



The best practices of highly-rated college teachers

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Abstract This study has a threefold objective: (1) To identify the best practices of the highly-rated college teachers, (2) to determine the domains of those practices, and (3) to come-up with a new scale to measure teacher effectiveness. A questionnaire composed of 95 attributes and strategies of effective teachers which adapted from several studies and it was distributed to highly-rated college teachers and their respective students in a Catholic University in Southern Mindanao. From the 125 accomplished questionnaires, 51 common attributes and strategies of highly-rated college teachers were identified. The top 25 are considered the best practices considering the mean rating and the variability per item. The leading best practices include teacher confidence, respect for individual student, clarity and organization, encouragement of students' participation, and good communication skill. The data gathered which were factor analyzed yield four factors -loading 70 out of 95 items with an internal consistency of .93. The four factors are identified under four dimensions such as (1) competence, organization and respect for individuality with 24 items, (2) classroom management with 16 items, (3) dynamic and reflective teaching with 15 items, and (4) affective teaching with 15 items. A new scale to measure teacher effectiveness based on the results of the factor analysis was developed for studies and validation.

Keywords: *Teachers, best practices, teacher effectiveness*

Introduction

In the educational process, the role of teachers in student learning is a great responsibility. More than ensuring that students should be able to give back what are expected from them to learn, teaching calls for effective teaching skills and practices needed to motivate students to learn.

Student motivation naturally has to do with students' desire to participate in the learning process. According to Brophy (1987), motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others". This statement clearly stressed the role of parents and most of all, the teachers.

According to Lumsden (2006), the beliefs of the teachers about teaching and learning and the nature of the expectations they hold for students also exert a powerful influence. In addition, Lumsden (2006) notes that to a very large degree, students expect to learn if their teachers expect them to learn.

Although students' motivational histories accompany them into each new classroom setting, it is essential for teachers to view themselves as "active socialization agents capable of stimulating . . . student motivation to learn" (Brophy, 1987).

How teachers manage the classroom climate is very important in the learning process. If students experience the classroom as a caring, supportive place where there is a sense of belonging and everyone is valued and respected, they will participate more fully in the process of learning.

In the western perspective, Bain (2004) stipulated that teaching is like parenting which should lead to sustain substantial and positive change in students, without harming them all too much. Those lines suggest the need for a teacher to become effective. What should it take for a teacher to become effective? Bain (2004) further states that "the best teachers focus on the students and what they learn, instead of focusing on the teachers and what they teach". He explains that no depth of insight introduced by the teacher really matters if it does not lead to a new perspective adopted by the student. Teacher has to be just one or two steps ahead of the pupil oftentimes because students get bored if teachers are so much of steps ahead or several steps behind them, no matter how important the subject matter is. Teachers practicing this kind of approach with a child would share fewer experiences with students which is beneficial to both. This practice employs a results-oriented approach, defining what students would be able to do with the knowledge they gain. At the end of the day (or the course), the key question is what difference it made for the students, in the way it made them change.

To be successful in helping diverse students advance to the next level of developing a worldview, the best teachers pay close attention to individual students' learning styles; e.g. students who are passive receptors of information and think that teacher is always right, students who are just adept at giving the answers that teachers expect, without substantially altering their own views, or students who are "committed knowers"- that are developing their own views and ready to defend them (Bain, 2004). In effect, best teachers help students shift their focus from making the grade to thinking about personal goals of development and it should reflect on changes within them.

The best teachers adapt their teaching to different groups of learners (Bain, 2004). They should present the material to match the students' learning styles (seminars for listeners, written assignments for readers and so on). On the other hand, they suggest enrichments for the learning methods to better suit the material being taught (such as helping students with reading techniques, which is valuable for all age groups). Beyond knowing their material, the best teachers ruminate their own thinking and the background philosophy within their disciplines. This helps the teacher be aware of how different students may be in approaching the material. Teaching has to be individualized. The best teachers are good at creating an academic environment in which dissimilar students thrive.

To bring about sustained change, the best teachers appeal to students' sense of accomplishment. They use positive stimuli, often offering material through honors program rather than through remedial assignments. Social recognition and verbal praise go a long way as well. In addition, they engage students' sense of ownership of their own education. It is believed that when students feel in charge of the decision to learn, they would learn better. Because of the idea that students learn best when they answer their own questions, best teacher helps students formulate their own questions. Only through rising up to owning their education can students grow into committed knowers (Bain, 2004).

Regardless of what teaching pedagogy the individual teachers imbibe in the practice of their profession, the effectiveness of their approaches needs to be evaluated and reviewed. To aide teachers review the effectiveness of their teaching strategies, teacher evaluations are being administered to provide feedback to their performance in support to the extent of students' achievements. In most of the schools, teacher performance is reflected in his or her general evaluation ratings. Like any other tool in measurement, the results of any performance evaluation differentiate an effective teacher from the teachers who need to enhance their teaching strategies as indicated by the high and the low ratings.

What should a teacher consider to become effective in motivating student to learn, considering the diverse background and personality of students in the classroom? What teaching techniques and strategies which are worth recognizing do consistent highly-rated teacher employ? Are these techniques and strategies appropriate for effective teaching? With a desire to contribute facts about some concerns in the field of educational psychology, the researcher was motivated by these questions.

According to Good and Brophy (1994), effective teaching is synonymous with active teaching and it is exemplified by a teacher who individualized instruction, maximize instructional time, and create opportunities for students to apply skills and concepts. In addition, effective teachers ask questions requiring higher-order problem solving skills, convey high expectations, monitor students' performance, and provide relevant feedback and reinforcement (Berliner, 1985). Personal traits that have been associated with efficacious teachers include knowledge of the subject content, flexibility, enthusiasm in their delivery of instruction, and strong classroom management skills (Demmon-Berger, 1986).

