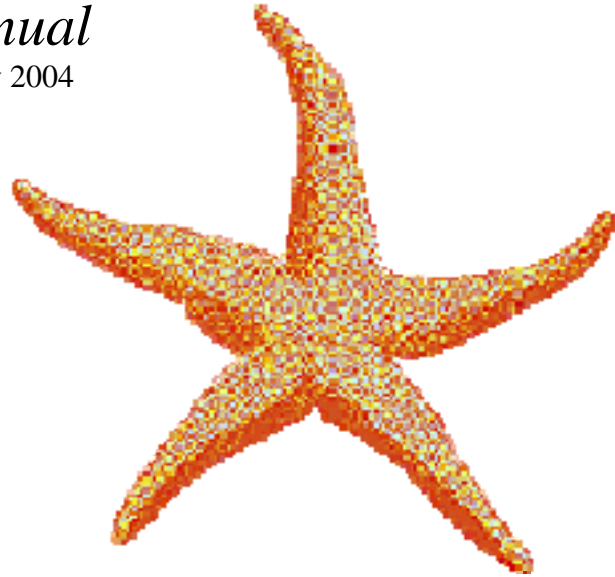


# Invitational Teaching Survey

## *ITS User Manual*

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*Digital Conversion and Scoring Enhancements 2004*

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## The Starfish Analogy

by William Purkey

The starfish lives to eat oysters. To defend itself, the oyster has two stout shells that fasten tightly together are held in place by a powerful muscle. The starfish finds the oyster and places itself on top of its intended victim. Gradually, gently, and firmly the starfish uses each of its five points in turn to keep pressure on the one oyster muscle. While one point works, the other four rest. The single oyster muscle, while incredibly powerful, gets no rest. Inevitably and irresistibly, the oyster is opened and the starfish has its meal. By constant, steady pressure from a number of points, even the strongest muscle (and the biggest challenge) can be overcome.



# Table of Contents

## INVITATIONAL TEACHING SURVEY ITS User's Manual

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*Digital Conversion and Scoring Enhancements 2004*  
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Preface .....	4
PART 1: OVERVIEW OF THE ITS .....	5
What Is The ITS?.....	5
How Can The ITS Be Used? .....	5
ITS Subscales .....	5
Administration and Scoring.....	5
PART 2: THE DEVELOPMENT OF THE ITS .....	6
Item Pool Selection.....	6
Subscale Construction .....	6
PART 3: DESCRIPTION OF ITS SUBSCALES .....	7
PART 4: ADMINISTRATION AND SCORING: .....	8
INSTRUCTIONS FOR SCORING .....	9
REFERENCES .....	10
APPENDICIES.....	11
Appendix 1 Table 1 .....	11
Appendix 2 Hand Scoring the ITS.....	12
Appendix 3 Computer Assisted Scoring the ITS .....	14
Appendix 4 43 Items Of The Invitational Teaching Survey (ITS) .....	15
Appendix 5 Normative Data Scores for Teachers on the ITS.....	17
Appendix 6 A-Form.....	18

## **Preface**

The Invitational Teaching Model consists of a body of assumptions offered to understand, explain and direct those myriad signal systems that exist in the educational environment and that offer something beneficial for consideration and adoption. The Invitational Teaching Model is proposed as a professional practice for communicating caring and appropriate messages that are intended to summon forth the realization of human potential.

William Watson Purkey, Ed.D., LPC, NCSC Professor of Counselor Education  
The University of North Carolina at Greensboro October, 1995

In 2003 the print version of the ITS was converted to a digital format to provide for wider and more efficient dissemination of the instrument. Additionally, a digital scoring component was developed to increase the speed, accuracy and sharing of the data.

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## **PART 1: OVERVIEW OF THE ITS**

### **What Is The ITS?**

The Invitational Teaching Survey (ITS) is an assessment instrument designed to measure the frequency of occurrence of various teacher practices as perceived by students in high school, college and university. Students respond on a Likert-type scale ranging from "very seldom or never" to "very often or always." The ITS is based on a basic assumption of invitational education that learning begins with the learner's frame of reference. Effective teachers are thought to have the capacity to put themselves in the student's shoes and perceive the world from the student's point of view. The ITS helps teachers to identify strengths and areas that need improvement from the student's perspective. Educational interventions are identified which provide guidance in helping teachers improve their teaching practices.

