INDICATORS OF EFFECTIVE TEACHING AND SUPPORTIVE RESEARCH SOURCES

ᛞ KNOWLEDGE OF DISCIPLINE

Indicator	Sources
Knows the content	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-learning/idea-objective-no-1/ Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher, 15,* 4-14. *Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching 2nd ed*. Alexandria: Association for Supervision and Curriculum Development. (page 44)
Makes content relevant	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-4/ Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn: Brain, mind, experience, and school.* Committee on Developments in the Science of Learning, National Research Council. Retrieved May 19, 2005 at http://stills.nap.edu/html/howpeople1/ *Dewey, J. (1913). *Interest and effort in education*. Boston: Riverside Press.
Practical application of theory	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-learning/idea-objective-no-3/ *http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-4/ Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn: Brain, mind, experience, and school*. Committee on Developments in the Science of Learning, National Research Council. Retrieved May 19, 2005 at http://stills.nap.edu/html/howpeople1/ *Dewey, J. (1913). *Interest and effort in education*. Boston: Riverside Press.

Connect with what they already know	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-learning/idea-objective-no-10/ Theall, M. (1999). What have we learned? A synthesis and some guidelines for effective motivation in higher education. In M. Theall (Ed.) "Motivation from within: Encouraging faculty and students to excel." *New Directions for Teaching and Learning # 78*. San Francisco: Jossey Bass.
Extra	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-14/ Keller, J. M. (2008). An integrative theory of motivation, volition, and performance. *Technical Instruction, Cognition, and Learning, 6*(2), 79-104. Keller, J. M. (1983). Motivational design of instruction. In C. M. Riegeluth (Ed.), *Instructional design theories and models: An overview of their current status.* Hillsdale, NJ: Lawrence Erlbaum. Franklin, J., & Theall, M. (1995). The relationship of disciplinary differences and the value of class preparation time to student ratings of instruction. In R. J. Menges & M. D. Svinicki (Series Eds.), & N. Hativa & M. Marincovich (Eds.), Disciplinary differences in teaching and learning: Implications for practice. *New Directions for Teaching and Learning, 64*, 41-48. San Francisco: Jossey Bass. *Hill, L. H. (2014). Graduate Students' Perspectives on Effective Teaching. *Adult Learning, 25*(2), 57-65. doi:10.1177/1045159514522433 *http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-6/

Indicator	Sources
Differentiated instruction	*Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching 2nd ed.* Alexandria: Association for Supervision and Curriculum Development. (pages 83-84)
Remediation	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-11/ Zull, J. E. (2002). *The art of changing the brain. Enriching the practice of teaching by exploring the biology of learning.* Sterling, VA: Stylus Publications. See chapters 6, 9, & 12. Zull, J. E. (2011). *From brian to mind.* Sterling, VA: Stylus Publishing. *Stronge, J. H., Ward, T. J., & Grant, L.W. (2011). What Makes Good Teachers Good? A Cross-Case Analysis of the Connection Between Teacher Effectiveness and Student Achievement. *Journal of Teacher Education, 62*(4), 339-342.
Extra	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-learning/idea-objective-no-1/ Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher, 15,* 4-14. *http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-6/ *http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-2/ Myers, C., & Jones, T. B. (1993). Promoting active learning: Strategies for the college classroom. San Francisco: Jossey Bass. *Hill, L. H. (2014). Graduate Students' Perspectives on Effective Teaching. *Adult Learning, 25*(2), 57-65. doi:10.1177/1045159514522433 * Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching 2nd ed.* Alexandria: Association for Supervision and Curriculum Development. (page 44-46)

✒ DISPOSITIONS

Indicator	Sources
Caring for learners	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-1/ Zull, J. E. (2002). *The art of the changing brain. Enriching the practice of teaching by exploring the biology of learning.* Sterling, VA: Stylus Publishing. Zull, J. E. (2011). *From brain to mind.* Sterling, VA: Stylus Publishing. Gibb, J. R. (1961). Defensive communication. *Journal of Communication, 11*(3), 141-148. *Walker, Robert J. (2008). Twelve characteristics of an effective teacher: a longitudinal, qualitative, quasi-research study of in-service and pre-service teachers' opinions. *Educational Horizons, 87*(1), 61-68.
High expectations	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-15/ Locke, E.A., Shaw, K.N., Sarri, L.M., & Latham, G.P. (1981). Goal setting and task performance: 1969 – 1980. Psychological Bulletin, 90(1),125-152. Feldman, K.A. (1997). Identifying exemplary teachers and teaching: Evidence from student ratings. In J.C. Smart & R.P. Perry (Eds.), Effective teaching in higher education: Research and practice. New York: Agathon Press. Light, R.J. (2001). Making the most of college: Students speak their minds. Cambridge, Massachusetts: Harvard University Press. *Miller, R. (2009). Connecting Beliefs with Research on Effective Undergraduate Education. *peerReview, 11*(2), 4-8. *Walker, Robert J. (2008). Twelve characteristics of an effective teacher: a longitudinal, qualitative, quasi-research study of in-service and pre-service teachers' opinions. *Educational Horizons, 87*(1), 61-68.
Understanding student population	*Hill, L. H. (2014). Graduate Students' Perspectives on Effective Teaching. *Adult Learning, 25*(2), 57-65. doi:10.1177/1045159514522433
Approachable	*Hill, L. H. (2014). Graduate Students' Perspectives on Effective Teaching. *Adult Learning, 25*(2), 57-65. doi:10.1177/1045159514522433