In the search to discover some important teacher characteristics related to effectiveness in teaching, Fitch (1997) in his master's thesis studied college students' perceptions of the characteristics of effective teachers of deaf and hard-of-hearing students in Rochester Institute of Technology. By administering the structures response questionnaire to 28 college students in Business Technology, he identified the following five core domains of characteristics of effective teacher: (1) Communication of course content and expectations, (2) independent thinking and learning, (3) classroom management, (4) affective, and (5) teacher knowledge.

Another study related to characteristics of effective teachers based on the perception of their colleague was undertaken by Wilson, Dienst, and Watson (1973). Based on the description of 119 faculty members of the University of California, five factors were produced in the principal component analysis which include: (1) Research activity and recognition, (2) participation in the academic

community, (3) intellectual breath, (4) relations with students, and (5) concern for teaching. The results generated were used by researchers in developing a scale to be used in quantifying judgment of teaching effectiveness.

The collaborative study of Witcher et al. (2003) determined the characteristics of effective college teachers based on the perception of the students. Their phenomenological analysis revealed nine characteristics that the students considered for an effective college teaching. These characteristics include the following: (1) Student-centered, (2) knowledgeable of the subject matter, (3) professional, (4) enthusiastic about the teaching, (5) effective communicator, (6) accessible, (7) competent instructor, (8) fair and respectful, and (9) provider of adequate performance feedback.

Drummond (1995) compiled the best practices in college teaching which focus on the aspects of classroom teaching competence. The best practices are labeled in 12 headings which are: (1) Lecture practices which include 7 effective ways to present new information orally to fit differences in learning styles; (2) group discussion triggers which include 8 effective ways to present common experience to engage a group in a discussion; (3) thoughtful questions which include effective ways to formulate questions that foster engagement and confidence; (4) reflective response to learner contributions which include 3 effective ways to establish mutually beneficial communication by reflective listening; (5) rewarding learner participation which include 7 effective ways to support learner actions with well-timed, encouraging positives; (6) Active learning strategies which include 10 effective ways to foster active, constructive participation among students; (7) cooperative group assignments which include 6 ways to assign formal cooperative tasks; (8) goals to grade connections which include establishing a logical agreement of goals and objective, flowing to measures of performance, criteria, and grading; (9) modeling which represents openness, continuous learning, and trust; (10) double loop feedback which include 3 steps in facilitating mutual awareness of how one learns to learn; (11) climate setting which include 4 ways of regulating the physical and mental climate of the students; and (12) fostering learner self-responsibility which include 4 ways of allowing learners to plan and evaluate much of their learning.

In the Philippine setting, Reyes (2002) conducted a survey using an open-ended questionnaire to 134 students. Results revealed that effective teaching constitutes mastery of the topic and appropriate choice of teaching strategy. On the personality side, an effective teacher should have a positive regard and constructive empathy for and towards students. On the philosophical side, effective teachers should promote the ideals of academic excellence, integrity, fairness and equity, and social relevance and transformation.

Reyes (2002) published her study entitled unveiling teaching expertise. It is a descriptive-developmental study showcasing the sixty nine (69) coming from higher education institutions (HEIs) where Metrobank Outstanding Teachers employed, Centers of Excellence, and with Level-3 accredited programs. This highly ethnographic study came up with a Filipino Model of Teaching Expertise. The pyramidal model of teaching expertise has two domains which are the effective teaching and responsible teaching. Effective teaching refers to teachers' instructional practices and behaviors that lead to the attainment of educational objectives which

promotes students' academic achievement. This includes six (6) sub-domains such as matter expertise, instructional expertise, classroom management expertise, diagnostic expertise, communication expertise, and relational expertise. On the other hand, responsible teaching refers to the teacher's ability to develop within the students the desirable attitudes and values towards assuming responsibility for learning. Reyes (2002) concluded that without an effective and responsible teaching, there can never be an expert teacher.

The characteristics of an effective teacher described above and the given results from those studies of Fitch (1997), Wilson et al. (1973), Witcher et al. (2003), and those best practices in college teaching compiled by Drummond (1995) are reflective of what an effective teacher should be or should do on the bases of the perceptions of the teachers to their colleagues as well as of the students to their teachers in the western setting. While those studies provided bulk of information about teacher effectiveness, the present study brings in those studies in the Philippine setting. Based on the general perception of both the teachers and the students, this study seeks to identify the best practices of the highly-rated college teachers in an attempt to contribute to the literature on studies like Reyes (2002) on effective and expert teaching.

The foreign studies presented above generally focus on effective teaching practices. While the limited local studies follows seemingly the same tract except for Reyes (2002) which narrows down the studies from effective to expert teaching, there was no attempt to include span of time in teaching profession as contributory factor to teaching effectiveness or expertise. Reyes (2002) however identified continuing professional growth as precursors of teaching expertise which gives an idea that teacher experiences along these matters are factors. Experiences in general have an element of time which may bring a difference in performance between those who have been teaching for longer years than those who are just new in the profession. This condition triggers the researcher to include the difference in perception between the noble and the expert highly rated teachers. Highly rated teachers in this study include those who are consistently rated high in the teacher evaluation for three consecutive evaluation periods.

The result of this study may provide the academic administrators with the ideas on what teaching practices may be developed and be put into practice in order to effectively stimulate students' interest to learn and so would result to a more productive teaching-learning environment.

This study has a threefold objective. First, it aims to identify the best practices of the highly-rated college teachers which stimulate student's interest in learning. Second is to determine the domains of those practices, and third is to come-up with a new scale to measure teacher effectiveness. To address these objectives, answers to the following questions are sought:

- (1) What common teaching strategies do the highly-rated college teachers use in their respective classes?
- (2) Which of these teaching strategies are the best practices of the highly-rated college teachers?
- (3) What are some of the differences in the best practices between the experts and the novice teachers?
- (4) What dimensions could be extracted from these practices?

Method

This is descriptive study which employs a survey method using a structured response questionnaire designed for this purpose. This study is highly quantitative.