### **How Can The ITS Be Used?**

The ITS is meant to be used as:

1. a measure to help teachers identify practices that are their strengths and practices that need improvement;
2. a basis for planning an individual program for teacher improvement;
3. an evaluation tool to assess how often students perceive certain behaviors in teachers;
4. a pre-post measure for teachers who are implementing a plan to improve their teaching practices.

### **ITS Subscales**

The ITS has five subscales: Consideration, Commitment, Coordination, Proficiency, and Expectation. Consideration and Commitment comprise the **personally** inviting dimension, and Coordination, Proficiency and Expectation comprise the **professionally** inviting dimension. The Personal dimension measures the teacher's ability to encourage students to feel good about themselves and their abilities in general. The **Professional** dimension measures the teacher's ability to encourage students to learn and appreciate course content.

Part 3 of the manual includes sample items for each subscale.

The coefficient alpha for the total ITS was .95. Coefficient alphas for four of the subscales ranged from a low of .81 to a high of .86, demonstrating a high degree of stability for the subscale scores. Expectation is a single item subscale.

### **Administration and Scoring**

The ITS takes approximately 10-15 minutes to complete. It is recommended that the machine scorable answer sheet be used with the ITS (Appendix 5). Then the answer sheets for a class,

completed using No. 2 pencils, can be scanned using an optical scanner and scored using the Excel® Scoring Component. The ITS can be hand scored using the forms described in Part 4 of the manual. The teacher should be asked to leave the room while students complete the form.

## **PART 2: THE DEVELOPMENT OF THE ITS**

The developmental work that led to the creation of the ITS began with an interest in creating an instrument to measure teacher practices that relate to an inviting teacher as described in the invitational model (Purkey & Novak, 1984; Purkey & Schmidt, 1987). Human interactions that promote positive relationships and develop human potential are the underlying themes. The invitational model supports the belief that "...each individual has relatively untapped potential for intellectual, psychological, and physical development, and that this potential is best realized in human and humane environment that intentionally invites the process" (Purkey & Schmidt, 1996).

Since no instrument existed that surveyed inviting teacher practices as described in the invitational model, the ITS was developed. Combining professionally and personally inviting teacher practices in one instrument provides teachers with a unique view of their practices as perceived by students. The belief that teachers invite or disinvite students to learn is at the heart of invitational education. The "artfully inviting teacher is one who is optimally successful in guiding and facilitating student development-social, emotional, physical, and intellectual" (Russell, Purkey, & Siegel, 1982, p. 35).

### **Item Pool Selection**

From the data gathered from educational literature on teacher evaluation and review of relevant teacher evaluation instruments, an initial pool of 420 items was created. These items were sorted, and screened by the ITS authors to eliminate duplication and to ensure that the items reflected the invitational model. Out of the 420 items, 140 were selected and revised to meet the following guidelines; all items were written in behavioral terms, grammatically consistent, and stated positively. The 140 items were juxtapositioned into a questionnaire with three response choices: (1) professionally inviting, (2) personally inviting, and (3) can't say. The questionnaire was administered to a sample of 15 judges viewed as experts in invitational education, and 204 students and faculty from a community college and university (Amos, 1995).

As a result of these selection processes, 65 items were retained from the pool of 140. The item revisions involved altering the positive manner in which each item was stated. Fifty percent of the personally inviting and 50 percent of the professionally inviting items were randomly selected and changed from a positive to a negative wording to reduce student response set bias in rating the instructor. The 65 items were then randomly positioned on the instrument.

### **Subscale Construction**

A factor analysis was conducted to provide further evidence of the constructs measured by the ITS, to analyze the interrelationships between the items, and to explain the items in terms of underlying dimensions. The 65-item instrument was completed by 1491 students on 75 teachers. The sample consisted primarily of college students (78%) with 12 percent high school students. Five factors including 43 items were identified: Commitment, Consideration, Coordination,

Proficiency, and Expectation. Fifty percent of the final 43 items were randomly chosen to be worded negatively to avoid student bias response. Then the 43 items were randomly chosen to be worded negatively to avoid student bias response. Then the 43 items were randomly positioned on the instrument to assure the clarity of instructions and to test the length of time to complete the ITS, it was pilot tested on five volunteer subjects.

