



OSPI Randy I. Dorn, State Superintendent

*Every student ready for
career, college, and life*

REPORT TO THE LEGISLATURE

Digital Citizenship Recommendations

2016

Authorizing legislation: RCW 28A.650.045

(<http://app.leg.wa.gov/rcw/default.aspx?cite=28A.650.045>)

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Executive Summary

Nearly one in six students nationwide are cyberbullied¹. More and more students can't tell the difference between an advertisement and a news story². Helping our students navigate the deep waters of technology and become responsible, ethical digital citizens is crucial to their development and to our future.

What is “digital citizenship”? Legislation passed in 2016 required the Office of Superintendent of Public Instruction to convene an advisory group, which developed a working definition:

Digital citizens recognize and value the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they engage in safe, legal and ethical behaviors³.

The group also adopted an existing definition of “media literacy” from a national group:

Media literacy is the ability to access, analyze, evaluate, create and act using a variety of forms of communication⁴.

The legislation also required OSPI, with help from the advisory group, to recommend media literacy and digital citizenship improvements statewide. They are summarized as follows:

1. Convene a working group to update the state K–12 learning standards for educational technology that align with the advisory group’s definitions of digital citizenship and media literacy, national standards and learning standards in all subjects.
2. Consider possible revisions to district policies to better support digital citizenship, media literacy, or Internet safety in schools.
3. Create a web-based location to recommend successful practices and resources and work with the K–12 community and other stakeholders to identify and develop additional Open Educational Resources to support digital citizenship, media literacy and Internet safety in schools.
4. Provide support for professional development for teachers, focused on integrating digital citizenship and media literacy in all core standards, starting with English Language Arts and Social Studies.
5. Examine improvements in districts’ library information and technology programs as defined in state law to determine ways in which teacher librarians can lead, teach and support digital citizenship and media literacy across all grades and content areas.

¹ “Youth Risk Behavior Surveillance—United States, 2013.” Centers for Disease Control and Prevention. <http://www.cdc.gov/mmwr/pdf/ss/ss6304.pdf>

² *Education Week*, “Why Students Can’t Google Their Way to the Truth.” <http://www.edweek.org/ew/articles/2016/11/02/why-students-cant-google-their-way-to.html>

³ Adapted from the 2016 International Society for Technology in Education (ISTE) Standards for Students

⁴ Definition from the National Association for Media Literacy Education

Introduction and Definitions

To develop the best practices and recommendations for instruction in digital citizenship, Internet safety, and media literacy, Substitute Senate Bill 6273 (<http://app.leg.wa.gov/billssummary?BillNumber=6273&Year=2015>) directed the Office of Superintendent of Public Instruction (OSPI) to convene and consult with an advisory committee, which was to include representatives from the Washington State School Directors Association (WSSDA); experts in digital citizenship, Internet safety, and media literacy; teacher-librarians; and other stakeholders including educators, administrators, and representatives from parent associations.

The Digital Citizenship Advisory Committee (see Acknowledgements for a list of members) was convened and met three times between June 20 and November 1. In addition, OSPI formed virtual workgroups including Advisory Committee members as well as 30 other educators and community members (also listed in the Acknowledgements) who contributed ideas and resources, discussed important topics, and shared successful practices during the months of July through September.

Although requirements exist for schools to address Internet safety education (most notably the Children’s Internet Protection Act, or CIPA⁵), schools in Washington vary dramatically in the degree to which they have implemented these requirements. To move beyond a position of solely focusing on the prevention of negative behavior (e.g., cyberbullying or cheating), the Advisory Committee developed this statement:

Since our students are using technology to play, learn, and communicate while at home and at school, they should be learning how to use that technology responsibly. Full integration of digital citizenship and media literacy curriculum materials into every class and every content area—at every grade level—should be the goal to meet this need. Students must understand how to use personal technology in ways that augment their learning experience, leading to analysis, evaluation, reflection, and enhanced skills of expression. As educators guide exploration of the digital landscape, they must encourage their students to be critical and creative thinkers. Our students can be expected to continue actively engaging and expressing their voices in this digital landscape; we must therefore endeavor to provide the education that will empower them to become media literate and digitally responsible global citizens.

As Henry Jenkins notes in [Confronting the Challenges of Participatory Culture](#):

"Educators must work together to ensure that all young Americans have access to the skills and experiences needed to become full participants, can articulate their

⁵ <https://www.fcc.gov/consumers/guides/childrens-internet-protection-act>

*understanding of how media shapes perceptions, and are socialized into the emerging ethical standards that should shape their practices as media makers and participants in online communities...Participatory culture shifts the focus of literacy from individual expression to community involvement. The new literacies almost all involve social skills developed through collaboration and networking. These skills build on the foundation of traditional literacy and research, technical, and critical-analysis skills learned in the classroom."*⁶

Definitions

SSB 6273 provided this working definition: "Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use, including digital and media literacy, ethics, etiquette, and security. Digital citizenship includes the ability to access, analyze, evaluate, develop, produce, and interpret media, as well as Internet safety and cyberbullying prevention and response." To ensure clarity of terminology, the Advisory Committee developed and adopted these expanded definitions of digital citizenship and media literacy for this legislative report:

Expanded definition of Digital Citizenship

Digital citizens recognize and value the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they engage in safe, legal and ethical behaviors. Digital citizens cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. They advocate for themselves and others in their behavior, actions, and choices.

