

S.I.P

STANDARDS IN PRACTICE



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STANDARD HIGHLIGHT

National Standards for Quality Online Teaching
Standard C - Community Building

The online teacher facilitates interactions and collaboration to build a supportive online community that fosters active learning.

C5: The teacher is able to meet the learning needs of all learners, regardless of cultural background and perspective.

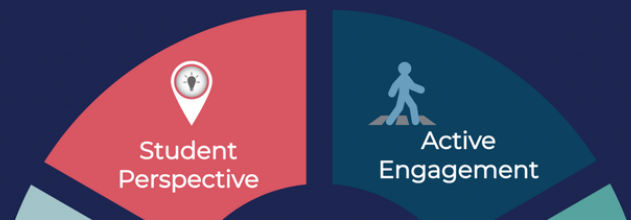
STANDARD OVERVIEW

JESSICA MOSSMAN IS THE SPECIAL PROJECTS COORDINATOR FOR THE KANSAS LEARNING NETWORK.

C5 is built on the principle that each of us learns best when we are able to use our authentic selves to make meaning of what we are learning. Through the intentional design of lessons (Instructional Methods), where students can use their cultural background and perspective to help them make meaning, teachers are able to meet the needs of all learners (Constructivism). Purposefully designing a lesson for participation, means each and every student will have the opportunity to bring their unique perspective and culture background into their learning.

Constructivism Overview

Constructivism is based on 6 basic tenants.



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HELPFUL HINTS for putting standard into practice

- C5 is about providing students the opportunity to use their cultural background and perspective to make meaning.
- Invest in a variety of **instructional methods**- In order to reach all learners, online teachers should design instruction that uses a variety of instructional methods. Methods that allow independent think- time for internal processors AND time for discussion for external processors. Assessments methods that are routine such as multiple choice AND methods that allow for creativity such as the creation of a portfolio. Over-relying on one method may mean some of the class feels disconnected or unengaged. Over the course of a unit, students should encounter a variety of ways to process information and demonstrate their knowledge.
- Invest in **Participation**- Intentionally design lessons to engage all minds. If you have twelve individuals in a meeting [class], you want twelve minds engaged.” (p.81) Bob Garmston and Bruce Wellman refer to this as “balanced participation.” According to their book *The Adaptive School Sourcebook*, “balanced participation does not mean that every member must speak for an equal amount of time; it means that the door is open for member participation.” (p.82) This varies from how the Kagan company suggests engaging all minds. Kagan engages all minds through equal participation. Equal participation IS described as having equal talk time. Intentionally designing lessons so that students have the opportunity to engage their mind through participation is a way each and every student has the opportunity to share their voice and hear varying perspectives.
- Invest in using a **constructivist** approach to design lessons. This approach centers learners' existing foundations to learn new information.

RESOURCES to support standard use (mostly practical)

- Instructional Methods
 - [Strategies and Moves](#) from Thinking Collaborative
 - [How to Encourage Participation and Balance in Meetings](#) By: Jessica Beans
- Participation
 - [Balancing Participation](#) By: Mathew R. Kay
 - [Balance Participation](#) from Thinking Collaborative
 - [Equal Participation](#) from Kagan
- Constructivist
 - [Helping Students Ask the Right Questions](#) By: Cynthia Richetti and James Sheerin
 - [Reciprocal Teaching](#), By: Joan Baker and Lisa M. Emerson

Author/Organization Bio

Jessica Mossman is the Special Projects Coordinator for the Kansas Learning Network. She is responsible for providing direct technical assistance to virtual schools across Kansas. Mossman's article [Engagement, Not Distraction: Managing Technology's Pull in the Classroom](#) was published by ASCD. She has trained educators across Kansas on how to effectively navigate virtual learning including planning, collaboration, and presentation.

As an educator, Mossman was awarded Teacher of the Year and Video of the Year for the state of Kansas' Technology Rich Classrooms grant in 2012. Mossman has presented at ISTE, Learning Forward, and the National ESEA conference. She has been a technology implementation coach, podcaster, and Adaptive Schools Agency Trainer.

Check out the NSQ Professional Learning Portal and NSQ Website for more resources at www.NSQOL.org.