Openness to suggestions	*Walker, Robert J. (2008). Twelve characteristics of an effective teacher: a longitudinal, qualitative, quasi-research study of in-service and pre-service teachers' opinions. *Educational Horizons, 87*(1), 61-68.
Extra	*Stronge, J. H., Ward, T. J., & Grant, L.W. (2011). What Makes Good Teachers Good? A Cross-Case Analysis of the Connection Between Teacher Effectiveness and Student Achievement. *Journal of Teacher Education, 62*(4), 339-342.

໒ SKILLS

Indicator	Sources
Giving valuable feedback	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-learning/idea-objective-no-2/ *http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-17/ Wiggins, G. (1997). Feedback—How learning occurs. *AAHE Bulletin*, November, 7-8. Chickering, A. W. & Gamson, Z. F. (1987) Seven principles for good practice in undergraduate education. *AAHE (American Association for Higher Education) Bulletin, 39.* (7), 3-7. *Miller, R. (2009). Connecting Beliefs with Research on Effective Undergraduate Education. *peerReview, 11*(2), 4-8.
How to facilitate questioning	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-19/ Fink, L. D. (2003). *Creating significant learning experiences.* San Francisco: Jossey-Bass. See pp. 40-41; 165-166. Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass. See pp. 181-212.

	*Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching 2nd ed.* Alexandria: Association for Supervision and Curriculum Development. (page 77)
Prepared for class	*Walker, Robert J. (2008). Twelve characteristics of an effective teacher: a longitudinal, qualitative, quasi-research study of in-service and pre-service teachers' opinions. *Educational Horizons, 87*(1), 61-68.
Course content (difficulty)	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-learning/idea-objective-no-6/
Appropriate for course level	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-8/ Svinicki, M. (2005). IDEA Paper No. 41: Student Goal Orientation, Motivation, and Learning. Manhattan, KS: The IDEA Center.
Extra	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-7/ Walvoord, B. E. F., & Anderson, V. J. (2010) *Effective grading: A tool for learning and assessment in college* (2nd ed.). San Francisco, CA: Jossey-Bass.

❧ ASSESSMENT

Indicator	Sources
How to construct meaningful assessment	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-12/ Mentkowski, M., & Associates. (2000). *Learning that lasts: Integrating learning, development, and performance in college and beyond*. San Francisco, CA: Jossey Bass.
What to do with it in learning	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-learning/idea-objective-no-7/ Perkins, D. (1998). What is understanding? In S. Wiske (Ed.) *Teaching for understanding: Linking research with practice*, Chapter 2. San Francisco: Jossey-Bass.

Fairness/consistent/ "due process"	*Walker, Robert J. (2008). Twelve characteristics of an effective teacher: a longitudinal, qualitative, quasi-research study of in-service and pre-service teachers' opinions. *Educational Horizons,* 87(1), 61-68. *http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-7/
Variety	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-learning/idea-objective-no-4/
Interval – not all at end	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-3/ Pintrich, P. R. (Ed.). (1995). Understanding self-regulated learning. *New Directions for Teaching and Learning, 63.* San Francisco: Jossey-Bass.
Extra	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-learning/idea-objective-no-1/ Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: a handbook for college teachers.* San Francisco: Jossey-Bass. *http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-3/ Pascarella, E. T., Salisbury, M. H., & Blaich, C. (2011). Exposure to effective instruction and college student persistence: A multi-institutional replication and extension. *Journal of College Student Development, 52*(1), 4-19. Entwistle, N., & Tait, H. (1994). Approaches to studying and perceptions of the learning environment across disciplines. In N. Hativa & M. Marincovich (Eds.), "Disciplinary differences in teaching and learning: Implications for practice." *New Directions for Teaching and Learning, 64.* San Francisco: Jossey Bass.

𝄞 MATERIAL/TECHNOLOGY

Indicator	Sources
Relevancy of the material to objectives/what we are learning	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-12/ Franklin, J., & Theall, M. (1995). The relationship of disciplinary differences and the value of class preparation time to student ratings of instruction. In M. Svinicki (Series Ed.), N. Hativa & M. Marincovich, (Eds.) "Disciplinary differences in teaching and learning: Implications for practice." *New Directions for Teaching and Learning, 64*. San Francisco: Jossey Bass."Uses up-to-date technology"
Clarity, user-friendliness of materials	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-10/ Feldman, K. A. (2007). Identifying exemplary teachers and teaching: Evidence from student ratings. In R. P. Perry & J. C. Smart (Eds.). *The scholarship of teaching and learning in higher education: An evidence-based perspective.* Dordrecht, The Netherlands: Springer. Pascarella, E. T., Salisbury, M. H., & Blaich, C. (2011). Exposure to effective instruction and college student persistence: A multi-institutional replication and extension. *Journal of College Student Development,* 52(1), 4-19.
Uses technology	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-9/ Duke, L. M., & Asher, A. D., (eds). (2011). *College libraries and student culture: What we now know.* Atlanta, GA: American Library Association. *Hill, L. H. (2014). Graduate Students' Perspectives on Effective Teaching. *Adult Learning, 25*(2), 57-65. doi:10.1177/1045159514522433
Extra	

