OSPI Media Literacy and Digital Citizenship Ambassadors' Program Pilot 2022-2023 Evaluation Report

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Executive Summary

The **OSPI Media Literacy & Digital Citizenship Ambassadors Pilot Program** convened a cohort of 25 Washington state teachers and teacher-librarians to complete a series of Modules between November 2022 and May 2023. The program defined media literacy as *the ability to think critically about the messages being consumed & created through a variety of forms of communication.* Digital Citizenship is *the ability to communicate with others online in ways that are safe, responsible, ethical & kind.* The Modules included four required and eight optional synchronous sessions and professional learning communities (PLCs) hosted on Zoom, and asynchronous discussions and reflection/action-planning activities on the Canvas platform. Guest speakers were invited to share their expertise across various media literacy and digital citizenship topics.

The Puget Sound Educational Service District Strategy Evaluation and Learning (StEL) team worked in partnership with the OSPI Media Literacy & Digital Citizenship Program Supervisor and consultant to develop multiple survey instruments and a focus group protocol to provide information about program implementation and effectiveness. Overall, the Program Pilot received outstanding ratings from participants.

Evaluation Findings

The StEL evaluation team utilized Tableau software in order to create dynamic visualizations of survey data, providing dashboards for ambassador pre-assessment, each of the program modules and the post assessment. Appendix B includes links to each data visualization. The program dashboards enable visualizing data to distinguish between the responses of elementary (serving grades K-5) and secondary (serving grades 7-12). Data can also be displayed to compare teachers and teacher-librarians' responses.[1]

Based on surveys and focus groups, evaluation findings affirmed the high quality of both the professional learning and the flexible service delivery model. Ambassadors especially valued exposure to nationally recognized experts, and their time with colleagues. They recognized that their education about media literacy and digital citizenship needed to continue, and are interested in remaining connected to the program. Opportunities to develop and codify ambassadors' varied roles and service warrant additional discussion.

Considerations for 2023-24

Due to the success of the **OSPI Media Literacy and Digital Citizenship Ambassadors' Program**, it is critical to continue providing well-designed professional learning opportunities so that teacher-librarians and teachers are able to weave media literacy and digital citizenship learning into multiple contexts. Based on these conclusions, the following five considerations stand out in informing future work:

[1] One ambassador noted that her title was media specialist. Her responses were recoded in the teacher-librarian category.

1. Continue to maintain flexible module-based structures that provide relevant and meaningful resources.

Ambassadors were unified in their appreciation of program supports, speakers, and resources. They valued the menu of optional modules so they could deeply engage around topics that were aligned with their day-to-day work.

2. Continue professional learning communities while considering minor adjustments, including adding more structure and guest speakers to meeting agendas.

A strong theme across the exit tickets, post-assessment survey, and focus groups was the experience of isolation for some of the ambassadors. As participating teacher-librarians play a singular role in their school buildings, they were grateful to build relationships throughout the course of the program.

3. Consider adding additional topics to the professional learning program while scaffolding curation of helpful materials.

Ambassadors reflected about how quickly media literacy and digital citizenship are changing. They had numerous ideas about new areas of focus, including artificial intelligence and diversity, equity, and inclusion.

4. Prioritize hands-on learning about application of media literacy and digital citizenship knowledge.

Ambassadors work in a range of contexts and reported varied opportunities for advancing instruction and policy development about media literacy and digital citizenship. Both survey and focus group data conveyed stories of successes when they could immediately apply the practical information. A few conveyed that this was risky, and were eager to process their work in conversation with their ambassador colleagues.

5. Explore developing roles and responsibilities of media literacy and digital citizenship ambassadors. Provide an overview and examples of this work early in the professional learning modules.

Program participants felt empowered to assume or strengthen their leadership in their schools and districts and were eager to have this work more clearly defined. During the pilot, speakers and ambassadors discussed numerous examples of service that ranged from teaching lessons, coaching teachers about infusing medial literacy and digital citizenship, and developing policies. Additionally, ambassadors wondered about the ways that OSPI could communicate to districts about the importance of media literacy and digital citizenship.

OSPI Media Literacy and Digital Citizenship Ambassadors' Program Pilot Report

Rationale for Pilot

The need for developing K-12 students' media literacy and digital citizenship cannot be understated. Scholars from the Stanford History Education Group illustrated that students were not able to tell the difference from news and advertisement and struggled to identify the sources of websites.[i] Teens and tweens are online respectively more than eight and five hours a day. Smartphone use among youth is also commonplace with 30% of all 8- and 9-year-olds, 70% of 12- to 13-year-olds and 90% of youth older than fourteen reporting phone ownership.[ii] In May of 2023, the Surgeon General issued an advisory that synthesized close to 100 studies. The Advisory stated that while social media may provide some benefits to youth, its excessive use has also been associated with an increase in depression, eating disorders and other mental health problems.[iii]

The **OSPI Media Literacy & Digital Citizenship Ambassadors Pilot Program** convened a cohort of 25 Washington state teachers and teacher-librarians to address these concerns. Ambassadors completed a series of Modules between November 2022 and May 2023. The program information flyer shared key definitions:

> "Media Literacy is *the ability to think critically about the messages being consumed & created through a variety of forms of communication.* Digital Citizenship is *the ability to communicate with others online in ways that are safe, responsible, ethical & kind."*[iv]

