**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 education\(^1\).

\(^1\) [https://wala.memberclicks.net/school-lit-framework](https://wala.memberclicks.net/school-lit-framework); see also Appendix E.