T-Chart: Best vs. Worst Teacher Qualities

BEST TEACHER

- Patient and calm
- Clearly explains expectations
- Organized classroom & routines
- Makes students feel safe and respected
- Encourages questions and curiosity
- Gives helpful, specific feedback
- Consistent with rules
- Builds positive relationships
- Uses engaging lessons
- Flexible and understanding
- Models kindness and professionalism
- Treats all students fairly
- Maintains high expectations
- Creates a predictable schedule
- Helps students when they struggle, not shames them

WORST TEACHER

- Disorganized, unclear expectations
- Gets frustrated easily
- Plays favorites
- Uses sarcasm or harsh tone
- Makes students feel scared or embarrassed
- Unprepared or inconsistent
- Ignores struggling students
- The classroom feels chaotic
- Doesn't explain assignments well
- Poor communication
- Negative attitude
- Unfair grading or unclear rubrics
- Doesn't follow routines
- Rarely gives feedback
- Makes students feel like a burden

Summary of Wong Chapter 1 (Pages 2–11)

Harry Wong outlines three main characteristics of effective teachers:

1. Effective Teachers Have Positive Expectations for Student Success.

They believe all students can learn and communicate that belief through encouragement, structure, and high standards.

2. Effective Teachers Are Extremely Good Classroom Managers.

They establish routines, procedures, and predictability so students can focus on learning instead of confusion or chaos.

3. Effective Teachers Know How to Design Lessons for Student Mastery.

They plan intentionally, organize materials, communicate directions clearly, and check for understanding before moving on.

Wong emphasizes that effective teaching is not accidental — it is structured, intentional, and rooted in consistency and care.

Comparison: How My T-Chart Connects to Wong's Characteristics

Many of the qualities I listed for my best teacher strongly connect with Wong's three characteristics. For example, my best teacher was organized, consistent, and had clear expectations — which directly aligns with Wong's emphasis on effective classroom management. Wong explains that teachers who manage their classrooms well create safe, predictable environments, and this matches my experience: the best teacher I had maintained routines and fairness, which helped me feel secure and able to learn.

My best teacher also showed positive expectations by encouraging students, offering support when we struggled, and believing that every student could succeed. This reflects Wong's first characteristic—that effective teachers communicate confidence in every learner.

Finally, my best teacher planned clear, engaging lessons and always explained instructions well. Wong states that effective teachers design lessons for mastery, and this connection is obvious in how prepared and thoughtful my best teacher was.

On the other hand, the qualities of my worst teacher—disorganization, unclear expectations, emotional inconsistency—directly contradict Wong's characteristics. Since Wong stresses the importance of management, preparation, and positive expectations, it makes sense that a teacher lacking those traits felt ineffective and stressed.

Overall, my T-chart aligns closely with Wong's ideas: the traits that made teachers effective in my life match the characteristics Wong says define strong, successful educators.