Digital citizenship can also be defined as the norms of appropriate, responsible technology use, and it can be broken down into eight strategic areas: etiquette, communication, literacy, commerce, law, access, security, and rights and responsibilities. Digital citizenship is more than just a curriculum to be taught in a classroom; it is an ongoing process to prepare youth for a society immersed in technology.

Expanded definition of Media Literacy

Media literacy is the ability to access, analyze, evaluate, create and act using a variety of forms of communication. Media literacy includes the ability to understand how and why media messages and images are constructed and for what purposes they are used.

Media literate citizens examine how individuals interpret messages differently based on their skills, beliefs, backgrounds and experiences. They also consider how values and points of view are included or excluded in media pieces. Media literate citizens remain continually aware of the ways in which media can influence beliefs and behavior. In

⁶ *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century* by Henry Jenkins (P.I.) with Ravi Purushotma, Margaret Weigel, Katie Clinton, and Alice J. Robison

addition, media literate citizens are effective communicators, able to demonstrate critical and creative thinking as they utilize appropriate media creation tools. Further, they understand the conventions and characteristics of the tools they have selected. Media literate citizens are able to adapt to changing technologies and develop the new skills required as they continue to engage in life-long learning. Media literacy empowers individuals to participate as informed and active citizens in a democracy.

Elements of successful district implementation

In addition to identifying specific successful practices (see Appendix A), the Advisory Committee identified these elements that were commonly addressed by districts that have successfully implemented digital citizenship and media literacy education for all students.

Student instruction

Districts acknowledge students as consumers and creators of information and ideas. Districts promote cross-curricular integration of digital citizenship and media literacy and leadership instruction at all levels. Districts include students as active participants, role models and peer mentors to address these topics:

- Online safety, responsibility and security
 - The act of bullying
 - Students as digital consumers and users
 - Online predators and risky communications
- Media literacy
 - Production of one's own media
 - Examination of how people experience media differently
 - Identification of embedded values and stereotypes
 - Analysis of words and images
 - Evaluation of sources of information
- Legal, fair use, copyright and intellectual property
- Online identity and personal brand
 - Footprint and digital persistence
 - Inappropriate posting
 - Self-image
- Digital communications and collaboration
 - Fairness and civil discourse
- Ethics

Professional development

Districts endeavor to develop understanding and capacity of teachers and instructional leaders to understand digital citizenship, media literacy and leadership both as an instructional imperative and as dynamic district policy and practice.

Policy and practices

Districts acknowledge the need for digital and online policies that are dynamic and that must be responsive to diverse community standards and student learning outcomes.

Districts create systems and structures to develop and regularly review policy and practices, including but not limited to the following areas:

- Acceptable and responsible use policies
- Digital device management
- Social media and digital services for students and adults
 - Cloud computing
- Student online safety, responsibility and security
- Digital health and balance
- Student privacy and data security
- Digital citizenship and media literacy instruction
- Equity of access to hardware, software and electronic resources

Communications and engagement

Districts acknowledge that parents and community stakeholders are partners in developing students as digital citizens and lifelong learners. Topics to be addressed include:

- Recommended front-facing policy/position papers
 - Digital management and filtering policies
 - Student privacy policy
- Public relations
- Parent engagement
- Strategies for involving students as partners

Recommendations

Given the importance that the digital landscape now assumes in the lives of our students, it has become more important than ever before that we integrate digital citizenship and media literacy education across all content areas in the curriculum. Although there has been large growth in the numbers of instructional devices used by Washington students, nearly doubling over the past two years, efforts in many of our schools to address issues of digital citizenship and media literacy when using these devices are often found to lag considerably behind. After careful consideration and spirited discussion regarding the

tremendous need and urgency to address issues of digital citizenship and media literacy in all Washington’s schools, the Advisory Committee worked with OSPI to develop these expanded recommendations:

1. We recommend that OSPI convene a working group to update the state K–12 learning standards for educational technology to align with the 2016 ISTE Standards for Students, the definitions of digital citizenship and media literacy developed by the Advisory Committee, and Washington state learning standards in all subjects.

