

Media Literacy Advisory Committee Report

Submitted to:
House and Senate Education Committees of the Colorado General Assembly

By:
Media Literacy Advisory Committee (MLAC)

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The Media Literacy Advisory Committee
is monitored by
the Colorado Department of Education.
For more information, contact Melissa Colman, Associate Commissioner, Student Learning Division:
201 East Colfax Avenue, Denver, CO 80203;
(303) 866-6737
Colman_M@cde.state.co.us





Table of Contents

Executive Summary	3
Background	4
Recruitment and Selection of Committee Members	4
Facilitation of the Media Literacy Advisory Committee	5
Recommendations	5
Revisions to Colorado Academic Standards for Reading, Writing and Civics	5
Materials and Resources for Teachers	6
Legislation or Rules	6
Best Practices for Policies and Procedures	7
Supporting Districts with Implementation of the Committee's Recommendations	8
Opportunities to Recognize Students and Teachers	8
Conclusion	8
Appendices	9
A. Media Literacy Education and the Colorado Academic Standards: A Review of Reading, Writing, and Civics	
B. Analysis of State Standards for Media Literacy Education	
C. Media Literacy Advisory Committee Detailed Standards Revision Recommendations	
D. Media Literacy Teacher Resources	
E. High Quality Materials and Resources for Media Literacy Instruction	
F. Media Literacy Advisory Committee Recommendations of Materials and Resources for Media Literacy Instruction	
G. Review of Policies to Support Implementation of Media Literacy Education	
H. Best Practices in District Policies and Procedures for Media Literacy	
I. Strategies to Implement the Committee's Recommendations	



Executive Summary

Technology has transformed the media landscape. Continuous access to news and information online and through social media, combined with the ability to rapidly share news and information has created a new urgency to assure students understand how to critically evaluate what they see and hear, and identify the difference between factual information, misinformation, and opinion. In a world where anyone can produce, publish, and share information globally, it is essential that students learn to access, analyze, and evaluate all forms of media and information. Furthermore, to be fully prepared for the world in which they will work, students also need to know how to appropriately and responsibly create and act using media.

As required by House Bill 19-1110, the Media Literacy Advisory Committee has prepared recommendations in six areas to provide for media literacy education in elementary and secondary schools in Colorado.

Key recommendations in this report include the following strategies to improve the media literacy of Colorado students:

- Systematically address teaching media literacy in all schools.
- Communicate the critical role teacher librarians play in both digital citizenship and media literacy education.
- Convey a consistent, coherent message around media literacy that will engage all stakeholders.
- Ensure media literacy principles are clear and specific in the Colorado Academic Standards across reading, writing, and civics.
- Share vetted and research-based resources for media literacy education and professional development throughout the state.
- Fund professional development, teacher and student recognition, and grants for programming in media literacy.
- Form community partnerships to increase the effectiveness of media literacy education.



Background

During the 2019 legislative session, the Colorado General Assembly passed [House Bill 19-1110](#), Concerning Implementing Media Literacy in Elementary and Secondary Education. The bill created an advisory committee within the Colorado Department of Education (CDE) appointed by the Commissioner of Education. The committee was responsible for creating a report for the education committees of the House of Representatives and the Senate of the Colorado General Assembly regarding the committee's recommendations for implementing media literacy in elementary and secondary education.

Specifically, the statute charged the committee with recommending:

- Revisions to [Colorado Academic Standards](#) for reading, writing, and civics to implement media literacy in elementary and secondary education;
- Materials and resources for teachers to adopt for media literacy instruction;
- Legislation or rules to implement media literacy in elementary and secondary education;
- Best practices for school districts to develop policies and procedures regarding media literacy;
- Strategies to support school districts implementing the best practices and recommendations developed by the committee; and
- Opportunities to recognize students and teachers who demonstrate excellence in media literacy.

Recruitment and Selection of Committee Members

HB 19-1110 specified that the membership of the Media Literacy Advisory Committee consist of the following members:

- An academic expert in media literacy
- A teacher in a rural school district or a small rural school district who holds an initial or professional teacher's license
- A teacher in a school district that is not a rural school district or a small rural school district who holds an initial or professional teacher's license
- A librarian who is a member of a professional association of librarians
- A school administrator in a rural school district or a small rural school district who is a member of a professional association of school administrators
- A school administrator in a school district that is not a rural school district or a small school district who is a member of a professional association of school administrators
- A parent or legal guardian of a student who attends a public school and is a member of a parent organization
- A student in a rural school district or a small rural school district
- A student in a school district that is not a rural school district or a small school district
- A representative of a nonprofit organization specializing in media literacy
- A representative of a nonprofit organization specializing in journalism
- A professional print journalist who is a member of a professional association of journalists
- A professional broadcast journalist who is a member of a professional association of broadcasters

CDE solicited nominations and applications for the committee through an open application process to determine appointment recommendations for the Commissioner of Education. The application was open from June through August 2019 with 22 applications received for the 13 positions on the committee. CDE recommended



applicants to the Commissioner for appointment based on the quality of their application packet and their ability to serve through the duration of the working group. The Commissioner appointed members to the committee in August 2019, and the committee met from September to November to fulfill its charge.

Membership of the committee consisted of the following individuals with their representation listed:

- Zebulon Carabello**, teacher in a non-rural school
- Kyle Clark**, broadcast journalist
- Tiah Frankish**, librarian
- Nathan Gorsch**, non-rural school administrator
- Ryan Hazelwood**, broadcast journalist
- Bud Hunt**, parent
- Tony Pascoe**, rural school administrator
- Aimee Resnick**, student in non-rural school district
- Marilyn Saltzman**, non-profit journalism organization
- Laura Summers**, academic expert in media literacy
- Angela Marie Waalkes**, teacher in rural school district
- Robin Wisniewski**, non-profit media literacy organization

The department was unable to fill the positions of a student in a rural school district and a print journalist despite extensive recruitment efforts. The department included two broadcast journalists due to the inability to include a print journalist.

Facilitation of the Media Literacy Advisory Committee

As required under HB 19-1110, the department hired a consultant to perform the research and to coordinate the committee's work. The department hired Nancy White, an expert in media literacy and education, to facilitate the committee. Ms. White vetted resources for the committee, including producing a number of reports for the committee to utilize in its recommendation process.

Recommendations of the Media Literacy Advisory Committee

In fulfillment of its charge, the committee has made recommendations across the six areas delineated in statute. Because of the detailed nature of some of the committee's recommendations, the report includes additional information in the appendices.

Recommendations for Revisions to Colorado Academic Standards

To assist the committee, CDE requested support from the Center on Standards and Assessment Implementation (CSAI) at WestEd. CSAI developed a report for the committee in the content areas of reading, writing, and civics within the Colorado Academic Standards (CAS). Using the National Association for Media Literacy Education Core Principles as a referent, the report identified areas within the reading, writing, and civics CAS where media literacy could be addressed. The report contained thirty-four potential standards revision recommendations for the committee to consider (see Appendix A).

To supplement the CSAI report, the committee facilitator produced a report for the MLAC titled "Analysis of State Standards in Media Literacy Education", which provided a review of seven additional international, national, and state standards referents (see Appendix B).



After reviewing the benchmarking reports and engaging in numerous discussions, the committee came to consensus on recommendations for revisions to the CAS to make the standards more inclusive of media literacy within the standards.

Through their review of the standards reports, the committee recommended that media literacy knowledge and skills can be enhanced within the 2020 CAS in reading, writing, and civics. For Colorado students to become media literate, MLAC recommended that the CAS in these content areas be revised to:

- Ensure media literacy principles are clear and specific across reading, writing, and civics.
- Enable students to become critical consumers and creators of media.
- Ensure that students know their rights and responsibilities as speakers and creators of media and texts.
- Include all forms of media (e.g., video, image, multimedia, advertisements, etc.) in addition to those forms already included in the standards.
- Include active inquiry and critical thinking about messages students receive and create.
- Ensure the writing standards focus on definitions of writing that go beyond just print text to include other forms of media.
- Highlight the use of media to be an engaged citizen.
- Call for students to create as well as use information and media.
- Include digital citizenship and cyberbullying prevention elements within the appropriate grade levels and areas of the standards.

Detailed recommendations for revisions to the CAS can be found in Appendix C.

Recommendations for Materials and Resources for Teachers

To assist the committee with the task of recommending materials and resources for media literacy instruction, the facilitator provided the committee with two reports. The first, “Media Literacy Teacher Resources” (Appendix D), prepared by the committee facilitator, contained resources shared by Rhode Island, Utah and Washington, as well as resources that were located and examined during the research and literature review conducted for other reports. Resources were included based on the authority of the source, publication date, and in some cases, external reviews. The Center on Standards and Assessment Implementation (CSAI) created the second report, “High Quality Materials and Resources for Media Literacy Instruction” (Appendix E). CSAI identified resources using an evaluation tool to review the resources for quality, communication, utility, and evidence of effectiveness. Using the reports and resources provided, the committee was able to make its recommendations.

