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CRITICAL TEACHING BEHAVIORS

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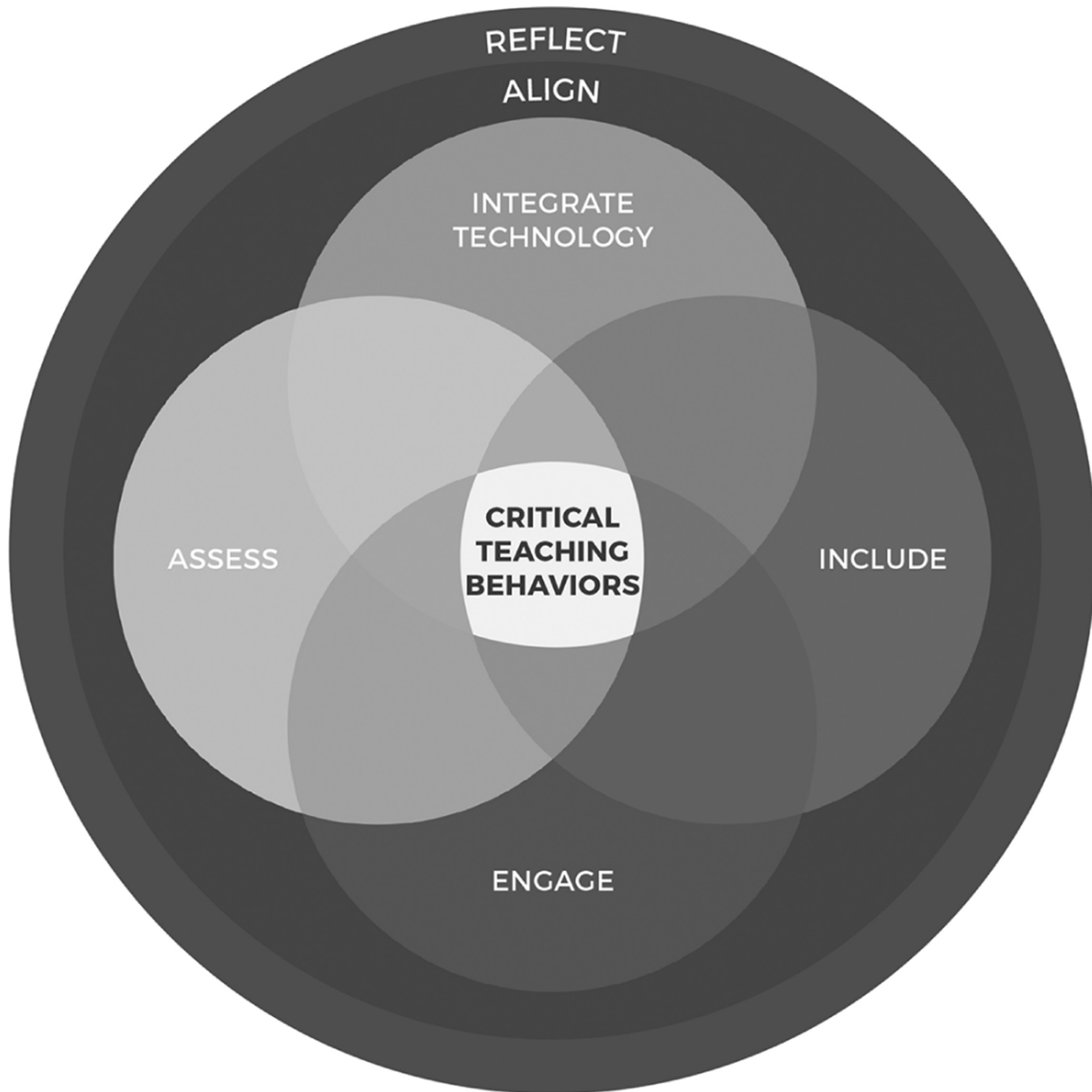
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CRITICAL TEACHING BEHAVIORS

Defining, Documenting, and Discussing Good Teaching

Lauren Barbeau and Claudia Cornejo Happel

Foreword by Nancy L. Chick

STERLING, VIRGINIA

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Appendix A: Critical Teaching Behaviors Framework
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Foreword