Washington’s current educational technology standards were developed in 2008, and include Essential Academic Learnings of Technology Integration and Digital Citizenship. Since those standards were released, the state has adopted new standards in English Language Arts, Mathematics, Science, Financial Education, Physical Education, and will soon be adopting Computer Science Standards. With the huge growth in the number of instructional devices in Washington schools, this update is especially timely.

2. We recommend that WSSDA use input from the Digital Citizenship Advisory Committee to consider possible revisions to the Sample Electronic Resources Model Policy or other related policies to better support digital citizenship, media literacy, and Internet safety in schools. We further recommend that WSSDA consider developing a district checklist of items to consider when updating their policies per SSB 6273:

“Beginning in the 2017–18 school year, a school district shall annually review its policy and procedures on electronic resources and internet safety”.

3. We recommend that OSPI create a web-based location with links to recommended successful practices and resources for use in the 2017–18 school year, and work with the K–12 community and other stakeholders to identify and develop additional Open Educational Resources to support digital citizenship, media literacy, and Internet safety in schools. To help facilitate continual updating of information about resources, we further recommend that OSPI provide support for the formation of regional forums that would address experiences with current resources as well as share strategies for integrating digital citizenship and media literacy into the curriculum.

Links to resources identified by the Advisory Committee and Working Groups are currently available on a public Moodle site at <http://edtech.ospi.k12.wa.us/course/view.php?id=62>, and a prototype of possible OER resources has been posted on the Washington OER Hub on the OER Commons site at <https://www.oercommons.org/hubs/washington> . Regional forums would provide a way for educators (including technology directors, Teachers On Special Assignment (TOSA), and others who work with technology and technology

integration in related positions) to connect with one another across the state to share ideas, suggestions and challenges.

4. We recommend that the Legislature provide support for professional development for teachers, focused on integrating digital citizenship and media literacy in the core standards. We further recommend starting with English Language Arts and Social Studies, and developing trainers who could then work with teachers in individual subject areas showing them specifically how to use different resources to actually integrate key digital citizenship and media literacy content into their classrooms. These training efforts should begin with a small number of pilot districts, so we can work to refine and further develop our training procedures while also identifying those districts that may later serve as models for others to emulate.

The importance of professional development has been clearly recognized by the Legislature, as evidenced by the ten days of professional development that are recommended for all teachers as part of the 2012 Compensation Technical Working Group. In addition, the passage of HB 1345 in 2016 set forth a statewide definition of Professional Learning that provides a foundation for how this professional development could be woven into existing district efforts.

Although the Advisory Committee identified English Language Arts and Social Studies as a logical starting place, there are already many opportunities for logical connections with Health in both digital citizenship and media literacy. The eventual goal is to integrate these subjects across the curriculum.

5. We recommend that districts examine improvements in their library information and technology programs as defined by RCW 28A.320.240 to determine ways in which teacher librarians can lead, teach and support digital citizenship and media literacy across all grades and content areas.

It should be noted that funding for library information and technology programs and staffing for teacher librarians are provided through the state's basic education allocations. In addition, the legislature updated the language for school library programs in 2015 to reflect the Library Information Technology (LIT) Framework, which calls out the critical role of teacher-librarians in both digital citizenship and media literacy education⁷.

⁷ <https://wala.memberclicks.net/school-lit-framework>; see also Appendix E.

Acknowledgments

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References

Confronting the Challenges of Participatory Culture: Media Education for the 21st Century by Henry Jenkins (P.I.) with Ravi Purushotma, Margaret Weigel, Katie Clinton, & Alice J. Robison

Digital Citizenship in Schools by Mike Ribble and Gerald Bailey; International Society for Technology in Education, Eugene, Oregon; 2007.

APPENDICES

Appendix A: Current Successful Practices

The Advisory Committee heard brief reports on some of the great work in digital citizenship and media literacy already happening around the state during their face-to-face meetings. In addition, the virtual workgroups shared successful practices in these five areas:

- Elementary curriculum
- Middle school & high school curriculum
- Family resources
- District policy work
- Educator training (including teachers, staff, and school leaders)

OSPI also received input at the Washington Library Media Conference at Highline College in October. In all, OSPI gathered input and received ideas from over 100 schools in Washington, 10 other states, Canada, and Great Britain. Here are some of the successful or promising practices for schools in Washington to consider implementing:

Student instruction in Digital Citizenship and Media Literacy

- A growing number of districts (including Vancouver, Kent, Northshore, Edmonds, and others) have created a K–12 Scope & Sequence adopted or adapted from *Common Sense Media*⁸.
- At Arthur Jacobsen Elementary in the Auburn School District, Teacher-Librarian Art Spencer teaches five lessons annually to each grade K-5, using a scope and sequence adapted from *Common Sense Media*, with supplemental materials from *Planet Nutshell*⁹ and *NetSmartzKids.org*¹⁰. When working with students who have not followed the school's Acceptable Use Policy, he also uses digital safety interviews to help these students learn from mistakes they have made in the area of digital citizenship. His school is currently rewriting *Common Sense Media* lessons in shorter format for all grade levels to integrate into their classrooms, and Auburn School District is planning to expand this work by implementing Digital Citizenship Ambassadors at one middle school and two high schools.
- At Salmon Bay K–8 School in Seattle Public Schools, Teacher-Librarian Linda Illman provides media literacy learning activities that are standards-based, with a focus on higher-level thinking skills. She also collaborates with the school counselors to ensure that there is coherence between the digital citizenship/media literacy