Setting

The questionnaire was administered at Notre Dame of Dadiangas University, a sectarian school managed by the Marist Brothers of the Philippines. It is a PAASCU Level 3 accredited and has been granted by CHED an autonomous status from 2005 to 2010. The school offers traditional courses like Education, Arts and Sciences programs, Engineering, Nursing, Business and allied courses in Information Technology. The school is periodically evaluating its faculty members every semester as part of its administrative program. The result of the evaluation is communicated to all the teachers at the end of the semester. It is also used as one requirement for ranking and as basis for determining faculty development needs.

Respondents

Twenty teacher respondents who are identified as consistently highly-rated in the Teacher Behavior Inventory (TBI) answered the questionnaire. Eight (8) or 40% of the teachers have 2-3 years teaching experience that represent the novice teacher, while 60% or 12 of the teacher respondents have been teaching from 4 to 17 years representing the expert teachers. One hundred five (105) students successfully answered the questionnaire. Fifty six (56) of them are from the two classes of identified novice teacher, while 49 of them are from the classes of the expert teachers. A total of 125 respondents successfully accomplished the questionnaire ($N=125$).

Instrumentation

Two sets of structured response questionnaire were designed intended for the teacher respondents and for the students. These two sets of structured response questionnaires contained the same items but only differ in instructions. The 95 items of the structured response questionnaire were adapted from the different sources such as those that were used in the studies of Fitch (1997) and identified by Wilson, Dienst and Watson (1973). More items were adapted from Kenneth Eble's (1971) "the recognition and evaluation of teaching"; Edward Sheffield's (1974) "teaching in the universities- no one way"; Lea Ebro's (1977) "instructional behavior patterns of distinguished university teachers"; and Karron Lewis et al. "the large class analysis project" conducted by CTE. Since majority of the adapted items are results of qualitative studies, items were restated in consistent with the rest. The questionnaire is composed of 4 columns. The first column is the item number, the second column is the item statement, the third column is a preliminary question with yes or no response. It asked the respondents whether the item stated is manifested by their teacher or not. If the answer is yes, then the respondent will

rate the performance of the teacher in the particular statement. The rating scale to choose is from 1 to 6, 1 means very effective and 6 means not effective.

The survey questionnaire was validated by the experts in scale development and was tried out before its actual administration. There were 135 original items subjected for validation and the final form has only 95- items after being validated. The questionnaire has an internal reliability of .93 Cronbach Alpha.

Procedure

To identify the highly rated teachers, the search is coordinated with the Officer in Charge (OIC) of the Guidance Services who handles the evaluation administration. The highly-rated teachers both expert and novice teachers were identified in coordination with the school academic department head who looked into the files of the teacher performance evaluation results.

Two (2) representative classes from the expert teachers and two (2) representative classes from the novice teachers were randomly selected. Each representative class was administered with the same questionnaire to determine the attributes of their teachers and the strategies commonly used by their teachers. The class was also asked to rate each strategy in terms of how it motivates students to learn.

Expert college teachers are those who have been teaching for three or more years and those who were rated-highly in the performance rating evaluation for three consecutive semesters. On the other hand, novice teachers are those college teachers who are in their first or second year in teaching and who were rated highly for two consecutive semesters.

Analysis

Data processing included computation of the mean rating and factor analysis. The mean rating was computed to determine the common teaching strategies used by the teachers, the best practices, and the difference in practices between the regular and the probationary teachers. Factor analysis was applied to determine dimensions of the best practices.

For inclusion in the common and the best practices, an item must have a mean that is not more than 2.00 and standard deviation of not more than 1.00. In factor analysis, the limited loading is set at .40.

Results

Common Attributes and Strategies of the Highly-rated College Teachers

Of the 95 items representing the teacher attributes and strategies used by effective teacher, the teacher and student respondents identified at least 51 items that are commonly used by the highly rated teacher, based on their perception as shown in Appendix A.

Among the top 10 items are: (1) showing confidence in what they are doing; (2) respecting students as person; (3) clear and well-organized in presenting ideas;

(4) encouraging students' participation; (5) speaking clearly; (6) emphasizing important points in the class; (7) enjoys teaching; (8) interested and concern in the quality of his/her teaching; (9) enthusiastic about the students; and 10) involving students in learning activities.

The items which are not much considered as attributes and strategies of effective teacher are presented in appendix B. These are ranked according to Mean rating and variability of responses (*SD*).

Among the top 10 items that are considered as not much an attribute and strategy of an effective teacher are the following: (1) giving advices not directly related to the course; (2) providing feedback to other teachers; (3) allowing students to interrupt at any time; (4) using students' background data to adapt teaching to individual needs; (5) walking around as they talk; (6) getting right down to business; (7) raring to discipline (govern) to eliminate unnecessary talking, etc.; (8) introducing humor spontaneously; (9) inviting criticism of his/her own ideas; and (10) using gestures frequently .

Best Practices of Highly-rated College Teachers

Table 1
Best Practices of Highly-Rated College Teachers (*N*=125)

	Orig			
	No.	Attribute	<i>M</i>	<i>SD</i>
1	76	Shows confidence in him/herself and what he/she is doing.	1.26	0.46
2	74	Respects students as persons.	1.30	0.51
3	51	Is clear and well-organized in presenting his/her ideas.	1.38	0.56
4	20	Encourages students' participation.	1.38	0.56
5	78	Speaks clearly.	1.27	0.60
6	15	Emphasizes important points in the class.	1.33	0.62
7	23	Enjoys teaching.	1.30	0.64
8	38	Has interest and concern in the quality of his/her teaching.	1.44	0.64
9	53	Is enthusiastic about the subject.	1.46	0.64
10	45	Involves students in learning activities.	1.41	0.65
11	58	Is well prepared.	1.46	0.67
12	77	Shows mastery of his/her subject, competent.	1.36	0.68
13	17	Encourages class discussion.	1.45	0.68
14	5	Cares about the progress and welfare of the students.	1.64	0.69
15	33	Has a genuine interest in students.	1.46	0.69
16	65	Promotes active student learning.	1.44	0.70
17	71	Relates to students as individuals.	1.46	0.70
18	70	Relates the course material to experiences of the students.	1.65	0.73
19	39	Helps with communication among students.	1.58	0.73

