North Carolina Professional Teaching Standards	CyberSmart! Authentic Learning & Creativity
Standard I: Teachers Demonstrate Leadership	
A. Teachers lead in their classrooms.	✓ **(See details below)**
• Take responsibility for all students' learning	Week 1: Multimedia Book: Authentic Learning in the Digital Age
• Communicate vision to students	NA
• Use data to organize, plan, and set goals	Week 2: In Step 1 of the Authentic Learning Planner, educators use data about their student's academic needs to plan new instruction.
• Use a variety of assessment data throughout the year to evaluate progress	Week 2: In Step 3 of the Authentic Learning Planner, educators plan a variety of assessment, including rubrics and student self-assessment tools. The Workshop models the availability of both real-time data and an electronic portfolio which educator may access to evaluate him/herself.
• Establish a safe and orderly environment.	(Addressed in two other CyberSmart! Online Workshops: Safety and Security Online and Manners, Cyberbullying, and Ethics)
• Empower students [to collaborate and become lifelong learners]	Week 4: Final Assignments A, B, and C
B. Teachers demonstrate leadership in the school.	✓ **(See details below)**
• Work collaboratively with all school personnel to create a professional learning community	The Workshop is a professional learning community and a model for educators to adapt in their schools.
• Analyze data	NA
• Develop goals and strategies through the school improvement plan	NA
• Assist in determining school budget and professional development	NA
• Participate in hiring process	NA
• Collaborate with colleagues to mentor and support teachers to improve effectiveness	Through the CyberSmart! Online Workshops, educators can mentor and support colleagues
C. Teachers lead the teaching profession.	✓ (See details below)
• Strive to improve the profession	Entire workshop models educator professional improvement

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• Contribute to the establishment of positive working conditions	Entire workshop models positive collaboration among educators in a school or district
• Participate in decision-making structures	Weeks 1–4: Discussion forums provides opportunities for educators to lead in making decisions affecting their school
• Promote professional growth	Entire workshop provides opportunities for educators to collaborate in improving professional practices
D. Teachers advocate for schools and students.	✓ (See details below)
• Advocate for positive change in policies and practices affecting student learning	Entire workshop provides background needed for educators to advocate for authentic learning and teaching creative thinking and the use of 21st century teaching and learning skills
• Participate in the implementation of initiatives to improve education	Entire workshop prepares educators to implement authentic learning instruction principles and the use of 21s century teaching and learning skills
E. Demonstrates high ethical standards.	NA
• Demonstrate ethical principles	NA
• Uphold the Code of Ethics and Standards for the Professional Conduct	NA
Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students	
A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	✓ (See details below)
• Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.	Entire workshop models how an online environment can provide this. (Specfic topic is addressed in two other CyberSmart! Online Workshops: Safety and Security Online and Manners, Cyberbullying, and Ethics)
B. Teachers embrace diversity in the school community and in the world.	✓ (See details below)
• Demonstrate knowledge of diverse cultures	Week 4: Final Assignment Option C: Global Connections: Use CyberSmart! Africa Digital Storytelling Videos and Extend with ePals
• Select materials and develop lessons that counteract stereotypes and incorporate contributions	Final Assignment Option C: Global Connections: Use CyberSmart! Africa Digital Storytelling Videos and Extend with ePals

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• Recognize the influences on a child's development, personality, and performance	NA
• Consider and incorporate different points of view	Entire workshop, particularly forums, requires educators to consider points of view of others
C. Teachers treat students as individuals.	✓ (See details below)
• Maintain high expectations for all students	NA
• Appreciate differences and value contributions by building positive, appropriate relationships	Entire workshop models how online communications may contribute to this.
D. Teachers adapt their teaching for the benefit of students with special needs.	NA
• Collaborate with specialists	NA
• Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice	NA
E. Teachers work collaboratively with the families and significant adults in the lives of their students.	✓ (See details below)
• Improve communication and collaboration between the school and the home and community	Entire workshop models how online communications may contribute to this.
• Promote trust and understanding and build partnerships with school community	NA
• Seek solutions to overcome obstacles that prevent family and community involvement	NA
Standard III: Teachers Know the Content They Teach	
A. Teachers align their instruction with the North Carolina Standard Course of Study.	✓ (See details below)
• Teach the North Carolina Standard Course of Study	Week 4: In Final Assignment Option B, Integrate Your Own Authentic Learning Project Into Your Curriculum, educators consider how to develop authentic learning tasks aligned with their curriculum standards.