When I was coming up through the tenure track from assistant to associate to full professor, faculty talked about question #17 on the student evaluation form in hushed tones. The prompt on the form read, "Overall, I consider this instructor to be an excellent teacher," but everyone called it the "overall instructor rating," a troublingly exaggerated shorthand. When in the role of evaluator, many faculty invoked question #17—or, more precisely, someone's average score for question #17—as a singular indication of the quality of a peer's teaching. When in the role of the one being evaluated, faculty submitted thick dossiers with 10,000-word self-assessments, course artifacts, grade breakdowns by course type, annotated student work, letters from peers' class observations, department-solicited letters from former students, and more. But no matter how much evidence demonstrated various angles of someone's teaching effectiveness or captured the complexities of different teaching experiences, that single number weighed heavily in campus and departmental deliberations about whether to let someone stay. Or at least it felt that way. But this was nearly a quarter of a century ago.

One of the paradoxes of higher education is that it's focused on transforming people's minds, but the institution itself changes with glacial speed. However, I'm hopeful about some of the trends in higher education in recent history. Slowly, we've been turning toward equity in how we think about students. The G.I. Bill of 1944 opened up the ivory towers to countless returning military veterans who otherwise might not have been able to afford a college degree. The 1960s ushered in the gradual acceptance of students of color at major American universities, and campus protests erupted to make the curriculum reflect the student body. And when it became clear that faculty were still teaching in the same old one-size-fits-all ways, pedagogy began to evolve as well. The assumption that students who don't succeed aren't college material has grown into the quest to understand and improve the complex processes of teaching and learning within different contexts and for different students. It's slow, but it's happening.

Even more recently, we've started to turn toward equity in how we think about faculty, too. Unfortunately, the diversification of faculty on American campuses continues to be painfully unhurried (National Center for Education Statistics, 2022), as seen in the 2020 demographic data: "White faculty are overrepresented any way you cut it" (Matias et al., 2021, para. 6). The #thisiswhataprofessorlookslike Twitter thread (Nadal, 2018) and the chapters in *Picture a Professor: Interrupting Bias About Faculty and Increasing Student Learning* (Neuhaus, 2022) illustrate the current efforts to amplify the problem. Greater attention to job advertisements, cluster and opportunity hires, open field searches, bias training for hiring committees, and other recruitment strategies will hopefully open more doors to faculty offices. Yet retention efforts for a diversified faculty are equally important, parallel to focusing on student

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access to campus without planning both academic and emotional supports to get them to stay.

Certainly, one of the most important retention strategies is changing how faculty are evaluated. Just as we learned that a one-size-fits-all approach to students no longer supports our understanding of teaching and learning, evaluating faculty according to things like "fit" and other euphemisms for replicating the status quo no longer supports our understanding of our fellow educators. Most of the energy in this movement is concentrated on changing the instrumentation of student evaluations of teaching, particularly by highlighting their role in reinforcing the biases of traditional faculty evaluation practices (e.g., Boring et al., 2016; Esarey & Valdes, 2020). This is an important undertaking. Similarly, there is some work in the sciences to develop systematic methods and tools for classroom observations by peers (e.g., Sawada et al., 2002; Smith et al., 2013). More holistically, centers for teaching, individual campuses, and clusters of institutions or disciplinary groups are developing context-specific approaches to peer evaluation of teaching (e.g., the University of Southern California Center for Excellence in Teaching's [n.d.-b] definition of *excellence teaching* and accompanying checklists [n.d.-a]; the University of Oregon Office of the Provost's [2020] impressive process and outcomes for revising their evaluation of teaching; the NSF-funded TEval project at University Massachusetts, University of Kansas, and University of Colorado).

What Lauren Barbeau and Claudia Cornejo Happel have done in *Critical Teaching Behaviors* is a significant leap forward for the entire project of evaluating faculty—not just for specific campuses or disciplines, but for everyone. Shaped by high-level behaviors that are grounded in research on effective teaching and learning, that can be expressed in myriad ways across contexts, that can be documented in multiple forms of evidence, and that can be seen and assessed by peers, their framework is a gift to the hard work of changing the face of higher education.