Cont. Table 1

20	61	Lectures are well prepared and orderly.	1.38	0.74
21	47	Is able to pace the class lectures to the needs of the students.	1.59	0.74
22	28	Gives immediate response to student question or answer.	1.64	0.74
23	31	Has caring attitude about students and their progress.	1.65	0.75
24	24	Explains clearly.	1.46	0.76
25	55	Is friendly toward students.	1.55	0.77

Based on the respondents' perception, Table 1 shows the teacher attributes and strategies that are considered as the "best practices". The mean response was used as an indicator to determine for the top 25 in rank, 1.0 is the highest possible rate with *SD* not more than 1.00 while 4.0 is the lowest rate. Leading among those attributes and strategies include teacher confidence, respect for individuality, clarity and organization, encouragement of students' participation, and good communication skill.

Differences in Practices between the Experts and Novice Teachers

Table 2 next page presents the differences in perception between the "experts" and the "novice" teacher in terms of what they manifested as "best practices" towards their students.

Table 2 shows that 18 out of the top 25 best practices are the same to both groups (experts and novice) at 72% rate of congruency. To some degree at 28% (7 out of 25), the expert and the novice teachers manifested practices that are considered effective exclusive of the other group. The experts tend to be more nurturing (friendly, clearly explains, careful, helps, and praises) while the novice teachers tend to be more free-flowing, enthusiastic and innovative (enjoy, encourage independence, and variety).

In order to extract dimensions from those identified attributes and strategies of effective teacher, the researcher considered all the items to be included in the factor analysis because of variability in responses. One respondent would rate a particular item as not an attribute and strategy of effective teacher while most respondents rated it the other way and even rated it high.

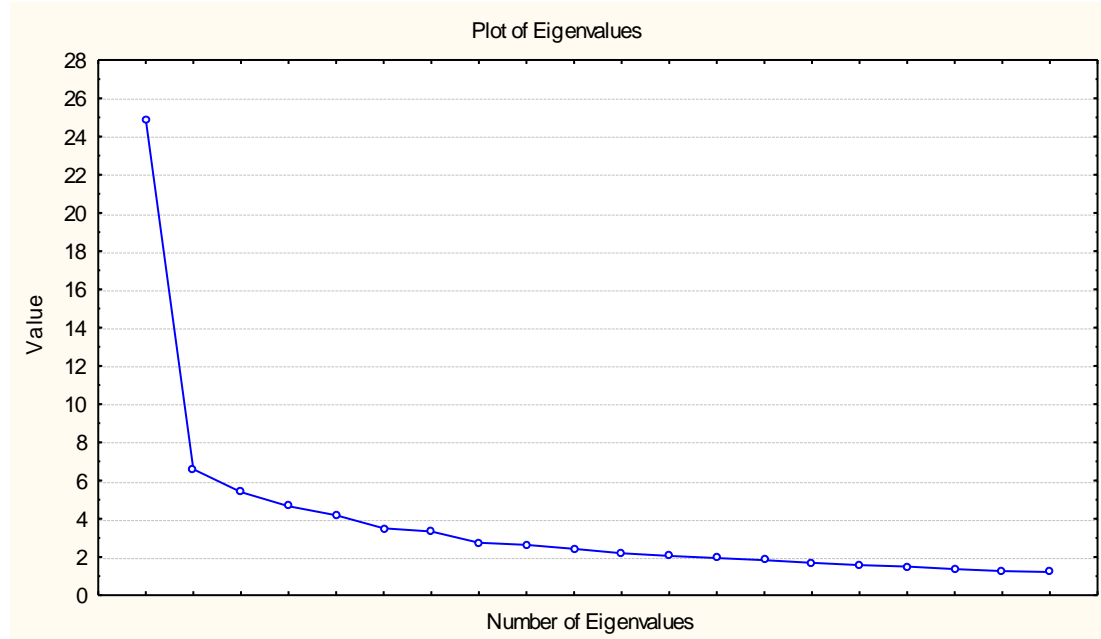
Table 2
Differences in “Best Practices” Between the “Experts” and “Novice” Teachers
(N=125).

	Experts	<i>M</i>		Novice	<i>M</i>
1	Speaks clearly.	1.13	1	Shows confidence in him/herself and what he/she is doing.	1.25
2	Emphasizes important points in the class.	1.17	2	Has high self-confidence.	1.27
3	Is clear and well-organized in presenting his/her ideas.	1.22	3	Enjoys teaching.	1.35
4	Enjoys teaching.	1.24	4	Respects students as persons.	1.35
5	Has a friendly, warm professional attitude.	1.24	5	Shows mastery of his/her subject, competent.	1.38
6	Respects students as persons.	1.24	6	Speaks clearly.	1.38
7	Shows confidence in him/herself and what he/she is doing.	1.26	7	Encourages students' participation.	1.42
8	Explains clearly.	1.28	8	Involves students in learning activities.	1.42
9	Encourages students' participation.	1.33	9	Is enthusiastic about the subject.	1.42
10	Lectures are well prepared and orderly.	1.33	10	Lectures are well prepared and orderly.	1.42
11	Shows mastery of his/her subject, competent.	1.33	11	Emphasizes important points in the class.	1.45
12	Able to communicate knowledge effectively.	1.35	12	Encourages students to learn independently.	1.45
13	Involves students in learning activities.	1.39	13	Has interest and concern in the quality of his/her teaching.	1.45
14	Promotes active student learning.	1.39	14	Seems to enjoy teaching.	1.45
15	Encourages class discussion.	1.41	15	Is well prepared.	1.46
16	Has a genuine interest in students.	1.41	16	Communicates expectations and assignments clearly to students.	1.48
17	Presents facts and concepts from related fields.	1.43	17	Encourages class discussion.	1.48
18	Has an interesting style of presentation.	1.43	18	Presents facts and concepts from related fields.	1.48
19	Has interest and concern in the quality of his/her teaching.	1.43	19	Promotes active student learning.	1.48
20	Relates to students as individuals.	1.43	20	Relates to students as individuals.	1.48
21	Is well prepared.	1.44	21	Is clear and well-organized in presenting his/her ideas.	1.49
22	Is careful and precise in answering questions.	1.46	22	Has a genuine interest in students.	1.51
23	Helps with communication among students.	1.46	23	Uses a variety of instructional strategies.	1.51
24	Praises correct answers and explains why the answer is correct.	1.46	24	Has an interesting style of presentation.	1.54
25	Identifies what he/she considers important.	1.48	25	Encourages students' questions and opinions.	1.55