८● CLIMATE/ENVIRONMENT

Indicator	Sources
Mutual Respect	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-16/ Garcia, J. E., & Hoelscher, K. J. (2008). *Managing diversity flashpoints in higher education.* Westport, CT: American Council on Education/Praeger. Meacham, J., McClellan, M., Pearse, T., & Greene, R. (December 2003). Student diversity in classes and educational outcomes: Student perceptions. *College Student Journal.* Goral, T. (October 2001). What students want and what you can do about it: What's on the minds of college students? A Harvard researcher spent the last 15 years finding out, and his answers may surprise you – Interview. *Matrix: The magazine for leaders in education.* Smith, D.G., & Associates. (1997). *Diversity works: The emerging picture of how students benefit.* Washington, D.C.: American Association of Colleges and Universities.
Conducive to learning	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-15/
On-task/engaged/focused	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-8/ Fink, L. D. (2003). Creating significant learning experiences: An integrated approach to designing college courses. San Francisco: Jossey-Bass.

Classroom management	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-10/
	Feldman, K. A. (2007). Identifying exemplary teachers and teaching: Evidence from student ratings. In R. P. Perry & J. C. Smart (Eds.). *The scholarship of teaching and learning in higher education: An evidence-based perspective.* Dordrecht, The Netherlands: Springer.
	Pascarella, E. T., Salisbury, M. H., & Blaich, C. (2011). Exposure to effective instruction and college student persistence: A multi-institutional replication and extension. *Journal of College Student Development,* 52(1), 4-19.
	*Stronge, J. H., Ward, T. J., & Grant, L.W. (2011). What Makes Good Teachers Good? A Cross-Case Analysis of the Connection Between Teacher Effectiveness and Student Achievement. *Journal of Teacher Education, 62*(4), 339-342.
Learning support	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-18/
	Springer, L., Stanne, M. E., & Donovan, S. S. (1999). Effects of small-group learning on undergraduates in science, mathematics, engineering and technology: A meta-analysis. *Review of Educational Research, 69*, 21-51.
	Paris, S. G., & Turner, J. C. (1994). Situated motivation. In P. R. Pintrich, D. R. Brown, & C. E. Weinstein (Eds.), *Student motivation, cognition, and learning: Essays in honor of Wilbert J. McKeachie* (pp. 213-238), Hillsdale, NJ: Erlbaum.
	Michaelsen, L. K., Knight, A. B., & Fink, L. D. (2003). Preface. In L. K. Michaelsen, A. B. Knight, & L. D. Fink (Eds.), *Team-based learning: A transformative use of small groups* (pp. vii-xi), Westport, CT: Praeger.

	Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice.* San Francisco, CA: Jossey-Bass.
Inclusive environment	*Walker, Robert J. (2008). Twelve characteristics of an effective teacher: a longitudinal, qualitative, quasi-research study of in-service and pre-service teachers' opinions. *Educational Horizons,* 87(1), 61-68. *http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-16/ Garcia, J. E., & Hoelscher, K. J. (2008). *Managing diversity flashpoints in higher education.* Westport, CT: American Council on Education/Praeger. Meacham, J., McClellan, M., Pearse, T., & Greene, R. (December 2003). Student diversity in classes and educational outcomes: Student perceptions. *College Student Journal.* Goral, T. (October 2001). What students want and what you can do about it: What's on the minds of college students? A Harvard researcher spent the last 15 years finding out, and his answers may surprise you – Interview. *Matrix: The magazine for leaders in education.* Smith, D.G., & Associates. (1997). *Diversity works: The emerging picture of how students benefit.* Washington, D.C.: American Association of Colleges and Universities.
Extra	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-learning/idea-objective-no-4/ *Hill, L. H. (2014). Graduate Students' Perspectives on Effective Teaching. *Adult Learning, 25*(2), 57-65. doi:10.1177/1045159514522433

🔊 COMMUNICATION

Indicator	Sources
Availability & Openness	*http://ideaedu.org/research-and-papers/pod-idea-notes-on-learning/idea-objective-no-10/ *http://ideaedu.org/research-and-papers/pod-idea-notes-on-instruction/idea-item-no-20/ Joosten, T. (2012). *Social media for educators: Strategies and best practices.* San Francisco: Jossey-Bass. Davis, B.G. (2009). *Tools for Teaching*. San Francisco: Jossey-Bass. See pp. 491-496. *Hill, L. H. (2014). Graduate Students' Perspectives on Effective Teaching. *Adult Learning, 25*(2), 57-65. doi:10.1177/1045159514522433
Extra	

Note: * means a primary source; others were referred to within the primary source used.