Alignment of CyberSmart! Online Workshops with NSDC's Standards for Staff Development (2001)

NSDC Standards for Staff Development	CyberSmart! Online Workshops
Context Standards	
Staff development that improves the learning of all students:	
• Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)	**All CyberSmart! Online Workshops:** • support a school or district's goals in the areas of developing or improving students' use of 21st century skills, safe and secure technology use, online information literacy skills, and ethical decision-making surround appropriate use issues • function as online professional learning communities in which participants from the same school or district interact in a "culture of collegiality," sharing knowledge and developing skills in a supportive, collaborative environment • allow for sustained professional learning, as participants interact several times a week over several weeks • content is determined by the needs of the school and/or district as perceived by the workshops participants. • allow participants to choose topics relevant to their professional role, their students, or their school and carry out research in the CyberSmart! Knowledgebase of more than 50 nationally-recognized experts • can accommodate the entire staff of a school or district concurrently or may be used by as few as 25 staff members at a time
• Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)	**All CyberSmart! Online Workshops:** • support potential and established school and district leaders, including classroom teachers, library/media specialists, and technology coordinators, in developing the vision and skills to articulate the vital importance of 21st century literacy to their stakeholders • engage participants in a genuine 21st century learning experience, addressing the knowledge and skills necessary for the safe, ethical, and effective use of the Internet to promote creative inquiry, collaboration, and critical thinking and support student achievement • allows district and school leaders to distribute leadership to interested teachers and other staff with the "CyberSmarties" facilitator-training program

NSDC Standards for Staff Development	CyberSmart! Online Workshops
• Requires resources to support adult learning and collaboration. (Resources)	**All CyberSmart! Online Workshops** are a worthwhile investment because: • they enable districts and schools to efficiently increase educators' ability to address 21st century learning and use online tools such as community forums, blogs, e-mail, chat, and surveys • they ensure that staff members are positioned to fully and efficiently use the networks, computer hardware, and software applications that are purchased at significant costs by boards of education • they enable districts to reap further dividends by preparing their staff to take full advantage of the free resources offered through the CyberSmart! Free Educator's Toolbar and the Curriculum Student Curriculum • they have built in reporting mechanisms that enable school and district leaders to determine that certain results have been achieved by workshop participants and, if they so wish, to acknowledge those staff members and support accountability to boards of education
Process Standards	
Staff development that improves the learning of all students:	
• Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)	**All CyberSmart! Online Workshops** use data collected about workshop participants to evaluate the learning of individuals and to strengthen the efficacy of its workshops by • capturing every keystroke made by workshop participants • providing a progress monitoring report on every participant that is continuously available online for school or district administrators; this permits facilitators to identify lagging participants immediately and to intervene effectively • providing course completion data which may include copies of any written work and all participation in collaborative activities • applying a pre and post survey to measure changes in attitudes, content knowledge, and skills

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• Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)	**All CyberSmart! Online Workshops:** • continually makes adjustments to improve the overall professional development experience by collecting formative evaluation data from participants about the quality of their experience and facilitator • offer schools and districts the tools needed to evaluate educators' acquisition of new knowledge and skills and changes in attitudes, including a pre and post survey, ongoing observational data, and a portfolio of written work
• Prepares educators to apply research to decision making. (Research-Based)	**All CyberSmart! Online Workshops:** participants develop the background understanding needed to better interpret research findings in the areas of teaching about Internet information and communications technologies and the student-knowledge and skills required for 21st century learning and life. CyberSmart! Online Workshops are developed and refined as the research basis related to improved student learning grows. Some of the research findings are • "In addition to the effects of online use on the quality of student projects, there are other indicators of its positive influence on student performance. Analyses of questionnaire data demonstrate that online use impacts students' perceptions of their ability to participate in a project-based unit. Students who used online resources and activities showed increased confidence in carrying out and presenting a research project over the course of the study." *(*Texas Center for Educational Technology "The Role of Online Communications in Schools: A National Study." 2006*)* • In general, technology-based tools can enhance student performance when they are integrated into the curriculum and used in accordance with knowledge about learning *(*Bransford, J. D., Brown, A., & Cocking, R. Editors; Committee on Developments in the Science of Learning, National Research Council. How People Learn: Mind, Brain, Experience and School, Expanded Edition. Washington, DC: National Academy Press. 2000. 6 July 2007*)* **Safety and Security Online Workshop:** Throughout this workshop, participants interpret the latest research findings related to the online safety of children and teens and explore how these scientific results affect the decisions they make about using technology for student learning. A CyberSmart! Online Workshops Research Basis document is available upon request.