The committee’s recommendations for media literacy instruction include materials and resources for students, teachers and parents. The resources address three topic areas: media literacy, digital citizenship, and cyberbullying prevention. The student resource types include curriculum, lesson plans, interactive lessons, activities, and videos. Resources for teacher professional learning include online courses and articles. Parent resources include articles, games, tips, guides, videos and conversation facilitators. The full list of MLAC recommendations can be found in Appendix F.

Recommendations for Legislation or Rules

To assist the committee with recommendations for legislation or rules, the facilitator conducted a review of states that currently have statutorily authorized programs in place for media literacy education, digital citizenship and cyberbullying prevention. The review identified policies, programs, and practices in multiple states, many that resulted from legislation similar to HB 19-1110 in Colorado. The facilitator created a report focusing on three state referents (Appendix G) and noted that each state approached media literacy education



in a different manner. The committee considered the policies identified in the report in making its recommendations.

The following are committee recommendations about how the Colorado General Assembly can support effective implementation of media literacy in elementary and secondary education throughout Colorado.

- Direct CDE to collect baseline program data from Colorado school districts to determine the effectiveness of existing media literacy and digital citizenship education programs to inform future legislation, rules and policies.
- Direct CDE to conduct a needs assessment by surveying district and/or school leaders to determine the extent that media literacy, digital citizenship and cyberbullying prevention are currently being taught in Colorado schools, and what support is needed to assure media literacy education in their schools.
- Direct CDE to facilitate community involvement in media literacy education by promoting partnerships with libraries, universities, and parent organizations.
- Establish a grant program to develop media literacy programs to be integrated in English, social studies, or health classes.
- Direct CDE to disseminate the work of grantees of a media literacy grant program through partnerships with conferences, events, and opportunities for professional learning.
- Provide funding for design and delivery of professional development for teachers, focused on strategies for integrating media literacy, digital citizenship, and cyberbullying prevention into their instruction.
- Provide funding to CDE for ongoing support for media literacy programs and resources for students.

Recommendations for Best Practices for Policies and Procedures

The facilitator prepared two reports to support the committee in drafting recommendations for best practices for school districts to develop policies and procedure regarding media literacy. The first, referenced in the previous section, “Review of Policies to Support Implementation of Media Literacy Education,” can be found in Appendix G. The second, “Best Practices in District Policies and Procedures for Media Literacy” is available in Appendix H.

The findings from these reports informed the recommendations made by the committee. The committee recommends school districts develop policies and procedures that:

- Systematically address teaching media literacy in all schools;
- Provide for timely and effective media literacy and digital citizenship instruction that is integrated into the curriculum;
- Specify responsibility for teaching the critical thinking skills central to media literacy education;
- Call for professional development for teachers to develop their media literacy skills so they are better able to support student needs and can learn strategies to effectively teach media literacy within the context of their instruction;
- Provide teachers with options in what and how they teach media literacy concepts to students;
- Articulate instruction in and consequences for negative online behavior;
- Specify education about sexting, including consequences; and,
- Provide for periodic review and update of policies for media literacy and digital citizenship.



Supporting Districts with Implementation of the Committee's Recommendations

The committee recommended fifteen strategies to support school districts with implementation of its recommendations including nine recommendations for support from CDE and six recommendations for districts and schools to support their own efforts to facilitate media literacy education.

Recommendations for support from the CDE range from the development of tools and resources, to sharing key messages in support of media literacy education. Recommendations for districts and schools to support media literacy education range from obtaining baseline data to inform program planning, to developing programs to address specific needs for media literacy, digital citizenship and cyberbullying prevention. A complete list of the committee's recommendations can be found in Appendix I.

Recommendations for Opportunities to Recognize Students and Teachers

The committee reviewed programs CDE currently has in place to recognize excellence of both teachers and students: the Highly Effective Schools through Libraries program and the Personal Financial Literacy Moneywi\$er Financial Innovation Awards. While these programs relate to other content areas, the program formats can be replicated for media literacy recognition. In addition to these two Colorado programs, the committee reviewed national award programs for media literacy and digital citizenship sponsored by the Public Broadcast System (PBS), Common Sense Education, the National Council of Teachers of English (NCTE), and the Association of Media Literacy Education in the United States (NAMLE). The committee also considered recommendations made by state leaders in media education from Rhode Island and Utah.

The committee had two recommendations for the Colorado General Assembly for recognizing students and teachers who demonstrate excellence in media literacy:

- Direct CDE to develop a teacher recognition program that recognizes excellence in media literacy in programs similar to other CDE teacher/student recognition awards that would develop ambassadors for media literacy throughout the state.
- Direct CDE to create a student recognition program that features and recognizes students' multimedia work promoting media literacy outside of the classroom.

Conclusion

Through HB 19-1110, the Colorado General Assembly charged the Media Literacy Advisory Committee with recommendations in six areas for implementing media literacy in elementary and secondary education in Colorado. With the assistance of the contracted facilitator, the committee was able to meet its charge. The recommendations contained within this report are extensive and can assist policy makers with future decisions regarding media literacy for Colorado's students.



Appendices

Appendix A: Media Literacy Education and the Colorado Academic Standards: A Review of Reading, Writing, and Civics

Appendix B: Analysis of State Standards for Media Literacy Education

Appendix C: Media Literacy Advisory Committee Detailed Standards Revision Recommendations

Appendix D: Media Literacy Teacher Resources

Appendix E: High Quality Materials and Resources for Media Literacy Instruction

Appendix F: Media Literacy Advisory Committee Recommendations of Materials and Resources for Media Literacy Instruction

Appendix G: Review of Policies to Support School Implementation of Media Literacy Education

Appendix H: Best Practices in District Policies and Procedures for Media Literacy

Appendix I: Strategies to Implement the Committee's Recommendations



Appendix A:

Media Literacy Education and the Colorado Academic Standards: A Review of Reading, Writing, and Civics

Media Literacy Education and the Colorado Academic Standards: A Review of Reading, Writing, and Civics

September 2019

This review was conducted by the Center on Standards and Assessment Implementation at WestEd and is presented here as an internal report to the Colorado Media Literacy Advisory Committee and the Colorado Department of Education.





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Media Literacy Education and the Colorado Academic Standards: Introduction, Definitions, and Methodology

Introduction

WestEd’s Center on Standards and Assessment Implementation (CSAI) has prepared this report to advise the Colorado Media Literacy Advisory Committee (MLAC) on possible approaches to revising the Colorado Academic Standards (CAS) in the domains of Reading, Writing, and Civics to include content related to media literacy education (MLE). This report is intended to help the MLAC fulfill the charge and tasks set forth in Colorado House Bill 19-1110.

The Colorado Department of Education (CDE) has identified the National Association for Media Literacy Education (NAMLE) Core Principles as the referent against which the CAS are to be considered. The NAMLE Core Principles are intended to “articulate a common ground around which media literacy educators and advocates can coalesce,” and are intended to serve as “a first step in the development of clear, measurable outcomes and benchmarks for U.S. schools.” In addition to the NAMLE Core Principles, CSAI staff have utilized NAMLE’s Implications for Practice, a set of statements that descend from the NAMLE Core Principles and further define what media literacy education is and does, as well as identify skills and dispositions that media-literate students possess.

Definitions

Colorado House Bill 19-1110 defines media literacy as:

- a) Ability to access, analyze, evaluate, create, and act through the various forms of media;
- b) Ability to analyze the reliability of information, claims, and sources presented in the various forms of media; and
- c) Practice of digital citizenship, including norms of appropriate and responsible behavior and discourse when engaging with media, and the prevention of cyberbullying.

NAMLE’s website defines media literacy as:

- the ability to encode and decode the symbols transmitted via media and the ability to synthesize, analyze and produce mediated messages.

NAMLE further elaborates on this definition, stating that media literacy is:

- **the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication . . .** Media literacy represents a necessary, inevitable, and realistic response to the complex, ever-changing electronic environment and communication cornucopia that surround us.

This elaborated definition aligns with section (a) of the Colorado House Bill definition, suggesting that the NAMLE Core Principles may be an appropriate and relevant referent for this review of the CAS.

While House Bill 19-1110 does not explicitly define what media is, NAMLE offers the following definition, which will be used to inform the recommendations in this report:

- Media refers to all electronic or digital means and print or artistic visuals used to transmit messages.

This definition is taken to indicate that media encompasses both print and digital forms of expression, and that media can be either informational or literary/artistic in genre.

Methodology

Selection of referent standards

After review of various state and international standards for media literacy, CDE selected the NAMLE Core Principles to serve as the referent standards for this evaluation.

Analysis of referent standards

CSAI analysts reviewed the NAMLE Core Principles and Implications for Practice, as well as the Key Questions associated with the Core Principles. This review indicated that while the Core Principles themselves are relevant to the review of the CAS, the Implications for Practice that descend from the Core Principles vary in terms of their relevance to academic standards.

Some Implications for Practice articulate measurable skills that may profitably be integrated into academic standards. For example, Implication for Practice 1.4 states:

- (1.4) MLE trains students to use document-based evidence and well-reasoned arguments to support their conclusions.