Note: Items not shaded were chosen by both groups as best practices, while Items shaded are identified as differently by the comparative groups.

The scree plot in Figure 1 indicates at least four to five possible factors that could be extracted from the data, thus, from the factor analysis, 4 factors are extracted. The item loading is set at .40. The summary of the results of the factor analysis is shown in Table 5 that follows.

Figure 1
The Scree Plot



Applying the Factor Analysis

There are four factors extracted after the rotated factor analysis with Cronbach alpha of .93, .84, .86, and .88, respectively. Factor 1 is a cluster of 24 items with an eigenvalue of 24.89; Factor 2 includes 16 items with eigenvalue of 6.59; Factor 3 includes 15 items with an eigenvalue of 5.39; and Factor 4 has 15 items with an eigenvalue of 4.65.

The whole 70 items compose of the four factors have a reliability index (Cronbach alpha) of .93, while the original questionnaire with 95 items has also a reliability index of .93 Cronbach alpha.

Table 3
Rotated Factor Analysis Results (N=125).

Extracted Factor	Number of Items	Cronbach Alpha	Eigenvalue	%Total
F1	24	.93	24.89	26.21
F2	16	.84	6.59	6.94
F3	15	.86	5.39	5.68
F4	15	.88	4.65	4.89
Overall	70	.93	45.72	
Original Questionnaire	95	.93		

Table 4 presents the 24 teacher attributes and strategies that were clustered in the first factor with a Cronbach's alpha of .93. Most of the items are focused on the teacher's communication of knowledge, presentation of facts, ideas and concepts, teacher preparation and organization of carrying out his/her tasks and respect for individual differences. This factor can be identified as a dimension for "competence, organization, and respect for individuality".

Table 4
Items loaded in Factor 1: Competence, Organization, and Respect for Individuality

	Origl No.	
1	1	Able to communicate knowledge effectively.
2	14	Emphasizes conceptual understanding.
3	18	Encourages freedom of expression of ideas and opinions in the classroom.
4	24	Explains clearly.
5	28	Gives immediate response to student question or answer.
6	31	Has a caring attitude about students and their progress.
7	32	Has a friendly, warm professional attitude.
8	33	Has a genuine interest in students.
9	36	Has an interesting style of presentation.
10	39	Helps with communication among students.
11	46	Is a dynamic and energetic person.
12	51	Is clear and well-organized in presenting his/her ideas.
13	55	Is friendly toward students.
14	56	Is knowledgeable of world events.
15	58	Is well prepared.
16	61	Lectures are well prepared and orderly.
17	63	Presents facts and concepts from related fields.
18	70	Relates the course material to experiences of the students.
19	71	Relates to students as individuals.
20	74	Respects students as persons.
21	76	Shows confidence in him/herself and what he/she is doing.
22	77	Shows mastery of his/her subject, competent.
23	78	Speaks clearly.
24	95	Warm, kind, sympathetic to students.

Table 5
Items Loaded in Factor 2: Classroom Management

	Origl No.	
1	10	Dares to discipline (govern) to eliminate unnecessary talking, etc.
2	19	Encourages group work.
3	20	Encourages students' participation.
4	21	Encourages students' questions and opinions.
5	22	Encourages students to learn independently.
6	35	Has a sense of humor.
7	42	Introduces humor spontaneously.
8	43	Invites criticism of his/her own ideas.
9	44	Invites students to share their knowledge and experiences.
10	57	Is on time for class.
11	60	Knows if the class understands him/her or not.
12	66	Provides (specific) feedback to the students.
13	89	Uses probing questions.
14	90	Uses students' background data to adapt teaching to individual needs.
15	92	Uses visual materials (overheads, blackboard, handouts, etc).
16	94	Walks around as they talk.

The second factor which has a Cronbach alpha of .84 is a cluster of 16 teacher attributes and strategies that are more focused on classroom discipline, encouragement for class discussions, group works, participations and independent learning. It also includes items that focus on critical thinking, art of questioning, and bench marking. In addition, it also includes items that focus on the importance of sense of humor, used of visual materials and reaching out each student in the class when talking. This factor can be identified as a dimension for “classroom management”.

Table 6
Items Loaded in Factor 3: Dynamic and Reflective Teaching

	Origl No.	
1	9	Contrasts implications of various theories.
2	11	Discusses points of view other than his/her own.
3	13	Does not intimidate students.
4	26	Gives advices not directly related to the course.
5	40	Identifies what he/she considers important.
6	52	Is concerned for students' progress and needs.
7	54	Is flexible (not overly strict).
8	67	Provides corrective feedback.
9	68	Provides feedback to others teachers.
10	72	Requires students to apply concepts to demonstrate understanding.
11	73	Respects students as individuals who can contribute to the course.
12	81	Summarizes major points.
13	82	Tests to measure pre-requisite skills.
14	83	Treats students as adults.
15	84	Understands cultural differences among students.

