Religious private high school students' perceptions of effective teaching

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ABSTRACT

This study investigates private high school students' perceptions of effective teaching. Data were gathered from high school students (N=178) in six high schools who wrote their perceptions of effective teaching on an open-ended questionnaire, as well as, from students (N=45) who participated in six focus group interviews. Questionnaire and focus group interview results were analyzed from a qualitative perspective. Data show that six effective teaching categories emerge: teaching techniques, classroom environment, teacher qualities, classroom management, content knowledge, and other elements. Ultimately, student perceptions expand knowledge of effective teaching, validate research findings, broaden educators' perspectives, and inform practice. These perspectives will help identify teachers' strengths and weaknesses, ultimately increasing the use of best practices in classrooms (Cochran-Smith, 2003; Kauchak & Eggen, 1993) and provide an avenue for teachers to reflect more accurately on their experiences, thus benefitting teacher education and the educational community.

Keywords: effective teaching, teaching techniques, best practices, student perceptions of teaching, secondary education, teacher evaluations, student achievement

INTRODUCTION

There are 54.2 million students attending schools in the United States (National Center for Education Statistics, 2009). Of those, 49.1 million attend public schools and 5.1 million attend private schools (National Center for Education Statistics, 2009). In 2006, at an average expenditure of $10,400 per student, $500 billion was spent on education (School Data Direct, 2008). Seventy-two percent of the students ages 12 to 17 have a level of academic knowledge and skills expected of students at their ages (U S Census Bureau, 2008). With a goal of increasing the percentage of students with appropriate grade-level knowledge and skills, President George W. Bush signed the No Child Left Behind law (U.S. Department of Education, 2001) and mandated effective teaching as core to student achievement.

Students are stakeholders of education and, as such, are interested, involved, and vested in their education (Gransden & Clarke, 2001). Students spend more hours in the classrooms observing their teachers than do adults. They personally experience what occurs in the classroom and whether it effectively or ineffectively impacts their achievement. Students are customers and have a unique perspective of teaching; therefore, their perceptions should help determine the effectiveness of teaching (Rudduck & McIntyre, 2007).

The problem addressed in this study is high school students' perceptions of effective teaching should be included when defining effective teaching. Student's perceptions add clarity to this definition thus giving educators another tool for identifying specific effective teaching characteristics and improving the quality of teaching and student achievement.

LITERATURE REVIEW

Importance of Effective Teaching

Studies reveal a relationship between effective teaching and student achievement (Darling-Hammond, 1999; Nye, Konstanlopoulos, & Hodges, 2004; Rosenshine, 1971; Sanders & Rivers, 1996; Seidel & Shavelson, 2007). The Coleman Report (1966) involving 600,000 students and 60,000 teachers in over 3,000 schools, reported three factors that improved student achievement-- effective teaching, peers' educational background and aspirations, and the student's sense of control over his or her environment and future—with effective teaching being the most significant factor. Using the Tennessee Value-Added Assessment System (TVAAS), a database created to determine how effective teaching affected student achievement by tracking students' achievement scores, Sanders and Horn (1998) reported that, when compared to student background factors--ethnicity, socioeconomic level, and family life-- effective teaching had the greatest impact on students' academic performance. Furthermore, effective teaching tended to be effective with all types of students from all types of backgrounds; likewise, ineffective teaching tended to be ineffective with all types of students from all types of backgrounds (Sanders & Horn, 1998). Nye et al. (2004) conducted a four-year randomized experiment with 5,700 students in 79 schools to examine the relationship of effective teaching on student achievement. Their study revealed that students who experienced effective teaching achieved gains in reading one-third of a standard deviation more than students with less effective teaching (Nye, et al.). Therefore, in their conclusions, these researchers suggested that improving teaching effectiveness was an important strategy for improving student achievement (Nye, et al.).

Other studies reported how one year of effective teaching positively impacted students' achievement scores several years later regardless of the student's background factors. James Coleman found that one year of effective teaching impacted the students' academic progress as many as four years later (Coleman). Rivers and Sanders (2002) reported similar findings using the TVASS results.   In Tennessee, eighth grade students took an eighth-grade-level test required for high school graduation. The students who had tested in the 25th and 50th percentile in fourth grade math but experienced effective teaching in 5th through 8th grade could be expected to pass the high-stakes test with an 80% probability (Rivers & Sanders). On the other hand, students who had tested in the 25th and 50th percentile in fourth grade math but had not experienced effective teaching the following four years had a 40% probability of passing the test (Rivers & Sanders).