Additional research supports the validity and reliability of the ITS. Amos (1985 with a sample of 975 dental hygiene students and Smith (1987) with a sample of 497 graduate nursing students reported that the ITS related strongly to student attitudes as measured by the Student Attitudinal Outcome Measures (SAOM). The ITS appears to be a valid measure for predicting students' attitudes about a course, the subject matter, the instructor, and themselves as learners. Finally, Cronbach's alpha reliability coefficients for the total ITS score were .95 (Amos, 1985) and .94 (Smith, 1987).

### **PART 3: DESCRIPTION OF ITS SUBSCALES**

The 43 ITS items fall into two dimensions-personal and professional teacher practices. The **Personal Dimension** measures the teachers' ability to encourage students to feel good about themselves and their abilities in general. The **Professional Dimension** measures the teacher's ability to encourage students to learn and appreciate course content. Within those two dimensions there are five subscales.

The subscales on the **Personal Dimension** include Consideration and Commitment.

Commitment, the first scale, contains items that indicate the teacher's resolve to promote student social and emotional health.

*Sample items:*

"The instructor works to encourage students' self-confidence."

"The instructor is willing to help students having special problems."

Coefficient Alpha = .84

Consideration, the next subscale, contains items that measure the teacher's ability to communicate caring for the student as a unique individual.

*Sample items:*

"The instructor treats students as though they are responsible."

"The instructor shows respect for students."

Coefficient Alpha = .88

The three subscales on the **Professional Dimension** include Coordination, Proficiency and Expectation.

Coordination measures a preparation planning through combinations of instructional strategies that create and maintain a superior academic climate.

*Sample items:*

"The instructor evaluates students' work fairly."

"The instructor uses a variety of methods to help students learn."

Coefficient Alpha = .82

Proficiency items measure the ability to demonstrate competency in specialty area and exhibit efficient management of the learning environment.

*Sample items:*

"The instructor explains grading procedures adequately."

"The instructor uses class time efficiently."

Coefficient Alpha = .81

Expectation is a single subscale item that measures the ability to project high expectations for students' academic success.

*Only one item:*

"The instructor expects high academic performance from students."

See Appendix 3 for copy of subscales.

## **PART 4: ADMINISTRATION AND SCORING:**

The ITS yields five individual subscores one for each of the five subscales and a total combined score, on the **Personal** and **Professional Dimension**. These scores can then be compared - numerically to the norms provided or to local norms developed by an institution. Based on a teacher's subscores, either in relation to the norms included with the instrument or local norms, plans for improvement can then be made. For example, if a teacher has a low score on the Consideration Subscale, he/she may be advised to concentrate at least part of his/her efforts on showing students that he/she truly cares about each individual student as a unique person. A low score on the Coordination Subscale indicates difficulty with preparing and planning lessons. The instructor with this low score may need to think about ways he/she could improve the manner that material is presented in class. Students are not likely to reveal "true feelings and perceptions" unless anonymity of response is guaranteed. *To obtain honest responses and to increase the reliability of the instruments, please follow the directions listed below.*

1. Ask a student to volunteer to act as proctor and to administer the questionnaires.
2. Be certain the following instructions are clear to students (if computer scored multiple-choice answer sheets are used);
  - DO NOT put your name or your ID number on the questionnaire.
  - DO NOT mark more than one response for each item.
  - DO erase COMPLETELY any responses you wish to change.
  - When you are finished, return the questionnaire to your student proctor.
3. Teachers should leave the room while the questionnaires are being completed (about 10-15 minute). The proctor notifies the teacher when the questionnaires have been completed.

### **INSTRUCTIONS FOR SCORING**

Scoring of the instrument is objective, and may be performed by machine-scoring equipment or by hand. To eliminate a pattern response bias, half of the items on the ITS are stated positively and half negatively. To correctly weigh the responses and arrive at a total score, one must know which items are negative and which items are positive. (See Table 1, Appendix 1.)

Each ITS item is given a weighted score of 1 to 5. A rating of 5 indicates the presence of a high level of invitational teaching practice. The positively stated items are scored A=1, B=2, C=3, D=4, and E=5. The scoring weights for the negatively stated items are reversed, i.e., responses marked A, B, C, D, or E are scored 5, 4, 3, 2, or 1, respectively. Possible scores range from 43 to 215.

