

# LEARNING TO R.I.S.E.: DEFINING EFFECTIVE TEACHING AT NMSU

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## GREAT TEACHERS R.I.S.E

Engaged  
Supportive  
Informed  
Responsive



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# Executive Summary

<b>Goals</b>	<ul style="list-style-type: none"> <li>• Develop a values-based framework for effective teaching at NMSU, aligned with current research on teaching and learning, relevant to instructors across disciplines, campuses, synchronous and asynchronous contexts, and levels of experience.</li> <li>• Create a set of tools based on the framework used to inform teaching practices through self-reflection and peer-review and inspire the documentation of effective teaching for faculty review processes.</li> <li>• Ensure that all materials provide clear guidance without being prescriptive, are formative and flexible in nature, make effective teaching accessible and achievable.</li> <li>• Curate additional resources that support faculty growth in teaching effectiveness.</li> </ul>
<b>Key Activities</b>	<ul style="list-style-type: none"> <li>• Seven Digital Faculty Fellows reviewed current materials and resources, defined and drafted a framework, and composed peer-review and self-reflection tools.</li> <li>• Approximately 30 course reviews were conducted to pilot the tools.</li> <li>• Feedback was solicited from faculty, Department Heads, Academic Deans, NMSU Global, and the larger higher education community through targeted committee and college presentations, Teaching Academy workshops and luncheons, and a presentation at the New Mexico Higher Education and Retention conference.</li> <li>• Documents were refined based and additional tools were developed based on feedback received.</li> </ul>
<b>Key Achievements</b>	<ul style="list-style-type: none"> <li>• Identification and definition of the R.I.S.E. Core Values of Effective Teaching: <b>R</b>esponsive, <b>I</b>nformed, <b>S</b>upportive and <b>E</b>ngaged.</li> <li>• Creation of peer-review tools R.I.S.E. Live and R.I.S.E. Web, and self-reflection tool R.I.S.E. DIY.</li> <li>• Creation of foundations of pedagogical document: Preparing to R.I.S.E.</li> <li>• Creation of student evaluation survey added to campus evaluation resources: R.I.S.E. Student.</li> <li>• Preservation of R.I.S.E. framework and tools in a dedicated page on the Teaching Academy website.</li> </ul>
<b>Key Contributors</b>	<p><b>R.I.S.E. Lead Fellows</b>            Patricia MacGregor-Mendoza- Languages &amp; Linguistics            Stacy Gherardi- Social Work</p> <p><b>Supporting Digital Faculty Fellows</b>            Tanya Allred- English, Alamogordo            Amy Collins- Public Health, Dona Ana Community College            Ryan Goss- Plant and Environmental Sciences            Lisa Hermanson- Theatre            Melissa Warr- Teacher Preparation, Administration, &amp; Leadership</p>

## Overview of this report

This report documents a faculty-led effort at NMSU to create a set of evidence-based values for effective teaching identified as *Responsive, Informed, Supportive* and *Engaged* (R.I.S.E.) as well as the development of related peer observation and self-reflection tools. We provide details regarding the motivation for their establishment and outline the development, implementation, and assessment procedures involved in their construction. We conclude by offering guidelines for implementing the various R.I.S.E. tools and resources to support effective teaching across the NMSU campuses and disciplines.

## The history of the Digital Faculty Fellows and their accomplishments

As directed by the Teaching Academy and supported through funding from NMSU Global, different teams of faculty groups have engaged in different projects over the years to support teaching at NMSU. In the spring semester of 2021, nine faculty from across the NMSU Main campus, *Conni DeBlieck* (Nursing), *Marija Dimitrijevic* (Criminal Justice), *Carol Flinchbaugh* (Business), *Paul Furth* (Engineering), *M. Catherine Jonet* (Gender and Sexuality Studies), *Patricia MacGregor-Mendoza* (Languages & Linguistics), *Julia Parra* (Education and Design with Learning Technology), *Michèle Shuster* (Biology), and *Betsy Stringam* (Hotel, Restaurant & Tourism Management) functioned as Digital Learning Faculty Fellows, providing training and support for nearly 150 faculty through the delivery sections of a workshop entitled, “Engaging Students with Canvas and Zoom,” providing office hours, and conducting course reviews.

Higher Education Emergency Relief Fund (HEERF) funding provided support for an expanded initiative. During the 2021-2022 academic year, six individuals were contracted to serve as Digital Faculty Fellows (DFFs). These DFFs, *Louiza Fouli* (Mathematics), *Gina Lawrence* (English), *Jeffrey Longwell* (Languages & Linguistics), *Patricia MacGregor-Mendoza* (Languages & Linguistics), *Rajeev Nirmalakhandan* (Creative Media Institute), and *Michèle Shuster* (Biology) undertook an expanded mission. Each DFF created a novel course content for NMSU’s OnDemand platform, collectively conducted 29 course reviews, and engaged in a number of independent projects. Such projects included contributing to Digital Learning’s “Ten Minute Mondays” and the creation of the “Dear Aggie” advice column. An additional undertaking was the administration of a series of focus groups designed to collect faculty input regarding the challenges they faced and needs they had with respect to professional development in teaching. The procedures and results of those focus groups as well as further detail regarding the activities of the 2021-2022 DFF cohort are found in the report entitled “*Digital Faculty Fellows 2021-2022: A Summary of Activities and Focus Group Findings*,” available through the Teaching Academy website.

The report inspired the activities of the subsequent cohort of DFFs whose mission was to broadly develop resources and support for faculty. The three DFFs contracted for the 2022-2023 academic year, *Stacy Gherardi* (Social Work) *Patricia MacGregor-Mendoza* (Languages & Linguistics), *Chadrhyn Pedraza* (Educational Leadership & Administration), worked to raise awareness of DFFs as a faculty support mechanism, as well as develop projects and materials of significant value for NMSU faculty.

During this time period these three DFFs made valuable contributions to the Teaching Academy's mission. During the fall, the DFFs provided support for workshops and book clubs that were already scheduled by the teaching academy, created and disseminated some of the Dear Aggie columns, began to develop a repository of teaching resources, and compiled a series of teaching rubrics from various institutions with an eye toward establishing a set of best practices that would be feasible, practical, and applicable to NMSU. During the spring, DFFs further curated and developed these resources, facilitated or co-facilitated independently created workshops and book clubs, and created resources, advertisement and guidelines for a "Celebration of Teaching" Showcase of Powerful Practices.

One of the most significant contributions of this team of DFFs was the conception and development of the *Ready, Set, Launch!* workshop. Each DFF took leadership on one topic per day, conceiving of and creating materials for an hour of lecture, discussion, and interactive activities. Taught in four sessions lasting three hours each between the end of the fall and the beginning of the spring semester, the workshop covered a variety of essential themes in an engaging fashion (e.g. defining learning, Backward Design, Learning Outcomes, Assessment, Active learning, Course Mapping, Rubrics, Giving Effective Feedback, etc.) and modeled instructional techniques and built community among attendees while also balancing both the didactic elements as well as space to practice. Overall, the workshop provided faculty with the opportunity to develop or revise a course according to evidence-based practices and demonstrate their application of the workshop concepts to facilitators and attendees. More than 30 enrolled participants from across campus expressed their appreciation of the knowledge, experience and practice they gained through their participation.

To disseminate the success of *Ready, Set, Launch!* and provide a roadmap for others to develop similar professional development opportunities, the DFFs presented at NMHEAR to a packed session of 60-70 attendees. The DFF team also facilitated a dozen faculty members and graduate students from NMSU in their attendance at NMHEAR.