Factor 3 which has a Cronbach alpha of .84 is composed of 12 items that focus on teaching students to learn by considering the ideas of others, openness, enthusiasm, proper use of feedback to help student learning, evaluation, and trying to get into the level of their students. This factor can be identified as a dimension for “dynamic and reflective teaching”.

Table 7 shows the 15 items that were clustered for Factor 4. This group of 15 items has a Cronbach alpha of .88. These items are focused on caring for the welfare of the students, clarifying reasons for students’ questions, having clear communication of the expectations and assignments, having emphasis on learning the course vocabulary to students, directing students to productive learning, having flexibility of teaching methods and being open to students’ needs, and having an extensive use of non-verbal communications for better understanding. This factor can be identified as dimension for “affective teaching”.

Table 7
Items Loaded in Factor 4: Affective Teaching

	Origl No.	
1	5	Cares about the progress and welfare of the students.
2	6	Clarifies thinking by identifying reasons for questions.
3	7	Communicates expectations and assignments clearly to students.
4	16	Emphasizes important vocabulary in the course.
5	25	Gets right down to business.
6	30	Gives references for more interesting and involved points.
7	47	Is able to pace the class lectures to the needs of the students.
8	48	Is accessible to students outside of the class.
9	49	Is approachable, friendly and available to student consultations.
10	69	Recognizes and greets students outside of the class.
11	75	Seems to enjoy teaching.
12	80	Stays with their subjects.
13	86	Uses facial expressions.
14	88	Uses of eye-contact extensively.
15	93	Varies the speed and tone of his/her voice.

Items Included for the New Set of Questionnaire

In putting together all the 70 loaded items after the rotated factor analysis, (24 items for Factor 1, 16 items for Factor 2, 15 items for Factor 3, and 15 items for Factor 4) the new set of items is presented in Table 8 with the newly assigned item number. The items were arranged alphabetically just for the sake of organization.

If a scale to measure teacher effectiveness is to be developed by using the 70 above items, the arrangement of items will appear in the newly assigned number as presented in Table 8 arranged alphabetically.

Table 8
Overall 70 Loaded Items

No.	Item	Factor
1	Able to communicate knowledge effectively.	1
2	Cares about the progress and welfare of the students.	4
3	Clarifies thinking by identifying reasons for questions.	4
4	Communicates expectations and assignments clearly to students.	4
5	Contrasts implications of various theories.	3
6	Dares to discipline (govern) to eliminate unnecessary talking, etc.	2
7	Discusses points of view other than his/her own.	3
8	Do not intimidate students.	3
9	Emphasizes conceptual understanding.	1
10	Emphasizes important vocabulary in the course.	4
11	Encourages freedom of expression of ideas and opinions in the classroom.	1
12	Encourages group work.	2
13	Encourages student's participation.	2
14	Encourages students' questions and opinions.	2
15	Encourages students to learn independently.	2
16	Explains clearly.	1
17	Gets right down to business.	4
18	Gives advices not directly related to the course.	3
19	Gives immediate response to student question or answer.	1
20	Gives references for more interesting and involved points.	4
21	Has a caring attitude about students and their progress.	1
22	Has a friendly, warm professional attitude.	1
23	Has a genuine interest in students.	1
24	Has a sense of humor.	2
25	Has an interesting style of presentation.	1
26	Helps with communication among students.	1
27	Identifies what he/she considers important.	3
28	Introduces humor spontaneously.	2
29	Invites criticism of his/her own ideas.	2
30	Invites students to share their knowledge and experiences.	2
31	Is a dynamic and energetic person.	1
32	Is able to pace the class lectures to the needs of the students.	4
33	Is accessible to students outside of the class.	4
34	Is approachable, friendly and available to student consultations.	4
35	Is clear and well-organized in presenting his/her ideas.	1
36	Is concerned for students' progress and needs.	3
37	Is flexible (not overly strict).	3
38	Is friendly toward students.	1

Cont. Table 8

39	Is knowledgeable of world events.	1
40	Is on time for class.	2
41	Is well prepared.	1
42	Knows if the class understands him/her or not.	2
43	Lectures are well prepared and orderly.	1
44	Presents facts and concepts from related fields.	1
45	Provides (specific) feedback to the students.	2
46	Provides corrective feedback.	3
47	Provides feedback to others teachers.	3
48	Recognizes and greets students outside of the class.	4
49	Relates the course material to experiences of the students.	1
50	Relates to students as individuals.	1
51	Requires students to apply concepts to demonstrate understanding.	3
52	Respects students as individuals who can contribute to the course.	3
53	Respects students as persons.	1
54	Seems to enjoy teaching.	4
55	Shows confidence in him/herself and what he/she is doing.	1
56	Shows mastery of his/her subject, competent.	1
57	Speaks clearly.	1
58	Stays with their subjects.	4
59	Summarizes major points.	3
60	Tests to measure pre-requisite skills.	3
61	Treats students as adults.	3
62	Understands cultural differences among students.	3
63	Uses facial expressions.	4
64	Uses of eye-contact extensively.	4
65	Uses probing questions.	2
66	Uses students' background data to adapt teaching to individual needs.	2
67	Uses visual materials (overheads, blackboard, handouts, etc).	2
68	Varies the speed and tone of his/her voice.	4
69	Walks around as they talk.	2
70	Warm, kind, sympathetic to students.	1

Discussion

Looking back at the results of the identified common attributes and strategies of highly-rated teachers, one could see much similarities between the western perspective of an effective teacher (Bain, 2004; Good & Brophy, 1994; Witcher, et al., 2003; Berliner, et al., 1985) and the findings of the studies of Fitch (1997) and Wilson et al. (1973), on domains of characteristics of effective teacher in the Philippine perspective. For some, it includes showing confidence, respect for students, clarity and organization, encouraging students' participation and good communication skill (see Appendix A).