Other Implications for Practice, however, are more focused on providing a definition of media literacy education. For example, Implication for Practice 1.8 states:

- (1.8) Simply using media in the classroom does not constitute MLE.

While this is an important point for educators to consider as they integrate MLE into their practice, it does not readily lend itself to integration into academic standards that articulate what students know and can do. This and similar Implications for Practice are more appropriate to include in resources that support understanding and instructional application of the principles of media literacy education.

Therefore, CSAI analysts identified the NAMLE Implications for Practice that most strongly comport with the goals and purposes of academic standards. These Implications for Practice are listed in the Appendix.

Analysis of Colorado Academic Standards

CSAI analysts also reviewed the CAS to identify junctures at which the relevant NAMLE Core Principles and Implications for Practice might be incorporated, and to identify aspects of the CAS that might be modified to reflect MLE principles and practices. The sections on each content area identify and further elaborate upon the specific aspects of the CAS that might be modified or that might offer opportunities for integrating MLE content.

CSAI analysts reviewed the Prepared Graduate Statements and Grade Level Expectations in Reading, Writing, and Civics and identified ways in which these elements of the CAS might be modified to reflect the NAMLE Core Principles. Modifying the Prepared Graduate Statements and Grade Level Expectations would establish a high-level focus on media literacy within the CAS, ensuring that media literacy is understood to be part of the “concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting” (CAS, definition of Prepared Graduate Statements).

At a more granular level, CSAI analysts also considered the elements of the CAS that are organized under the Academic Contexts and Connections heading. Per the CAS:

- “Academic contexts and connections are the subject-specific elements needed to create context for learning. This ... section highlights essential skills, practices and other important connections necessary for students to understand, apply and transfer the knowledge and skills within the Grade Level Expectation.”

It is CSAI’s understanding that the MLAC seeks to both broaden the *context* for learning to include media literacy and to draw *connections* between discipline-specific skills and practices and those that pertain to media literacy. Therefore, the Academic Context and Connections section of the CAS appeared to be an appropriate place in which to propose integration of MLE content or modification of existing content to reflect MLE principles and practices.

As CSAI analysts reviewed the content organized under Academic Contexts and Connections for each subject area, it became clear that the Colorado Essential Skills merited consideration apart from any one subject area. The Colorado Essential Skills Framework articulates skills and practices that transcend specific subject areas. Per the CDE:

- “Developmentally appropriate support for these skills should occur in *all subject areas* throughout students’ academic careers” (emphasis added).

In order to respect the unique transdisciplinary status of the Essential Skills, they are considered in a separate section within this report.

Further, CSAI’s review of the CAS in Reading, Writing, and Civics suggested that the Evidence Outcomes in these domains were a less productive juncture for integrating MLE content, in comparison to the content organized under Academic Contexts and Connections. The Evidence Outcomes articulate highly specific skills that are essential to each domain, but that generally offer limited opportunities for making connections with media literacy.

Scope of analysis

It is important to note that CSAI analysts understood their charge to be making high-level recommendations for integrating the NAMLE Core Principles and Implications for Practice into the CAS. While this report cites examples of alignment between the CAS and the NAMLE Core Principles and Implications for Practice, it does not exhaustively consider alignment between NAMLE content and every element in the CAS. Nor does it recommend specific revisions to the wording of the CAS, as this is understood to be the charge of the MLAC. Rather, this report seeks to propose an approach and provide options that the MLAC might utilize in making the specific modifications with which it is charged.

Media Literacy Education and the Colorado Academic Standards: Reading

Introduction

Review of the Colorado Academic Standards for Reading reveals a wealth of opportunities for integrating content from the NAMLE Core Principles and NAMLE Key Questions. This section proposes approaches for modifying the Prepared Graduate Statements, Grade Level Expectations, Essential Reasoning Skills, and Essential Questions that are found in the CAS in the domain of reading.

With regard to the domain of reading, it is important to note that the NAMLE definition of media appears to encompass both literary and informational genres: “Media refers to all electronic or digital means and print or artistic visuals used to transmit messages.” Similarly, the State of Colorado’s definition of media literacy does not explicitly limit media to either the informational or the literary realm. Therefore, it seems appropriate to consider integrating media literacy principles into aspects of the CAS that deal with literature and with informational texts.

Further, it may be appropriate to consider the applicability of the general term “reading” in the context of media literacy. Media messages are often experienced through viewing and listening as well as through interpretation of written text. The MLAC may want to consider the use of a word that is medium-agnostic, or consider whether “reading” ought to be understood to encompass other receptive modes of engaging with media.

Prepared Graduate Statements

The Prepared Graduate Statements for reading broadly articulate “concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.” In the domain of reading, there are three Prepared Graduate Statements that apply across all grade levels:

- Read a wide range of literary texts to build knowledge and to better understand the human experience.
- Read a wide range of informational texts to build knowledge and to better understand the human experience.
- Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Because of their breadth, each of these statements might easily be modified to encompass media literacy. NAMLE Core Principle 2 states, “Media Literacy Education expands the concept of literacy (i.e., reading and writing) to include all forms of media.” In keeping with this principle, the first two Prepared

Graduate Statements for Reading might be revised to explicitly state that the “wide range of literary texts” and “wide range of informational texts” include all forms of media. Similarly, the third Prepared Graduate Statement might explicitly clarify that the “different contexts” in which language functions include the context of media messages.

Grade Level Expectations

The potential approach for modifying the Grade Level Expectations (GLEs) in Reading is similar to the approach that is proposed for modifying the Prepared Graduate Statements. Though the Grade Level Expectations are (as the name implies) specific to each grade level, the GLEs in Reading as a whole deal generally with skills pertaining to (1) literary texts; (2) informational texts; and (3) use of language and vocabulary across genres. (GLEs for Preschool through Grade 2 also address foundational reading skills, which are a necessary area of focus at those grade levels but are secondary to the purpose of this report.)

The three GLEs for Grade 6 are listed below in order to provide a concrete example, but the discussion that follows is intended to apply across GLEs at all grade levels.

- Analyze literary elements within different types of literature to make meaning.
- Analyze organization and structure of informational text to make meaning.
- Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

As with the Prepared Graduate Statements, NAMLE Core Principle 2 (“Media Literacy Education expands the concept of literacy (i.e., reading and writing) to include all forms of media”) might be integrated into the first two GLEs by simply clarifying that “different types of literature” and “informational text” are understood to include forms of media. The third GLE’s focus on vocabulary is perhaps less pertinent to media literacy education, but it is certainly possible that the skills in this GLE could be demonstrated in the context of media as well as in the context of more conventional types of texts.

It is also significant to note that the GLEs for the Grade 11–12 band already reflect the emphasis on critical thinking that is essential to the NAMLE Core Principles. As NAMLE Core Principle 1 states, “Media Literacy Education requires *active inquiry and critical thinking* about the messages we receive and create” (emphasis added). The first two Grade 11–12 GLEs explicitly mirror this language (again, emphasis added):

- Interpret and evaluate complex literature using various *critical reading strategies*.
- Interpret and evaluate complex informational texts using various *critical reading strategies*.

The third GLE for this grade band (“Understand how language influences the comprehension of narrative, argumentative, and informational texts”) implicitly reflects the idea captured in the NAMLE Implication for Practice 1.1 that all media messages are “constructed” and that each medium has “a unique ‘language’ of construction.”

This analysis suggests that the Colorado GLEs culminate in expectations that are strongly aligned with specific NAMLE Core Principles. Further opportunity exists in Grades 3–8 through review and revision of the GLE language to reinforce the idea that both informational and literary texts might include different forms of media, and to emphasize that the process of engaging with these texts might encompass actions other than reading.

Essential Reasoning Skills

The CAS for Reading include at each grade level or grade band a set of Essential Reasoning Skills that offer further, more specific opportunities for integrating media literacy content within Academic Contexts and Connections, which are the subject-specific elements needed to create context for learning. This section of the CAS highlights essential skills, practices, and other important connections necessary for students to understand, apply, and transfer the knowledge and skills within the Grade Level Expectation.

According to the CAS, the Essential Reasoning Skills “develop critical thinking, building awareness to multiple perspectives, and engage students in ‘thinking about their thinking’ and to consider their own attitudes, beliefs, and biases on issues.” These general skills and dispositions all align at various junctures with NAMLE Core Principles and Implications for Practice.