To obtain scores for the ITS, add the weighted scores for the items that make up the scale, taking into account the fact that the scores are reversed for certain items. Appendix 2 describes how to use the Excel® Scoring Component. A copy of the instrument is contained in Appendix 5 A-Form.

Using computer scored multiple-choice answer sheets is the easiest and most efficient way to score this questionnaire. Before processing, inspect each answer sheet for faulty response completions or extraneous marks. Thoroughly erase inappropriate marks. Ensure that all responses are marked darkly enough for machine recognition. Double-marked items should be erased and treated as "0" responses.

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# APPENDICIES

## Appendix 1 Table 1

Negative and Positive Items on the Invitational Teaching Survey (ITS)  
(Amos, Purkey & Tobias, 1984)

ITS	
<u>Negative Items</u>	<u>Positive Items</u>
2	1
3	4
5	7
6	8
9	10
12	11
13	14
17	15
19	16
20	18
21	22
23	24
31	25
32	26
35	27
36	28
38	29
40	30
43	33
	34
	37
	39
	41
	42

**Note** Negative items of the ITS are scored 5, 4, 3, 2, 1.  
Positive items of the ITS are scored 1, 2, 3, 4, 5.

## Appendix 2 Hand Scoring the ITS

Invitational Teaching Survey  
Amos, Purkey & Tobias, 1984

Record frequency of various responses (A, B, C, D, or E) for NEGATIVE and POSITIVE items on the ITS in boxes provided. Multiply the frequency times the specified responses weight (1, 2, 3, 4, 5) to obtain the raw score for each box. Add box raw scores to obtain total raw score.

Positive Items	Weights					Total	Negative Items	Weights					Total	
	A 1	B 2	C 3	D 4	E 5			A 5	B 4	C 3	D 2	E 1		
1							2							
							3							
4							5							
							6							
7														
8							9							
10														
11							12							
							13							
14														
15							17							
16							19							
18							20							
							21							
22							23							
24														
25														
26														
27														
28														
29														
30							31							
							32							
33														
34							35							
							36							
37							38							
39							40							
41														
42							43							
<b>Total</b>							<b>Total</b>							
	Positive Item Tally							Negative Item Tally						

Total Raw Score for Positive Items, plus	
Total Raw Score for Negative Items	
Equals Total ITS Raw Score	
Divided by # of Students	
<b>Equals Total ITS Score</b>	

### Scoring Personally Inviting Items of the ITS

To obtain your score for Commitment, bring the raw data totals (by item) from **Hand Scoring the ITS** and enter in the appropriate blanks:

4	
6	
8	
22	
27	
28	
31	
32	
33	
37	
38	
Raw Total	
Divided by # of Students	
<b>= Commitment Score</b>	

To obtain your score for Consideration, bring the raw data totals (by item) from **Hand Scoring the ITS** and enter in the appropriate blanks

1	
2	
15	
17	
18	
19	
21	
23	
26	
30	
34	
Raw Total	
Divided by # of Students	
<b>= Consideration Score</b>	

Commitment Score	
+ Consideration Score	
<b>= Personally Inviting Score</b>	

### Scoring Professionally Inviting Items of the ITS

To obtain your score for Coordination, bring the raw data totals (by item) from **Hand Scoring the ITS** and enter in the appropriate blanks:

3	
10	
11	
13	
14	
20	
25	
40	
41	
43	
Raw Total	
Divided by # of Students	
<b>= Coordination Score</b>	

To obtain your score for Proficiency, bring the raw data totals (by item) from **Hand Scoring the ITS** and enter in the appropriate blanks

5	
7	
9	
12	
16	
24	
29	
35	
36	
42	
Raw Total	
Divided by # of Students	
<b>= Proficiency Score</b>	

Raw Data Total for item 39 (Expectation)	
Divided by # of Students	
<b>= Expectation Score</b>	

Expectation Score	
Coordination Score	
Proficiency Score	
<b>= Professionally Inviting Score</b>	

<b>Personally Inviting Score</b>	
<b>+ Professionally Inviting Score</b>	
<b>= Total ITS Score</b>	

**Appendix 3**  
**Computer Assisted Scoring the ITS**  
Using the Excel® Scoring Component  
Shaw, 2004

**Under Development**

Excel is a registered trademark of Microsoft Corporation, © 1983-2003

**Appendix 4**  
**43 Items Of The Invitational Teaching Survey (ITS)**

Listed in Subscales and Clusters

Personally Inviting Practices

Subscale I **Commitment** (11 items):

Cluster A-Disclosing

- 8. Shares out-of class experiences.
- 32. Takes little or no time to talk with students about their out-of-class activities.
- 33. Exhibits a sense of humor.