Some differences in the common teaching practices were also noted which can be explained by cultural variables (see Appendix B). An example for this is allowing students to interrupt any time in the class which is considered as provision for “warm classroom climate” (Ebro, 1977). The said characteristic may not be much accepted in the seemingly conservative culture in the Philippines which is rooted by tradition. To the western culture, this may be part of their practices which may be observed some International schools in the country where students are encouraged to speak out their minds.

Moreover, strategies like giving advices not directly related to the course; providing feedback to other teachers; allowing students to interrupt at any time; using students' background data to adapt teaching to individual needs; and walking around as they talk may not be commonly employed locally but have been a trend in education.

The result on best practices (refer to Table 1) among the highly-rated college teachers which has themes of teacher confidence, respect for individuality, clarity and organization, encouragement of students' participation, and good communication skill perfectly matched with most of the 9 characteristics of effective teacher identified by Witcher, et al. (2003). These are termed essentials according to the Filipino model of teaching expertise by Reyes (2002).

Generation gap which may be differentiated the length of time spend in teaching may contribute to the differences in approach to teaching between the experts and the novice teachers. However, they are still considered effective by the students. Students may also have different expectations from teachers who have been teaching for quite some time against those new teachers by profession. These can be noted in the differences in practices considered effective by the respondents especially by the students. This may be explained by the findings of Reyes (2002) that the experts usually advise the novice teachers to undergo further studies and exposure even if they effective already in their craft. They still have to learn other strategies to keep up-dated by the trends.

In the course of doing the factor analysis, the original plan was to include only the items that are selected by the respondents as attributes and strategies of highly-rated college teacher. In the process, the researcher noticed the variability of the respondents' opinion in a particular item, e.g., one particular item is considered “NOT” an attribute or strategy of a highly-rated teacher by some respondents, but is also considered by some in the other way and was even rated very highly effective. Looking back at the items, content wise, there might be a reason for validity of both responses. Because of this discrepancy, the researcher decided to include all the original 95 items in the factor analysis. Surprisingly, the result of factor analysis vindicated the researcher's decision because there are 28 out of the 37 items that were not considered as “NOT” attribute or strategy of highly-rated teacher that were loaded into the domains. On the other hand, there are 23 out of the 58 items considered attribute or strategy of highly-rated teacher that were not loaded into the domains.

More so with the results of the factor analysis, Factor 1 (refer to Table 4) as dimension for “competence, organization, and respect for individuality” is similar and can be explained in consonance to Witcher et al.'s (2003) knowledge of the subject matter, student-centered, competent instructor, professional, or flexibility,

and Wilson, Dienst, and Watson's (1973) intellectual breath, relationship with students, and concern for teaching. Student-centered however is considered as enhancers in the local study of Reyes (2002), under the domain of responsible teaching, this is a teacher quality that develops responsibility for their learning.

Factor 2 (refer to Table 7) as dimension for "classroom management" includes facilitation of class discussions, group activity, individual participation and expression of ideas and concepts is comparable to Witcher et al. (2003) classroom management, a characteristic of efficacious teacher. In Reyes (2002), these factors belong to the upper level in the pyramidal model of teaching expertise which are under the domain of responsible teaching.

Factor 3 (refer to Table 8) as dimension for "dynamic and reflective teaching" includes items that focus on teaching students to learn by considering the ideas of others, openness, enthusiasm, proper use of feedback to help student learning, evaluation, and trying to get into the level of their students shows teacher dynamism (Eble, 1971) and the ability to give feedback to students and authorities regarding how the students might learn sharing the same explanation with Drummond's (1997) reflective response to learner contributions. In Reyes (2002), all these characteristics can be under the classification of enhancers, the sub-domains of responsible teaching.

Factor 4 (refer to Table 9) as dimension for "affective teaching" has a theme that focuses on caring for the welfare of the students, getting into the reasons for students' questions, having clear communication of the expectations and assignments, giving emphasis to student learning in the course and guiding students to productive learning, having flexibility to students' needs, and having the extensive use of non-verbal communications for better understanding shares the same explanation with Fitch's (1997) domains of characteristics of effective teacher. To Reyes (2002) most of these are considered as essentials to teaching expertise, where all the teachers should master in order to achieve the academic objectives.

In all, a total of 70 items are accepted representing the 4 dimensions such as: (1) Competence, organization, and respect for individuality; (2) classroom management; (3) dynamic and reflective teaching; and (4) affective teaching. If a new scale to measure teacher effectiveness on the basis of the result of factor analysis will be validated, it should contain these 70 accepted items which was arranged alphabetically for organization purposes.

Based on the results, the leading attributes and strategies of the highly-rated teacher in this particular school are focused on effective communication of knowledge, consideration and flexibility to adapt to the individual differences among students, care about the progress and welfare of the students, effort to clarify thinking by identifying reasons for students' questions; and clear communication of expectations and assignments to students.

The attributes and strategies that are not much an attribute and strategies of highly-rated teachers in this particular school include allowing students' to interrupt at any time; giving advices not directly related to the course; providing feedback to other teachers; using students' background data to adapt teaching to individual needs; and walking around the classroom as they talk.

The best practices of the highly-rated college teachers include showing confidence with him/herself and with what he/she is doing; speaking clearly;

enjoying teaching; respecting students as persons; and emphasizing important points in the class. The difference in the best practices between the experts and the novice highly-rated college teachers is that the experts tend to be more nurturing while the “novice” teachers tend to be more liberated, and practiced the value of teaching with enthusiasm and employing variety of techniques.

The four dimensions of the best practices of the highly-rated college teachers are identified such as: Factor 1 is competence, organization, and respect for individuality; Factor 2 is classroom management; Factor 3 is dynamic and reflective teaching; and Factor 4 is affective teaching.

The 74% (70/95) acceptance rate of the items loaded in factor analysis shows that the western perspective of an effective teacher highly shares with the Philippine perspective. However, there are some effective teacher attributes and strategies in the western context that are may not be acceptable in the local context for reasons of culture and tradition.