NSDC Standards for Staff Development	CyberSmart! Online Workshops
• Uses learning strategies appropriate to the intended goal. (Design)	**All CyberSmart! Online Workshops** utilize a combination of learning strategies within a social constructivist approach in a highly collaborative online setting, with the goal of preparing teachers to teach in Internet-enriched classrooms. During the workshop, participants • focus on a relevant topic of immediate and compelling interest to his/her own professional context • collaborate with other participants *via* online tools including forums, blogs, surveys, email and chat, actively constructing new knowledge by questioning, investigating, analyzing, and making decisions • post written reflections on their workshop's Web site • select and use online multimedia instructional tutorials created by CyberSmart! • search in a unique online multimedia Knowledgebase designed to support CyberSmart! Online Workshops • sustain learning from the workshop with the CyberSmart! Free Educators' Toolbar and free CyberSmart! Student Curriculum

NSDC Standards for Staff Development	CyberSmart! Online Workshops
• Applies knowledge about human learning and change. (Learning)	**All CyberSmart! Online Workshops** address adult learning theory principles by • allowing learners to choose learning activities relevant to their personal and/or professional needs • allowing for differences in the life stages of workshop participants and meeting varying personal scheduling needs, learners can control when (i.e., asynchronous learning) and where they access the online Workshop • taking into account varied learning styles — visual, aural, solitary, and social — by utilizing a variety of teaching methods, including direct instruction via multimedia presentations, social constructivism via discussion forums, and problem-based learning via searches in a database of interviews with nationally-recognized experts • requiring that Workshop content is discussed in the context of the participant's classroom or school role • providing concrete experience using Internet-based tools participants can use with their students • requiring that participants be supportive of one another and suspend judgment when appropriate • providing constructive and supportive feedback from the trained Workshop facilitator • providing an instructional design that allows each participant to pursue his/her own interests and build on prior knowledge and skills to increase learning • allowing participants ample time for discussion, reflection, deep understanding, and feedback by pacing each workshop over the course of four consecutive weeks • providing follow-up support in the form of the free CyberSmart! Student Curriculum, the free CyberSmart! Educator's Toolbar, and post-workshop face-to-face sessions

NSDC Standards for Staff Development	CyberSmart! Online Workshops
• Provides educators with the knowledge and skills to collaborate. (Collaboration)	**All CyberSmart! Online Workshops:** Educators who participate in build the knowledge and skills needed for collaboration in online professional learning communities. Workshop participants are supported as they learn to use online collaboration tools for active learning: polls, surveys, discussion forums, and blogs. Use of these technologies is scaffolded by a combination of online tutorial tools and the guidance of a trained workshop facilitator. In addition to learning the nuts and bolts of collaborative tools, participants develop understanding of the group process, including suspending judgment, being supportive, and building on the ideas presented by others — all hallmarks of social constructivist learning.
Content Standards	
Staff development that improves the learning of all students:	
• Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)	**Safety and Security Online Workshop:** Focuses on understanding the risks and benefits to students of using Internet technologies, including handling inappropriate content and communications, understanding cyberbullying, and preventing identity theft and damage to electronic files and networks. **Manners, Cyberbullying, and Ethics Workshop:** Supports educators in establishing orderly online learning environments by exploring ethical behavior in a digital world, including cyberbullying prevention, understanding copyright, and plagiarism prevention. **Authentic Learning and Creativity Workshop:** Encourages educators to develop strategies for developing creative thinking in all students. **Twenty-First Century Challenges Workshop:** Guides educators to better appreciate the interests and activities of their students in their technology-enriched lives outside of the effects on how the want or need to learn in school. It also includes exploration of the opportunities for differentiated instruction to reach students with varied learning styles through technology, with the goal of helping all learners to reach the highest achievement levels possible.

NSDC Standards for Staff Development	CyberSmart! Online Workshops
• Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)	**Authentic Learning and Creativity Workshop:** Focuses on inquiry-learning, problem-based learning, and assessment strategies that take full advantage of digital tools for global research, communication, and collaboration. **All CyberSmart! Online Workshops:** • Educators experience first-hand social constructivist instructional strategies that use digital technologies for learning by collaborating and communicating. • **Educators** improve their technology skills as they navigate the workshop's Web site to use multimedia, polls, surveys, discussion forums, e-mail, Q&As, and chat.
• Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)	**All CyberSmart! Online Workshops** model the use of digital tools to effectively communicate with families and give educators the background to knowledgeably discuss with families safe, secure, ethical, and effective Internet use by students for learning and for life. **Safety and Security Online Workshop:** In a Week 1 forum, participants discuss the relative responsibilities that parents and school have for insuring students' online safety. **Manners, Cyberbullying, and Ethics Workshop:** In a Week 2 forum, participants discuss the role of parents in resolving and preventing cyberbullying. **All CyberSmart! Online Workshops:** In Week 4, participants have the option to use materials from the CyberSmart! Student Curriculum with their students. These materials include Home Connection sheets and videos to involve parents and guardians.