In addition to these activities, throughout the year Stacy, Chad and Patricia conducted a total of 61 course reviews (listed below) to synchronous and asynchronous classes across all five colleges on the NMSU. In doing so the team created forms, procedures and guidelines that increased the efficiency of inviting faculty to seek course reviews,

scheduling reviews, adopting and adapting rubrics for review, and archiving exemplars of completed rubrics and review letters. Faculty were provided with rubrics prior to observations being conducted, were invited to provide background information on their course and issues that they wished to receive feedback on. Once the review was conducted, DFFs met with faculty members on Zoom to share what they had observed, provide strategies to address the concerns noted by the faculty member, and engage the faculty member in planning what next steps they could take. DFFs then followed up the meeting by providing a letter summarizing the observations and the discussion as well as a copy of the rubric of observations.

The courses reviewed over the year by DFFs included: ACCT 2110, ANTH 1160G, ARTS 1610, ARTS 1810, ARTS 2839, AST 311, A ST 505, BCIS 482/582, BIOL 479, BLAW 330, BLED 5330, CE 357, CEPY 5985, CEPY 6530, CS 273, CS 278, CS 372, ECON 212, ECON 503, EDLT 5140, EE 431/542, ENGL 2110, ET 577, FDMA 1210, FDMA 1715, FDMA 2311, FDMA 332, FSTE 2110, FSTE 320/520, GNDR 408/508, HNDS 251, HNRS 410, HVAC 101, ICT 377, MATH 1350, MATH 450, MKT 503, NURS 5130, NURS 3220, NURS 6110, NURS 6130, NURS 6135, NURS 6255, NURS 6270, PHLS 4130, PHLS 4620V, PHLS 5150, POLS 300, POLS 382, POLS 527, PSYC 311, PSYC 315, PSYC 442, SOWK 4110, SOCW 5110, SOWK 5130, SPAN 380, SPAN 380, SPAN 474/574, SPMD 4093, SWRK 5170.

### *The current Digital Faculty Fellows and their missions*

Two teams of DFFs were tasked with separate, but complementary, missions. *Stacy Gherardi* (Social Work) *Patricia MacGregor-Mendoza* (Languages & Linguistics), initially identified as the Rubrics Team, were asked to spearhead the development of an instrument that could be used in course observations from July 2023 to June 2024. *Tanya Allred* (Alamogordo-English); *Amy Collins* (DACC-Public Health); *Ryan Goss* (Plant and Environmental Sciences); *Lisa Hermanson* (Theatre); and *Melissa Warr* (Teacher Preparation, Administration and Leadership), identified as the Coaches Team, guided 35 faculty from across the NMSU system who had applied to participate in the Teaching Scholars program, which included a two-week intensive workshop in the summer of 2023, followed by several weeks of targeted teaching support during the fall 2023 semester.

Given the synergistic relationship between the two teams' missions, the teams drew upon the diverse teaching experience and expertise of all seven individuals and collaborated in July of 2023 to draft a series of core values and corresponding peer-observation and self-reflection tools. In addition to these duties, members of both teams also conducted a total of 29 course reviews in the fall of 2023. During these course reviews, the R.I.S.E. peer-observation tools were pilot-tested for their ease of application in authentic review settings in both synchronous and asynchronous contexts across the NMSU system. The courses reviewed included: AEEC 342, ANSC

2310, ASTR1120, BIOL 377, BIOL 381/581, BLED 5330, CHEM 1215G, CS 278, CS 477, CS 479, CS 482/CS 502, CTFM 365, ECE 333, ECON 2110G, ENG 1110G, ENGR 120, FDMA 1715, FDMA 2530, GEOL 1150, HRTM 1120G, JOUR 300, MATH 1521G, MATH 392, NURS 6120, PHLS 5240, PHLS 5110, SPMD 3550, THEA 2421.

### *Motivation for the R.I.S.E. Core Values of Effective Teaching*

The need for the development of targeted materials centering on defining and demonstrating effective teaching first arose from a request made during the faculty focus groups conducted by 2021-2022 DFFs in the spring of 2022. Faculty sought guidance on what effective teaching is that in order to better orient, document, and evaluate their teaching efforts. Developing a clearer definition would allow for targeted professional development opportunities and provide more consistent and constructive feedback on teaching. The overarching goal was to lay the foundations for an evidence-based, supportive culture of effective teaching that could assist faculty and departments in developing and delivering high quality educational experiences to NMSU students across modalities, disciplines, and years of practice in teaching. This work was expanded upon by the 2022-2023 DFFs in gathering information on best practices and laying the foundations for the practices and procedures to be employed when conducting peer reviews.

### *Development of the R.I.S.E. framework and tools*

In July of 2023 DFFs Patricia MacGregor-Mendoza and Stacy Gherardi met with the five DFF Coaches in a total of eight work sessions lasting three hours each. In that period of time we reviewed and discussed a variety of peer-reviewed resources as well as materials developed and utilized by diverse centers for teaching and learning. In doing so we sought to create a small series of values-based principles, grounded in and distilled from these resources, but also reflective of the needs of NMSU faculty across our system teaching in diverse disciplines and diverse modalities. The discussions held during our first week led to the selection of the areas of **Responsive**, **Informed**, **Supportive** and **Engaged**, which resulted in the acronym R.I.S.E.

After drafting our set of core values, we directed our remaining time to developing a series of documents to describe practical ways that faculty could demonstrate to peer observers their implementation of these values in the different modalities that they taught, whether in a synchronous format, conducted either physically or virtually (R.I.S.E. LIVE), or an asynchronous format conducted entirely online (R.I.S.E. WEB). From these two instruments, we drafted an additional tool for faculty to perform a self-reflection of their teaching (R.I.S.E. DIY).

To test the viability of the observation and self-reflection tools, we conducted initial pilot tests of each of these tools while still in the developmental stage over the summer. We



applied the R.I.S.E. LIVE tool to observations of recordings of live lectures and employed the R.I.S.E. WEB to review an asynchronously delivered course. Finally, each DFF reflected on a course of their own using the R.I.S.E. DIY tool. After each application, we discussed, made additional observations and modifications in order to refine the R.I.S.E. Core Values and corresponding observation and self-reflection tools.

Critical to our discussions was the need to not only provide structure, but to ensure that the tools were to be used appropriately as course observations or reviews or self-reflection and not as evaluations of teaching. The consensus of the DFFs was that effective teaching could best be encouraged when framed in an affirmative, supportive light, rather than framed negatively as a list of deficits or shortcomings. These discussions also led to the need to provide instructions on how to best integrate and apply the tools for both faculty whose courses would be reviewed, as well as to their peers who would be conducting the reviews. Additionally, in order to model constructive feedback using the tools, we developed completed examples of the R.I.S.E. WEB and R.I.S.E. LIVE tools as well as a template for a sample letter that could be used to provide feedback to the faculty member whose course was observed.

Recognizing the need for broad feedback on the R.I.S.E. Core Values and corresponding observation and self-reflection tools to ensure their applicability to faculty across all disciplines, campuses and levels of experience, we engaged in a number of activities to both disseminate information about the tools, put them into practice, and seek feedback from diverse constituencies during the fall 2023 and spring 2024 semesters.

During the fall 2023 semester we first created announcements in email and on Hotline regarding the R.I.S.E. Core Values and tools, provided links to access them and survey forms to supply feedback. Next, we developed, advertised, and presented two interactive workshops via Zoom sponsored by the Teaching Academy to introduce the R.I.S.E. framework to NMSU system-wide faculty and share how to conduct self- and peer reviews using the tools as well as survey forms to supply feedback. Additionally, we presented the R.I.S.E. framework and tools to the Department Heads in a meeting sponsored by the Provost as well as created survey form for them to supply us with feedback on how they anticipated the tools to meet their department's needs and offer any modifications. We also presented the R.I.S.E. framework and tools to the Academic Deans from all colleges and provided them with the link to the same survey form as the Department Heads.

