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:	*In asynchronous instruction, this might look like:*
- 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.	- 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:	*In asynchronous instruction, this might look like:*
- 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.	- 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	
General Observations *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.*	

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.