	64	1	55	47	9
Knowledgeable About Topic	558	61	2	107	91	1
Approachable/Personable	543	59	4	62	53	5
Respectful	488	53	5	59	50	7
Creative/Interesting	469	51	6	58	49	8
Enthusiastic About Teaching	448	49	10	86	73	2

Students and Faculty Disagreement on Top 10:

Quality/Behavior Category	<u>Students</u>			<u>Faculty</u>		
	n	%	rank	n	%	rank
Understanding	554	60	3	27	23	21
Happy/Positive/Humorous	453	49	7	7	6	27
Encourages/Cares for Students	452	49	8	44	37	12
Flexible/Open-minded	450	49	9	43	36	13
Promotes Critical Thinking	164	18	25	75	64	3
Prepared	208	23	20	72	61	4
Master Communicator	323	35	15	61	52	6
Presents Current Information	166	18	22	55	47	9

Articles Related to the TBC and its Development

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- Keeley, J., Furr, R. M., & Buskist, W. (2010). Differentiating students' perceptions of their Teachers: Evidence for the reliability and validity of the TBC. *Teaching of Psychology*, 37,16-20.
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