Studies of Effective Teaching

Effective teaching is the use of a variety of knowledge, skills, and best teaching practices to disseminate information to produce the desired learning, actions, or strengths in students, and is rooted in a belief system which emphasizes student achievement (California State University Northridge, 2006). Torff and Sessions (2005) suggested that effective teaching is "a balanced blend of pedagogical knowledge and content knowledge" (p. 305).

Content knowledge, sometimes referred to as subject matter knowledge, is the first component of effective teaching, equipping teachers with the educational background they need to engage students in learning the content, assess their students' knowledge of the content, and push them to higher levels of understanding and application (Fuhrman & Lazerson, 2005; Torff & Sessions, 2005). Content knowledge is attained by teachers earning bachelor degrees or taking college classes in their content areas, and mastering their subjects at levels that exceed what they must know to teach their students (Levine, 2005; Neill, 2006). When teachers earn a major or minor in their content areas, students benefit by demonstrating higher academic achievement than when teachers take few or no content area courses (Darling-Hammond, 1999; Stronge, 2002).

Content knowledge, by itself, does not result in effective teaching; it must be joined with pedagogical knowledge, the knowledge of how to teach (Kettering, 1980). Pedagogical knowledge includes "any teaching method, instructional organization, media, or instructional technology that stimulates students to actively attempt to comprehend the material, organize what is learned with what has been learned previously, and relate it to their prior experience" (Tobias, 1982, p. 6). With pedagogical knowledge, teachers recognize their students' academic needs and adapt lessons to teach the students, understand student growth and learning differences, and demonstrate classroom management skills and teaching strategies (Stronge, 2002). The pedagogical knowledge necessary for effective teaching is revealed in the classroom environment, classroom management, teaching techniques, and students' engagement in learning (Danielson, 1996).

A positive classroom environment results in increased student achievement (Brophy & Evertson, 1981). A positive classroom environment is established when teachers interact with their students in ways that demonstrate honesty, respect, and the expectation of success (Danielson, 1996; Rosenshine, 1970; Tucker & Stronge, 2005). Honest praise results in students' improved behavior and higher grades (Brophy & Evertson, 1981; Farson, 1963; Kalis, Vannest, & Parker, 2007). Teacher warmth, respect, and the belief that each student can learn set the stage

for how the students perform (Brophy & Evertson, 1981; Mackenzie, 1983; Murnane, 1981; Rosenfeld & Rosenfeld, 2008; Rosenshine, 1971).

Classroom management is the structure and safety established for students' behaviors and actions and creates order in the classroom (Anderson, Evertson, & Brophy, 1979; Danielson, 1996; Stallings, 1980). This includes guidelines regarding classroom norms, student interactions, daily tasks, and consequences for distracting misbehavior (Anderson, et al., 1979; Hennick, 2007; Matheson & Shriver, 2005; Rosenshine, 1971). Time management impacts the students' focus on tasks and their achievement (Anderson, et al., 1979; Feldman, 2003; Stallings, 1980). When students engage in subject-matter activities and materials related to specific educational outcomes, their aptitudes for learning are enhanced (Berliner, 1990; Stallings, 1980). When teachers implement classroom management techniques, limit the transition time between subjects and increase academic learning time, students' perseverance and academic success rates increase (Berliner, 1990; Bossert, Dwyer, Rowan, & Lee, 1982).

Effective teaching includes the incorporation of strategies, or teaching techniques, for reaching specific educational objectives (Danielson, 1996; Kauchak & Eggen, 1993; Rosenshine, 1986). When the objective is for students to learn skills and concepts typical in math and science, six functions of effective teaching are particularly effective (Gage, 1978). First, reviewing the previous day's skills brings back to the students' minds what they have learned. Second, introducing the new material sets the stage for what students will learn that day. Third, developing the lesson while involving the students keeps them actively engaged in learning. Fourth, reinforcing student learning with feedback, guided practice, and independent practice confirms whether students have grasped the new material. Fifth, reteaching, as necessary, and, sixth, reviewing weekly and monthly information helps students retain their newly acquired skills and concepts (Anderson, et al., 1979; Danielson, 1996; Gage, 1978; Glickman, Gordon, & Ross-Gordon, 1998; Kauchak & Eggen, 1993; Rosenshine, 1986).