As media literacy and digital citizenship overlap, Media Literacy Now and the International Society for Technology in Education offer helpful information about the distinctions. Media literacy includes the ability to decode media messages, assess the influence of those messages, and conscientiously create media[v] while digital citizenship encompasses using technology to improve one's community, engaging respectfully online, and using technology to make your voice heard by public leaders.[vi]

The Modules included four required and eight optional synchronous sessions and professional learning communities (PLCs) hosted on Zoom, and asynchronous discussions and reflection/action-planning activities on the Canvas platform. Guest speakers were invited to share their expertise across various media literacy and digital citizenship topics. During these meetings, speakers addressed such topics as integrating media literacy and digital citizenship into instruction, adapting instruction to different grade-levels, and identifying and collaborating with allies. (Please see Appendix A for module overview).

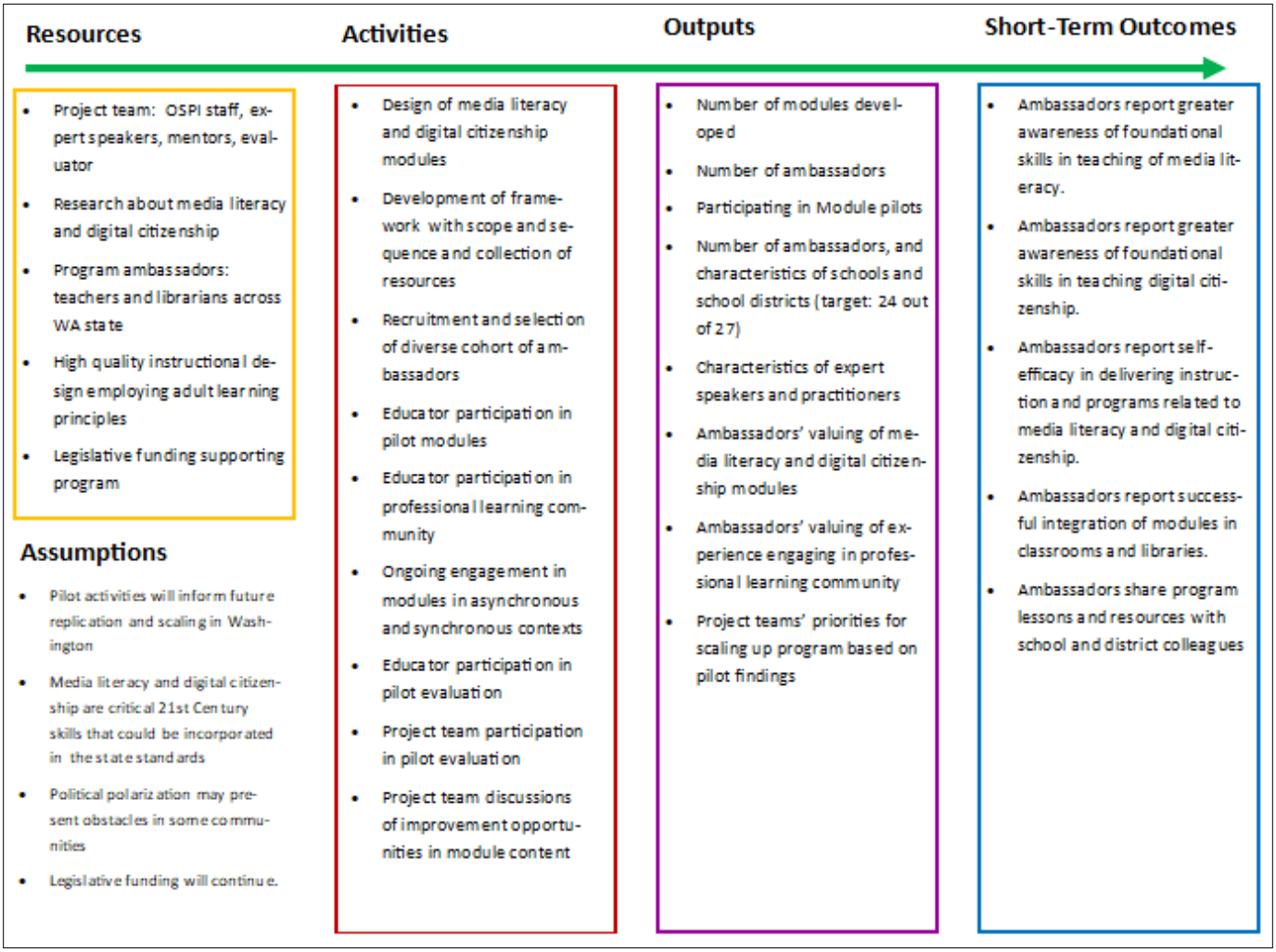
This three-section report shares the pilot design, evaluation findings and considerations for the **OSPI Media Literacy and Digital Citizenship Ambassadors' Pilot Program (Ambassadors Pilot Program)**. The Puget Sound Educational Service District Strategy Evaluation and Learning (StEL) team worked in partnership with the OSPI Media Literacy & Digital Citizenship Program Supervisor and consultant to develop multiple survey instruments and a focus group protocol to

provide information about program implementation and effectiveness. Overall, the Program Pilot received outstanding ratings from participants. This report documents ambassadors' insights and suggestions about opportunities for developing new content and considerations for adjustments to the program structure.