⁸ <https://www.commonensemedia.org/educators/scope-and-sequence>

⁹ <http://planetnutshell.com/education-library/>

¹⁰ <http://www.netsmartzkids.org/>

curriculum and the Social-Emotional curriculum that the school (and district) uses. They have found that using the same terms for problems, strategies, and behaviors in both digital and in-person behaviors can be very beneficial for both students and staff.

- At Columbia River High School in Vancouver Public Schools, Teacher-Librarian Shana Ferguson builds lessons that support the district's K–12 digital citizenship scope and sequence. She collaborates with classroom teachers, the school's Instructional Technology Facilitator and student representatives to develop lessons used during a school-wide tutorial time. The 9th grade 21st century support class also includes media literacy and digital citizenship lessons.
- The UW Center for Excellence in Media Literacy¹¹ has implemented a wide variety of youth-driven curriculum projects to integrate media literacy into the curriculum, in partnership with OSPI and the Departments of Health and Social and Health Services. Many of their projects have put students in the role of teachers as they both lead the curriculum development process and then later serve as the presenters of these curriculum materials to their peers and younger students. The Center's curricula have addressed the subjects of sexual health, nutrition, and the prevention of school violence, youth suicide, and substance abuse. Students have presented programs both in their schools and to groups and organizations operating outside the school setting. Research conducted in collaboration with investigators at Washington State University has indicated that these programs have been having considerable positive impact on the student participants.
- At Seattle Preparatory School, Michael Danielson teaches a quarter-long media literacy course that all freshmen are required to take. In addition to learning the core concepts and vocabulary of media literacy by deconstructing videos and other media, students work with a team to create public service announcement (PSA) culminating projects on their choice (e.g. screen-time addiction, cyberbullying). They later have the opportunity to present their PSAs to the community.
- At East Valley School District in Spokane, 6th -12th grade students are selected through an application and recommendation process to serve as Internet Safety Student Mentors¹². These student leaders first learn how to be safe and responsible digital citizens, then teach others about issues such as cyberbullying, social networking, sexting, online predators, protecting your identity, and gaming. With an overall focus on respectful and positive behaviors, they develop and find resources for peers, elementary students, teachers, and the community. In addition, they create and facilitate presentations and activities, including the “Wall of Intolerance”, “#Startswithus”, “Our Student Body Stands Up”, posters, lunch table information and surveys, and the “Respect & Kindness Chain Reaction”.

¹¹ <http://depts.washington.edu/nwmedia/index.php>

¹² http://www.evsd.org/pages/EVSD/Parents_Students/For_Parents/Internet_Safety_Resources

- In the Mead School District, elementary librarians are responsible for the required civics social studies assessment, and digital citizenship is a major component of the library curriculum. Fourth grade students learn about their digital footprint, laws such as the Children's Online Privacy Protection Act (COPPA)¹³, and online safety and citizenship. Students use a variety of instructional technology tools and even create an infographic that depicts good citizenship as part of the assessment. Fifth and sixth graders learn about social media in preparation for increased exposure to it at the middle school.
- The *Digital Citizenship Survival Kit*¹⁴ concept is used in many Washington elementary schools, and consists of tangible reminders for important topics in digital citizenship (e.g., a padlock to remind students to keep passwords and personal information locked tight and safe, a permanent marker to remind them that everything you write online is permanent and cannot be taken back). [See complete description and additional information in Appendix G]
- A number of schools in Washington subscribe to NorthEast Washington Educational Service District 101's *Life.On.Line* curriculum offering¹⁵, which provides on-demand videos paired with lesson plans and extension activities. The curriculum is focused on technology skills, social interaction, and cyberbullying prevention, and contains three tailored lessons for each grade level (K–2, 3–5, 6–8, and 9–12), as well as online polling and printable student guides to support lesson concepts.
- Some Washington districts are making use of existing digital citizenship and media literacy assessment tools, including resources from *Common Sense Media*¹⁶, *Tools for Real-time Assessment of Information Literacy Skills (TRAILS)*¹⁷, *Learning.com*¹⁸, and the FBI's *Safe Surfing Online* tool¹⁹.
- The Action for Media Education²⁰, a Washington-based nonprofit organization, has sponsored a wide variety of media literacy projects outside of school (e.g., at community centers, Arts Academies, summer camps), in partnership with many different education or community organizations.
- Many schools in Kentucky (as well as other states) are making use of the *Digital Driver's License (DDL)*²¹, which is an Office of Technology Information Service project from the Digital Learning Design Lab at the University of Kentucky. Students work through "cases" related to digital citizenship issues, and then work toward obtaining a 'driver's license' in the area of digital citizenship. Teachers can track student progress on this free tool.