From this last presentation, we were subsequently invited to present the R.I.S.E. framework and tools to the College of Agriculture and Consumer Education Sciences in their Spring 2024 convocation. We followed that presentation with targeted efforts during the spring to present the tools and framework and solicit feedback to as many audiences as possible. These efforts included reaching out to administrators and



instructional leads NMSU Global, faculty in Teacher Preparation and Academic Leadership (TPAL) and presenting with members of the broader DFF team at the statewide annual New Mexico Higher Education and Retention (NMHEAR) conference. Two luncheon workshops, one for deans and department heads and another for faculty provided further insight on the applicability of the tools across disciplines and across faculty roles.

Lastly, during both the fall 2023 and spring 2024 semesters the full DFF team piloted the R.I.S.E. peer observation tools in the course reviews we conducted. At the end of both the fall and spring semesters, we met to review our experiences and consider refining the wording of the information in the tools and their instructions. A full list of the participants who reviewed and provided feedback on the tools is in a subsequent section of this report.

The feedback from these diverse reviewers was compiled and categorized. Some feedback prompted the refinement of wording to better capture the essence of the values and their application in classroom settings. Other suggestions resulted in the development of new instruments, Preparing to R.I.S.E., and R.I.S.E. Student. The first tool provides foundational guidance in teaching and learning for instructors to consider as they develop, teach and review their own courses in advance of, but also in preparation to, applying the R.I.S.E. Core Values. The second is a student evaluation survey that provides instructors with a means to solicit student feedback based on the R.I.S.E. Core Values. In this way, instructors can integrate various R.I.S.E. tools as they prepare and deliver their course, conduct self-reflection and get feedback from both peers and students on their efforts in the classroom grounded in the same values of teaching and learning.

### *Description of the R.I.S.E. Core Values of Effective Teaching*

Each of the R.I.S.E. Core Values represents an area aimed at guiding instructors' attention to different aspects of teaching. The presentation of the core values is summarized in a one-page document. Each of the four values contains a brief description of its focus. Afterward, bullet points expand on that definition to address general areas of course design, course delivery, and learner participation that reflect each value.

The first of the core values, **Responsive**, encourages instructors to consider the changing contexts of learning and diverse needs of learners. The second, **Informed**, reflects the considerations of the current research and professional standards in the course discipline and in teaching. The third value, **Supportive**, reminds instructors to foster a learning environment that reflects and respects the diverse identities and experiences that learners bring to the classroom. Lastly, **Engaged** encourages

instructors to include opportunities for learners to apply their knowledge in assignments and activities that deepen their understanding and encourage their growth in skill and curiosity.

### *Description of the R.I.S.E. Tools*

The peer-observation tools developed from the R.I.S.E. Core Values offer descriptions of activities or aspects of either synchronous teaching in either a physical or online class (R.I.S.E. Live) or an asynchronously taught course (R.I.S.E. Web) that reflect each of the values. While not all qualities listed under each value may be directly observable at the time of the course review, they can provide a foundation for a prior or follow up discussion between the reviewer and instructor.

The course self-reflection tool, R.I.S.E. DIY, blends the qualities of the R.I.S.E. Live and R.I.S.E. Web tools and frames these qualities as personal expressions. Similar to the peer-observation tools, R.I.S.E. DIY offers instructors the opportunity to reflect on and identify the qualities of their course that align with the Core Values, without implying that all qualities are relevant, observable, or necessary for all courses at all levels.

The R.I.S.E. Core Values document is listed below. The observation and self-reflection tools developed from this foundation are found in the Appendix. It should be noted that the course observation and self-reflection tools each contain an overview page, describing both the purpose of the tool and steps for its implementation.

# Core Values for Effective Teaching

*Great teachers R.I.S.E.*



## Responsive

*Adapts to changing contexts and learner needs.*

- The course content reflects current trends in industry and/or research and exposes learners to diverse perspectives in the discipline.
- The instructor designs and adapts the course to ensure that all aspects are accessible to and achievable by diverse learners.
- Instructors use a variety of means to seek and apply learner feedback.
- Learners provide feedback and connect course concepts to the world around them.

## Informed

*Uses high quality research and professional standards to guide course design and instruction.*

- The course includes up-to-date, thoughtfully selected materials and assignments.
- The course is well-organized, and assignments are aligned with learning objectives.
- Methods of instruction effectively support learning.
- Learners engage in activities that are intellectually rigorous.

## Supportive

*Provides a safe environment that values all learner identities and cultivates meaningful relationships.*

- Course materials and assignments are reflective of and affirm diverse identities and experiences.
- Interactions offer opportunities for learners to build relationships and learn from one another.
- Communications between instructor and learners are meaningful, respectful, and timely.
- Learners and the instructor maintain a course environment that is welcoming, inclusive, and fair.

## Engaged

*Actively involves learners and provides opportunities for reflection, growth, and application.*

- The course promotes the development of higher-level thinking and creativity and aids learners in progressing toward a mastery of skills and concepts.
- The course materials and assignments engage learners in a thoughtful reflection of their and others' world views.
- Interactions encourage learners to analyze and learn from their mistakes and apply knowledge beyond the classroom.
- Learners demonstrate curiosity, enthusiasm, and independent thinking.

Developed by Digital Faculty Fellows: Patricia MacGregor-Mendoza (Languages & Linguistics); Stacy Gherardi (Social Work); Tanya Allred (Alamogordo-English); Amy Collins (DACC-Public Health); Ryan Goss (Plant and Environmental Sciences); Lisa Hermanson (Theatre); and Melissa Warr (Teacher Preparation, Administration and Leadership).

## *How to use these tools*

As an instructor of a course, we encourage you to examine the R.I.S.E. Core Values of Effective Teaching as you design or revise your course to ensure that you are keeping the course up to date with your field, that you are considering meaningful ways to optimize learning for the students in your course. We encourage you to integrate the student evaluation survey, R.I.S.E. Student, at one or more intervals during your course to track students' impressions of your efforts and use the responses to guide any modifications you make to the course. We encourage you to use the R.I.S.E. DIY form to stimulate self-reflection of your teaching efforts, motivate revisions to your course, and inspire the narratives on your approach to teaching that you might include in your annual review documentation and/or your executive summary for promotion and tenure.

As colleagues of an instructor seeking a review of their teaching, we encourage you to follow the instructions in either the R.I.S.E. Web or R.I.S.E. Live documents to guide your preparation, observations, discussions, and follow-up consultation and documentation with the instructor. We advocate for using these documents as a foundation for affirming areas where the instructor is currently exhibiting strengths and offering guidance as to actions they might take to further enhance these strengths. To encourage instructors to continually grow in their teaching and experiment with new approaches, materials, and assignments, we advise against using these tools to solely or largely identify shortcomings.

As a department lead, we encourage you to share the R.I.S.E. Core Values, R.I.S.E. WEB, R.I.S.E. Live, R.I.S.E. DIY and R.I.S.E. Student with your faculty early and often to promote a healthy culture of effective teaching in your department. We suggest presenting instructors with information about these documents when they are hired, when you engage in departmental professional development, when you provide or assign peer observations, and when you discuss teaching performance in annual evaluations. We discourage the use of any of the documents as a prescriptive checklist or point-based evaluation as these tools were designed with a growth- and asset-based perspective in mind rather than a rigid set of practices or procedures. Instead, we suggest that departments focus on applying these tools to support innovation and creativity in their faculty's approaches to teaching to promote growth in both learning and teaching.