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• Develop and apply strategies to make the curriculum rigorous and relevant	Week 2: A Multimedia Book, Creating Essential Questions, explains how to develop questions to direct student learning that are open-ended, take them beyond fact-finding, and form the basis of inquiry. Week 2: Forum: Planning an Authentic Learning Experience addresses student engagement
• Develop literacy skills appropriate to specialty area	Entire Workshop encourages educators to develop literacy skills related to the use of technology into their instruction
B. Teachers know the content appropriate to their teaching specialty.	✓ (See details below)
• Know subject beyond the content they teach	NA
• Direct students' curiosity into an interest in learning	Week 2: Forum: Knowledgebase Exploration models the use of inquiry based learning where interests direct learning. Week 2 Multimedia Book Creating Essential Questions explains how to direct curiosity with questions to direct student learning that are open-ended, take them beyond fact-finding, and form the basis of inquiry.
C. Recognizes the interconnectedness of content areas/disciplines.	✓ (See details below)
• Know links between grade/subject and the North Carolina Standard Course of Study	Week 4: Final Assignment Option B: Integrate Your Own Authentic Learning Project Into Your Curriculum requires attention to curriculum standards
• Relate content to other disciplines	Week 1: Multimedia Book: Authentic Learning in the Digital Age—Rita Oates of ePals discusses interdisciplinary learning Week 3 explores creativity as it relates to all content areas Week 4: Final Assignment Option A: Teach a CyberSmart! Lesson, provides templates for interdisciplinary projects
• Promote global awareness and its relevance	Week 4: Final Assignment Option C: Global Connections with CyberSmart! Africa Digital Storytelling Videos and ePals
D. Teachers make instruction relevant to students.	✓ (See details below)

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• Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility	Week 1: Multimedia Book: Authentic Learning in the Digital Age emphasizes the need for 21st century learners to develop strong collaboration skills and that information literacy skills are life skills. Entire workshop models the use of information literacy and inquiry based learning as life skills.
• Demonstrate the relationship between the core content and 21st century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness	Week 1: Multimedia Book: Authentic Learning in the Digital Age emphasizes how online interdisciplinary learning will also result in global cultural learning Week 4: Final Assignment Option C: Global Connections with CyberSmart! Africa Digital Storytelling Videos and ePals
Standard IV: Teachers Facilitate Learning for Their Students	
A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.	✓ (See details below)
• Know how students think and learn	Week 1: Multimedia Book: Authentic Learning in the Digital Age Week 2: Forum: Knowledgebase Exploration provides opportunities to question experts on this topic.
• Understand the influences on student learning and differentiate instruction	Week 2: Forum: Knowledgebase Exploration provides opportunities to question experts on this topic.
• Keep abreast of evolving research	Week 1: Multimedia Book: Authentic Learning in the Digital Age— Monica Beglau discusses research-based eMINTS instruction Week 2: Forum: Knowledgebase Exploration provides opportunities to question experts.
• Adapt resources to address the strengths and weaknesses of students	Week 2: Step 1 of the Authentic Learning Planner has educators identify their students' academic strengths and weaknesses
B. Teachers plan instruction appropriate for their students.	✓ (See details below)