Cluster B-Supporting

- 22. Expresses appreciation for students' presence in class.
- 27. Shows sensitivity to the needs of students.
- 28. Works to encourage students' self-confidence.
- 31. Shows insensitivity to the feelings of students.
- 38. Is unwilling to help students having special . problems.

Cluster C-Investing

- 4. Makes a special effort to learn students names.
- 6. Demonstrates a lack of enthusiasm about the course.
- 37. Asks questions to stimulate thinking.

Subscale II **Consideration** (11 items):

Cluster A-Attending

- 17. Is impolite to students.
- 19. Is difficult to talk with.
- 30. Looks students in the eye when talking with them.
- 34. Pauses for several seconds after asking a question

Cluster B-Affirming

- 2. Shows lack of respect for students.
- 15. Involves students in decision-making processes.
- 18. Promotes a trusting class atmosphere.
- 21. Treats students as though they are irresponsible.

Cluster C-Cheering

- 1. Expresses pleasure with the class.
- 23. Acts unfriendly towards students.
- 26. Appears to enjoy life.

## Professionally Inviting Practices

### Subscale III **Coordination** (10 items):

#### Cluster A-Clarifying

- 13. Has difficulty in guiding class discussion.
- 20. Fails to summarize major points of each lesson at the end of class.
- 25. Provides an overview of each lesson.
- 41. Presents a smooth transition from one topic to another.

#### Cluster B-Informing

- 3. Chooses inappropriate readings for the course.
- 10. Uses a variety of methods to help students learn.
- 11. Answers questions clearly.
- 14. Uses tests to evaluate course objectives.
- 40. Is unwilling to express a lack of knowledge on a subject.
- 43. Evaluates students' work unfairly.

### Subscale IV **Proficiency** (10 items):

#### Cluster A-Managing

- 7. Explains grading procedures adequately.
- 16. Demonstrates an up-to-date knowledge of course content.
- 29. Presents understandable class objectives.
- 35. Speaks unclearly.
- 36. Presents course content in a disorganized manner.

#### Cluster B-Relying

- 9. Comes to class late.
- 5. Is unprepared for class.
- 12. Is slow in evaluating students' work.
- 24. Ends each class period on time.
- 42. Uses class time efficiently.

### Subscale V **EXPECTATION** (1 item)

- 39. Expects successful academic performance from students.

**Appendix 5**  
**Normative Data Scores for Teachers on the ITS**

<b>Group</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>	<b>Mean</b>	<b>SD</b>
<b>Total Score for the ITS (43 Items)</b>					
Amos	187-210	162-186	43-161	173.563	18.654
Smith	189-202	173-188	43-172	178.195	15.956
<b>Professionally Inviting (21 Item)</b>					
Amos	97-105	83-104	21-82	86.238	9.349
Smith	91-96	82-90	21-81	85.773	7.225
<b>Personally Inviting (22 Items)</b>					
Amos	96-105	82-95	22-81	87.173	11.195
Smith	99-107	88-98	22-87	92.422	9.305
<b>Commitment (11 Items) 11-39</b>					
Amos	47-55	40-46	11-39	42.761	5.383
Smith	48-54	43-47	11-42	45.529	4.666
<b>Consideration (11 Items)</b>					
Amos	49-55	42-48	11-41	44.412	5.812
Smith	50-54	44-49	11-43	46.893	4.862
<b>Coordination (10 Items)</b>					
Amos	43-50	37-42	10-36	39.875	4.317
Smith	41-47	36-40	10-35	38.827	3.982
<b>Proficiency (10 Items)</b>					
Amos	45-50	39-44	10-38	42.127	4.12
Smith	45-48	40-44	10-39	42.568	3.475
<b>Expectation (1 Item)</b>					
Amos	5	4	1-3	4.228	.912
Smith	5	4	1-3	4.378	.334

**Note.** Amos = 74 Dental Hygiene Teachers; Smith = 51 Graduate Nursing School Teachers.  
High = top quartile; Moderate = between top quartile and bottom quartile; Low = bottom quartile.

