

Preliminary reviews of relevant research have uncovered the following characteristics of effective teachers. The characteristics fall into two themes: (a) knowledge and skills and (b) dispositions.

Knowledge and Skills of Effective Teachers	Dispositions of Effective Teachers
* Graduated from high quality preparation program (Wayne & Youngs, 2003);	Interesting and creative (Azer, 2005; Mowrer, Love & Orem, 2004; Vulcano, 2009; Walker, 2008)
* Academically talented (Cooper, 1996)	Approachable (Jahanjiri & Mucciolo, 2008; Mowrer, Love & Orem, 2004; Vulcano, 2009; Walker, 2008)
* High standardized test scores (Cooper, 1996; Wayne & Youngs, 2003)	Enthusiastic, energetic and persistent (Jahanjiri & Mucciolo, 2008; Mowrer, Love & Orem, 2004; Sockett, 2009; Stronge, 2002; Vulcano, 2009)
* Hold college degrees in related content area (Wayne & Youngs, 2003)	Fair, realistic and high expectations (Mowrer, Love & Orem, 2004; Sockett, 2009; Stronge, 2002; Vulcano, 2009; Walker, 2008)
* Hold certification in their content area (Wayne & Youngs, 2003)	Humorous, happy and positive (Jahanjiri & Mucciolo, 2008; Vulcano, 2009; Walker, 2008)
* High college GPAs (Cooper, 1996)	Flexible and open-minded (Mowrer, Love & Orem, 2004; Sockett, 2009; Vulcano, 2009)
* High job performance ratings (Cooper, 1996)	Motivating and encourages student participation (Azer, 2005; Jahanjiri & Mucciolo, 2008; Stronge, 2002; Vulcano, 2009)
Knowledgeable in content area (Carolan & Guinn, 2007; Jahanjiri & Mucciolo, 2008; Mowrer, Love & Orem, 2004; Sockett, 2009; Carolan & Guinn, 2007; Vulcano, 2009)	Cares for students (Azer, 2005; Jahanjiri & Mucciolo, 2008; Mowrer, Love & Orem, 2004; Stronge, 2002; Vulcano, 2009; Walker, 2008)
Knowledgeable about diversity and disabilities (Johnson, Humphrey & Allred, 2009)	Committed to the profession (Azer, 2005; Stronge, 2002)
Effective communicator (Johnson, Humphrey & Allred, 2009; Mowrer, Love & Orem, 2004; Vulcano, 2009)	Encourages and appreciates diversity (Azer, 2005)
Teaches clearly (Azer, 2005; Sockett, 2009)	Participates in self-development (Azer, 2005; Johnson, Humphrey & Allred, 2009)
Provides positive feedback and is responsive (Azer, 2005; Sockett, 2009; Stronge, 2002)	
Differentiates instruction (Carolan & Guinn, 2007)	

<p>Uses effective classroom management (Stronge, 2002)</p> <p>Extensive pedagogical knowledge and skills (Stronge, 2002)</p>	<p>Encourages a fair, open and trusting learning environment (Azer, 2005; Carolan & Guinn, 2007; Walker, 2008)</p> <p>Emphasizes teamwork (Azer, 2005)</p> <p>Empathetic (Jahanjiri & Mucciolo, 2008)</p> <p>Self-confident (Jahanjiri & Mucciolo, 2008)</p> <p>Accessible (Mowrer, Love & Orem, 2004)</p> <p>Respectful, tolerant and forgiving (Mowrer, Love & Orem, 2004; Sockett, 2009; Stronge, 2002; Walker, 2008)</p> <p>Reflective and has self knowledge (Sockett, 2009; Stronge, 2002)</p> <p>Courageous (Sockett, 2009)</p> <p>Sincere, truthful and trustworthy (Sockett, 2009; Walker, 2008)</p> <p>Knows and understands students (Carolan & Guinn, 2007)</p> <p>Organized and prepared (Carolan & Guinn, 2007; Stronge, 2002; Walker, 2008)</p>
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*Correlated with higher student achievement than other factors in these studies.