I first learned about their framework at a conference in February 2020 (Barbeau & Cornejo Happel, 2020). After their presentation, I told them I couldn't wait to share it with colleagues, and they told me they were working on a book. But 20 days later, we all went home for over a year because of a global pandemic. It's now late 2022, and here we are. They somehow managed to complete the book during some of the darkest days in our lifetime. (As an aside, this feat suggests to me they should now write about the effectiveness of their collaborative relationship.) I'm counting the days until I can share with colleagues more than a conference pdf of their framework. With publication of this book, Lauren Barbeau and Claudia Cornejo Happel are ushering in a new phase in the gradual evolution of higher education.

Nancy L. Chick
Rollins College
Winter Park, Florida

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There are many people we want to thank for their support and feedback as we developed, tested, and improved the critical teaching behaviors framework and materials and as we wrote, reviewed, and revised this book. Our colleagues at Georgia Southern University were instrumental in making this project a reality; they provided input on the first iterations and made it possible for us to use the CTB tools in practice. We appreciate Georgia Southern faculty and administrators who invited us to present workshops on the CTB framework and used it for documenting teaching; they provided us with encouragement as well as critical feedback that helped us improve the CTB tools in the early stages of this project. We especially thank Debbie Walker and Diana Botnaru, SoTL Commons Conference chair, who have generously supported our work and given us a stage to share it on.

Further, we would like to express our gratitude to our early adoption partners, Janice Dawson (Mesa State Community College) and Erica Bowers and Gina Harmston (California State University, Fullerton), who introduced the CTB to their faculty and developed adaptations of the peer observation protocol for their campuses; their feedback has been invaluable in making final adjustments to the tools and helping us ensure they are easy to use and to adapt based on individual needs. We are excited to share their adaptations as the first items in our adaptation database.

We also want to acknowledge the work of colleagues who have inspired components of this book. Peter Berryman's comprehensive guide, *Designing Online Courses for Web Accessibility and Usability* (Center for Teaching Excellence, Georgia Southern University, 2019) served as the basis for Table 2.3 ("Increasing Accessibility of Digital Course Materials").

Lauren

I feel it most appropriate to start by expressing my gratitude to Claudia, whose unwavering faith in the value and appeal of this project convinced me that the critical teaching behaviors could and should be a book. I appreciate her friendship and collaborative spirit that made this work seem less like, well, work.

To Debbie Walker, I owe thanks for her support in piloting both the observation and student feedback protocols. Laura Reefer's feedback on the peer observation chapter ensured that it speaks equally to online as well as face-to-face observations. Kelly Ford's feedback on the core value activities both broadened and deepened the reflective prompts. My Intro to College Teaching students read several of the chapters in Part One and offered insights that allowed us to clarify some of the more complex concepts.

I'm fortunate to have parents who allowed me to crash at their beach condo periodically so I could have the "room of one's own" to focus on writing as well as the proximity to meet with Claudia in person. I give my deepest love and appreciation to my husband, Michael, who always believed I would write a book and who took on more than his fair share of the domestic responsibilities to give me the time to do it. Finally, I dedicate this to my daughter, Elora, whose pending arrival ensured the completion of this manuscript.

Claudia

I want to start by thanking Lauren for her attention to detail, project management skills, and constant encouragement and friendship throughout this project. I am grateful for my colleagues at Embry-Riddle Aeronautical University who embraced the CTB when I arrived at ERAU in 2019 and have used it in their own practice since. Especially, I want to express my gratitude to CTLE director Lori Mumpower, who has promoted the CTB tools on campus providing opportunities to implement them in different settings and gather data on their effectiveness; to my colleagues Teha Cooks and

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Chad Rohrbacher, who have been my collaborators in testing and improving the midterm student feedback tool; and to Carmen Resco and Kimberly Williams, who have been instrumental in helping me understand the data.

I also want to acknowledge that this book would not exist without my family—my children, Asiri and Leandro; my husband, Martin; and my parents, Christa and Hans—who each inspire, motivate, and support me in their own way. I am forever grateful!