Effective teaching incorporates general principles of best practice that engage all students in the learning process (Danielson, 1996; Zemelman, Daniels, & Hyde, 1998). By definition, best practices are "teaching methods that are scientifically proven to be effective, cost efficient, and able to be applied, duplicated, and scaled up for wide use" (Chapman, 2007, p. 26). According to Zemelman, et al. (1998), lessons should be student-centered with content, follow-up questions , and activities designed around students' interests. Incorporating activities such as field trips, experiments, and role playing allow for students to learn experientially. Holistic, authentic, real-world activities allow students to express and reflect on their learning to understand how to apply concepts. Social interactions with teachers and students help them collaboratively work and learn concepts not easily learned in isolation, as well as, build respect and get along with others. Lessons with both abstract and concrete concepts give students cognitive experiences. Lessons should be developmentally appropriate and with constructivist design opportunities. Last of all, best practices include challenges directed toward students' taking responsibility, setting goals, making good decisions, and gradually taking on more difficult tasks (Zemelman, et al., 1998). Ultimately, these best practices of effective teaching impact student achievement.

The last aspect of pedagogical knowledge is teachers' knowing students' abilities and how they best learn (Darling-Hammond, 1994; Perrone, 1994; Rosenfeld & Rosenfeld, 2008; Sleeter, 2008). With that knowledge, content can be taught systematically, resulting in improvements in student achievement and student attitudes regarding themselves and their schools (Dunn, Honigsfeld, & Martel, 2001; Rosenshine, 1986). In schools with high poverty and high ethnic student populations, Poplin and Soto-Hinma (2005) found that effective teaching

resulting in the highest student achievement included a demanding but respectful atmosphere with "fast-paced, direct instruction and questioning strategies" (p. 2). Effective teaching components in classrooms with diverse student populations, according to Sleeter (2008) and Rivers and Sanders (2002), included the importance of establishing high expectations for student learning regardless of what skills and knowledge the students were demonstrating at present, tying academic information into students' interests and knowledge, and establishing rapport with the students, their families, and their cultures.

In summary, effective teaching is important because of how it impacts student achievement. Research shows that one year of effective teaching impacts students' success for the next four consecutive years regardless of their background factors. Effective teaching can be divided into two main types of knowledge: content and pedagogical knowledge. Teachers must know their subjects before they can teach students; however, the pedagogical skills are essential to effective teaching encompassing all aspects of what goes on in the classroom between the teacher and the student.

METHODOLOGY

Design

This qualitative study was designed to explore high school students' perceptions of effective teaching. According to Creswell (2005). qualitative research is "a type of educational research in which the researcher relies on the views of participants, asks broad, general questions, collects data consisting largely of words (or text) from participants, describes and analyzes these words for themes, and conducts the inquiry in a subjective, biased manner (p. 39).

For this study, data were gathered using two methods: questionnaire and focus group interviews. An open-ended questionnaire began with seven demographic questions addressing the students' gender, ethnicity, grade level, grade point average (GPA), homework amount, and years attending private schools. These were followed by a classroom scenario and one question asking them to identify and describe characteristics of effective teaching.

Six focus groups made up of seven or eight students from each high school provided a way for the researcher to capture information-rich data on the topic of effective teaching (Denzin & Lincoln, 1994). Using a set of semi structured questions, students in the focus groups discussed their perceptions and experiences, and responded to each others' ideas and views regarding effective teaching (Gall, Gall, & Borg, 2007). Follow-up questions were used to clarify the information discussed in the focus groups.

Selection of Participants

Criterion-based purposeful sampling for selecting schools and students was employed in this research to "discover, understand, and gain insight [from] a sample from which the most can be learned" (Merriam, 1998, p. 61). Patton (1990) stated that the power of purposeful sampling lies in the selection of "information-rich cases [from which] one can learn a great deal about issues of central importance to the purpose of the research" (p. 169).

The target population was male and female high school students in grades 9 through 12. The accessible population was 100 students from each of the six schools. Students who returned their signed parental consent form were eligible to participate in the questionnaire. From these

students, 45 were randomly chosen to participate in the focus group interviews: one male and one female from each of the four grades in each of the six schools.

Data Analysis

Creswell (2007) states three procedures for analyzing data in qualitative research: "preparing and organizing the data, reducing the data into themes, then representing the data in figures, tables or a discussion" (p. 148). The constant comparative approach was used throughout the analysis meaning that data from the focus groups were reviewed and cross-compared until no further information or conclusions could be drawn (Merriam, 1998).