Pilot Design and Logic Model

In October 2022 the StEL and OSPI teams prepared a logic model with a high-level overview of the program resources, activities, outputs and short-term outcomes. *Figure 1* reflects minor updates that the team approved in May 2023.[vii] The **Ambassadors Pilot Program** has been grounded in the assumptions that media literacy and digital citizenship are critical 21st century skills. Political polarization may present obstacles to implementation, and data collection can inform future replication and scaling in Washington. Key program resources included the project team, ambassadors, and legislative funding. Program activities comprised cohort selection, module and PLC participation and engagement in the **Ambassadors Pilot Program** evaluation. While the evaluation focused on ambassadors' responses to the program, other outputs included the speakers' characteristics and how ambassadors participated in the 12 modules. Short term outcomes reflected ambassadors' overall growth in knowledge, confidence and integration of media literacy and digital citizenship in their schools and districts.

Figure 1: Ambassadors Pilot Program Logic Model, Updated May 2023



The program logic model served as a framework for developing module exit tickets, pre and post assessments, and the focus group discussed in the Evaluation Findings section.

Evaluation Findings

The StEL evaluation team utilized Tableau software in order to create dynamic visualizations of survey data, providing dashboards for ambassador pre-assessment, each of the program modules and the post assessment. The pre- and post-assessment and each module included open- and closed-response survey questions about delivery and content. The pre assessment was used to inform minor program adjustments. Rather than comparing pre- and post-assessment data, the post-assessment prompted ambassadors to reflect on their growth and experiences throughout the program. Appendix B includes links to each data visualization. The program dashboards enable visualizing data to distinguish between the responses of elementary (serving grades K-5) and secondary (serving grades 7-12). Data can also be displayed

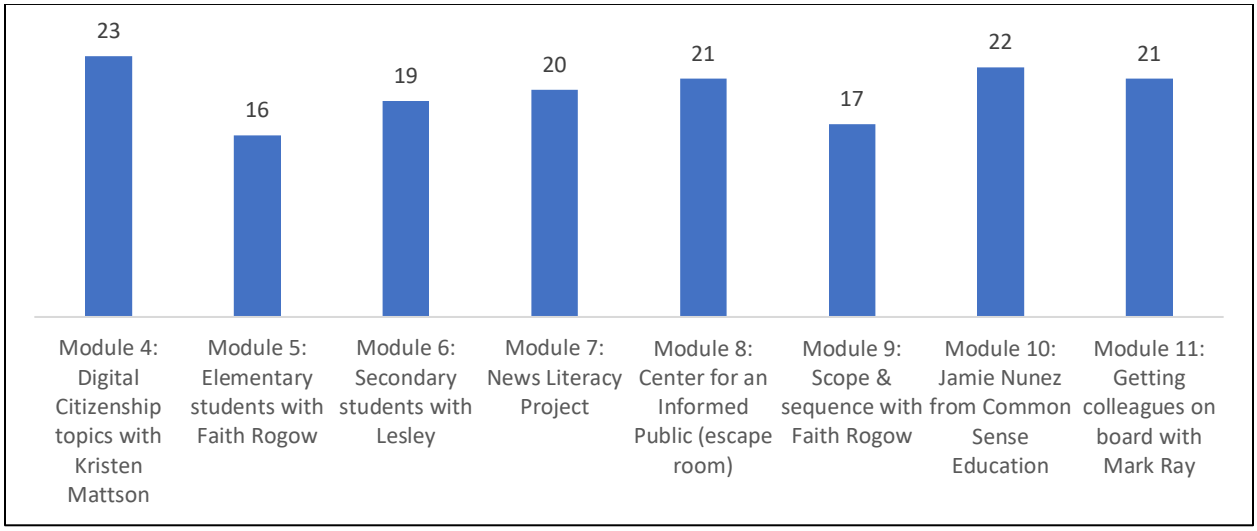
to compare teachers and teacher-librarians' responses.[2] This section provides details about project summative findings.

Post Assessment

Survey Findings

Post-assessment survey respondents included 18 teacher-librarians and 7 teachers. Thirteen played roles supporting students in grades K-5 and 12 ambassadors worked in secondary settings serving students grade 7-12. Sixteen of the ambassadors attended all of the choice modules. Modules Four and Ten had the largest numbers of participants. (See *Figure 2* below).