On the basis of the results, the following recommendations are given: (1) The same questionnaire will be administered to a larger scale to other accredited colleges and universities where teacher evaluation is a part of the curriculum program; (2) larger number of students respondents representing classes of highly-rated college teachers should be involved; (3) inclusion of some open-ended questions in the questionnaire to determine some culturally unique best practices of highly-rated college teacher in the Philippine perspective should be considered; (4) confirmatory factor analysis on the basis of the identified best practices of the highly-rated teachers and comparison of the results with the results of this study should be done, and (5) interpretation of this study should be taken with great precautions.

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Appendix A
Common Attributes and Strategies of Highly-rated College Teachers (N=125)

	Origl No.	Attribute	<i>M</i>	<i>SD</i>
1	76	Shows confidence in him/herself and what he/she is doing.	1.26	0.46
2	74	Respects students as persons.	1.30	0.51
3	51	Is clear and well-organized in presenting his/her ideas.	1.38	0.56
4	20	Encourages students' participation.	1.38	0.56
5	78	Speaks clearly.	1.27	0.60
6	15	Emphasizes important points in the class.	1.33	0.62
7	23	Enjoys teaching.	1.30	0.64
8	38	Has interest and concern in the quality of his/her teaching.	1.44	0.64
9	53	Is enthusiastic about the subject.	1.46	0.64
10	45	Involves students in learning activities.	1.41	0.65
11	58	Is well prepared.	1.46	0.67
12	77	Shows mastery of his/her subject, competent.	1.36	0.68
13	17	Encourages class discussion.	1.45	0.68
14	5	Cares about the progress and welfare of the students.	1.64	0.69
15	33	Has a genuine interest in students.	1.46	0.69
16	65	Promotes active student learning.	1.44	0.70
17	71	Relates to students as individuals.	1.46	0.70
18	70	Relates the course material to experiences of the students.	1.65	0.73
19	39	Helps with communication among students.	1.58	0.73
20	61	Lectures are well prepared and orderly.	1.38	0.74
21	47	Is able to pace the class lectures to the needs of the students.	1.59	0.74
22	28	Gives immediate response to student question or answer.	1.64	0.74
23	31	Has a caring attitude about students and their progress.	1.65	0.75
24	24	Explains clearly.	1.46	0.76
25	55	Is friendly toward students.	1.55	0.77
26	1	Able to communicate knowledge effectively.	1.55	0.78
27	49	Is approachable, friendly, available to student consultations.	1.56	0.79
28	36	Has an interesting style of presentation.	1.49	0.79
29	14	Emphasizes conceptual understanding.	1.70	0.79
30	18	Encourages freedom of expression of ideas and opinions in the classroom.	1.57	0.80
31	64	Presents origins of ideas and concepts.	1.67	0.82
32	91	Uses teaching aids effectively.	1.65	0.83
33	32	Has a friendly, warm professional attitude.	1.49	0.83
34	85	Uses a variety of instructional strategies.	1.50	0.83
35	95	Warm, kind, sympathetic to students.	1.66	0.83
36	7	Communicates expectations and assignments clearly to students.	1.56	0.84
37	21	Encourages students' questions and opinions.	1.56	0.84
38	62	Praises correct answers and explains why the answer is correct.	1.53	0.85

Cont. Appendix A

39	22	Encourages students to learn independently.	1.63	0.87
40	2	Adapts to students' individual differences.	1.78	0.87
41	8	Connects subject to life /practical experiences.	1.68	0.87
42	27	Gives clear lectures.	1.65	0.87
43	6	Clarifies thinking by identifying reasons for questions.	1.60	0.88
44	44	Invites students to share their knowledge and experiences.	1.70	0.88
45	34	Has a good sense of humor.	1.72	0.89
46	63	Presents facts and concepts from related fields.	1.46	0.94
47	52	Is concerned for students' progress and needs.	1.58	0.94
48	60	Knows if the class understands him/her or not.	1.67	0.96
49	50	Is careful and precise in answering questions.	1.54	0.96
50	40	Identifies what he/she considers important.	1.52	0.96
51	30	Gives references for more interesting and involved points.	1.86	0.99

Note: Items with Mean of not more than 2.0 with SD of not more than 1.00 are included

Appendix B
Items not much Considered Attributes and Strategies of Highly-rated Teacher
(N=125)

	Orig No.	Attributes and Strategies	<i>M</i>	<i>SD</i>
1	26	Gives advices not directly related to the course.	3.87	2.48
2	68	Provides feedback to other teachers.	3.44	2.46
3	3	Allows students to interrupt at any time.	4.26	2.25
4	90	Uses students' background data to adapt teaching to individual needs.	2.88	2.12
5	94	Walks around as they talk.	2.70	2.00
6	25	Gets right down to business.	2.46	1.97
7	10	Dares to discipline (govern) to eliminate unnecessary talking, etc.	2.46	1.92
8	42	Introduces humor spontaneously.	2.41	1.92
9	43	Invites criticism of his/her own ideas.	2.48	1.86
10	87	Uses gestures frequently.	2.56	1.85
11	13	Do not intimidate students.	2.13	1.66
12	73	Respects students as individuals who can contribute to the course.	1.94	1.57
13	9	Contrasts implications of various theories.	2.27	1.52
14	67	Provides corrective feedback.	1.93	1.50
15	83	Treats students as adults.	2.06	1.49
16	66	Provides (specific) feedback to the students.	2.02	1.46
17	80	Stays with their subjects.	1.93	1.44
18	41	Interacts with students during, as well as before and after class.	1.90	1.42
19	57	Is on time for class.	1.91	1.42
20	29	Gives lectures that are easy to outline.	2.00	1.39
21	16	Emphasizes important vocabulary in the course.	1.90	1.39
22	35	Has a sense of humor.	1.98	1.36
23	11	Discusses points of view other than his/her own.	2.23	1.36
24	75	Seems to enjoy teaching.	1.54	1.35
25	86	Uses facial expressions.	1.99	1.35