¹³ <https://www.law.cornell.edu/uscode/text/15/chapter-91>

¹⁴ <https://globaldigitalcitizen.org/the-digital-citizenship-survival-kit>

¹⁵ <http://www.esd101.net/lifeonline-wa>

¹⁶ <https://www.common Sense Media.org/educators/unit-assessments>

¹⁷ <http://www.trails-9.org/>

¹⁸ <http://www.learning.com/digital-literacy>

¹⁹ <https://sos.fbi.gov/>

²⁰ <https://action4mediaeducation.org/>

²¹ <https://otis.coe.uky.edu/DDL/launch.php>

- Many schools in Virginia make use of the lesson plans and other resources available in the publication *Virginia Internet Safety Ideas for Integrating Guidelines and Resources*²², published by the Virginia Department of Education to supplement its *Guidelines and Resources for Internet Safety in Schools* publication.
- Many schools in Utah make use of the *NetSafe Utah*²³ website. It provides online videos and resources for kids, teens, parents and educators, including Internet safety information that Utah schools need to meet the Children's Internet Protection Act (CIPA) requirements.

Family/community involvement

- Student Internet Safety Mentors at East Valley School District²⁴ in Spokane have provided community presentations on such topics as “Signs & Consequences of Cyberbullying”, “Consequences of Sexting”, “Think Before You Post”, “Protecting Privacy”, “Promoting Positive & Respectful Social Networking”, “Monitoring Students’ Digital Connections”, and “Popular Apps & Websites”.
- Many schools in Washington offer parent nights where information and strategies are shared and there are opportunities for conversation. Some present a movie like *Screenagers*²⁵, which focuses on ways parents can improve communication with their children on their uses of technology, followed by a moderated time for questions and answers. Several districts have had students create their own educational materials, and use these same materials with parent groups to educate them about the ways their own children approach appropriate technology usage.
- Many districts post information on their web sites with links or resources on cyberbullying, Internet safety, etc. Some districts subscribe to Educational Service District 112’s *Parent U* videos²⁶, which are designed specifically to help parents understand how kids use the internet and how to promote safe online behavior. Topics include new technologies, mobile devices, cyberbullying, digital footprints, and sexting.
- The National PTA has partnered with *Common Sense Media* to create the *Connecting Families Program*²⁷ that schools can link from their websites or use at monthly PTA meetings to stimulate discussions around real-world scenarios. In addition, *Common Sense Media* has recently updated its *Family Toolbox*²⁸, which now include a Digital Glossary, the “Family Dinner Project”, Parent Advice videos, and much more.

District Policies

²² http://www.doe.virginia.gov/support/safety_crisis_management/internet_safety/

²³ <http://www.netsafeutah.org/>

²⁴ http://www.evsd.org/pages/EVSD/Parents_Students/For_Parents/Internet_Safety_Resources

²⁵ <http://www.screenagersmovie.com/>

²⁶ <http://parentu.net>

²⁷ <https://www.common sense media.org/educators/connecting-families>

²⁸ <https://www.common sense media.org/educators/connecting-families/share>

- Northshore School district and others have transitioned from the traditional Acceptable Use Policy to a “Responsible Use Policy,”²⁹ moving away from a focus on unacceptable use.
- Edmonds School District and others have adopted a district-wide scope and sequence for digital citizenship. Before a building can move to providing students with devices on a one-to-one basis, they must describe how digital citizenship instruction will be implemented and by whom.
- Lake Stevens School District requires every teacher to post a digital citizenship poster in his or her classroom to reinforce digital citizenship in all content areas and grade levels. They also mandate that each student must receive five digital citizenship lessons per year, and they have created a Google Doc that “repackages” the *Common Sense Media* curriculum to help teachers manage this responsibility³⁰.
- WSSDA has developed model policies and procedures to assist school boards in creating effective and legally compliant policies and procedures on a wide variety of topics, including those for Electronic Resources and Internet Safety and Library Information and Technology Programs. The Electronic Resources and Internet Safety policy and procedure is regularly updated with new or modified topics and definitions as electronic tools and their usage continues to evolve.

Educator Training (including teachers, staff, and school leaders)

- Northshore School District has developed and implemented DigCit Professional Learning for all educators in the district, mostly led by teacher-librarians. Key elements of this include:
 - Advocating, modeling, and teaching safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
 - Addressing the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
 - Promoting and modeling digital etiquette and responsible social interactions related to the use of technology and information
 - Developing and modeling cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools
 - Using a train-the-trainer model to expand expertise out into buildings.
- Many districts have adopted or adapted professional development from *Common Sense Media*, *NetSmartz*, and other free resources. Many of these use scenarios for discussion and analysis, to assist educators in generalizing digital citizenship and media literacy concepts beyond the situation in which it is taught.