The following analysis considers each focal area of the Essential Reasoning Skills in relation to relevant NAMLE Core Principles and Implications for Practice. Examples are provided of instances where the Essential Reasoning Skills and the Implications for Practice already align and instances where the Implications for Practice may be more thoroughly and intentionally integrated. *It is important to note that this is not an exhaustive analysis of every instance of alignment or potential integration; rather, this analysis seeks to provide instructive examples that may guide the MLAC’s thinking.*

- **Developing critical thinking:** NAMLE Core Principle 1 establishes that “Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.” Implications for Practice 1.2, 1.3, and 1.4 further elaborate on the role of critical thinking in media literacy in ways that may be applicable to the CAS.
 - For instance, the emphasis on using document-based evidence in Implication for Practice 1.4 is already reflected in some Essential Reasoning Skills (e.g., “Explain or connect ideas using supporting evidence [quote, example, text references]” at Grade 7).
 - To more thoroughly integrate this Implication for Practice into the CAS, similar, grade-appropriate skills emphasizing the use of evidence might be added at those grade levels at which other skills currently receive more emphasis. For example, adjacent grades 6 and 8 currently lack an Essential Reasoning Skill that emphasizes the use of evidence.
 - The Essential Reasoning Skills for Preschool through Grade 5 are phrased as statements about what critical readers do (e.g., “Critical readers ask questions and draw conclusions from pictures and texts,” P–G1). This phrasing may be useful beyond Grade 5 in emphasizing the centrality of critical reading and thinking.

- **Building awareness of multiple perspectives:** NAMLE Core Principle 5 asserts that “Media Literacy Education recognizes that media are a part of culture and function as agents of socialization.” Under this Core Principle, Implication for Practice 5.1 states that MLE “integrates media texts that present diverse voices, perspectives, and communities.”

Further, NAMLE Implication for Practice 6.6 under Core Principle 6 emphasizes the use of “group discussion and analysis of media messages to help students understand and appreciate different perspectives and points of view.” These ideas are currently best reflected in the Essential Reasoning Skills at Grade 8 and above.

- For instance, the emphasis on appreciating different perspectives in Implication for Practice 6.6 is already reflected in an Essential Reasoning Skill at Grade 9–10: “Evaluate the ways exposure to and interpretation of multiple perspectives is important to being a member of a global society.”
 - To more thoroughly integrate this Implication for Practice into the CAS, skills emphasizing appreciation for diverse perspectives might be added at Grade 7 and below, as developmentally appropriate.
- **Thinking about thinking/considering students’ own attitudes, beliefs, and biases:** NAMLE Core Principle 6 “affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages,” and Implication for Practice 6.2 states that “MLE helps students become aware of and reflect on the meaning that they make of media messages, including how the meaning they make relates to their own values.”
 - The idea of reflection on thought processes is explicitly captured in a Grade 8 Essential Reasoning Skill: “Analyze the points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking.”
 - Opportunities exist to more explicitly articulate this skill at other grade levels, as it is currently only called out at Grade 8. Given that metacognition is a sophisticated skill, it may make sense to place the most emphasis on this skill at higher grade levels.

Essential Questions

In addition to the Essential Reasoning Skills, the CAS at each grade level or grade band include a range of Essential Questions that, per the CAS, are “big picture” questions that “ask students to more deeply explore the concepts and skills expressed in the GLE.” The Essential Questions offer a uniquely fruitful juncture for integrating MLE content into the CAS, as NAMLE has developed a set of Key Questions that derive from the Core Principles.

The MLAC may find that overlap already exists between the NAMLE Key Questions and the CAS Essential Questions, particularly across Standard 2, which deals with informational text.

For example, the four Essential Questions for Standard 2 at Grade 8 are:

- How do we evaluate an author’s credibility?
- How do visuals convey information?
- How can bias influence a reader?
- What elements make a text more attractive to some readers than others?

NAMLE Key Questions that pertain to these four Essential Questions include:

- How credible is this [media product], and how do you know?
- How do the techniques communicate the message?
- What ideas, information, or points of view are overt? Implied?
- How might different people understand this message differently?

One course of action the MLAC might consider is modifying the Essential Questions that are most relevant to media literacy education so that they use language and/or concepts from the NAMLE Key Questions. As an alternative, the MLAC might consider which NAMLE Key Questions best comport with the CAS GLEs at each grade level, and then propose adoption of those Key Questions as additional Essential Questions.

Media Literacy Education and the Colorado Academic Standards: Writing

Introduction

Review of the Colorado Academic Standards for Writing reveals a wealth of opportunities for integrating content from the NAMLE Core Principles and NAMLE Key Questions. This section proposes approaches for modifying the Prepared Graduate Statements, Grade Level Expectations, Essential Reasoning Skills, and Essential Questions that are found in the CAS in the domain of writing.

With regard to the domain of writing, it is important to note that the NAMLE definition of media appears to encompass informational, argumentative, and narrative genres: “Media refers to all electronic or digital means and print or artistic visuals used to transmit messages.” Similarly, the State of Colorado’s definition of media literacy does not explicitly limit media to the informational, argumentative, or narrative realm. Therefore, it seems appropriate to consider integrating media literacy principles into aspects of the CAS that deal with all three genres of writing.

Further, it may be appropriate to consider the applicability of the general term “writing” in the context of media literacy. Media messages are often created through production of visual and aural stimuli as well as through production of written text. While it may not be feasible or appropriate to change the name of the domain, the MLAC may want to consider the use of a word within individual writing standards or components of standards that is medium-agnostic, or consider whether “writing” ought to be understood to encompass all aspects of the creation of media.

Prepared Graduate Statements

The Prepared Graduate Statements broadly articulate “concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.” In the domain of writing, there are four Prepared Graduate Statements that apply across all grade levels:

- Craft arguments using techniques specific to the genre.
- Craft informational/explanatory texts using techniques specific to the genre.
- Craft narratives using techniques specific to the genre.
- Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

The first three Prepared Graduate Statements in Writing may be interpreted in such a way as to already encompass media literacy. Because of the medium-agnostic language that is used in these statements (e.g., “Craft” instead of “Write,” and “texts” instead of “essays”), the MLAC may elect to simply clarify

that “arguments,” “informational/explanatory texts,” and “narratives” include all forms of media as well as simply those that are written.

In contrast, the fourth Prepared Graduate Statement explicitly focuses on the “writing process.” This language may be broadened to clarify that the statement is intended to address the process of creating media as well as the process of producing written texts.

Grade Level Expectations

The potential approach for modifying the Grade Level Expectations in Writing is similar to the approach that is proposed for modifying the Prepared Graduate Statements. Though the Grade Level Expectations are specific to each grade level, the GLEs in Writing as a whole deal generally with skills pertaining to (1) argumentative texts; (2) informative/explanatory texts; (3) narrative texts; and (4) the writing process and conventions. (There is only one Preschool Learning and Development Expectation [analogous to a GLE], which is appropriate given the emergent state of literacy at this developmental stage: “Familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.”)

The four GLEs for Grade 7 Writing are listed below in order to provide a concrete example, but the discussion that follows is intended to apply across Writing GLEs at all grade levels (except Preschool).

- Write well-organized arguments using logical reasoning, relevant and credible evidence, acknowledgement of opposing claims, clear language, and formal style.
- Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
- Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
- Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

In contrast to the Prepared Graduate Statements, the first three GLEs use the medium-specific verb “Write” instead of “Craft.” The MLAC might consider following the language of the Prepared Graduate Statements in order to allow the GLEs to encompass texts created by means other than writing. Similarly, the fourth GLE specifically calls out “writing,” and may be revised to use language that encompasses a wider range of texts and products.

Beyond consideration of the modes of production and types of texts that the GLEs might be revised to include, it is important to note that the GLEs that pertain to the writing process at the high school grade bands strongly align with a NAMLE Implication for Practice. This alignment may suggest areas of emphasis that could be added to parallel GLEs at lower grade levels. These high school GLEs state that students will:

- (Grades 9–10) Use a recursive writing process to produce, publish, and update individual or shared writing projects.
- (Grades 11–12) Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.

These GLEs mirror the emphasis on process and practice in NAMLE Implication for Practice 3.2:

- (3.2) The requirements of MLE cannot be addressed by a single event, class, day or even week-long intervention. Rather, MLE teachers seek to provide students with numerous and diverse opportunities to practice and develop skills of analysis and expression.

Should the MLAC desire, there exists opportunity to revise the language of parallel GLEs at Grades K–8 to reinforce the idea that the creation of media (including and beyond written texts) requires an intentional process and consistent practice.

Essential Reasoning Skills

The CAS for Writing include at each grade level or grade band a set of Essential Reasoning Skills that offer further, more specific opportunities for integrating media literacy content. The Essential Reasoning Skills are grouped under the Academic Contexts and Connections heading, which highlights essential skills, practices and other important connections necessary for students to understand, apply and transfer the knowledge and skills within the Grade Level Expectation.

According to the CAS, the Essential Reasoning Skills “develop critical thinking, building awareness to multiple perspectives, and engage students in ‘thinking about their thinking’ and to consider their own attitudes, beliefs, and biases on issues.” These general skills and dispositions all align at various junctures with NAMLE Core Principles and Implications for Practice.

