

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.

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

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

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