²⁹ <https://drive.google.com/file/d/0B6segdCy40zkNXdmUDFvc3NiTDA/view?pref=2&pli=1>

³⁰ <https://docs.google.com/document/d/1aFj6EEH8aAoDzFq67ZlHKfmBk8wClq165HD10DST6V8/edit>

- OSPI, the Washington Library Media Association, and the Washington State Library are partnering to develop “Digital Citizenship Leadership for Teacher Librarians” workshops which will be delivered at no cost by a Teacher-Librarian Cadre in spring 2017 (supported by federal grant funding from the Washington State Library). Topics included in this 6-hour free workshop will include:
 - What is digital citizenship?
 - How teacher-librarians can be a key ally in digital citizenship training
 - How digital citizenship fits with media literacy and Internet safety
 - Where to find high-quality resources to support the work of teachers and students
 - Interactive, take-away activities that can be implemented in schools and districts
 - Successful models for integrating digital citizenship training across the curriculum

Appendix B: Links and Resources

Digital Citizenship & Media Literacy Curriculum Resources & Links

[Common Sense Education's K-12 Digital Citizenship Curriculum \(Elem/MS/HS\)](#)

[Media Literacy Lessons \(NCTE\) \(Elem/MS/HS\)](#)

[Digizen.org \(UK\) \(Elem/MS/HS\)](#)

[DigCitUtah Resources Library \(Elem/MS/HS\)](#)

[Life.On.Line Internet Safety Curriculum \(NEWESD 101\) \(Elem/MS/HS\)](#)

[K-12 Digital Citizenship Wiki \(Elem/MS/HS\)](#)

[NAMLE Media Literacy Education & the Common Core](#)

[NetSafe Utah \(Elem/MS/HS\)](#)

[Kids.gov Online Safety Lesson Plans \(Elem/MS\)](#)

[NetSmartz Teens \(MS/HS\)](#)

[iKeepSafe Kids \(Elem\)](#)

[NetSmartz Kids \(Elem\)](#)

[Stop.Think.Connect \(HS\)](#)

[InCtrl Digital Citizenship Curriculum \(Grades 4-8\)](#)

Family Resources & Links

[Parent U Internet Safety Video Series \(ESD 112\)](#)

[MediaSmarts: Digital and Media Literacy](#)

[Connecting Families Program \(Common Sense Media\)](#)

[Digital Citizenship Resources for Parents \(Plainview-Old Bethpage Central SD\)](#)

District Policy Resources & Links

[Cyberbullying & Digital/Internet Safety \(OSPI Safety Center\)](#)

Educator Training Resources & Links

[NW Center for Excellence in Media Literacy \(College of Education, UW\)](#)

[NetSmartz - Digital Citizenship Teacher Training](#)

[Media Literacy and Copyright for School Librarians](#)

[Core Principles of Media Literacy Education](#)

[Evergreen Public Schools Digital Citizenship Website](#)

[Common Sense Media Professional Development Resources](#)

Appendix C: 2016 ISTE Standards for Students

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Students:

- a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- b. build networks and customize their learning environments in ways that support the learning process.
- c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

- a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

- a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

- a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- c. develop, test and refine prototypes as part of a cyclical design process.
- d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

- a. formulate problem definitions suited for technology- assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
- b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Students:

- a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- b. create original works or responsibly repurpose or remix digital resources into new creations.
- c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- d. publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

- a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
- c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

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Appendix D: NAMLE Core Principles of Media Literacy Education

The Core Principles of Media Literacy Education

1. Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.
2. Media Literacy Education expands the concept of literacy to include all forms of media (i.e., reading and writing).
3. Media Literacy Education builds and reinforces skills for learners of all ages. Like print literacy, those skills necessitate integrated, interactive, and repeated practice.
4. Media Literacy Education develops informed, reflective and engaged participants essential for a democratic society.
5. Media Literacy Education recognizes that media are a part of culture and function as agents of socialization.
6. Media Literacy Education affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages.

Appendix E: LIT Legislation and Framework

[RCW 28A.320.240](#) - *School library information and technology programs — Resources and materials — Teacher-librarians* — identifies the criteria for “quality” school library information and technology programs able to support Washington’s academic standards and graduation requirements.

(1) The purpose of this section is to identify quality criteria for school library information and technology programs that support the student learning goals under [RCW 28A.150.210](#), the essential academic learning requirements under [RCW 28A.655.070](#), and high school graduation requirements adopted under [RCW 28A.230.090](#).