Figure 2: Choice Module Participation

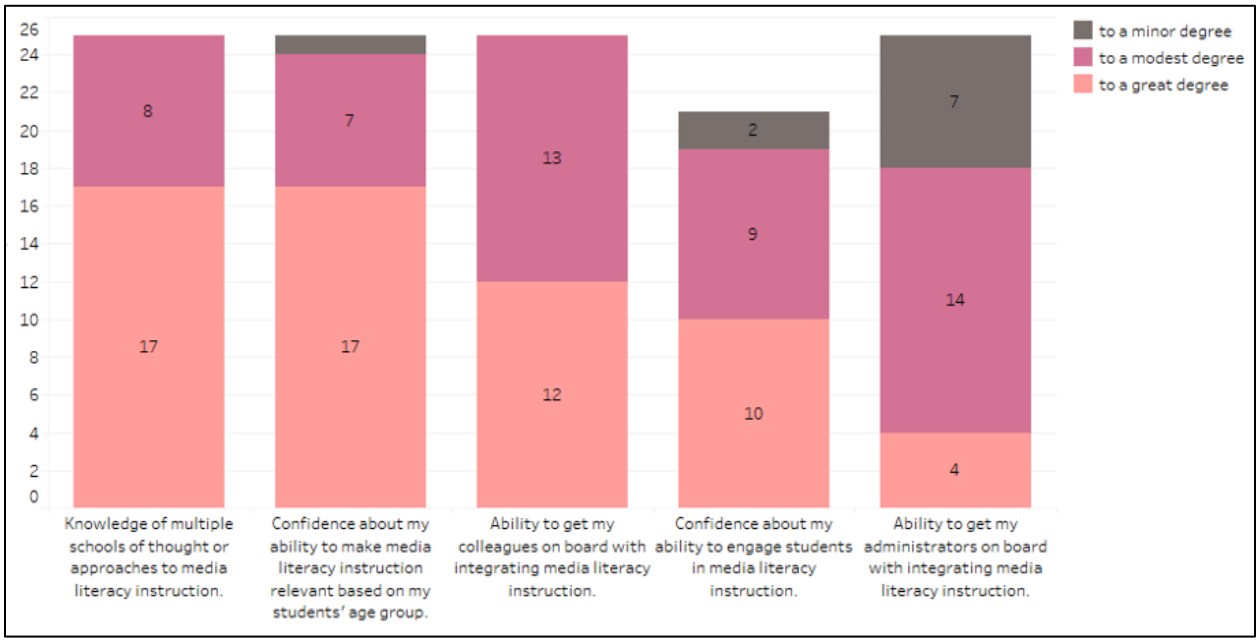


[2] One ambassador noted that her title was media specialist. Her responses were recoded in the teacher-librarian category.

Figure 3 includes illustrative findings about participants' growth throughout the program. A sizable majority shared that their knowledge, preparation and confidence in media literacy and digital citizenship grew to a great or modest degree through participation in the **Ambassadors Pilot Program**. 20 of 25 survey respondents shared that their confidence in their ability to make media literacy and digital citizenship relevant to their students' age group and to take proactive steps when introducing media literacy topics to minimize resistance grew to a great or modest degree.

Over 20 Ambassadors shared that their awareness, knowledge, and familiarity or increased to a great or modest degree in all media literacy and digital citizenship topics. All of the Ambassadors reported their familiarity with digital citizenship topics increased to a great or modest degree. Some of the ambassadors also reported that their connections to allies outside their school or district increased to a minor degree in media literacy (9 ambassadors) and digital citizenship (8 ambassadors) as a result of the program. A proportion of ambassadors reported that they increased their ability to get their administrators on board with media literacy (7 ambassadors) and digital citizenship instruction (5 ambassadors) as a result of the program.

Figure 3: The Majority of Ambassadors Report Growth to a Modest or Great Degree in Knowledge, Confidence and Ability in Media Literacy Instruction