**Appendix 6**  
**A-Form**

Invitational Teaching Survey (ITS)  
(Amos, Purkey, Tobias, 1984; Revised 1990; Shaw, 2003)

**INSTRUCTIONS:**

Rate the Instructor for this class according to your own experience with him/her.

Place ONE ANSWER for each item ON THE FOLLOWING SCALE.

The Instructor	Very Seldom (or Never)	Seldom	Occasionally	Often	Very Often (or Always)
1. Expresses pleasure with class.	(A)	(B)	(C)	(D)	(E)
2. Shows a lack of respect for students.	(A)	(B)	(C)	(D)	(E)
3. Chooses inappropriate readings for the course.	(A)	(B)	(C)	(D)	(E)
4. Makes a special effort to learn students' names.	(A)	(B)	(C)	(D)	(E)
5. Is unprepared for class.	(A)	(B)	(C)	(D)	(E)
6. Demonstrates a lack of enthusiasm for the course.	(A)	(B)	(C)	(D)	(E)
7. Explains grading procedures.	(A)	(B)	(C)	(D)	(E)
8. Shares out-of-class experience.	(A)	(B)	(C)	(D)	(E)
9. Comes to class late.	(A)	(B)	(C)	(D)	(E)
10. Uses a variety of methods to help students learn.	(A)	(B)	(C)	(D)	(E)
11. Answers questions clearly.	(A)	(B)	(C)	(D)	(E)
12. Is slow evaluating students' work.	(A)	(B)	(C)	(D)	(E)
13. Has difficulty in guiding class discussion.	(A)	(B)	(C)	(D)	(E)
14. Uses tests to evaluate what students should have learned (course objectives).	(A)	(B)	(C)	(D)	(E)
15. Involves students in decision-making processes.	(A)	(B)	(C)	(D)	(E)
16. Demonstrates an up-to-date knowledge of course content.	(A)	(B)	(C)	(D)	(E)
17. Is impolite to students.	(A)	(B)	(C)	(D)	(E)
18. Promotes a trusting atmosphere.	(A)	(B)	(C)	(D)	(E)
19. Is difficult to talk with.	(A)	(B)	(C)	(D)	(E)
20. Fails to summarize major points of each lesson at the end of class.	(A)	(B)	(C)	(D)	(E)
21. Treats students as though they are irresponsible.	(A)	(B)	(C)	(D)	(E)
22. Expresses appreciation for students' presence in the class.	(A)	(B)	(C)	(D)	(E)
23. Acts unfriendly towards students.	(A)	(B)	(C)	(D)	(E)
24. Ends each class period on time.	(A)	(B)	(C)	(D)	(E)
25. Provides an overview of each lesson.	(A)	(B)	(C)	(D)	(E)
26. Appears to enjoy life.	(A)	(B)	(C)	(D)	(E)
27. Shows sensitivity to the needs of students.	(A)	(B)	(C)	(D)	(E)
28. Works to encourage students' self-confidence.	(A)	(B)	(C)	(D)	(E)
29. Presents understandable class objectives.	(A)	(B)	(C)	(D)	(E)
30. Looks students in the eye when talking with them.	(A)	(B)	(C)	(D)	(E)

31. Shows insensitivity to the feelings of students.	(A)	(B)	(C)	(D)	(E)
32. Takes little or no time to talk with students about their out-of-class activities.	(A)	(B)	(C)	(D)	(E)
33. Exhibits a sense of humor.	(A)	(B)	(C)	(D)	(E)
34. Pauses for several seconds after asking a question	(A)	(B)	(C)	(D)	(E)
35. Speaks unclearly.	(A)	(B)	(C)	(D)	(E)
36. Presents course content in a disorganized manner.	(A)	(B)	(C)	(D)	(E)
37. Asks questions to stimulate thinking.	(A)	(B)	(C)	(D)	(E)
38. Is unwilling to help students having special problems.	(A)	(B)	(C)	(D)	(E)
39. Expects successful academic performance from students.	(A)	(B)	(C)	(D)	(E)
40. Is unwilling to express a lack of knowledge on a subject.	(A)	(B)	(C)	(D)	(E)
41. Presents a smooth transition from one topic to another.	(A)	(B)	(C)	(D)	(E)
42. Uses class time efficiently.	(A)	(B)	(C)	(D)	(E)
43. Evaluates students' work unfairly.	(A)	(B)	(C)	(D)	(E)