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Introduction

What does "good" teaching mean, and how can we know it when we see it? Perhaps you have grappled with these questions at some point in your career, either as an instructor wanting to document or grow your teaching effectiveness or as a peer or administrator trying to provide guidance to or assess the teaching of others. Your search for answers may be what has led you to peruse this book, and if so, you are not alone. These questions motivated us to begin the project you now hold in your hands (or scroll on your screen). In January of 2018, our then institution consolidated with another local university. The two institutions had little in common beyond geographic proximity. Vastly different methods of evaluating teaching for tenure, promotion, and annual review purposes understandably emerged as a chief concern for instructors as departments merged and leadership changed. As educational developers supporting instructors in their teaching, we began fielding an influx of questions related to the documentation and evaluation of teaching from anxious instructors and conscientious administrators. Although we received many variations on the theme, they usually boiled down to two fundamental questions: What is "good" teaching, and how can we identify it for purposes of documentation and evaluation?

To respond to these questions, we began reviewing a myriad of frameworks and resources related to this topic. While each resource had its merits, we found that none of them was flexible enough to accommodate disciplinary and contextual differences while also offering a suite of comprehensive, aligned tools for documenting and discussing teaching. Many of the resources we reviewed functioned more as checklists of qualities or actions that characterize the effective teacher than as guidance that flexibly adapts to the unique teaching styles of individual instructors. Research provides invaluable guidance on effective teaching practices; however, successful implementation of those practices depends on a broad range of variables, including but not limited to instructor persona, students, discipline, class size, modality, and course and institutional context. We believe that good teaching can be learned, but we also believe that there is no "one-size-fits-all" version of good teaching. When it comes to defining good teaching, we realized that no checklist can capture the complex decisions we as individual instructors make about what practices to implement in our courses and how. We needed an instrument that was both flexible enough to accommodate individual expressions of good teaching and comprehensive enough to provide a unifying language and common understanding of the components of good teaching. Thus, the critical teaching behaviors (CTB) framework was born.[1]

As we began to share our work on the CTB, we realized the questions that initially inspired us and challenges we faced in finding the right resource were not unique to our situation. Rather, these issues seemed relevant to others across higher education as well. An increasing number of studies indicate the problematic nature of evaluating instructor performance based exclusively on student evaluations, which have long been a staple means of assessing "good" teaching (Boring, 2017; Kreitzer & Sweet-Cushman, 2022; Mitchell & Martin, 2018).

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With the search for alternative documentation and evaluation methods, interest in peer observation and student feedback sessions has risen, as has the need for guidance on how to conduct them and how to use the reports as evidence of teaching effectiveness. Many institutions have also begun to look for means to incorporate more of the instructor's perspective on their own teaching into the evaluation process. Overall, we see a trend toward more holistic means of documenting and assessing teaching effectiveness, one that includes a variety of evidence and perspectives.

The CTB contributes to and advances this movement to holistically document teaching in several ways. First, in developing the CTB, we focused on dynamic behaviors instructors enact rather than innate characteristics they possess. This emphasis on behaviors that can be adopted, adapted, and refined through learning and reflection means that anyone has the potential to become a "good" teacher. It also allows us to provide clear guidance on what instructors and observers can look for as evidence of good teaching while simultaneously leaving space for instructors to flexibly express these behaviors. In reviewing other, more behavior-oriented frameworks, however, we noticed a potential danger of this approach: Concentrating on instructor actions can lead us to privilege what happens in the learning space over the effort an instructor puts into preparation. As we discussed this problem, we frequently found ourselves using an iceberg analogy to understand how good teaching is identified and documented through behaviors. Only about 10% of an iceberg is visible above water; the vast majority of its bulk remains hidden below the surface to the casual observer. When it comes to proving teaching effectiveness, we likewise tend to showcase or review only what is visible in the learning space, whether that space is face-to-face or online. As instructors ourselves and professionals working with teachers to enhance teaching and learning, we can confidently say that what can be seen in the learning space captures only a fraction of the time and effort that goes into effective instruction. Much of the work instructors do to design and deliver quality learning experiences goes unseen and undocumented, especially when we place the focus on behaviors. In keeping with our desire to promote a more holistic approach to the documentation and discussion of teaching effectiveness, we considered what instructors do outside the learning space to engage in good teaching practices and then generated suggested documentation instructors might provide to capture these otherwise invisible behaviors.