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• Collaborate with colleagues	Entire Workshop: participants collaborate to discuss instruction through authentic learning
• Use data for short- and long-range planning	Week 2: Step 1 of the Authentic Learning Planner has educators identify their students' academic strengths and weaknesses when planning instruction
• Engage students in the learning process	Week 2: Step 2 of the Authentic Learning Planner has educators develop essential questions that will engage their students
• Monitor and modify plans to enhance student learning	Entire Workshop: For example, in Week 3, educators use a wiki to discuss how to modify instruction to develop students' creative thinking
• Respond to cultural diversity and learning needs of students	NA
C. Teachers use a variety of instructional methods.	✓ (See details below)
• Choose methods and materials as they strive to eliminate achievement gaps	Entire workshop: For example, in Week 4 educators choose among three authentic learning teaching options
• Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction	Entire workshop provides educators with experience using ICT and encourages their use for student learning
D. Teachers integrate and utilize technology in their instruction.	✓ (See details below)
• Know appropriate use	Entire workshop models this but it is specifically addressed in the Manners, Cyberbullying, and Ethics Workshop.
• Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate	Entire workshop provides educators with experience using ICT technologies (databases, wikis, online forums, and multimedia) for professional learning and explores their uses for student learning Week 1: In the Multimedia Book "Authentic Learning in the Digital Age," educators explore authentic learning using digital tools. Week 4: Options A and C require student use of technology for problem solving and collaboration. Option B might depending on teacher conception.
E. Teachers help students develop critical thinking and problem-solving skills.	✓ (See details below)

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• Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions	Week 1: Multimedia Book: Authentic Learning in the Digital Age discusses the benefits of instruction through authentic learning. Week 2: Educators explore the CyberSmart! Knowledgebase related to problem solving and creativity. Week 4: All three options give educators the chance to engage students and foster creativity through authentic lessons and projects
• Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems	Week 2: Forum: Planning an Authentic Learning Experience
F. Teachers help students work in teams and develop leadership qualities.	✓ (See details below)
• Teach the importance of cooperation and collaboration	Week 4: Final Assignment Option A: Teach a CyberSmart! Lesson—all lessons require student collaboration Week 4: Final Assignment Option B: Integrate Your Own Authentic Learning Project – may depending on teacher conception Week 4: Final Assignment Option C: Global Connections with CyberSmart! Africa Digital Storytelling Videos and ePals
• Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities	Week 4: Final Assignment Option A: Teach a CyberSmart!—all requiring student learning teams and stressing communication and collaboration skills
G. Teachers communicate effectively.	NA
• Communicate clearly with students in a variety of ways	NA
• Assist students in articulating thoughts and ideas clearly and effectively	NA
H. Teachers use a variety of methods to assess what each student has learned.	✓ (See details below)
• Use multiple indicators, both formative and summative, to evaluate student progress	Week 2: Step 3 of Authentic Learning Planner discusses multiple assessment strategies
• Provide opportunities for self-assessment	Week 2: Step 3 of Authentic Learning Planner discusses giving students a role in self-assessment during and at the completion of authentic learning projects.

North Carolina Professional Teaching Standards	CyberSmart! Authentic Learning & Creativity
• Use assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions	Week 2: Step 3 of Authentic Learning Planner discusses multiple assessment strategies
Standard V: Teachers Reflect on Their Practice	
A. Teachers analyze student learning.	✓ (See details below)
• Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement	Week 1: Forum Discussions—Creativity can be taught; People are either born creative thinkers or they are not. Week 2: Forum—Planning an Authentic Learning Experience Week 3: Wiki—What kinds of teaching create opportunities for creative thinking? What support or guidance do educators need to help students develop their creative potential? Week 4: Concluding Survey Week 4 Wrap Up Forum
• Collect and analyze student performance data to improve effectiveness	Week 2: Step 1 of the Authentic Learning Planner directs educators to consider student performance before designing instruction
B. Teachers link professional growth to their professional goals.	✓ (See details below)
• Participate in continued, high quality professional development	Entire workshop
C. Teachers function effectively in a complex, dynamic environment.	✓ (See details below)
• Actively investigate and consider new ideas that improve teaching and learning	Entire Workshop: Educators investigate authentic learning, problem-based learning, and creative thinking teaching strategies and how the use of technology can enrich these approaches.
• Adapt practice based on data	Week 2: In Step 1 of the Authentic Learning Planner, educators use data about their student's academic strengths and weaknesses to plan new instruction.