## *Where to find the R.I.S.E. tools*

The R.I.S.E. Core Values for Effective Teaching, the R.I.S.E. Live, R.I.S.E. Web, R.I.S.E. DIY, as well as additional resources are available at the Teaching Academy website:

<https://teaching.nmsu.edu>. The R.I.S.E. Student evaluation is included as an option for student evaluations; your department head can select the tool as an option for your department's student evaluations.

### *Creating a culture of effective teaching at NMSU*

A culture of effective teaching is not defined by the tools and resources available to observe it, rather through the concerted efforts of dedicated instructors who are willing to continue to invest their time in enhancing their knowledge about teaching and learning. Beyond using these various tools, we encourage you to continue to be inspired in your teaching by participating in the various workshops offered by the Teaching Academy throughout the year, by introducing innovative activities in your courses, by seeking input on your teaching from students and faculty peers, and by sharing the insights you have gained with others.

### *Conclusion*

The development of the R.I.S.E. Core Values of Effective Teaching, the R.I.S.E. Live, R.I.S.E. Web, R.I.S.E. DIY, Preparing to R.I.S.E., and R.I.S.E. Student are the result of a yearlong, faculty-led, coordinated effort of a team of experienced instructors from across NMSU's system of campuses. The tools were reviewed by diverse faculty in a variety of roles and disciplines to examine their viability. NMSU faculty can benefit from both the creation and appraisal of these tools and use them to expand their understanding and application of the current scholarly knowledge underpinning effective teaching and learning.

### *Contributors to the development of the R.I.S.E. tools*

Such a broad reaching project could not be accomplished without a critical examination from a number of individuals in different roles across the NMSU system. We acknowledge and are grateful for the generous contributions of time and expertise by the individuals listed here.



# Team R.I.S.E.

## Contributing Faculty

The R.I.S.E. Framework and tools were designed by faculty for faculty. Two R.I.S.E. Lead Digital Faculty Fellows supported the year-long design and pilot process. Five additional Digital Faculty Fellows comprised the lead team designing and updating the tools throughout the year based on feedback. Fifty faculty members and stakeholders served as peer reviewers for the framework and tools, providing written or verbal feedback through online forms, workshops, and focus groups. Over one hundred additional faculty or stakeholders were introduced to the framework and tools through presentations at the Department Head Academy, a meeting of the Associate Deans for Academics (ADAC), and the College of ACES Spring convocation. Feedback collected in these settings was also integrated into the revision process. Names and units for all who contributed to this effort are below.

### R.I.S.E. Lead Fellows

Patricia MacGregor-Mendoza-  
Languages & Linguistics  
Stacy Gherardi- Social Work

### Supporting Digital Faculty Fellows

Tanya Allred- English, Alamogordo  
Amy Collins- Public Health, Doña  
Ana Community College  
Ryan Goss- Plant & Environmental  
Sciences  
Lisa Hermanson- Theatre  
Melissa Warr- Teacher  
Preparation, Administration, &  
Leadership

### Colleges/Campuses/Offices Represented

Health, Education, & Social  
Transformation  
NMSU Alamogordo Campus  
Arts & Sciences  
Doña Ana Community College  
Business  
Agriculture, Consumer &  
Environmental Sciences  
Honors College  
Office of the Provost  
NMSU Global  
NMSU Teaching Academy

### Peer Reviewers

Elsa C. Arroyos- Counseling &  
Educational Psychology  
Isabel Latz- Public Health  
Lisa Peterson- Counseling &  
Educational Psychology  
Bea Ade-Oshifogun- Nursing  
Norma Thayne Perez- Adults  
Learner Education, Dona Ana  
Community College  
Moire Prescott- Astronomy  
Yvonne Moreno- Teacher  
Preparation, Administration, &  
Leadership  
Amanda Ortiz- Social Work  
Duli Shi- Communication Studies  
Michele Shuster- Biology  
Becky Pearson- Public Health  
Michaela Buenemann- Geography  
& Environmental Sciences  
Anne Hubbell- Honors College  
Will Kilroy- Theatre  
Glenn Fetzer- Languages &  
Linguistics  
Christopher Aiken- Kinesiology  
Dennis Giever- Criminal Justice  
Yu-Feng (Winnie) Lee- Economics  
James McAteer- Office of the  
Provost  
Greg Armfield- Communication  
Studies  
Allison Hunt- Nursing  
Joe Lakey- Mathematical  
Sciences

### Peer Reviewers- Cont.

Juie Shetye- Astronomy  
Jennifer Curtiss- Biology  
Michèle Shuster- Biology  
Betsy Stringam-Hotel Restaurant  
& Tourism Management  
Jeff Hunter- Journalism & Media  
Studies  
Beth Apodaca- NMSU Global  
Michelle Townsend-Academic  
Technology  
Susana Johnson- Teacher  
Preparation, Administration, &  
Leadership  
Rhianna Thomas- Teacher  
Preparation, Administration, &  
Leadership  
Sherry Kollman- NMSU Global  
Oana Cimpean- Teaching  
Academy  
Tara Gray- Teaching Academy

### Faculty from the units below provided anonymous peer review:

Art	English
Government	Finance
Kinesiology	Biology
Anthropology	Public Health
Social Work	
Human Development	

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*Appendix: R.I.S.E. Tools*

### Planning Your Course

Great teachers R.I.S.E. Their courses are responsive, informed, supportive, and engaged. They consider the following as they prepare their syllabus, introductory materials, and design the course.

- Learning Objectives:** Learning objectives are statements that help us think about what we want students to learn. High quality learning objectives avoid describing what students will understand or know and instead are written with verbs that reference performance-based behaviors or achievements rather than mental states. Good learning objectives help students know what they should expect to know or be able to do at the end of the course and guide selection of course materials, assessments, and assignments. [Learn about creating effective learning objectives.](#)
- Course Materials:** Resources selected for inclusion in the course (textbook, notes, additional readings, videos, etc.) should be selected to optimize student engagement and learning. Ideally, course materials will reflect a diversity of voices in the discipline and a diversity of formats (textual and visual) and will have clear connections to the goals outlined in the learning objectives. Learn more about [considerations for selecting instructional materials](#) And [choosing materials to optimize online learning](#)
- Measuring Student Learning:** Assessments are anything used to measure student learning. These can be formal or informal activities that allow us to ascertain students' level of understanding of course concepts. They provide opportunities for students to receive feedback to grow in their understanding. Assessments should be frequent, varied, and aligned with the course learning objectives. Automatically graded, low-stakes quizzes or non-graded "one-minute essays" may be useful to gauge understanding of basic concepts, while longer reflective essays, projects and comprehensive, high-stakes exams foster understanding of more complex considerations. [Consider these examples of different assessment types](#), then [utilize this checklist to help you create Transparent Assessments](#).
- Accessibility:** Students may display a temporary or permanent need to process course materials in alternative ways. Instructors need to take steps to ensure that materials can be accessed for students to learn regardless of the students' circumstances. Several tools in Canvas, such as the Canvas accessibility checker and DesignPlus webpage design features can review course pages for appropriate formatting. Support from an additional application, [the UDOIT Cloud 3.0](#), licensed through Canvas, can provide a more comprehensive review of materials and through a few clicks, can reformat materials or point to easy corrective measures. Learn more about these tools the NMSU ICT recorded workshops.
- Course Grades:** Student learning is enhanced when students understand how they are being evaluated, how each assignment aligns with course learning objectives, and how the results of each contribute to their final grade. Grading schemes can be adapted to your goals for the course and your approach to teaching, but in all cases should be transparent, equitable, and provide clear guidance for achieving expected outcomes. Learn more about [approaches to grading that can support student success](#).
- Instructor Policies and Expectations:** Communicating your expectations for attendance, participation, work submission deadlines and other aspects of class engagement is key to aiding students to meet your expectations. Many of these expectations can be communicated in the syllabus, however, it is also helpful to remind students of your expectations in the instructions of course assignments. [Review a list of considerations for establishing course policies.](#)