As part of our desire to help instructors present their teaching holistically, we came to understand that documenting good teaching requires more than simple guidance on behaviors to observe and evidence to collect; instructors need to articulate a sense of self to which they can align their artifacts. Without this guiding set of teaching values to drive the curation of artifacts, instructors may cobble together a hodgepodge of materials with little rhyme or reason evident to the reviewer. When materials do not tell a coherent story about our teaching, even the best teachers may be overlooked by reviewers because we fail to communicate our effectiveness in a manner that makes sense to an external audience. Consequently, we began to think more about how we could help instructors produce coherence across their materials so that each selected artifact expands upon the central story they want to tell about their teaching. Instead of thinking of the CTB framework merely as a list of definitions, behaviors, and evidence, we saw that, with a little training, instructors can use it to create a persuasive, cohesive narrative of teaching effectiveness that helps them convey a genuine sense of self as a teacher. Because the voices of peers and students play crucial roles in our materials as well as in our development of a sense of self as teacher, we also developed aligned peer observation and student feedback instruments that make it easier to incorporate their voices while maintaining coherence across selected artifacts. The end result of our reflections is a suite of tools and activities aligned to the CTB framework, designed to help instructors craft a cohesive narrative of teaching effectiveness supported by relevant evidence.

What Is the CTB Framework?

Now that you understand the "why" behind this project, we can turn our attention to the "what." Before moving forward, however, we recommend that you first review the framework in Appendix A, as the following explanation will make much more sense if you have seen the framework. The CTB framework consists of six categories of behaviors that, based on our review of research, encompass the actions effective instructors exhibit when designing and delivering their courses. (*Note:* If you visit the book resources at

https://criticalteachingbehaviors.org, you will be able to access the original, full-color version of the framework where each category box is color coded for easy reference because Claudia likes boxes and Lauren likes colors.) Designed for the purpose of helping instructors and administrators define, document, and discuss good teaching, the framework includes category definitions, example behaviors that break the definition into more easily identifiable actions, and a final evidence column that offers suggestions on how to document behaviors in each category. Table I.1 provides the categories and their definitions for ease of reference.

We intentionally chose to title each category and start each set of accompanying behaviors with a verb. This focus on action makes it easier for both instructors and those assessing instructors to recognize and document concrete elements of good teaching. While good teaching means that an instructor will consistently engage in behaviors across all categories, we did not design nor do we intend the CTB to be used as a checklist of behaviors all instructors should enact all the time to be considered effective. Instead, we hope to promote agency by offering a range of behaviors instructors can choose to implement in each category depending on their contextual needs, as discussed previously.

To build the CTB framework itself, we conducted extensive literature reviews and found two primary phenomena. First, instructors are nearly drowning in a sea of information about good teaching practices. Each year, a proliferation of newly published books seeks to inform instructors of specific, research-based teaching practices. These books offer a deep dive into one aspect of teaching, such as inclusivity or engagement. Sometimes they may even focus on one specific but complex teaching strategy—for example, project-based learning. Second, we noticed a significant uptick in the last decade in the number of models for assessing teaching as individual departments, institutions, and professional organizations have grappled with questions about how to document teaching. These models run the gamut from frameworks to checklists to rubrics to self-assessments and beyond, but with few exceptions, they are at most accompanied by a white paper or published article primarily focusing on the need for and research related to the implementation of the model. Rarely is the goal to produce a thorough review of teaching literature captured in one

