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 Media¹.
- 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 Nutshell² and NetSmartzKids.org³. 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 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

¹ https://www.commonsensemedia.org/educators/scope-and-sequence
² http://planetnutshell.com/education-library/
³ http://www.netsmartzkids.org/
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 Literacy\(^4\) 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 Mentors\(^5\). 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”.

- 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


\(^5\) [http://www.evsd.org/pages/EVSD/Parents___Students/For_Parents/Internet_Safety_Resources](http://www.evsd.org/pages/EVSD/Parents___Students/For_Parents/Internet_Safety_Resources)
such as the *Children's Online Privacy Protection Act (COPPA)*\(^6\), 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*\(^7\) 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 offering\(^8\), 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*\(^9\), *Tools for Real-time Assessment of Information Literacy Skills (TRAILS)*\(^10\), *Learning.com*\(^11\), and the FBI's *Safe Surfing Online* tool\(^12\).

- The Action for Media Education\(^13\), 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)*\(^14\), 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.

- 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*

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\(^6\) [https://www.law.cornell.edu/uscode/text/15/chapter-91](https://www.law.cornell.edu/uscode/text/15/chapter-91)

\(^7\) [https://globaldigitalcitizen.org/the-digital-citizenship-survival-kit](https://globaldigitalcitizen.org/the-digital-citizenship-survival-kit)

\(^8\) [http://www.esd101.net/lifeonline-wa](http://www.esd101.net/lifeonline-wa)

\(^9\) [https://www.commonsensemedia.org/educators/unit-assessments](https://www.commonsensemedia.org/educators/unit-assessments)


\(^12\) [https://sos.fbi.gov/](https://sos.fbi.gov/)

\(^13\) [https://action4mediaeducation.org/](https://action4mediaeducation.org/)

\(^14\) [https://otis.coe.uky.edu/DDL/launch.php](https://otis.coe.uky.edu/DDL/launch.php)
Resources\textsuperscript{15}, 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\textsuperscript{16} 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 District\textsuperscript{17} 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\textsuperscript{18}, 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 videos\textsuperscript{19}, 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\textsuperscript{20} 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\textsuperscript{21}, which now include a Digital Glossary, the “Family Dinner Project”, Parent Advice videos, and much more.

District Policies

\textsuperscript{15} http://www.doe.virginia.gov/support/safety_crisis_management/internet_safety/
\textsuperscript{16} http://www.netsafeutah.org/
\textsuperscript{17} http://www.evsd.org/pages/EVSD/Parents__Students/For_Parents/Internet_Safety_Resources
\textsuperscript{18} http://www.screenagersmovie.com/
\textsuperscript{19} http://parentu.net
\textsuperscript{20} https://www.commonsensemedia.org/educators/connecting-families
\textsuperscript{21} https://www.commonsensemedia.org/educators/connecting-families/share
- Northshore School district and others have transitioned from the traditional Acceptable Use Policy to a “Responsible Use Policy,” 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 responsibility.
- 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.

22 https://drive.google.com/file/d/0B6segdCy40zknXdmUDFvc3NiTDA/view?pref=2&pli=1
23 https://docs.google.com/document/d/1aFj6EEH8aAoDzFq67ZjHkfmBk8wClq165HD10DST6V8/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