## Planning Your Instruction

Great teachers R.I.S.E. Their instruction is responsive, informed, supportive, and engaged. They consider the following as they plan for how they will provide instruction:

- **Active Learning:** Students who engage in active learning obtain and demonstrate a deep understanding of course concepts. In all class formats, students need opportunities to reflect on and thoughtfully engage with material without being evaluated. Providing regular pauses in lectures, engaging in activities in which students work through problems independently or in groups, and including entry or exit ticket exercises are some ways to engage learners in synchronously taught courses. In asynchronous courses, quizzes, reflections, group meetings and discussions are ways to promote student learning and gauge student understanding. [Learn more about active learning techniques that you can easily integrate in your courses.](#)
- **Student to Student Engagement:** Instructors often overlook the power of students as a resource for learning. While texts, videos and lectures provide a foundation of information, opportunities for students to interact with one another build community within your course and allow students to process and test their understanding of course concepts in a less intimidating manner. [Learn more about fostering student-to-student connections.](#)
- **Clear, Timely Feedback:** Students often lack the ability to measure their own level of understanding or performance as they begin learning new concepts and skills. Providing students regular and timely feedback on their performance helps them identify what areas they have mastered, where they can still improve, and helps guide their future efforts. [Learn more about giving effective feedback.](#)
- **Supporting Growth:** Students need opportunities to demonstrate growth and ongoing development. Allowing students low-stakes opportunities to make mistakes, sharing areas of common misunderstanding in assignments, encouraging revision, and even offering your own learning journey can help provide a better understanding of the process of learning, guide their performance, and build confidence as they acquire new knowledge. [Read more about how to cultivate a Growth Mindset in your course.](#)
- **Communication and Connection:** To promote productive and open interactions with and among students, instructors should plan for how they will regularly communicate with students as a class and as individuals. Setting expectations for interactions, monitoring student engagement, and planning to provide regular feedback helps ensure that communication in your course is timely, clear, respectful, and supportive. [Read about the benefits of effective communication in the college classroom.](#)
- **Accessibility and Inclusion:** Course accessibility doesn't end at design. Instructors should regularly reflect on how the materials and activities they utilize are accessible to and achievable by learners of different backgrounds and abilities. Instructors should ensure that student accommodations are readily implemented and provide an environment that supports the growth and integrates the experiences and perspectives of diverse students. [Consider these opportunities to build inclusive classroom environments.](#)

## Planning to Grow

Great teachers continue to R.I.S.E. Their instruction is responsive, informed, supportive, and engaged. They use multiple sources of data and reflection to plan for how they will continue to develop. They:

- **Identify opportunities for professional development.** Instructors who regularly engage in professional development activities stay current on evidence-based teaching practices and technological resources to enhance their teaching skills. Maintaining a growth mindset around our own teaching, helps prepare us for teaching new generations of students. Check out upcoming professional development opportunities or recorded workshops through the NMSU [Teaching Academy](#) and through NMSU [Academic Technology](#).
- **Engage in self-reflection:** Performing regular evaluations of your own teaching allows you critically examine various aspects of your course. Instructors should consider what is working and what is not working in their courses both during the semester and once the semester is ended. Such self-reflection helps check the alignment between your goals and activities, review the content and its presentation, and identify strengths and areas for improving the course in the future. Consider utilizing the R.I.S.E. DIY Self-Assessment of Teaching.
- **Review and reflect on student feedback:** Feedback is not one-directional. Instructors can benefit from incorporating opportunities at different intervals during the semester to gather student feedback on the course. Having students provide insight on their learning and experiences at one or more times during the semester offers instructors the opportunity to identify and make timely adjustments to areas where the course could be improved for students' benefit. Consider using the R.I.S.E. Student Feedback Tool as a midterm or supplemental course evaluation tool.
- **Seek feedback from peers.** Having faculty peers review your course can provide new insights on the materials, design and/or dynamics of your course. While peers within your discipline can offer expert-level perspectives on the content, resources and learning objectives, observations from peers from outside of your discipline can provide valuable feedback from a non-expert point of view. Feedback from both types of peers can provide confirmation of course elements that are well-designed, as well as identify areas where you might consider modifications. Use R.I.S.E. Web tool for peer observation of asynchronous instruction or the R.I.S.E. Live tool for peer observation of live instruction.



### Core Values of Effective Teaching

Effective teaching is Responsive, Informed, Supportive, and Engaged. *Great teachers R.I.S.E.*

### Peer Observation Purpose

R.I.S.E. Peer observation is a developmental process aimed at helping instructors improve their teaching through strengthening their practice of four core values. Through peer observation, instructors get an outside perspective on their teaching and engage in dialogue around continued growth. While peer observations can be one form of evidence to be considered by unit leads in evaluating teaching effectiveness, the observations themselves **should not be viewed as evaluations**.

### Peer Observation of Live Instruction

This template is intended to guide the review of live instruction in an in-person or synchronous online course.

#### Before Observation:

- The instructor being observed should provide a brief overview of the course and/or the specific session being observed. It is recommended that they offer 1-2 specific areas in which they are seeking feedback. View this document for additional guidance on maximizing the review through pre-review communication.
- Both the observer and the instructor being observed should review the **R.I.S.E. Live Observables** on pages 2-3. This table provides an idea of how instructors may demonstrate the R.I.S.E. core values in live instruction.

#### During Observation:

- The observer should use the template on pages 4-5 of this document to record observations. The observer can use the first box to record their general observations of the class session including an overview of what occurred and any questions they may want to ask the instructor. Subsequently, the observer can utilize the boxes devoted to each of the R.I.S.E. values to document their observations related to how the instructor demonstrated that value.

#### After Observation:

- The observer should finalize their notes in the R.I.S.E. Live Template and schedule a “post-observation debrief” meeting with the instructor.
- During the debrief meeting, the observer will share their notes on the template and discuss the observation with the instructor. The last box of the template, “Next Steps”, should be completed collaboratively by the observer and the instructor during the post-observation debrief. View this document for additional guidance on maximizing the review through pre-review communication.
- The peer observer can utilize the observation form and the next steps identified to craft a formal letter documenting the observation. You can find a [sample of a complete RISE Live observation form here](#). You can also find a [sample of a Peer Observation Letter](#) here.

#### Who developed this form?

This form was first developed in 2023 by Digital Faculty Fellows representing NMSU faculty across disciplines and institutions: Patricia MacGregor-Mendoza (Languages & Linguistics); Stacy Gherardi (Social Work); Tanya Allred (Alamogordo-English); Amy Collins (DACC-Public Health); Ryan Goss (Plant and Environmental Sciences); Lisa Hermanson (Theatre); and Melissa Warr (Teacher Preparation, Administration and Leadership).

## R.I.S.E. Live Observables

This table provides examples of how the R.I.S.E. core values might appear in live instruction. The list is neither exhaustive nor definitive. Some activities that represent the R.I.S.E. values may not be on the list, others that do appear may apply to more than one category or may not be applicable to all disciplines at all levels. There is no presumption that there is an optimal or required number of activities that should be demonstrated to achieve effectiveness. The information below is intended to support instructors and observers with examples of effective practices demonstrating each of the values.