TABLE I.1: CTB Categories and Definitions

Align	Instructors who align components of learning experiences start with clear learning goals. Measurable outcomes, teaching and learning activities, assessment tasks, and feedback build on each other to support student progress toward these goals.
Include	Instructors who create an inclusive learning environment promote equity by using accessibility standards and learner-centered strategies when designing and delivering content. They cultivate an atmosphere in which students see themselves positively represented and experience a sense of belonging conducive to emotional well-being for learning.
Engage	Instructors who engage students purposefully select research-based techniques to ensure that students actively participate in the learning process and take responsibility for their intellectual development.
Assess	Instructors who assess learning develop and facilitate transparent, meaningful tasks to provide students with timely feedback on their learning and to measure achievement of learning outcomes. They frequently review data to improve instruction.
Integrate Technology	Instructors who integrate technology responsibly use tools to design accessible, high-quality instructional materials and engaging learning opportunities beyond traditional barriers of place and time.
Reflect	Instructors who reflect gather feedback on their teaching from self-assessment, peers, and students to regularly identify opportunities for growth. They pursue improvements to their instruction through engagement with professional development and scholarship.

overarching model as well as a suite of instruments aligned to that model. Only a handful of publications have attempted to present a comprehensive overview of research that more generally amasses and defines the necessary elements of good teaching practice. In other words, if you are looking for one resource that summarizes and synthesizes these deep dive books into a comprehensive model of effective teaching practices, you will be hard-pressed to find it. Existing models tend to facilitate instructor self-assessment and base the recognition of effective teaching on self-reported data. They usually focus on only one type of teaching assessment and feedback—evaluative, formative, or self-reflective—whereas assessments in practice often serve more than one purpose. Most models we encountered stand alone; they do not provide aligned guidance or instruments to gather or make effective use of student and peer perspectives on teaching. While they might list behaviors to look for or materials to gather, current models rarely provide guidance on how to connect behaviors with materials in a narrative that makes an argument for teaching effectiveness.

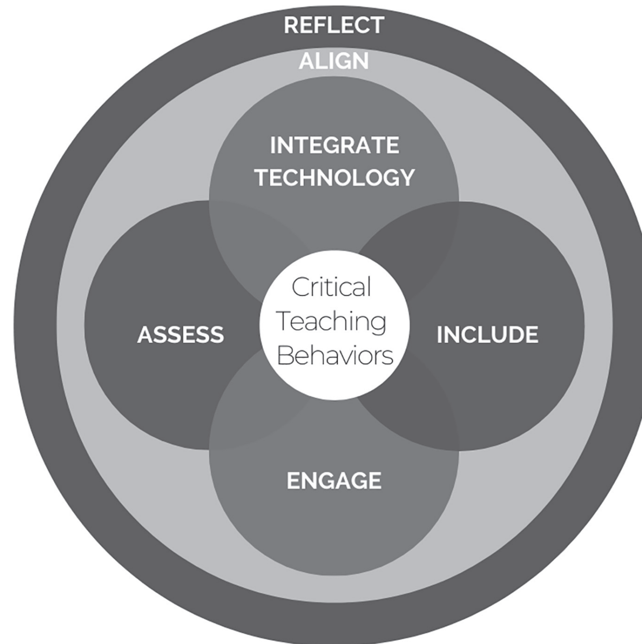
We sought to fill these gaps with the CTB. The six categories that now comprise the framework emerged primarily from a thematic analysis of teaching and learning literature. We began to code prevailing concepts across the research until we had established consistent categories into which they fell. This approach also allowed us to make note of specific strategies and behaviors associated with each category. The chapters in Part One outline research-based practices in each category, providing you an accessible summary of what foundational research as well as the most recent studies reveal about teaching for improved learning. Because our goal is breadth of strategies in these chapters, we cannot provide significant depth on any one strategy, but our references offer excellent resources for deeper dives on particular subjects. Part Two introduces CTB-aligned instruments for collecting self, peer, and student perspectives on your teaching and offers guidance on how to gather these perspectives as well as options for using them for different assessment purposes. Throughout the book, we strive for a practical approach that goes beyond mere summary to explain how you can translate research into behaviors and what documentation you can collect as evidence of those behaviors.