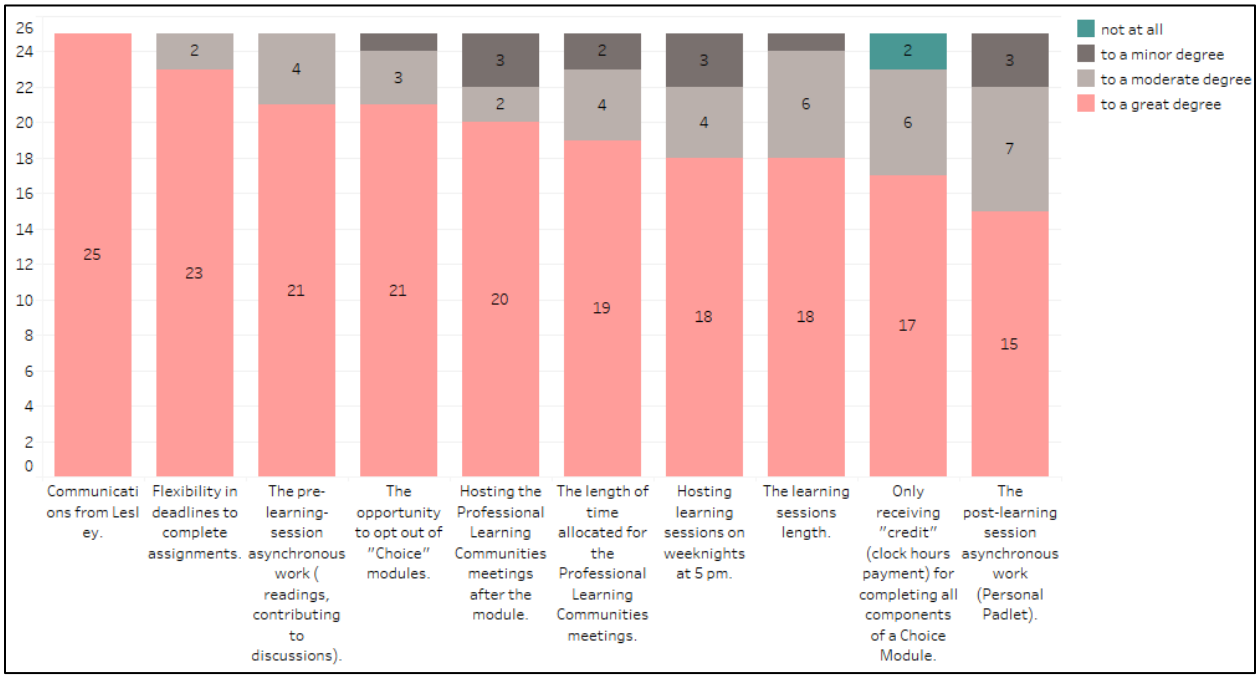


Structures and supports in the ambassadors' program received uniformly high ratings in meeting participants' needs. All of the ambassadors shared that communications from the program director met their needs to a great degree. All of the ambassadors reported that the program's flexibility in deadlines and pre learning asynchronous sessions met their needs to a great or moderate degree. The majority reflected that, to a great or modest degree, the opportunity to opt out of "choice" modules (24 ambassadors), learning session length (24), PLC

length (23) hosting PLCs following modules (22), and weeknight meeting time (22) met their needs.

When reflecting on incentives, ambassadors gave the highest ratings to aspects of the program related to increasing their knowledge and networking (see *Figure 4*.) All of the ambassadors cited that opportunities to meet with colleagues in similar roles and exposure to national experts were very meaningful incentives to participate. For ambassadors, both clock hours (16 participants) and the program stipend (12) were somewhat or not at all meaningful.

Figure 4: Pilot Program Structures and Supports Meet Ambassadors Needs



Open-Ended Responses

Ambassadors answered three questions that addressed the **Ambassadors Pilot Program** strengths and opportunities for improvement. The narrative responses affirmed close-response survey findings about the high degree of ambassador growth and the high quality of program supports.

Response to item: What aspects of the Ambassadors Pilot Program worked well for you? Why? 19 Responses

Ten ambassadors shared general praise for the overall program structure. Eight respondents explained that connecting with colleagues throughout the course was the most helpful and seven reported that the course material and module structure were well-executed. Below are illustrative quotations that are aligned with key claims.

Ambassadors provided general praise for the overall program structure.

"I just moved from many years in elementary back to middle school, and our cohort was amazing for me! I learned so much from the other secondary teacher-librarians and it was really useful and helpful! Shana was an excellent facilitator for our group"

"I love that meetings were spread out and that they were in the evening. Even with the 5:00 time there were days I struggled to make it on time, so I was grateful for the later meetings. I also loved that you could pick and choose modules. I personally chose to go to all of them mainly because I am always seeking out learning opportunities and I don't want to miss something that could be beneficial to me, my school or my students."

"The organization of the whole program was very easy to follow. I appreciated the ability to flex on some of the Modules due to family emergencies/illness."

Connecting with colleagues supported knowledge sharing.

"All of it but specifically, the PLC's. They gave me a great chance to unpack the information, tailor it to my specific needs of my community and really reflect on what we were learning and how to apply it, in a meaningful way."

"I absolutely loved my PLC group!!! What an amazing group of educators! I selected "somewhat meaningful" for the size of the cohort because I felt that my smaller PLC group and our breakout sessions really countered the feel of the bigger group."

The course material and module structures helped keep ambassadors engaged and interested in the topic areas.

"Excellent choice of books and being able to connect with those authors were a definite highlight and really thought-provoking and encouraging. It was also great to have a range of options (with how much to read, etc.) to help it fit within any given work week."

"I feel that all the module topics, asynchronous work, and learning sessions were great. Prior to each learning session, I never felt that I was just completing busy work in order to justify both the clock hours and stipend"

Response to item: What would you change about the Ambassadors Program? What would you cut? What would you add? 20 Responses

Six respondents suggested longer class meetings. Six respondents advocated for more opportunities to connect with colleagues (in and out of PLCs). Five respondents shared that they had no recommendations about changing the program.

Longer class meeting times will provide additional flexibility to fully engage with the course material.

"I would like the main meeting to be longer and the PLCs to be shorter…[for example] to have more focus--like we are all working and supporting each other on individual Action Projects or

something. Or have every other session be long -- especially the ones with guests, I really wanted more time for us to interact with them -- and then only meet as PLCs every other time."

Ambassadors desired additional opportunities to connect with colleagues.

"I really enjoyed my PLC group and I also think that a bit larger group would be all the richer! Some of my biggest take aways were from the experiences/lessons/perspectives shared during our PLC time.

"I'd probably add more opportunities to meet with our PLCs, even if they were voluntary. Sometimes the times between each module was a lot and it would have been nice to meet with our PLCs in between those modules."

"I also think that learning about how to engage other teachers and administrators would be great to know earlier in the program, so while we are learning about other topics, we can be thinking about how to present them to others or how to work with others to integrate the skills."

One respondent suggested the separation of elementary and secondary-level educators.

