

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>General Observations</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 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