Because we found some degree of simplification and separation necessary for creating a useful tool, CTB categories are artificially neat, and in that regard, they do not reflect the often messy business of teaching. Teaching does not fall nicely into bounded, color-coded boxes. Realistically, a behavior listed in the Assess category might also fall into any of the other categories depending on the purpose behind your implementation of it. We will talk more about this fuzziness and how to deal with it when documenting your teaching in Part Two, specifically in the first and last chapters of that section. To visually capture the blurriness of behaviors across categories, we created the model in Figure I.1. While we jokingly dubbed it the "zygote model" in our brainstorming sessions because it looks like a cell dividing, we like to think that the name captures something important about the way these categories interact. Like a cell dividing, the productive overlap of behaviors in this model leads to growth—in this case, your growth as a teacher. Neither placement nor size in the model indicate greater or lesser importance; all categories are equally important aspects of good teaching. Rather, placement indicates how we conceptualized the interactions among categories.

The four inner categories, Integrate Technology, Include, Engage, and Assess, tend to be the most visible behaviors. Of course we invisibly perform components of these categories outside the learning space, but we can typically see evidence of these behaviors when we perform an observation without having to request additional documentation. Align behaviors can be harder to see in the learning space and often require us to look at additional documents, such as the syllabus, for proof an instructor is engaging in these behaviors. Although not always as visible, alignment holds the four inner categories together by providing purpose and direction to the behaviors we implement in those categories. Reflect behaviors usually require a conversation with the instructor. Because these behaviors can be difficult to document, we include spaces for instructor reflection in both our peer observation and student feedback instruments. Despite its elusiveness when it comes to documentation, reflection encompasses all other behaviors because it allows us to zero in on particular aspects of our teaching to self-assess, document, and grow.

As you learn more about each category, you may find that you conceptualize these interactions differently. You may even develop your own personalized model that reflects how you believe these categories interact to produce your particular way of teaching.

Figure I.1. CTB model of teaching behaviors.



We offer this model not as the definitive depiction of how the components of good teaching interact but as a means of problematizing the artificial order we imposed on the categories to create the framework. As you read about each of the categories in Part One, we encourage you to look for and reflect upon points of overlap across categories. Sometimes we explicitly cross-reference between categories, but if you are attentive, you will certainly find additional areas of overlap.

How Can You Use This Book?

We designed this to be an interactive workbook. While you can choose to read passively, you will get the most value from this book by completing the prompts and activities along the way. Our holistic approach to the documentation of teaching led us to develop reflective methods that encourage you to continue growing even as they help you identify and showcase current achievements. Engaging in this kind of meaningful reflection will take some dedicated time and effort on your part; however, doing so will also empower you to take charge of your teaching documentation. After responding to the prompts, by the end of this book, you will be able to:

1. Identify behaviors consistent with good teaching.
2. Reflect upon the teaching behaviors you already exhibit.
3. Implement research-based, effective teaching behaviors across each of the six CTB categories.
4. Document your teaching behaviors.
5. Articulate a core value statement that motivates your approach to teaching.
6. Conduct and/or reflect on a peer observation.
7. Collect and/or reflect on midterm student feedback.
8. Use your core value statement to purposefully select and frame evidence of effectiveness in a coherent teaching narrative.

Part One leads you through the first four listed outcomes by defining and expounding upon the CTB categories. Each chapter follows the same format for the sake of consistency. The “What Do We Know?”

section summarizes key research on the category. If you need a quick reference on what research says about a particular category, we recommend you start in this section and dig deeper when necessary using the in-text citations. In the "What Do We Do?" section, we provide a step-by-step breakdown of the six behaviors listed on the framework to provide a concise overview of the different ways you can express that behavior. Remember, these breakdowns are not checkboxes; you need not engage in every behavior to be a good teacher, nor does your expression of the behavior need to look the same as someone else's. Chapters in Part One end with a "What Do We Show?" table that explains the type of documentation you can collect as evidence of behaviors in each category. We explain what the documentation is and offer strategies for collecting it. The table is broken into "Personal Materials" and "Materials From Others" to help you quickly identify the source of the documentation. Each chapter concludes with a set of "Reflection Questions" to help you think more deeply about topics introduced in the chapter and begin to identify behaviors you already engage in related to the category as well as areas for growth.