The following analysis considers each **focal area** of the Essential Reasoning Skills in relation to relevant NAMLE Core Principles and Implications for Practice. Examples are provided of instances where the Essential Reasoning Skills and the Implications for Practice already align and instances where the Implications for Practice may be more thoroughly and intentionally integrated. *It is important to note that this is not an exhaustive analysis of every instance of alignment or potential integration; rather, this analysis seeks to provide instructive examples that may guide the MLAC’s thinking.*

- **Developing critical thinking:** NAMLE Core Principle 1 establishes that “Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.” Implications for Practice 1.2, 1.3, and 1.4 further elaborate on the role of critical thinking in media literacy in ways that may be applicable to the CAS.
 - For instance, the emphasis on asking critical questions in Implication for Practice 1.2 is already reflected in some Essential Reasoning Skills (e.g., “Ask critical questions to improve thinking” at Grades 6 and 7).
 - To more thoroughly integrate this Implication for Practice into the CAS, similar, grade-appropriate skills emphasizing the role of critical questioning might be added at those

grade levels at which other skills currently receive more emphasis. For instance, while the Essential Reasoning Skills at high school implicitly address critical questioning, more explicit language might be added to strengthen the connection to this Implication for Practice.

- The Essential Reasoning Skills for Preschool through Grade 5 are phrased as statements about what critical writers do (e.g., “Critical writers can prove their justification using text evidence to defend their opinion,” Grade 5). This phrasing may be useful beyond Grade 5 in emphasizing the centrality of critical thought in writing or media production.
- **Building awareness of multiple perspectives:** NAMLE Implication for Practice 6.6 under Core Principle 6 emphasizes the use of “group discussion and analysis of media messages to help students understand and appreciate different perspectives and points of view.” These ideas are currently best reflected in the Essential Reasoning Skills at Grade 6 and above.
- For instance, the emphasis on appreciating different perspectives in Implication for Practice 6.6 is already reflected in an Essential Reasoning Skill at Grade 6: “Consider others’ perspectives to expand thinking and persuasiveness.” Increasingly sophisticated iterations of this skill occur at subsequent grade levels.
 - To more thoroughly integrate this Implication for Practice into the CAS, skills emphasizing appreciation for diverse perspectives might be added at Grade 5 and below, as developmentally appropriate.
- **Thinking about thinking/considering students’ own attitudes, beliefs, and biases:** NAMLE Core Principle 6 “affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages,” and Implication for Practice 6.2 states that “MLE helps students become aware of and reflect on the meaning that they make of media messages, including how the meaning they make relates to their own values.”
- The idea of reflection on thought processes is explicitly captured in a Grade 8 Essential Reasoning Skill: “Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision.” Versions of this skill also appear in the high school grade bands.
 - Opportunities may exist to more explicitly articulate this skill at other grade levels, as it is currently only called out at Grade 8 and above. Given that metacognition is a sophisticated skill, it may make sense to place most emphasis on this skill at higher grade levels.

Essential Questions

In addition to the Essential Reasoning Skills, the CAS at each grade level or grade band include a range of Essential Questions under the Academic Contexts and Connections that, per the CAS, are “big picture”

questions that “ask students to more deeply explore the concepts and skills expressed in the GLE.” The Essential Questions offer a uniquely fruitful juncture for integrating MLE content into the CAS, as NAMLE has developed a set of Key Questions that derive from the Core Principles.

The MLAC may find that overlap already exists between the NAMLE Key Questions and the CAS Essential Questions. The Essential Questions for GLEs 1 and 2 (argumentative and informative/explanatory writing, respectively) seem to offer particularly strong alignment with the NAMLE Key Questions.

For example, the three Essential Questions for GLE 1 at Grade 8 are:

- What techniques do authors use to persuade readers?
- How can authors use diction to convince or persuade others?
- How do writers select evidence to best support their claim(s)?

NAMLE Key Questions that pertain to these three Essential Questions include:

- What techniques are used and why?
- How do the techniques communicate the message?
- What does this want me to think (or think about)?
- What are the sources of the information, ideas, or assertions?

Similarly, the three Essential Questions for GLE 2 at Grade 5 are:

- What is the purpose of writing for different audiences?
- How do we write to effectively explain complex topics?
- How do we use text features to convey meaning?

NAMLE Key Questions that pertain to these three Essential Questions include:

- Why was this made?
- Who is the target audience?
- What does this tell me about [insert topic]?
- How do the techniques communicate the message?

One course of action the MLAC might consider is modifying the Essential Questions that are most relevant to media literacy education so that they use language and/or concepts from the NAMLE Key Questions. As an alternative, the MLAC might consider which NAMLE Key Questions best comport with the CAS GLEs at each grade level, and then propose adoption of those Key Questions as additional Essential Questions.

Media Literacy Education and the Colorado Academic Standards: Civics

Introduction

Review of the Colorado Academic Standards for Civics reveals both opportunities and challenges for integrating content from the NAMLE Core Principles and NAMLE Key Questions — and also reveals existing content that robustly addresses media literacy skills. This section proposes approaches for modifying or leveraging the Prepared Graduate Statements; Grade Level Expectations; Inquiry Questions; and Disciplinary, Information, and Media Literacy skills that are found in the CAS in the domain of civics.

With regard to the domain of civics, which focuses on the rights and duties of citizenship, it is important to note both the distinctions and points of intersection between media literacy and digital citizenship. As previously noted, NAMLE defines media literacy as “the ability to encode and decode the symbols transmitted via media and the ability to synthesize, analyze and produce mediated messages.” In this definition, media includes “all electronic or digital means and print or artistic visuals used to transmit messages.”

The International Society for Technology in Education (ISTE) characterizes digital citizenship as “being active citizens who see possibilities instead of problems and opportunities instead of risks as they curate a positive and effective digital footprint.” ISTE’s principles of digital citizenship include:

- Using technology to make your community better.
- Engaging respectfully online with people who have different beliefs than you.
- Using technology to make your voice heard by public leaders and to shape public policy.
- Determining the validity of online sources of information.

These definitions suggest that digital citizenship differs from media literacy in its primary focus on technology and the online realm, and in its emphasis on how technology can be used to effect social change. However, digital citizenship and media literacy both emphasize engagement with diverse perspectives and critical evaluation of sources of information. The following analysis will place special emphasis on the elements of the CAS for Civics that engage with concepts of both media literacy and digital citizenship.

Prepared Graduate Statements

The Prepared Graduate Statements for Civics broadly articulate “concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.” In the domain of Civics, there are two Prepared Graduate Statements that apply across all grade levels:

- Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.
- Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

The first Prepared Graduate Statement for Civics offers the most opportunity for modifications that would address both media literacy and digital citizenship. The statement might be considered against relevant NAMLE Core Principles and revised to reflect the idea that civic participation can occur through engagement with media, and/or to acknowledge that the rights and responsibilities of a citizen might extend to how citizens choose to engage with the realm of media and technology. NAMLE Core Principle 4 seems particularly pertinent to this Prepared Graduate Statement, as the Core Principle explicitly focuses on the relationship between MLE and civic engagement: “Media literacy education develops informed, reflective, and engaged participants essential for a democratic society.”

Grade Level Expectations

Whereas Grade Level Expectations in Reading and Writing could be discussed in a way that generally encompasses all grade levels, the Civics GLEs emphasize markedly different content even at adjacent grade levels. Because of this, the MLAC will need to pay particular attention to achieving coherence across grade levels during the revision process — should the MLE elect to revise the Civics GLEs at all.

As an example, the two GLEs for Grade 5 are:

- Construct an understanding of the foundations of citizenship in the United States.
- The origins, structures, and functions of the United States government.

Similar to the first Prepared Graduate Statement in Civics, the first Grade 5 Civics GLE clearly establishes a focus on citizenship that might profitably be expanded to include media literacy and digital citizenship. The adjacent Grade 6 GLEs, however, are:

- Analyze the relationships of different nations in the Western Hemisphere.
- Systems of government in the Western Hemisphere.

These GLEs offer more limited potential for incorporating content dealing with media literacy and digital citizenship. Because of this pattern within the GLEs across grade levels, the MLAC will need to consider whether revisions to the Civics GLEs would be as fruitful as revisions to the Reading and Writing GLEs.

Inquiry Questions

In addition to the Disciplinary, Information, and Media Literacy skills, the CAS for Civics include a set of Inquiry Questions at each grade level. The Inquiry Questions are grouped within the Academic Contexts and Connections section of the CAS, which “highlights essential skills, practices, and other important connections necessary for students to understand, apply, and transfer the knowledge and skills within the Grade Level Expectation.”

Per the CAS, Inquiry Questions “are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.” This relationship to the Grade Level Expectations, which may or may not offer robust opportunities for integrating media literacy content at each grade level, means that the Inquiry Questions currently vary in their relevance to media literacy and digital citizenship.

For example, as previously noted in the discussion of the Grade 5 and Grade 6 GLEs, the first Grade 5 GLE offers opportunity for revision that might encompass media literacy and digital citizenship. An Inquiry Question related to this GLE reflects this opportunity:

- How might citizens view an issue differently because of their backgrounds?

This Inquiry Question aligns with a NAMLE Key Question:

- How might different people understand this message differently?

The Inquiry Questions that descend from the two Grade 6 GLEs, however, do not align with NAMLE Key Questions, and instead reflect the GLEs’ focus on international relationships.

