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## **Teacher Behaviors Inventory**

Developed by Harry G. Murray\*

Instructor: \_\_\_\_\_

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**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.								

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