In Part Two, we explore instruments and activities aligned with the CTB framework that guide you through the last four listed outcomes. This section begins with chapter 7, "Identifying Your Core Value." If your goal in reading this book is to craft a persuasive narrative of teaching effectiveness, you will not want to skip this activity. Subsequent chapters will refer back to your core value to explain how you can use it as a lens to frame other materials you collect as evidence of your teaching effectiveness. The following chapters on "Peer Observation" and "Midterm Student Feedback" sessions introduce CTB-aligned instruments you can use to gather perspectives on your teaching from peers and students. These chapters do double duty, both training you to conduct observations and feedback sessions using CTB tools and explaining how you can reflect upon these reports to productively advance your effectiveness narrative. The final chapter ties it all together by providing instruction on how you can use the CTB to frame a narrative of teaching effectiveness and intentionally select evidence that supports a coherent narrative.

For readers fulfilling an administrative role, you will necessarily approach the content from a different perspective, and we want to give some guidance on how you can use this book. Consider Part One the foundation for a common language around defining good teaching. The research contained in the "What Do We Know?" sections as well as the breakdown of actions in the "What Do We Do?" sections help you identify and discuss effective teaching practices. You may also be asked by instructors for guidance on evidence they can gather to document their teaching. In addition to the more common materials instructors can collect, the "What Do We Show" sections list items you may not have considered and act as easy references you can share with instructors. If you are seeking information on how to incorporate peer or student voices in the process of evaluating teaching, you will want to read the "Peer Observation" and "Midterm Student Feedback" chapters in Part Two. These chapters will provide guidance on how you can conduct these sessions and potentially allow you to train others to use the same approach. We realize that no perfect instrument exists to meet the needs of every possible context in which it might be used; for this reason, materials we introduce in these chapters are Creative Commons licensed. While we welcome you to use the instruments as designed and according to the protocols we developed, we recognize that you may need to adapt both the instruments and the protocols to suit your needs, and we encourage you to do that. Use the chapters in Part One to add or replace example behaviors on the instruments, narrow the instruments to focus on one or a few categories, alter the protocols, and so on. We wanted to design instruments that give you the freedom (and supporting guidance that gives you the knowledge) to make changes based on your needs. All we ask is that you share your adaptations with us (at criticalteachingbehaviors@gmail.com) and allow us to post them on the "Adaptations" portion of our website so others can benefit from your ideas.

As you prepare to dive into the CTB, we leave you with a word of caution as well as encouragement. You may read some behavior lists and discover you are already implementing many or most of the research-based practices. If so, wonderful! Focus on documenting your efforts in that category. Other times, you may read a behavior list and feel overwhelmed by the number of things you could be doing. The CTB is as comprehensive as we could make it while still maintaining intelligibility and applicability, but this does mean it might feel like an overwhelming amount of information to try to act upon. Should you find yourself in

this position while reading, we encourage you to concentrate on being the best teacher you can be without overdoing it. We are all too aware of the many responsibilities instructors bear. Even in the best of circumstances, none of us can do everything all at once. Instead, prioritize the changes you want to make to your teaching or documentation you want to generate. Select one category to work on for a defined period of time or choose a behavior you want to implement and dig deeper into how to do it well. Becoming a better instructor and documenting your effectiveness take time. Do what you can when you can. Incremental efforts add up to a career defined by good teaching.

Note

1. The name *critical teaching behaviors* came from our early research into assessing the impact of professional or educational development training on participants. We were interested in determining whether our pedagogy workshops actually led to improved student learning as a result of changes instructors made to their teaching after attending training. In *Four Levels of Training Evaluation*, Kirkpatrick and Kirkpatrick (2016) identify "behavior" as the third tier of assessment, beyond satisfaction with and learning as a result of training. They explain "critical behaviors" as the "few, key behaviors that the primary group will have to consistently perform on the job to bring about targeted outcomes" (p. 14). For our purposes, we identified the "primary group" as instructors and the "targeted outcome" as student learning. We then set about identifying critical "teaching" behaviors that, when consistently performed by instructors, lead most frequently to student learning according to research. While we eventually set aside this assessment project to focus on this project instead, the name *critical teaching behaviors* stuck.

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