(2) Every board of directors shall provide resources and materials for the operation of school library information and technology programs as the board deems necessary for the proper education of the district's students or as otherwise required by law or rule of the superintendent of public instruction.

(3) "Teacher-librarian" means a certified teacher with a library media endorsement under rules adopted by the professional educator standards board.

(4) "School library information and technology program" means a school-based program that is staffed by a certificated teacher-librarian and provides a broad, flexible array of services, resources, and instruction that support student mastery of the essential academic learning requirements and state standards in all subject areas and the implementation of the district's school improvement plan.

(5) The teacher-librarian, through the school library information and technology program, shall collaborate as an instructional partner to help all students meet the content goals in all subject areas, and assist high school students completing high school and beyond plans required for graduation.

(6) The teacher-librarian's duties may include, but are not limited to, collaborating with his or her schools to:

(a) Integrate information and technology into curriculum and instruction, including but not limited to instructing other certificated staff about using and integrating information and technology literacy into instruction through workshops, modeling lessons, and individual peer coaching;

(b) Provide information management instruction to students and staff about how to effectively use emerging learning technologies for school and lifelong learning, as well as in the appropriate use of computers and mobile devices in an educational setting;

(c) Help teachers and students efficiently and effectively access the highest quality information available while using information ethically;

(d) Instruct students in digital citizenship including how to be critical consumers of information and provide guidance about thoughtful and strategic use of online resources; and

(e) Create a culture of reading in the school community by developing a diverse, student-focused collection of materials that ensures all students can find something of quality to read and by facilitating school-wide reading initiatives along with providing individual support and guidance for students.

Library Information and Technology Framework

<https://wala.memberclicks.net/school-lit-framework>

The Library Information and Technology Framework

The scope and mix of these functions will depend on the program priorities and goals of each local school district and school building.

Information and technology literacy instruction is an essential component of a school library information and technology (LIT) program that helps ensure that the students of Washington State are effective users and producers of information and ideas:

- Leads information literacy instruction including evaluation and analysis of the credibility, relevance and currency of information
- Coaches instructional staff in support of curriculum, information technology and information management
- Teaches students to be critical consumers and producers of information
- Teaches students and staff to use emerging learning technologies for school and lifelong learning
- Teaches students to be safe, ethical and responsible digital citizens

Reading advocacy is an essential component of a school library information and technology (LIT) program that helps ensure that the students of Washington State are effective users and producers of information and ideas:

- Establishes and models a powerful, fashionable and ubiquitous culture of reading in the school community
- Motivates and guides students to read for enjoyment and understanding
- Develops a relevant collection of fiction and non-fiction in a variety of formats, ensuring quality reading choices for all students
- Manages resources in support of established curriculum and student passions

Providing **information and resource management services** is an essential component of a school library information and technology (LIT) program that helps ensure that the students of Washington State are effective users and producers of information and ideas:

- Provides open and equitable access to resources, technology and information services for the entire school community
- Develops and administers inviting and effective physical and digital library environments
- Manages resources to support teaching and learning
- Administers information management systems to support student learning and school and district programs

Appendix F: Digital Citizenship Survival Kit

The Digital Citizenship Survival Kit was originally developed by Craig Badura; see <http://www.craigbadura.com/2013/02/the-digital-citizenship-survival-kit.html>.

- Lock- keep passwords and personal information locked tight and safe; do not tell anyone.
- Toothbrush- don't share personal information, as you would not share a toothbrush.
- Permanent marker- everything you write on-line is permanent and cannot be taken back.
- Toothpaste tube- once it's out, you can't get toothpaste back in the tube. Just like information-once it's out, can't take it back. Think about what you put out.
- Small box w/ top- set boundaries for use that keep you safe and protected.
- Rule book- obey the rules for responsible computer use, like obeying the laws in society.
- Aspirin- without safe usage, your computer can get sick. You may get sick too, if computer isn't used right.
- Heart- show love and respect to your fellow users.
- Seeds- what seeds are you sowing right now; can they grow into a bigger problem? Will your grown plant be a strong, positive representation of who you are?
- Plug- Unplug! Don't be connected all the time! Go outside and enjoy the world.
- Mirror- imagine it connected to your device. If you looked in it, would you be happy with what you see?
- Magnifying glass- will your posting hold up under close scrutiny?
- Notebook- if everything you wrote was kept in a journal, would you be comfortable with someone reading it?
- Soap- KEEP IT CLEAN! 😊
- Band-Aids- we all make mistakes, and a Band-Aid could fix it in the past. Now our mistakes can be found on Google!
- Leash- (this is mostly for your parents) hopefully there are limits set on your use of media.

Appendix G: Nine Themes of Digital Citizenship

The Nine Themes of Digital Citizenship were developed by Mike Ribble
http://www.digitalcitizenship.net/Nine_Elements.html

Digital citizenship can be defined as the norms of appropriate, responsible behavior with regard to technology use.