"I wonder if it would be possible to have two separate groups for elementary and secondary. While I understand the theoretical benefit of knowing the K-12 scope and sequence, I'm not sure there really is one. The middle-school librarian at our feeder school tells me the students insist they have never had a digital citizenship lesson (or learned anything about the library, for that matter), so I am not convinced it matters beyond repeated exposure. In any case, I think it would be helpful to have more practical lessons and that might be easier if it were divided by elementary/secondary."

Post Program Focus Groups

Fourteen ambassadors participated in two hour-long focus groups held on May 17, 2023 (n=9) and May 23, 2023 (n=5). Participants included teachers (n=3), teacher librarians (n=5), and librarians (n=5), and media literacy specialist (n=1) who served student populations among all grade levels (high school = 5, middle school = 2, and elementary school = 6). Key themes are organized in the responses to each question below.

Please tell us about your role and your responsibilities supporting media literacy and digital citizenship.

Participants shared how they led media literacy and digital citizenship planning and instruction. When working in schools, teacher-librarians supported to various media literacy initiatives through planning, development, and execution. They also developed curriculum and connected with classroom teachers to implement media literacy in curriculum instruction. Others served as district leaders or represented the district by participating in OSPI committee work over several years.

Many ambassadors (12) shared that their school districts provided limited supports as it relates to the development and integration of medial literacy work. One explained:

"It's pretty independent in my district right now, every school kind of does their own thing, and librarians talk about it, but we don't really have a district wide plan. So I have my own kind of

scope and sequence that I've created over the years just for my building, and so I do some teaching by myself and I partner with some teachers when they have projects to teach media literacy and digital citizenship skills within their lessons, but that's less often than I would like."

What led you to participate in the Ambassadors Pilot Program this year?

Most ambassadors self-elected to participate in the program with hopes of expanding personal knowledge and district support to infuse media literacy and digital citizenship into instruction. Only one participant mentioned direct district support in their participation. One shared:

"I decided to come to this program because we really don't have anything in place in terms of curricula or anything like that. So that's kind of what drew me here and I am hoping to collaborate around creating a scope and sequence for our building."

Two common themes include ambassadors' interest in improving advocacy for media literacy and digital citizenship and connecting with peers who share similar passions for this work: *"I've done a lot of digital citizenship and media literacy lessons, you know, individually, like on my own. But I wanted to get more of a group perspective and my district is really looking to add."*

Could you share a story about valuable experience in that you had in the program? (Probing for: What was going on? What did you learn?)

Ambassadors who participated in the focus groups conveyed general praise for the presenters and resources. They shared that the session with Faith Rogow, an independent scholar and author of *Media Literacy for Young Children* was especially helpful:

"The chapter she had on developing expectations for kids to work around digital use in building that community committee or community has been super helpful and I've already applied that in my program this year. I'm having the most incredible, insightful discussions between kids."

Focus group responses echoed survey findings. Ambassadors noted the value of learning with colleagues. PLCs gave ambassadors the opportunity to discuss topics and approaches to implementation:

"I think specifically in our roles as librarians were sometimes by ourselves or on our own. So having that connection and being able to unpack all of the wonderful things like Leslie packed into this pilot program, like with colleagues, it was really valuable."

"it's been really helpful to have a cohort of people that share the same kind of job because we are sort of islands in our schools"

Five of the ambassadors characterized the program as a space to learn and develop expertise. One elaborated on growth during over the course of the year:

"I sometimes I tell people I feel like a fraud. Sometimes it's like I'm doing all this, but man, I feel like I don't know anything. And so I joined the program because I felt like, okay, I just need to feel more confident in what I'm doing. And that really did help. It helped to show me how much I still…am learning."

What changes would you suggest that the program make? (probing for: Specific modules, class activities, guest speakers, the professional learning communities, etc.)

A common theme in the focus groups participants spoke to suggestions about the need for additional structure in discussion boards and PLC meetings (n=6). One ambassador shared that the PLCs focused on individual contexts. Another praised the discussion board, but wanted a shorter period to provide comments: "*So if that timeline of the [ambassador discussion board] comments was a little shorter than maybe there be more of a conversation going on there, I don't know, I just enjoyed reading what people are saying. But I had to keep remembering to check it."*

Ambassadors also expressed curiosity about the roles and responsibilities that they could assume as a result of the program: One suggested that Jamie Nunez's presentation would have been helpful earlier in the sequence of modules. Ambassadors also recognized that media literacy and digital citizenship are dynamic topics, and require updated materials annually: *"for the next ambassadorship program, I realized they probably can't run the same thing just because who knows what's going to be, you know, we have to address or what would be prudent for us to address at all different levels..."* It follows that ambassadors were eager to stay connected to the program in the year ahead.

Ambassadors reported experienced survey fatigue while participating in the program. One explained "*…it just felt very repetitive and I'd rather just have had it kind of shorter form with a few questions and maybe one open-ended where I could just some narrative feedback. That would have been a little faster, I think and more useful."*

Now that the course is over, how would you rate the balance of practical "just tell me what to do" content and bigger picture "here's why it matters" content? Would you have preferred more of one or the other?

While ambassadors were generally positive about the balance of information, four shared that they wanted a little more practice-based information about how to integrate the "bigger picture" concepts into practice: "*So maybe a little bit less of that and a little bit more of the practical. But I get that it'd be difficult with secondary and elementary because it is so different. So you almost have to have either, you know, separate meetings or, two groups…focusing on different things."*

Do you think the course could be streamlined to take up less time? If so, what would you cut? Are there any Modules you think weren't beneficial enough? Any activities within Modules?