Because of the intentional relationship between the GLEs and the Inquiry Questions, the MLAC will need to consider these two elements of the standards in tandem. In contrast to the approach proposed for the Essential Questions in Reading and Writing, it may not be appropriate to simply adopt NAMLE Key Questions as Inquiry Questions without ensuring that the Key Questions pertain in some way to the GLEs.

Disciplinary, Information, and Media Literacy

The CAS Academic Contexts and Connections for Civics are unique in this analysis in that they include a category that already explicitly addresses media literacy. This category (Disciplinary, Information, and Media Literacy) encompasses skills that directly pertain to the NAMLE Core Principles and Implications for Practice, and also to principles of digital citizenship. For example, the Disciplinary, Information, and Media Literacy category for Grade 7 consists of the following skills:

- Distinguish among fact, opinion, and reasoned judgment in a text.
- Summarize the points an author/speaker makes and explain how each claim is supported by reasons and evidence.
- Conduct research by locating, gathering, organizing information and data, and evaluating online and print resources.
- Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.

The first two skills are best characterized as pertaining to media literacy, whereas the third and fourth skills embody key principles of both media literacy and digital citizenship. The specific NAMLE Implications for Practice that align with these skills include:

- (1.2) MLE teaches students to ask the specific types of questions that will allow them to gain a deeper or more sophisticated understanding of media messages.

- (3.6) MLE teaches media management in a way that helps students learn to make informed decisions about time spent using media and which media they choose to use.

Further, this set of CAS Disciplinary, Information, and Media Literacy skills reflects ideas that are present in the following NAMLE Key Questions:

- Is this fact, opinion, or something else?
- What does this tell me about [insert topic]?
- How credible is this (and how do you know)?
- Can I trust this source to tell me the truth about the topic?
- How might I participate productively?

Because of the strong alignment between the CAS Disciplinary, Information, and Media Literacy skills and the NAMLE Implications for Practice and Key Questions, the MLAC may elect to strategize ways to call attention to the media literacy content that is already present in the standards.

Additionally, the MLAC may choose to consider the NAMLE Implications for Practice and Key Questions and augment the Disciplinary, Information, and Media Literacy skills with NAMLE content that is less robustly represented at each grade level (at Grade 7, for example, there may be an opportunity to integrate NAMLE content that deals with analyzing the purpose or intended audience of media messages). If this approach is taken, the additional NAMLE content should, of course, have a clear and defensible connection to the domain of civics.

Nature and Skills of Civics

The Academic Contexts and Connections section of the CAS also includes at grade levels K through high school a set of statements titled “Nature and Skills of Civics.” According to the CAS, these statements articulate the “characteristics and viewpoint one keeps as a result of mastering the grade level expectation.”

Review of the Nature and Skills of Civics statements indicated little opportunity for integrating media literacy content into this section of the CAS — possibly because media literacy is already explicitly and robustly addressed in the Disciplinary, Information, and Media Literacy statements. The Nature and Skills of Civics statements therefore tend to focus on other aspects of civics education. Furthermore, the Nature and Skills of Civics statements are closely tied to the Grade Level Expectations, which (as previously noted) vary in their relevance to media literacy education.

Rather than attempt to force a connection between this section of the CAS and media literacy education, it seems most sensible and productive for the MLAC to focus on making the most of those elements of the CAS that can more readily accommodate media literacy education content — particularly the Disciplinary, Information, and Media Literacy statements and, to a lesser extent, the Prepared Graduate Statements and Inquiry Questions.

Media Literacy Education and the Colorado Academic Standards: Colorado Essential Skills

Introduction

Review of the Colorado Academic Standards in Reading, Writing, and Civics underscores the unique role of the Colorado Essential Skills, which are both integrated into the subject-specific CAS and are also treated independently on the CDE website. In order to perform a holistic analysis of the Colorado Essential Skills with regard to media literacy education, this report considers the entire set of Essential Skills apart from the subject-specific standards into which these skills are integrated.

Analysis of the Colorado Essential Skills reveals existing content that explicitly addresses the media literacy education principles outlined by NAMLE, as well as content that implicitly intersects with NAMLE Core Principles and Implications for Practice. This section proposes approaches for leveraging or modifying the Colorado Essential Skills to robustly address media literacy education.

The CDE website defines the Colorado Essential Skills as “skills necessary to enter the workforce or continue education beyond high school.” The Essential Skills are grouped into the following four core categories:

- Personal Skills
- Entrepreneurial Skills
- Civic/Interpersonal Skills
- Professional Skills

Each of these categories contains four to six more specific skills or dispositions (e.g., the category of professional skills contains a specific skill titled Information Literacy). These specific skills are further elaborated across a four-stage spectrum of increasing complexity to reflect the way in which these skills might grow as a student progresses through developmental stages.

The first portion of the following analysis will identify the specific NAMLE Core Principles and Implications for Practice that explicitly connect with this set of skills. The second portion will focus on more implicit points of connection between Essential Skills in other categories and the NAMLE Core Principles and Implications for Practice.

Colorado Essential Skills: Explicit Connections to NAMLE Core Principles

Two of the 20 Colorado Essential Skills in the Professional Skills category already deal explicitly with media literacy and technology use:

- Information Literacy
- Use Information and Communication Technologies

The skill of Information Literacy is articulated across developmental stages as follows:

- **(Novice)** articulate the most effective options to access information needed for a specific purpose; and
- **(Advanced Beginner)** identify and evaluate key attributes of a variety of information sources (e.g., books, newspapers, online or print articles, social media) for validity; and
- **(Strategic Learner)** examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors; and
- **(Emerging Expert)** analyze both how and why media messages are constructed and for what purposes, and use information accurately, ethically and creatively for the issue or problem at hand.

It is important to note that articulation of this skill across increasingly complex stages reflects NAMLE Implication for Practice 3.1: “Media literacy is not a ‘have it or not’ competency, but rather an ever evolving continuum of skills, knowledge, attitudes, and actions.” This congruence suggests that the Essential Skills and the NAMLE Core Principles share a common understanding of the development of media literacy.

Even without revision or modification, the Information Literacy skills strongly align with the precepts of effective media analysis that are outlined in NAMLE Implication for Practice 1.1:

- All media messages are “constructed.”
- Each medium has different characteristics, strengths, and a unique “language” of construction.
- Media messages are produced for particular purposes.
- All media messages contain embedded values and points of view.
- People use their individual skills, beliefs and experiences to construct their own meanings from media messages.
- Media and media messages can influence beliefs, attitudes, values, behaviors, and the democratic process.

Because the NAMLE Implications for Practice are not articulated across a developmental spectrum (even as Implication for Practice 3.1 acknowledges that media literacy skills are an “ever evolving continuum”), the Implications for Practice align most strongly with the Essential Skills at higher developmental stages. The MLAC may consider augmenting the Novice level of the Information Literacy skill to reflect a broader range of media literacy skills, as developmentally appropriate.

Similar to the skill of Information Literacy, the skill of Use Information and Communication Technologies is articulated across developmental stages as follows:

- **(Novice)** find information through the use of technologies; and

- **(Advanced Beginner)** communicate information through the use of technologies; and
- **(Strategic Learner)** evaluate information through the use of technologies; and
- **(Emerging Expert)** create information through the use of technologies

These skills are quite broad, but may be interpreted to align with particular NAMLE Implications for Practice:

- **(1.2)** MLE teaches students to ask the specific types of questions that will allow them to gain a deeper or more sophisticated understanding of media messages.
- **(2.1)** Like print literacy, which requires both reading and writing, MLE encompasses both analysis and expression.
- **(2.2)** MLE enables students to express their own ideas through multiple forms of media (e.g., traditional print, electronic, digital, user-generated, and wireless) and helps students make connections between comprehension and inference-making in print, visual, and audio media.

Because of the breadth and generality of the Use of Information and Communication Technologies skills, the MLAC may consider adding language at each skill level to more specifically describe how information is to be found, communicated, evaluated, and created.

Colorado Essential Skills: Implicit Connections to NAMLE Core Principles

In addition to the two sets of Essential Skills that explicitly address media literacy and technology use, a number of other Essential Skills implicitly intersect with NAMLE Implications for Practice. The following analysis is not intended to be an exhaustive accounting of every such point of intersection, but rather is intended to provide illustrative examples that may guide the MLAC’s thinking about further integrating media literacy content into the Essential Skills.

The greatest concentration of relevant Essential Skills occurs in the category of Civic/Interpersonal Skills. This is perhaps not surprising, given that the NAMLE Core Principles and Implications for Practice heavily emphasize both appropriate civic engagement and appropriate engagement with others via media.

Three Essential Skills in this category that may be relevant are:

- Communication (using information and communications technologies)
- Global/Cultural Awareness
- Civic Engagement

While the parenthetical description of Communication suggests that this skill engages explicitly with media literacy, the language that is used to describe the skill at each level only implicitly relates to media literacy.

For example, the Emerging Expert version of this skill states that students will “articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multi-lingual).” The MLAC might consider revising the language in this skill across all

levels to more explicitly establish a connection to the parenthetical focus on information and communications technologies.