### ***Responsive: adapts to changing contexts and learner needs.***

***This means:***

- *The course content reflects current trends in industry and/or research and exposes learners to diverse perspectives in the discipline.*
- *The instructor designs and adapts the course to ensure that all aspects are accessible to and achievable by diverse learners.*
- *Instructors use a variety of means to seek and apply learner feedback.*
- *Learners provide feedback and connect course concepts to the world around them.*

***In live instruction, this might look like:***

- Adapting the pacing or presentation of instruction in real-time.
- Ensuring that student accommodations are met and readily integrated into instruction.
- Designing class materials and activities to ensure that they are accessible to all students.
- Encouraging questions and feedback about both course content and structure.
- Responding clearly to student questions and feedback.
- Observing student performance and adapting instruction to meet identified needs.
- Providing meaningful feedback and targeted opportunities for growth to students.
- Connecting class content to students' prior knowledge or experience, current events, other disciplines, or prior course topics.
- Highlighting the relevance of course materials to the world beyond the classroom.

### ***Informed: Uses high quality research and professional standards to guide course design and instruction.***

***This means:***

- *The course includes up-to-date, thoughtfully selected materials and assignments.*
- *The course is well-organized, and assignments are aligned with learning objectives.*
- *Methods of instruction effectively support learning.*
- *Learners engage in activities that are intellectually rigorous.*

***In live instruction, this might look like:***

- Choosing high-quality, up to date materials that are informed by current research or professional standards.
- Integrating content knowledge into responses to student questions/feedback.
- Connecting students to current, relevant resources in the field.
- Creating high quality instructional materials.
- Integrating varied technological tools responsibly, equitably, and purposefully.
- Clarifying the purpose, task, and criteria for all activities and assignments.
- Making the purpose and outline of the class session or lesson clear.
- Strategically selecting and/or varying approaches to instruction.

## ***Supportive: Provides a safe environment that values all learner identities and cultivates meaningful relationships.***

### ***This means:***

- *Course materials and assignments are reflective of and affirm diverse identities and experiences.*
- *Interactions offer opportunities for learners to build relationships and learn from one another.*
- *Communications between instructor and learners are meaningful, respectful, and timely.*
- *Learners and the instructor maintain a course environment that is welcoming, inclusive, and fair.*

### ***In live instruction, this might look like:***

- Intentionally welcoming students.
- Creating formal and informal opportunities to connect with students.
- Using course materials that reflect diverse identities or voices.
- Inviting students to connect lived experiences to course content.
- Modeling respect for and inviting diverse views and opinions.
- Providing opportunities for students to integrate feedback and demonstrate growth.
- Including peer-to-peer learning opportunities.
- Explicitly sharing opportunities for additional support.

## ***Engaged: Actively involves learners and provides opportunities for reflection, growth, and application.***

### ***This means:***

- *The course promotes the development of higher-level thinking and creativity and aids learners in progressing toward a mastery of skills and concepts.*
- *The course materials and assignments engage learners in a thoughtful reflection of their and others' world views.*
- *Interactions encourage learners to analyze and learn from their mistakes and apply knowledge beyond the classroom.*
- *Learners demonstrate curiosity, enthusiasm, and independent thinking.*

### ***In live instruction, this might look like:***

- Providing opportunities for active learning, critical thinking, creativity, and application in individual or group contexts.
- Including a range of instructional activities.
- Demonstrating clear enthusiasm for the content.
- Providing opportunities for students to analyze or learn from mistakes.
- Integrating opportunities for open-ended exploration, critique, and reflection.
- Integrating class activities that progressively build upon one another to support learning.
- Challenging students to take intellectual risks with course material.
- Encouraging resource sharing, seeking additional information, and engaging in discussions beyond course materials.
- Offering additional resources, such as recommended readings or supplemental materials, for learners who want to explore topics in greater depth.
- Designing assessments or activities that require learners to apply concepts and skills to real-world scenarios, case studies, virtual labs, or simulations.

## R.I.S.E. Live: Peer Observation of Live Instruction Template

Course/Instructor Information	
Course Instructor Name	
Observer Name	
Course Title/Number	
Course and session information	

Observation Notes	
<p><b>General Observations</b></p> <p><i>Provide a general overview of the session and overall observations. Document any questions for the instructor. Observers are encouraged to note how the instructor begins class, the structure of the session, key activities and techniques/tools utilized, and to observe student responses to the session.</i></p>	

## Core Values Observed

### Responsive

*Adapts to changing contexts and learner needs.  
How did the instructor model responsive teaching? Are there opportunities to further exemplify responsive teaching?*

### Informed

*Uses high quality research and professional standards to guide course design and instruction.  
How did the instructor model informed teaching? Are there opportunities to further exemplify informed teaching?*

### Supportive

*Provides a safe environment that values all learner identities and cultivates meaningful relationships.  
How did the instructor model supportive teaching? Are there opportunities to further exemplify supportive teaching?*

### Engaged

*Actively involves learners and provides opportunities for reflection, growth, and application.  
How did the instructor model engaged teaching? Are there opportunities to further exemplify engaged teaching?*

## Continual Growth

### Next Steps

*To be identified collaboratively during post-observation debrief. Document any areas for continued growth and at least one action the instructor intends to take to promote that growth*

### Core Values of Effective Teaching

Effective teaching is Responsive, Informed, Supportive, and Engaged. *Great teachers R.I.S.E.*

### Peer Observation Purpose

R.I.S.E. Peer observation is a developmental process aimed at helping instructors improve their teaching through strengthening their practice of four core values. Through peer observation, instructors get an outside perspective on their teaching and engage in dialogue around continued growth. While peer observations can be one form of evidence to be considered by unit leads in evaluating teaching effectiveness, the observations themselves **should not be viewed as evaluations**.

### Peer Observation of Asynchronous Instruction

This template is intended to guide the review of an asynchronous online course or components of a course.

#### Before Observation:

- The instructor being observed should provide a brief overview of the course and/or any specific modules of components being reviewed. It is recommended that they offer 1-2 specific areas in which they are seeking feedback. View this document for additional guidance on maximizing the review through pre-review communication.
- Both the observer and the instructor being observed should review the **R.I.S.E. Web Observables** on pages 2-3. This table provides an idea of how instructors may demonstrate the R.I.S.E. core values in asynchronous instruction.

#### During Observation:

- The observer should use the template on pages 4-5 of this document to record observations as they navigate through the course. The observer can use the first box to record their general observations of course/content being reviewed and any questions they may want to ask the instructor. Subsequently, the observer can utilize the boxes devoted to each of the R.I.S.E. values to document their observations related to how the course demonstrated that value.

#### After Observation:

- The observer should finalize their notes in the R.I.S.E. Live Template and schedule a “post-observation debrief” meeting with the instructor.
- During the debrief meeting, the observer will share their notes on the template and discuss the observation with the instructor. The last box of the template, “Next Steps”, should be completed collaboratively by the observer and the instructor during the post-observation debrief. View this document for additional guidance on maximizing the review through pre-review communication.
- Subsequently, the peer observer can utilize the observation form and the next steps identified to craft a formal letter documenting the observation. You can find a [sample of a complete R.I.S.E. Web Observation Template](#) here. You can also find a [sample of a Peer Observation Letter](#) here

#### Who developed this form?

This form was first developed in 2023 by Digital Faculty Fellows representing NMSU faculty across disciplines and institutions: Patricia MacGregor-Mendoza (Languages & Linguistics); Stacy Gherardi (Social Work); Tanya Allred (Alamogordo-English); Amy Collins (DACC-Public Health); Ryan Goss (Plant and Environmental Sciences), Lisa Hermanson (Theatre); and Melissa Warr (Teacher Preparation, Administration and Leadership).