1. Digital Access: *full electronic participation in society.*

Technology users need to be aware that not everyone has the same opportunities when it comes to technology. Working toward equal digital rights and supporting electronic access is the starting point of digital citizenship. Digital exclusion makes it difficult to grow as a society increasingly using these tools. Helping to provide and expand access to technology should be goal of all digital citizens. Users need to keep in mind that there are some that may have limited access, so other resources may need to be provided. To become productive citizens, we need to be committed to make sure that no one is denied digital access.

2. Digital Commerce: *electronic buying and selling of goods.*

Technology users need to understand that a large share of market economy is being done electronically. Legitimate and legal exchanges are occurring, but the buyer or seller needs to be aware of the issues associated with it. The mainstream availability of Internet purchases of toys, clothing, cars, food, etc. has become commonplace to many users. At the same time, an equal amount of goods and services which are in conflict with the laws or morals of some countries are surfacing (which might include activities such as illegal downloading, pornography, and gambling). Users need to learn about how to be effective consumers in a new digital economy.

3. Digital Communication: *electronic exchange of information.*

One of the significant changes within the digital revolution is a person's ability to communicate with other people. In the 19th century, forms of communication were limited. In the 21st century, communication options have exploded to offer a wide variety of choices (e.g., e-mail, cellular phones, instant messaging). The expanding digital communication options have changed everything because people are able to keep in constant communication with anyone else. Now everyone has the opportunity to communicate and collaborate with anyone from anywhere and anytime. Unfortunately, many users have not been taught how to make appropriate decisions when faced with so many different digital communication options.

4. Digital Literacy: *process of teaching and learning about technology and the use of technology.*

While schools have made great progress in the area of technology infusion, much remains to be done. A renewed focus must be made on what technologies must be taught as well as how it should be used. New technologies are finding their way into the work place that are not being used in schools (e.g., Videoconferencing, online sharing spaces such as wikis). In

addition, workers in many different occupations need immediate information (just-in-time information). This process requires sophisticated searching and processing skills (i.e., information literacy). Learners must be taught how to learn in a digital society. In other words, learners must be taught to learn anything, anytime, anywhere. Business, military, and medicine are excellent examples of how technology is being used differently in the 21st century. As new technologies emerge, learners need to learn how to use that technology quickly and appropriately. Digital citizenship involves educating people in a new way—these individuals need a high degree of information literacy skills.

5. Digital Etiquette: *electronic standards of conduct or procedure.*

Technology users often see this area as one of the most pressing problems when dealing with digital citizenship. We recognize inappropriate behavior when we see it, but before people use technology they do not learn digital etiquette (i.e., appropriate conduct). Many people feel uncomfortable talking to others about their digital etiquette. Often rules and regulations are created or the technology is simply banned to stop inappropriate use. It is not enough to create rules and policy, we must teach everyone to become responsible digital citizens in this new society.

6. Digital Law: *electronic responsibility for actions and deeds*

Digital law deals with the ethics of technology within a society. Unethical use manifests itself in form of theft and/or crime. Ethical use manifests itself in the form of abiding by the laws of society. Users need to understand that stealing or causing damage to other people's work, identity, or property online is a crime. There are certain rules of society that users need to be aware in an ethical society. These laws apply to anyone who works or plays online. Hacking into others information, downloading illegal music, plagiarizing, creating destructive worms, viruses or creating Trojan Horses, sending spam, or stealing anyone's identify or property is unethical.

7. Digital Rights & Responsibilities: *those freedoms extended to everyone in a digital world.*

Just as in the American Constitution where there is a Bill of Rights, there is a basic set of rights extended to every digital citizen. Digital citizens have the right to privacy, free speech, etc. Basic digital rights must be addressed, discussed, and understood in the digital world. With these rights also come responsibilities as well. Users must help define how the technology is to be used in an appropriate manner. In a digital society these two areas must work together for everyone to be productive.

8. Digital Health & Wellness: *physical and psychological well-being in a digital technology world.*

Eye safety, repetitive stress syndrome, and sound ergonomic practices are issues that need to be addressed in a new technological world. Beyond the physical issues are those of the psychological issues that are becoming more prevalent such as Internet addiction. Users need to be taught that there are inherent dangers of technology. Digital citizenship includes a culture where technology users are taught how to protect themselves through education and training.

9. Digital Security (self-protection): *electronic precautions to guarantee safety.*

In any society, there are individuals who steal, deface, or disrupt other people. The same is true for the digital community. It is not enough to trust other members in the community for our own safety. In our own homes, we put locks on our doors and fire alarms in our houses to provide some level of protection. The same must be true for the digital security. We need to have virus protection, backups of data, and surge control of our equipment. As responsible citizens, we must protect our information from outside forces that might cause disruption or harm.

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