Though the skills of Global/Cultural Awareness and Civic Engagement lack even a parenthetical connection to media literacy, closer analysis reveals that these skills do intersect with NAMLE Implications for Practice. For example, the Advanced Beginner level of Global/Cultural Awareness states that students will

- “identify and explain multiple perspectives (cultural, global) when exploring events, ideas and issues.”

At this level, this skill aligns with several NAMLE Implications for Practice:

- **(4.4)** MLE invites and respects diverse points of view.
- **(5.1)** MLE integrates media texts that present diverse voices, perspectives and communities.
- **(6.6)** MLE uses group discussion and analysis of media messages to help students understand and appreciate different perspectives and points of view.

To more explicitly call out this alignment, the MLAC may opt to add language stating that the “multiple perspectives” mentioned in the skill may be communicated through media. The MLAC may also consider whether opportunities exist to establish a focus on media literacy at the other levels of this skill.

Similarly, the skill of Civic Engagement at the Emerging Expert level states that students will

- “participate effectively in civic life.”

NAMLE Core Principle 4 affirms that “Media Literacy Education develops informed, reflective and engaged participants essential for a democratic society.” Because of the breadth of the Civic Engagement skill, ample opportunity exists for the MLAC to clarify that using media responsibly is one way of participating in civic life. NAMLE Implication for Practice 4.1 suggests a more specific vision of what this participation may look like:

- MLE promotes student interest in news and current events as a dimension of citizenship, and can enhance student understanding of First Amendment rights and responsibilities.

The MLAC need not adopt the specific language in this Implication for Practice, but may consider augmenting the Essential Skill to achieve this level of detail and specificity.

Conclusion

Considered as a whole, the CAS in Reading, Writing, and Civics and the Colorado Essential Skills offer rich opportunities for the MLAC to integrate media literacy content from the NAMLE referent materials. The broad definition of literacy that is essential to media literacy education may profitably be incorporated into the Reading and Writing CAS, and specific elements of these standards offer further occasions for integrating media literacy content.

Moreover, the Civics CAS and the Essential Skills already contain content dealing with media literacy that may serve as a productive starting point for the committee’s work. From there, the MLAC may elect to

consider ways to strengthen the more implicit connections that exist in all content areas between the CAS and the NAMLE referents in order to ensure that the CAS as a whole reflect the depth and breadth of media literacy content that would best serve the students and educators of Colorado.

Appendix: NAMLE Core Principles, Implications for Practice, and Key Questions

Introduction

This appendix presents the entire set of NAMLE Core Principles and Implications for Practice, as well as the Key Questions. The six Core Principles are presented in bold type, and each Core Principle is followed by the related Implications for Practice. NAMLE envisions the Core Principles and Implications for Practice to be “as a springboard for vibrant and ongoing dialogue, and as a first step in the development of clear, measurable outcomes and benchmarks for U.S. schools.” To that end, the Core Principles and Implications for Practice were chosen by the Colorado Department of Education to serve as the referent for this review of the CAS.

CSAI’s review of the Core Principles and Implications for Practice indicated that while the Core Principles themselves are relevant to the review of the CAS, the Implications for Practice that descend from the Core Principles vary in terms of their relevance to academic standards. Some Implications for Practice articulate skills or provide information that may profitably be integrated into academic standards. Other Implications for Practice, however, are more focused on providing a definition of media literacy education. This latter category of Implications for Practice is more appropriate to include in resources that support understanding and instructional application of the principles of media literacy education.

The Implications for Practice that most strongly comport with the goals and purposes of academic standards are set in regular type, whereas the Implications for Practice that are less readily integrated into academic standards are set in gray type. This presentation is intended to allow MLAC members to easily focus on the Implications for Practice that are most relevant to their review and revision of the CAS (particularly the Prepared Graduate Statements; Grade Level Expectations; Essential Skills; Essential Reasoning Skills; and Disciplinary, Information, and Media Literacy statements).

Following the Core Principles and Implications for Practice is a table that includes all NAMLE Key Questions. These are examples of the “specific types of questions that will allow [students] to gain a deeper or more sophisticated understanding of media messages” (see Implication for Practice 1.2). The Key Questions may be relevant to the MLAC’s work as the committee reviews and considers modifications to the Inquiry Questions and Essential Questions in the CAS.

Core Principle 1: Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.

Implications for Practice:

1.1 The process of effective media analysis is based on the following concepts:

1.1a All media messages are “constructed.”

1.1b Each medium has different characteristics, strengths, and a unique “language” of construction.

1.1c Media messages are produced for particular purposes.

1.1d All media messages contain embedded values and points of view.

1.1e People use their individual skills, beliefs and experiences to construct their own meanings from media messages.

1.1f Media and media messages can influence beliefs, attitudes, values, behaviors, and the democratic process.

1.2 MLE teaches students to ask the specific types of questions that will allow them to gain a deeper or more sophisticated understanding of media messages. *(See the Key Questions for a model of the types of questions that MLE involves.)*

1.3 MLE emphasizes strong sense critical thinking, i.e., asking questions about all media messages, not just those with which we may disagree.

1.4 MLE trains students to use document-based evidence and well-reasoned arguments to support their conclusions.

1.5 MLE is not about replacing students’ perspectives with someone else’s (your own, a teacher’s, a media critic’s, an expert’s, etc.). Sharing a critique of media without also sharing the skills that students need to critically analyze media for themselves is not sound MLE practice. This includes presenting media literacy videos, films, books or other curriculum materials as a substitute for teaching critical inquiry skills.

1.6 MLE teachers do not train students to ask IF there is a bias in a particular message (since all media messages are biased), but rather, WHAT the substance, source, and significance of a bias might be.

1.7 For MLE teachers, fostering critical thinking is routine. MLE calls for institutional structures to support their efforts by actively encouraging critical thinking in all classrooms.

1.8 Simply using media in the classroom does not constitute MLE.

Core Principle 2: Media Literacy Education expands the concept of literacy (i.e., reading and writing) to include all forms of media.

Implications for Practice:

- 2.1 Like print literacy, which requires both reading and writing, MLE encompasses both analysis and expression.
- 2.2 MLE enables students to express their own ideas through multiple forms of media (e.g., traditional print, electronic, digital, user-generated, and wireless) and helps students make connections between comprehension and inference-making in print, visual, and audio media.
- 2.3 MLE takes place in a variety of settings, including, but not limited to: schools, after school programs, online, universities & colleges, religious institutions, and the home.
- 2.4 MLE should be taught across the pre-K–12 curriculum. It can be integrated into nearly any subject area.
- 2.5 MLE welcomes the use of a broad range of media “texts,” including popular media.
- 2.6 MLE recognizes that evolving media forms, societal changes, and institutional structures require ever new instructional approaches and practices.
- 2.7 Effective MLE requires classrooms to be equipped with the tools to both analyze and produce media.
- 2.8 MLE intersects with other literacies, i.e., is distinct from but shares many goals and techniques with print, visual, technology, information, and other literacies.
- 2.9 As a literacy, MLE may have political consequences, but it is not a political movement; it is an educational discipline.
- 2.10 While MLE may result in students wanting to change or reform media, MLE itself is not focused on changing media, but rather on changing educational practice and increasing students’ knowledge and skills.

Core Principle 3: Media Literacy Education builds and reinforces skills for learners of all ages. Like print literacy, those skills necessitate integrated, interactive, and repeated practice.

Implications for Practice:

- 3.1 Media literacy is not a “have it or not” competency, but rather an ever evolving continuum of skills, knowledge, attitudes, and actions.
- 3.2 The requirements of MLE cannot be addressed by a single event, class, day or even week-long intervention. Rather, MLE teachers seek to provide students with numerous and diverse opportunities to practice and develop skills of analysis and expression.
- 3.3 MLE engages students with varied learning styles.

3.4 MLE is most effective when used with co-learning pedagogies, in which teachers learn from students and students learn from teachers and from classmates.

3.5 MLE builds skills that encourage healthy lifestyles and decision making; it is not about inoculating people against presumed or actual harmful media effects.

3.6 MLE teaches media management in a way that helps students learn to make informed decisions about time spent using media and which media they choose to use.

3.7 Making decisions for other people about media access or content is not MLE.

Core Principle 4: Media Literacy Education develops informed, reflective and engaged participants essential for a democratic society.

Implications for Practice:

4.1 MLE promotes student interest in news and current events as a dimension of citizenship, and can enhance student understanding of First Amendment rights and responsibilities.

4.2 MLE is designed to create citizens who are skeptical, not cynical.

4.3 MLE gives students the skills they need to take responsibility for their own media use.

4.4 MLE invites and respects diverse points of view.

4.5 MLE explores representations, misrepresentations and lack of representation of cultures and countries in the global community.

4.6 MLE values independently produced media.

4.7 MLE trains students to examine how media structures (e.g., ownership, distribution, etc.) influence the ways that people make meaning of media messages.

4.8 MLE recognizes that HOW we teach matters as much as WHAT we teach. Classrooms should be places where student input is respected, valued and acted upon.