## R.I.S.E. Web Observables

This table provides examples of how the R.I.S.E. core values might appear in asynchronous instruction. The list is neither exhaustive nor definitive. Some activities that represent the R.I.S.E. values may not be on the list; some may apply to more than one category or may not be applicable to all disciplines at all levels. There is no presumption that there is an optimal or required number of activities demonstrated to achieve effectiveness. The information below is intended to support instructors and observers with examples of effective practices demonstrating each of the values.

### ***Responsive: adapts to changing contexts and learner needs.***

***This means:***

- *The course content reflects current trends in industry and/or research and exposes learners to diverse perspectives in the discipline.*
- *The instructor designs and adapts the course to ensure that all aspects are accessible to and achievable by diverse learners.*
- *Instructors use a variety of means to seek and apply learner feedback.*
- *Learners provide feedback and connect course concepts to the world around them.*

***In asynchronous instruction, this might look like:***

- Employing universal design principles to ensure accessibility for all.
- Ensuring that student accommodations are met and readily integrated into course design and instruction.
- Providing flexibility in course design, assignments, or learning modalities where appropriate.
- Connecting prior knowledge to assignments or discussions.
- Using course materials that involve current events, debates, or practices.
- Linking content or assignments to emerging issues, trends, or research.
- Ongoing opportunities for students to provide course feedback.
- Adapting the course based on student feedback.
- Analyzing student performance and adapting the course based on identified needs.
- Providing timely and meaningful feedback to individual students and the class as a whole
- Providing targeted opportunities for growth

### ***Informed: Uses high quality research and professional standards to guide course design and instruction.***

***This means:***

- *The course includes up-to-date, thoughtfully selected materials and assignments.*
- *The course is well-organized, and assignments are aligned with learning objectives.*
- *Methods of instruction effectively support learning.*
- *Learners engage in activities that are intellectually rigorous.*

***In asynchronous instruction, this might look like:***

- Providing meaningful and measurable course objectives
- Aligning course objectives and activities.
- Providing a clear and comprehensive syllabus
- Providing an instructive and inviting homepage
- Using a clear and navigable format to structure the course.
- Choosing materials that are high quality, relevant, up to date, and informed by current research or standards in the field.
- Integrating varied technological tools responsibly and equitably
- Creating materials that maximize attention and learning.
- Integrating content knowledge into responses to student questions/feedback
- Describing the purpose, tasks, and criteria for success for course activities, assignments, and assessments



## ***Supportive: Provides a safe environment that values all learner identities and cultivates meaningful relationships.***

### ***This means:***

- *Course materials and assignments are reflective of and affirm diverse identities and experiences.*
- *Interactions offer opportunities for learners to build relationships and learn from one another.*
- *Communications between instructor and learners are meaningful, respectful, and timely.*
- *Learners and the instructor maintain a course environment that is welcoming, inclusive, and fair.*

### ***In asynchronous instruction, this might look like:***

- Providing an intentional introduction and welcome module for students
- Using materials that reflect diverse learner identities and experiences.
- Creating opportunities for students to share their own identities, lived experiences, and views.
- Including opportunities for peer-to-peer relationships and learning
- Providing formal and informal opportunities to check in and connect with students.
- Regularly initiating supportive communication to ensure that students are informed and engaged.
- Integrating course policies that support students in demonstrating resilience as they progress.
- Providing clear descriptions of course policies and resources
- Providing comprehensive, respectful, and timely responses to students

## ***Engaged: Actively involves learners and provides opportunities for reflection, growth, and application.***

### ***This means:***

- *The course promotes the development of higher-level thinking and creativity and aids learners in progressing toward a mastery of skills and concepts.*
- *The course materials and assignments engage learners in a thoughtful reflection of their and others' world views.*
- *Interactions encourage learners to analyze and learn from their mistakes and apply knowledge beyond the classroom.*
- *Learners demonstrate curiosity, enthusiasm, and independent thinking.*

### ***In asynchronous instruction, this might look like:***

- Selecting and creating instructional materials that cultivate student interest.
- Offering assignments that involve clear opportunities for critical thinking, application, and creativity.
- Employing authentic assessments with real-world application
- Integrating class activities that progressively build upon one another to support learning.
- Creating materials which demonstrate instructor enthusiasm for the content.
- Asking students to analyze or learn from mistakes.
- Integrating opportunities for open-ended exploration, critique, and reflection
- Challenging students to take intellectual risks with course material and learn from mistakes.
- Offering course materials that support opportunities for independent as well as group learning.
- Offering additional resources, such as recommended readings or supplemental materials, for learners to explore topics in greater depth.
- Encouraging resource sharing, seeking additional information, and engaging in discussions beyond course materials

## R.I.S.E. Web: Peer Observation of Asynchronous Instruction Template

Course/Instructor Information	
Course Instructor Name	
Observer Name	
Course Title/Number	
Course information	

Observation Notes	
<p><b>General Observations</b></p> <p><i>Provide a general overview of the course and overall observations. Document any questions for the instructor. Observers are encouraged to navigate the course as a student would. Beginning at the home page, viewing introductory materials, and then moving through the course as instructed. While it may not be feasible to review an entire course, navigating through any orientation materials, selected modules, and course assignments is recommended.</i></p>	

## Core Values Observed

### Responsive

*Adapts to changing contexts and learner needs. How did the course reflect responsive teaching? Are there opportunities to further exemplify responsive teaching?*

### Informed

*Uses high quality research and professional standards to guide course design and instruction. How did the course reflect informed teaching? Are there opportunities to further exemplify informed teaching?*

### Supportive

*Provides a safe environment that values all learner identities and cultivates meaningful relationships. How did the course reflect supportive teaching? Are there opportunities to further exemplify supportive teaching?*

### Engaged

*Actively involves learners and provides opportunities for reflection, growth, and application. How did the course reflect engaged teaching? Are there opportunities to further exemplify engaged teaching?*

## Continual Growth

### Next Steps

*To be identified collaboratively during post-observation debrief. Document any areas for continued growth and at least one action the instructor intends to take to promote that growth.*

### **Core Values of Effective Teaching**

Effective teaching is Responsive, Informed, Supportive, and Engaged. ***Great teachers R.I.S.E.***

### **Self-Reflection of Teaching Purpose**

A values-based self-reflection of teaching sustains teaching effectiveness. Instructors enhance their skills by thoughtfully considering what elements of their course design, delivery and interaction with learners are working well, what they might like to change, or what techniques they might like to learn more about. While self-reflections can serve as one form of evidence to be considered by unit leads in evaluating teaching effectiveness, the reflections themselves **should not be viewed as evaluations**.

### **How to use this form**

As an instructor, you may use this form to engage in self-reflection at the beginning of the semester as you prepare your course, and/or at the end of the semester to review your own accomplishments. If you are a faculty member who submits an annual performance review document, you may also use the information to inspire descriptions of your teaching effectiveness in that document, or for the executive summary in your promotion and tenure portfolio or to engage in a conversation with peers regarding teaching. Additionally, you may be inspired to seek further information about professional development opportunities and resources to enhance your teaching. You may also wish to document your thoughts on what next steps you would like to take to continue to develop your course. We encourage you to use this form in conjunction with the peer observation tools, R.I.S.E. LIVE and R.I.S.E. WEB, and the student evaluation survey, Student R.I.S.E., to gain additional insights from the perspective of peer reviewers and students.

### **Who developed this form?**

This form was first developed in 2023 by Digital Faculty Fellows representing NMSU faculty across disciplines and institutions: Patricia MacGregor-Mendoza (Languages & Linguistics); Stacy Gherardi (Social Work); Tanya Allred (Alamogordo-English); Amy Collins (DACC-Public Health); Ryan Goss (Plant and Environmental Sciences); Lisa Hermanson (Theatre); and Melissa Warr (Teacher Preparation, Administration and Leadership).