RESULTS

Demographics

This study was conducted with 178 questionnaire participants and 45 focus group interview participants in six religious private high schools. The percent of males and females participating was similar. However, the majority of students were Caucasian, ninth grade, attended private schools four or more years, and had an A or B average. Underrepresented are the minority students, the C and lower GPA students, and the students attending private schools 0-3 years and students in twelfth grade. The demographic data of the participants are summarized in Tables 1 and 2.

Overall Findings

The research question addressed in this study is as follows:
Q1 What are the student perceptions of effective teaching at religious private high schools?

To generate perceptions regarding effective teaching, 178 students were given a questionnaire. The questionnaire included a scenario that established a classroom situation with which students could identify. The students were then asked to list and explain qualities of good teaching.

Answers to the research question can be clearly identified by the greatest number of students who gave responses in each of the effective teaching categories. Students clearly indicated that Teaching Techniques, Classroom Environment, and Teacher Qualities were elements of effective teaching. These responses address the high importance religious private high school students place on the activities and methods used to teach students, the interactions between teachers and students, and the qualities students see in their teachers. With fewer answers, they acknowledged to a lesser degree the importance to effective teaching of managing the classroom, knowledge of the subject, and other elements. Results are summarized in Table 3.

Teaching Techniques

Student responses regarding effective Teaching Techniques identified a wide range of activities and methods, taking into consideration the various learning styles, needs, and skills of the students. They recognized homework as important to their learning but wanted it to be monitored. Also, with notes and lectures was the suggestion to incorporate activities. Unique to

the focus groups was the incorporation of religious components into activities and methods, viewing it as part of the effective teaching in their classrooms.

Students described Classroom Environment (i.e., Teaching Environment) as the way teachers interact with their students and included expectations, impartiality, fun/relaxed, rapport, respect, and time. Students indicated that for teaching to be effective, teachers should expect that students can learn and succeed and then push students to do their best. Students noted that teachers should treat everyone in a just and equal manner and pay attention to all students equally. Fun and relaxed were used interchangeably to describe learning, the class, and balancing firmness. Rapport, "an emotional bond or friendly relationship between people based on mutual liking, trust, and a sense that they understand and share each other's concerns" ("Encarta Dictionary," 2008), was similarly defined by students in describing how teachers understand, care, and desire a personal connection with students. Respect between the teacher and student was addressed as a two-way street but frequently dependent on the teacher. Positive teacher-student interaction was based on the time teachers gave students to help them with homework or listen.

Students identified the Teacher Qualities they perceived as contributing to their academic successes as follows: positive attitude, communication, sense of humor, teaching experience, warmth, intelligence, organization, role model, passion for teaching, professionalism, and youth.

Classroom Management defined as the structure and safety established for students' behaviors and actions includes three subcategories: control, rules, and structure. Addressing control, students described this as classrooms with effective rules clearly established and applying to all students equally. Students described structure as time management, seating arrangements, class organization, and established procedures. Some viewed structure as including rewards for hard-working students.

The students referred to Content Knowledge as the teachers' having a "vast knowledge" (0-060) of their subjects and at higher levels than what could be found in the classroom textbook, giving them the knowledge to teach their particular subjects to students. Students also viewed Content Knowledge as the teacher's "understand[ing] and appreciat[ing] the practicality of what they are teaching" (0-068).

Other Elements, though not considered characteristics of effective teaching since they cannot be controlled by the teacher, are characteristics that students perceived as impacting their learning success. The subcategories included in Other Elements are environment, class size, students, and the subject. The environment refers to room colors, posters on the walls, cleanliness, and school community. Small class sizes were viewed as an important element of effective teaching in that teachers had more time to help the students and the class felt more personal to the students. The students referred to friends in the class, others enjoying the class, mixes of grade levels in classes, and liking the teacher as other elements impacting the teaching effectiveness. The subject refers to whether the student liked the subject being taught by the teacher.

CONCLUSIONS AND RECOMMENDATIONS

To determine the religious private high school students' perceptions of effective teaching, the students' grade point average (GPA), gender, years of attending a private school, grade level, and school attended were examined. By recording responses from private high school students, 178 taking the questionnaire and 45 participating in the focus group interviews, students'

perceptions of effective teaching characteristics were identified. These responses should impact the criteria principals use when examining or evaluating effective teaching for three reasons. They are validated by research, they can give a broader understanding of what effective teaching really is, and they can effectively impact students' learning.