None of the ambassadors recommended streamlining the program to take less time. Five suggested including recommend more hands-on opportunities (n=5) that included an opportunity for trying activities in schools and classrooms and reporting back about their results:

"[I would like] a more formalized way to either share some of our best lessons that we've tried out, or maybe if you were looking at all the technology stuff [and] trying one and coming back to the group…if I wasn't in a PLC with them, I never really heard what they were doing."

"I actually would love even more of the hands-on and more of the 'here are things you can do/ because what I'm trying to do is kind of build an arsenal right now because every teacher I work with is different and what works for one might not work well for another."

Do you think the course was missing anything? What would you add?

Ambassadors suggested a number of additional topics, including rise of online behaviors impacting youth, incorporating equity and diversity, and the impact of artificial intelligence on media literacy and digital citizenship. They also were eager to access resources for media literacy and digital citizenship in different languages. One reflected that she hoped that there could be a way to organize and compile the various resources they had been exposed to during the program. One suggested developing a list of effective lessons about digital citizenship and media literacy that could be aligned with grade level and instructional context. Four ambassadors wished that they had being prompted to track resources and lessons that were especially useful from the beginning of the modules. Three were interested in the opportunity to pursue a media literacy or digital citizenship endorsement to their teacher or librarian certificates.

What do you wish that you had known before signing up for this pilot program?

Two ambassadors shared their interest in the role of OSPI can play in amplifying messages about media literacy and digital citizenship. One related, "*I hope that OSPI can kind of push that out there. [Telling] 'school districts, you need to really work on not just the PLCs within your district, but how can you network with other districts and with OSPI.'"* One noted that she wished that she had access to a group like the consortium of librarians in Southwest Washington who met regularly. *Another stated, "It's pretty independent in my district right now, every school kind of does their own thing, and librarians talk about it, but we don't really have a district wide plan."*

What tools and lessons from the Ambassadors' Program have you implemented, or do you plan to implement?

Ambassadors shared potential approaches to integrating media literacy and digital citizenship into classrooms. One discussed collaborating with a physical education teacher about how to weave information about advertising and the media into health lessons. Another was interested in discussing how picture books could be a resource. Three ambassadors shared stories of tools and lessons that they adapted or implemented:

"I was able to put up the Selena Gomez deep fake picture from the Met Gala that went that went viral and everyone was like, oh, she showed up at the Met viral, you know, the Met Gala last minute. Nope. It was a deep fake, but they were all over and they were like, 'ohh, ...That's her for real. That's for sure.' And [I said] 'Nope.' So it was really good to be able to kind of throw that in there as we were going through. And how can you really tell?"

"I used to news literacy project lesson from technology, which again is something I was aware of, but I was a little overwhelmed at all the options. I finally just dug in and did one…I had to rejigger it to fit for a whole classroom activity, but we made it work and it was actually a really good lesson."

"I'm using the list of picture books related to media literacy and digital citizenship a lot and hacking standards, and next year plan on using those books more because I just got them."

Is there anything we haven't asked you that we should have asked?

Ambassadors shared a range of concluding thoughts about their experiences. All of them praised the OSPI Media Literacy & Digital Citizenship Program Supervisor's ability to develop such a holistic, online course that was well-designed and provided the most relevant information. They also hoped that they could have responded to focus group questions addressing the barriers and challenges to implementation of media literacy and digital citizenship work.

Considerations for 2023-24

Due to the success of the **OSPI Media Literacy and Digital Citizenship Ambassadors' Program**, it is critical to continue providing well-designed professional learning opportunities so that teacher-librarians and teachers are able to weave media literacy and digital citizenship learning into multiple contexts. Evaluation findings affirmed the high quality of both the professional learning and the flexible service delivery model. Ambassadors especially valued exposure to nationally recognized experts, and their time with colleagues. They recognized that their education about media literacy and digital citizenship needed to continue, and are interested in remaining connected to the program. Opportunities to develop and codify ambassadors' varied roles and service warrant additional discussion. Based on these conclusions, the following five considerations stand out in informing future work:

1. Continue to maintain flexible module-based structures that provide relevant and meaningful resources.

Ambassadors were unified in their appreciation of program supports, speakers, and resources. They valued the menu of optional modules so they could deeply engage around topics that were aligned with their day-to-day work. The current overarching structure and evening times worked well for the 2022-23 cohort.

2. Continue professional learning communities while considering minor adjustments, including adding more structure and guest speakers to meeting agendas.

A strong theme across the exit tickets, post-assessment survey, and focus groups was the experience of isolation for some of the ambassadors. As participating teacher-librarians play a singular role in their school buildings, they were grateful to build relationships throughout the course of the program. Some ambassadors suggested adding more structure to PLCs. Others would have liked module guest speakers to join these conversations so they could take a deeper dive into program content.

3. Consider adding additional topics to the professional learning program while scaffolding curation of helpful materials.

Ambassadors reflected about how quickly media literacy and digital citizenship are changing. They had numerous ideas about new areas of focus, including artificial intelligence and diversity, equity, and inclusion. At the same time, they talked about the broad and ambitious scope of their professional learning experience, and a couple of participants wished that they had a system from the very beginning for personally archiving resources for later use.