## R.I.S.E. DIY Observables

The table below provides examples of how the R.I.S.E. core values may look in courses presented in a synchronous, asynchronous, or hybrid format. The list is neither exhaustive nor definitive. Some activities that represent the R.I.S.E. values may not be on the list, others that do appear may apply to more than one category or may not be applicable to all disciplines at all levels. There is no presumption that there is an optimal or required number of activities that should be demonstrated to achieve effectiveness. The information below is intended to be informative, supportive and encourage thoughtful design and delivery of courses in different modalities to the benefit of NMSU's diverse student population.

### ***Responsive: adapts to changing contexts and learner needs.***

<p><b><i>This means:</i></b></p> <ul style="list-style-type: none"> <li>• <i>The course content reflects current trends in industry and/or research and exposes learners to diverse perspectives in the discipline.</i></li> <li>• <i>The instructor designs and adapts the course to ensure that all aspects are accessible to and achievable by diverse learners.</i></li> <li>• <i>Instructors use a variety of means to seek and apply learner feedback.</i></li> <li>• <i>Learners provide feedback and connect course concepts to the world around them.</i></li> </ul>	<p><b><i>In my course,</i></b></p> <ul style="list-style-type: none"> <li>• I adapt the pacing or presentation of instruction in real-time.</li> <li>• I design class materials and activities to ensure they are accessible for all.</li> <li>• I ensure that student accommodations are met and readily integrated into course design and instruction.</li> <li>• I provide flexibility in course design, assignments, or learning modalities where appropriate.</li> <li>• I connect class content to students' prior knowledge or experience, current events, other disciplines, or prior course topic.</li> <li>• I link content or assignments to emerging issues, trends, or research.</li> <li>• I provide ongoing opportunities for students to provide feedback.</li> <li>• I adapt the course based on student feedback.</li> <li>• I observe student performance and adapt instruction to meet identified needs.</li> <li>• I provide meaningful feedback and targeted opportunities for growth to all students.</li> <li>• I create/select engaging materials and course experiences with accessibility in mind, considering readability, multimedia options, and compatibility with assistive technologies.</li> <li>• I encourage questions and feedback about both course content and structure.</li> <li>• I respond clearly to student questions and feedback.</li> <li>• I highlight the relevance of course materials to the world beyond the classroom.</li> </ul>
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## ***Informed: Uses high quality research and professional standards to guide course design and instruction.***

<p><b><i>This means:</i></b></p> <ul style="list-style-type: none"> <li>• <i>The course includes up-to-date, thoughtfully selected materials and assignments.</i></li> <li>• <i>The course is well-organized, and assignments are aligned with learning objectives.</i></li> <li>• <i>Methods of instruction effectively support learning.</i></li> <li>• <i>Learners engage in activities that are intellectually rigorous.</i></li> </ul>	<p><b><i>In my course,</i></b></p> <ul style="list-style-type: none"> <li>• I provide meaningful and measurable course objectives.</li> <li>• I align course objectives and activities.</li> <li>• I provide a clear and comprehensive syllabus.</li> <li>• I provide an instructive and inviting homepage.</li> <li>• I use a clear and navigable format to structure the course.</li> <li>• I choose materials that are high quality, relevant, and informed by current research or professional standards in the field.</li> <li>• I integrate varied technological tools responsibly, equitably, and purposefully.</li> <li>• I create materials that maximize attention and learning.</li> <li>• I integrate content knowledge into responses to learner questions/feedback.</li> <li>• I connect students to current, relevant resources in the field.</li> <li>• I clearly describe the purpose, tasks, and criteria for success for course activities, assignments, and assessments.</li> <li>• I make the purpose and outline of the class session or lesson clear.</li> <li>• I strategically select and/or vary approaches to instruction.</li> </ul>
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## ***Supportive: Provides a safe environment that values all learner identities and cultivates meaningful relationships.***

<p><b><i>This means:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Course materials and assignments are reflective of and affirm diverse identities and experiences.</i></li> <li>• <i>Interactions offer opportunities for learners to build relationships and learn from one another.</i></li> <li>• <i>Communications between instructor and learners are meaningful, respectful, and timely.</i></li> <li>• <i>Learners and the instructor maintain a course environment that is welcoming, inclusive, and fair.</i></li> </ul>	<p><b><i>In my course,</i></b></p> <ul style="list-style-type: none"> <li>• I intentionally welcome students.</li> <li>• I create formal and informal opportunities to connect with students.</li> <li>• I use course materials that reflect diverse identities or voices.</li> <li>• I invite students to connect lived experiences to course content.</li> <li>• I model respect for and invite diverse views and opinions.</li> <li>• I provide opportunities for learners to integrate their identities and lived experiences into activities or discussion.</li> <li>• I provide opportunities for learners to integrate feedback and demonstrate growth.</li> <li>• I include peer-to-peer learning opportunities.</li> <li>• I regularly initiate supportive communication to ensure that students are informed and engaged.</li> <li>• I explicitly share opportunities for additional support.</li> <li>• I integrate course policies that support students in demonstrating resilience as they progress.</li> <li>• I provide clear descriptions of course policies and resources.</li> <li>• I provide comprehensive, respectful, and timely responses to students.</li> </ul>
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## ***Engaged: Actively involves learners and provides opportunities for reflection, growth, and application.***

### ***This means:***

- *The course promotes the development of higher-level thinking and creativity and aids learners in progressing toward a mastery of skills and concepts.*
- *The course materials and assignments engage learners in a thoughtful reflection of their and others' world views.*
- *Interactions encourage learners to analyze and learn from their mistakes and apply knowledge beyond the classroom.*
- *Learners demonstrate curiosity, enthusiasm, and independent thinking.*

### ***In my course,***

- I select or create instructional materials that cultivate student interest.
- I provide opportunities for active learning, critical thinking, creativity, and application in individual or group contexts.
- I employ authentic assessments with real-world application.
- I demonstrate clear enthusiasm for the content.
- I integrate class activities that progressively build upon one another to support learning.
- I challenge learners to take intellectual risks with course material.
- I provide opportunities for learners to analyze and learn from mistakes.
- I integrate opportunities for open-ended exploration, critique, and reflection.
- I design assessments or activities that require learners to apply concepts and skills to real-world scenarios, case studies, virtual labs, or simulations.
- I offer additional resources, such as recommended readings or supplemental materials, for learners who want to explore topics in greater depth.
- I offer course materials that support opportunities for independent as well as group learning.
- I encourage resource sharing, seeking additional information, and engaging in discussions beyond course materials.



## My Core Value Strengths

### Responsive

*Adapts to changing contexts and learner needs.*

*How did I model responsive teaching?*

*Are there opportunities for me to further exemplify responsive teaching?*

### Informed

*Uses high quality research and professional standards to guide course design and instruction.*

*How did I model informed teaching?*

*Are there opportunities for me to further exemplify informed teaching?*

### Supportive

*Provides a safe environment that values all learner identities and cultivates meaningful relationships.*

*How did I model supportive teaching?*

*Are there opportunities for me to further exemplify supportive teaching?*

### Engaged

*Actively involves learners and provides opportunities for reflection, growth, and application.*

*How did I model engaged teaching?*

*Are there opportunities for me to further exemplify engaged teaching?*

## My Continual Growth

### My Next Steps

*Reflecting on the insights I have gained from conducting this self-review here are some strategies I will experiment with to continue to enhance my course and/or teaching skills.*