Discussion of Results

The data from the overall results were compared and analyzed to determine if there were any significant results regarding private high school students' perceptions of effective teaching. Several salient overall results indicate differences among some students' perceptions of effective teaching.

1. A and B average students have a different relationship with their teachers than do C average students: personal versus detached. Additionally, A and B average students view their teachers as more available and accessible to students than do C average students who view teachers as available after school only. These findings demonstrate the importance of the teacher-student relationship as it impacts teaching effectiveness and student achievement. When students see that teachers care about them personally and are willing to spend time helping them succeed, teachers build trust between themselves and their students, and the students are willing to work harder to succeed, if for no other reason than to please the teacher who wants them to succeed. If there is no genuine relationship between the student and teacher, the teaching may not be effective for that student and the student may not get the help he/she needs from that teacher.

2. The A and B average students view classroom activities as effective teaching methods for the students' learning and reinforcement. In contract, the C average students' responses did not address learning but seemed to indicate the desire to have fun with others in their classes. These differences in responses indicate several significant conclusions about the A and B average students when compared to C average students. First, they view activities as having different purposes. A and B average students view teaching activities as a means for them to better comprehend and use what the teacher is teaching them; the C average students view activities as a distraction from learning, a way to have fun.

3. Religious private high school students are savvy regarding learning activities and methods and recognize that effective teachers incorporate these tools into lessons to help all students learn. This was demonstrated in how the religious private high school students identified a variety of effective teaching activities and methods and recognized them as impacting their academic learning and achievement. This recognizes that, although religious private school teachers are not required to have a state license to teach and are not recognized by some as qualified to teach, they do possess the skills necessary to effectively teach students.

4. Religious private high school students have definite opinions as to which activities and methods they do and do not like. Students find activities more stimulating than lectures and notes since activities engage students making their learning easier. They viewed busywork as work the teachers gave when they did not want to teach. Just as public school teachers use a variety of teaching methods in order to best meet their students' learning needs, private school students expect private school teachers to do the same. Again, this addresses expectations regarding the religious private high school teachers' effective teaching skills.

5. The religious private high school students emphasized the importance of the student-teacher relationship, indicating it was the basis for effective teaching. This was demonstrated by

the rapport, respect, and time shared between teachers and students. Teachers' inconsistencies in these three areas were frustrating to students, impaired certain student-teacher relationships, and impacted student learning.

6. Students' responses demonstrated the importance of integrating the Bible, Christianity, and Biblical principles into the student-teacher relationship, teaching techniques (activities/methods), and the school environment. Students indicated that the student-teacher relationships were strengthened by their common faith and values, creating a safe environment for students asking for their teachers' advice and help. They expected the teachers to be role models, demonstrating Christian character in their treatment and respect for students. The Bible and Christian principles were integrated into all class content and activities and provided for lively classroom discussions on both sides of issues. Students remarked that religion creates community even when not all students believe exactly the same way. This community was demonstrated in positive hallway interactions, multi grade level classes, and the freedom to pray with and for students and teachers.

Implications of Findings

The results of this study can benefit teacher education, high school students, and educational leadership. The characteristics of effective teaching as identified in this study can be incorporated into classes for pre-service teachers as well as professional development classes for teachers already in the classroom. By doing this, both incoming and established teachers will have a better understanding of how to more effectively teach their students because they are informed as to what students consider to be effective teaching. Student's perceptions help identify teachers' strengths and weaknesses, ultimately increasing the use of best practices in classrooms (Cochran-Smith, 2003; Kauchak & Eggen, 1993) and provide an avenue for teachers to reflect more accurately on their experiences (Shulman, 1991).

High school students will also benefit from a study of this issue. The opportunity to express their perceptions of effective teaching affords them the ability to influence the improvement of their schools and teachers' classroom instruction, and empower them to become stronger learners (Coleman, 1973; Gransden & Clarke, 2001; Rudduck & McIntyre, 2007).

The results of this study contribute to the field of educational leadership by addressing a gap in knowledge, that of high school students' perceptions of effective teaching. Recognized is that principals and students may view effective teaching with differing criteria. However, the findings contained in this study, if applied by principals, will broaden their perspectives and inform practice thus strengthening the validity of teacher evaluations and impacting the effectiveness of teaching and student achievement.