4. Prioritize hands-on learning about application of media literacy and digital citizenship knowledge.

Ambassadors work in a range of contexts and reported varied opportunities for advancing instruction and policy development about media literacy and digital citizenship. Both survey and focus group data conveyed stories of successes when they could immediately apply the practical information. A few conveyed that this was risky, and were eager to process their work in conversation with their ambassador colleagues. When meeting with potential speakers, it would be worthwhile to explore how to infuse professional learning with knowledge and resources could be utilized in such varied contexts as school libraries, classrooms, and district offices.

5. Explore developing roles and responsibilities of media literacy and digital citizenship ambassadors. Provide an overview and examples of this work early in the professional learning modules.

Program participants felt empowered to assume or strengthen their leadership in their schools and districts and were eager to have this work more clearly defined. During the pilot, speakers and ambassadors discussed numerous examples of service that ranged from teaching lessons, coaching teachers about infusing medial literacy and digital citizenship, and developing policies. A few noted that Module 11 would have been better placed at the beginning of the program. In the year ahead, it may be worthwhile to document the different ways that educators may assume ambassador roles. Additionally, ambassadors wondered about the ways that OSPI could communicate to districts about the importance of media literacy and digital citizenship.

Appendices

Appendix A: Module Overview

https://docs.google.com/document/d/11h533GhgX0nJuoMZuNfOLHhaIx-QXS4GlvinqUmNSec/edit

Appendix B: Links to Tableau Dashboards

The links below are of individual dashboards with assessment data. The Program conducted pre- and post-assessments and administered an exit ticket for each module.

Dashboard, Guest Speaker and Link	Required or Choice?	Learning session dates	Questions That Module Addresses
Ambassador Pre-Assessment			Not Applicable
Module 1	Required	11/16/2022	Who's here? Why are we here? Where are we going? How will we get there?
Module 2	Required	11/30/2022	What are our online community norms (for now)? How do different approaches to Media Literacy instruction relate to your values? How will we distinguish between "Media Literacy" & "Digital Citizenship"?
Module 3	Required	12/7/2022	What did you think of the Framework? How can you engage with topics you'd like to learn more about & resources that can help you do so? How do you define "Digital Citizenship" & "Media Literacy"? How can you reflect on your learning and make plans to take action throughout this course?
Module 4 Kristen Mattson & LeeAnn Lindsey	Choice	1/11/2023	What do students really need to know about Digital Citizenship these days?
Module 5 Faith Rogow	Choice	1/25/2023	What's going on with elementary students' developmental stages and how can we make Media Literacy instruction relevant for them?
Module 6	Choice	2/8/2023	What's going on with secondary students' developmental stages and how can we make Media Literacy instruction relevant for them? What are proactive steps that lessen the chance of pushback from students when teaching Media Literacy?

Dashboard, Guest Speaker and Link	Required or Choice?	Learning session dates	Questions That Module Addresses
Module 7 Shaelynn Farnsworth, Erin Olson & Brittney Smith from News Literacy Project	Choice	3/1/2023	What are proactive steps that lessen the chance of pushback from students when teaching Media Literacy?
Module 8 Chris Coward from UW Center for an Informed Public	Choice	3/15/2023	What do students really need to know about Media Literacy these days? How can we make instruction engaging and relevant?
Module 9 Faith Rogow	Choice	3/29/2023	What are some strategies for integrating Media Literacy & Digital Citizenship into our teaching How can a Scope & Sequence help?
Module 10 Jamie Nunez from Common Sense Education	Choice	4/19/2023	How do we get administrators on board with integrating Digital Citizenship into the curriculum?
Module 11 Mark Ray	Choice	4/26/2023	How do we get colleagues on board with integrating Media Literacy into the curriculum?
Module 12	Required	5/10/23	What will you do next? What do you still need?
Ambassador Post Assessment			Not Applicable

Endnotes and Works Cited

[i] Breakstone, J., McGrew, S. Ortega, T. Smith, M, & Wineburg, S. (2018). Media Literacy Takes the Digital Morass. *School Administrator,* pp.34-38. Retrieved from https://www.pageturnpro.com/AASA/83961-April-2018/sdefault.html#page/37

[ii] Common Sense Media. (2021). *The Common Sense Census: Media Use by Teens and Tweens.* Retrieved from https://www.commonsensemedia.org/sites/default/files/research/report/8-18-census-integrated-report-final-web_0.pdf

[iii] U.S. Surgeon General's Advisory. (2023). Social Media and Youth Mental Health. Retrieved from https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf

[iv] OSPI. (2022, July). Media Literacy & Digital Citizenship Ambassadors Pilot Program 2022-23. Program Handout.

[v] International Society for Technology in Education (no date). Digital Citizenship in Education. Retrieved from https://www.iste.org/areas-of-focus/digital-citizenship

[vi] Media Literacy Now. What is Media Literacy. Retrieved from, https://medialiteracynow.org/what-is-media-literacy/

[vii] When considering outcomes, the team revised "• Ambassadors report successful implementation of modules in classrooms and libraries" to read "• Ambassadors report successful integration of lessons learned in their work in classrooms and libraries."