Comparison of Findings with Existing Studies

The findings of this study regarding religious private high school students' perceptions of effective teaching were consistent with results of existing studies on characteristics of effective teaching. California State University Northridge (2006) defined effecting teaching as the use of a variety of knowledge, skills, and best teaching practices to disseminate information to produce the desired learning, actions, or strengths in students, and is rooted in a belief system which emphasizes student achievement. The collected data from this study reveal the importance of the teachers' knowledge, skills, and best teaching practices necessary for student achievement. Torff

and Sessions (2005) suggested that effective teaching is "a balanced blend of pedagogical knowledge and content knowledge" (p. 305). Five categories of this study's findings (Teaching Techniques, Classroom Environment, Teacher Qualities, and Classroom Management) can be classified as either pedagogical knowledge or content knowledge and are supported with existing studies. The Other Elements category, a contributor to helping students enjoy learning, was supported by private high school studies and adolescent studies.

Limitations

This study about religious private high school students' perceptions of effective teaching has at least three limitations.
1. This study was completed in six religious private high schools in one western state in the United States. Repeating this study in other religious private high schools having different geographic and demographic features would make the results of a study of religious private high school students' perceptions of effective teaching more transferable.
2. Six schools were sampled. Therefore, sampling more students from more of Colorado's religious private high schools would strengthen the validity of this study.
3. Both the C average students and the ethnic minority groups of students were underrepresented in this study. With better representation, both groups could give a more comprehensive perspective of what they consider to be effective teaching, broadening the current findings of this study.

Future Research

Because of the student sample size and school demographic location, the results of this study may not transfer to all religious private high school students. To strengthen their transferability, three ideas for future research could be considered.   Conducting a similar study with a larger student population, with the underrepresented student groups, and with schools across the United States.

Conclusions

Effective teaching research has impacted the education community both in teacher preparation programs and principal licensure programs. On the basis of this research, characteristics of effective teaching have been established and implemented. While educators acknowledge the significance of effective teaching as it impacts students, few have students' feedback on effective teaching. For this reason, adding the student voice to discover their perceptions of effective teaching could give a broader understanding of what effective teaching really is and how it can more effectively impact students' learning.

Historically, college students have been given a voice in defining effective teaching, but not high school students. College professors have improved their classroom instruction as a result. The same would hold true for the effective teaching in high schools if principals apply the results from this study to their evaluative criteria. Until this happens, "Student feedback may indeed be a critical and valued source of evidence that is overlooked in school settings" (Brown, 2004, p. 64). It is the researcher's desire that the religious private high school students' perceptions of effective teaching, as reported in this study, will make a difference in how high

school educators view the use of students' perceptions as they evaluate the effectiveness of teaching.

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APPENDIX

Table 1. Questionnaire Student Demographic Composite (N=178)

Demographic Variable	*n*	%
Gender		
Male	83	47
Female	95	53
Ethnicity		
Caucasian	148	83
Other	30	17
Grade Level		
9th	67	38
10th	39	22
11th	40	22
12th	32	18
GPA		
A	87	49
B	77	43
C and lower	14	8
Years		
0-3 yrs	39	22
4 yrs or more	139	78

Table 2. Focus Group Demographic Composite (N=45)

Demographic Variable	*n*	%
Gender		
Male	21	47
Female	24	53
Ethnicity		
Caucasian	36	80
Other	9	20
Grade Level		
9th	12	27
10th	11	24
11th	10	22
12th	12	27
GPA		
A	21	47
B	23	51
C and lower	1	2
Years		
0-3 yrs	10	22
4 yrs or more	35	78

Table 3. Categories and subcategories of effective teaching as identified by religious private high school students

Teaching Techniques	Teacher Qualities
ACTIVITIES	attitude
field trips	communication
student interactions (ie: discussions)	sense of humor
group work	teacher/teaching experience
hands-on projects/experiences	warmth
games	intelligence
homework	organization
notes	role model
METHODS	passion
lectures	professionalism
application of information to real life	youth
guided practice	
examples	Classroom Management
visuals	control
question and answers	rules
review	structure
checking for understanding	
explaining information	Content Knowledge
CHARACTERISTICS OF EFFECTIVE TEACHING	
pacing	Other Elements
organization	environment
instructional variations	room size
	students
Classroom Environment	subject
expectations	
impartiality	
fun/relaxed	
rapport	
respect	
time	