4.9 MLE is not partisan.

4.10 MLE is not a substitute for government regulation of media, nor is government regulation a substitute for MLE.

4.11 Censorship or other efforts aimed at keeping selected media beyond the access of selected audiences do not achieve the skill-building goals of MLE.

4.12 MLE is not a substitute for media meeting their responsibility to serve the public interest. At the same time it is not about media bashing, i.e., simplistic, rhetorical, or over-generalized attacks on some types of media or media industries as a whole.

Core Principle 5: Media Literacy Education recognizes that media are a part of culture and function as agents of socialization.

Implications for Practice:

- 5.1 MLE integrates media texts that present diverse voices, perspectives and communities.
- 5.2 MLE includes opportunities to examine alternative media and international perspectives.
- 5.3 MLE addresses topics like violence, gender, sexuality, racism, stereotyping and other issues of representation.
- 5.4 MLE shares with media owners, producers, and members of the creative community responsibility for facilitating mutual understanding of the effects of media on individuals and on society.
- 5.5 MLE does not start from a premise that media are inconsequential nor that media are a problem.
- 5.6 MLE does not excuse media makers from their responsibility as members of the community to make a positive contribution and avoid doing harm.

Core Principle 6: Media Literacy Education affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages.

Implications for Practice:

- 6.1 MLE is not about teaching students what to think; it is about teaching them how they can arrive at informed choices that are most consistent with their own values.
- 6.2 MLE helps students become aware of and reflect on the meaning that they make of media messages, including how the meaning they make relates to their own values.
- 6.3 MLE is not about revealing to students the “true” or “correct” or “hidden” meaning of media messages, nor is it about identifying which media messages are “good” and which ones are “bad.” In MLE, media analysis is an exploration of riches, rather than “right” readings.
- 6.4 MLE recognizes that students’ interpretations of media texts may differ from the teacher’s interpretation without being wrong.
- 6.5 MLE recognizes and welcomes the different media experiences of individuals of varying ages.
- 6.6 MLE uses group discussion and analysis of media messages to help students understand and appreciate different perspectives and points of view.
- 6.7 MLE facilitates growth, understanding and appreciation through an examination of tastes, choices and preferences.

Key Questions

AUTHORS & AUDIENCES	AUTHORSHIP	Who made this?
	PURPOSES	Why was this made? What does this want me to do? Who is the target audience? Who are they talking to? or Who is this for?
	ECONOMICS	Who paid for this?
	EFFECTS	Who might benefit from this message? Who might be harmed by it? Is this message good for me or people like me? What does the storyteller want me to remember?
	RESPONSES	What actions might I take in response to this message? How might I participate productively? How does this make me feel and how do my emotions influence my interpretation of this?
MESSAGES & MEANINGS	CONTENT	What does this want me to think (or think about)? What would someone learn from this? What does this tell me about [insert topic]? What ideas, values, information, or points of view are overt? Implied? What is left out that might be important to know?
	TECHNIQUES	What techniques are used and why? How do the techniques communicate the message?
	INTERPRETATIONS	How might different people understand this message differently? What is my interpretation and what do I learn about myself from my reaction or interpretation?
REPRESENTATIONS & REALITY	CONTEXT	When was this made? Where or how was it shared with the public?
	CREDIBILITY	Is this fact, opinion, or something else? How credible is this (and how do you know)? What are the sources of the information, ideas, or assertions? Can I trust this source to tell me the truth about this topic?



Appendix B:

Analysis of State Standards for Media Literacy Education



ANALYSIS OF STATE STANDARDS FOR MEDIA LITERACY EDUCATION

Abstract

September, 2019

This report was developed for Colorado's Media Literacy Advisory Committee and provides details of an analysis of media literacy, digital citizenship and cyberbullying prevention skills, understandings and competencies found in seven state and national standard referents.

Nancy White, MLAC Facilitator

CONTENTS

Introduction	2
Definitions	2
Relationship between Media Literacy, Digital Citizenship and Cyberbullying Education	3
Methodology	4
NAMLE Core Principles of Media Literacy Education	5
ISTE Standards for Students	9
AASL Standards Framework for Learners	10
Canada.....	14
Washington.....	15
Ohio	15
Kansas	17
Common Sense Media	18
Cyberbullying Prevention	20
Common Sense Media.....	20
Washington Technology Learning Standards.....	21
Media Smarts: Canada.....	21
Appendix A: NAMLE Principles of Media Literacy Education in the United States Implications for Students	23
Appendix B: Standards Referents.....	29

INTRODUCTION

WestEd's Center on Standards and Assessment Implementation (CSAI) was engaged to advise the Media Literacy Advisory Council (MLAC) on possible approaches to revising the Colorado Academic Standards (CAS) in the domains of Reading, Writing, and Civics to include content related specifically to media literacy education (MLE) in fulfillment of the charge and tasks set forth in Colorado House Bill 19-1110. CSAI's work was to reference one set of standards, and the support team at the Colorado Department of Education decided that the National Association for Media Literacy Education (NAMLE) Core Principles were the best choice. Because the definition of media literacy introduces broader concepts of Digital Citizenship and Cyberbullying that are not included in the NAMLE core principles, and also to cross reference other exemplary national and state standards for elements of Media Literacy that may not be included in NAMLE, this report offers additional items for consideration by the MLAC for integration into the CAS for Reading, Writing, Civics, and additionally, the Colorado Essential Skills.

DEFINITIONS

Colorado House Bill 19-1110 defines media literacy as:

- a) Ability to access, analyze, evaluate, create, and act through the various forms of media;
- b) Ability to analyze the reliability of information, claims, and sources presented in the various forms of media; and
- c) Practice of digital citizenship, including norms of appropriate and responsible behavior and discourse when engaging with media, and the prevention of cyberbullying.

Working definitions for digital citizenship and cyberbullying, agreed upon by the MLAC are as follows:

Digital Citizenship

Diverse set of skills related to current technology and social media use and includes the norms of appropriate, responsible, and healthy behavior and discourse.

This definition is based on the partial definition in HB 19-1110 and the definition of digital citizenship offered by Media Literacy Now, the leading national advocacy organization for media literacy education policy.

Cyberbullying

“Bullying” means any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student.

Cyberbullying is bullying that takes place over digital devices like cell phone, computers and tablets.

This definition is from Stopbullying.gov, a federal government website managed by the U.S. Department of Health and Human Services, with further clarification of the definition of “bullying” from the Colorado Safe Schools Act definition of bullying.

RELATIONSHIP BETWEEN MEDIA LITERACY, DIGITAL CITIZENSHIP AND CYBERBULLYING EDUCATION

The charge for the MLAC is clearly focused on Media Literacy Education for Elementary and Secondary Education in Colorado. In evaluating the media literacy definition provided in HB-19-1110, as well as our working definition of digital citizenship and cyberbullying, it is helpful to examine the relationship between Media Literacy, Digital Citizenship and Cyberbullying.

“Media literacy... c) **is the practice of** digital citizenship, including the norms of appropriate and responsible behavior and discourse when engaging with media, and the prevention of cyberbullying.

In Washington, Media Literacy is defined as a subset of Digital Citizenship Additionally cyberbullying (prevention) and internet safety are considered sub-sets of Digital Citizenship:

*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.*

A white paper published jointly by Common Sense Media/Kids Action, NAMLE, and Media Literacy Now, “Digital Citizenship and Media Literacy Education: A Legislative Solution to Support Digital Learning in Public Schools (2017, Available <https://namle.net/wp-content/uploads/2018/01/dcml-policy-paper.pdf>) gives this definition:

*Media literacy is the ability to access, analyze, evaluate, develop, produce, and interpret media, and encompasses the foundational skills **that lead to** digital citizenship.*

A different perspective is offered by the Action 4 Media Group, which simply states, “Media literacy is larger than the internet. Digital citizenship is focused specifically on online media.” (Available: <https://action4mediaeducation.org/about/faqs/>) This statement aligns well with Colorado’s definition of media literacy.

While it is apparent that there are differing viewpoints on whether media literacy and cyberbullying are subsets of Digital Citizenship, or Digital Citizenship is the result of media literacy, for the purpose of this work, the MLAC will follow the definitions contained in HB 19-1110.

METHODOLOGY

CSAI provided CDE several possible national and state standard referents that might be used to identify media literacy recommendations for integration into the CAS by CSAI, in accordance with the requirements set forth in HB 19-1110. In addition to the NAMLE principles, these included Ontario Media Literacy Outcomes, Florida Library Media Services Research Model (FINDS), California Library Standards, Kansas Curricular Content Standards for Library/Information Technology, and Wisconsin Standards for Information and Technology Literacy. It was also noted that these state standards primarily used the International Society for Technology in Education (ISTE) Standards for Students and American Association of School Libraries (AASL) Standards Framework for Students as referents they based their standards upon.

It was understood that CSAI would analyze and make recommendations based on the NAMLE principles. To assure all essential elements of digital citizenship and cyberbullying would be cross-referenced with the CAS, the MLAC facilitator was tasked with analyzing other exemplary standards from those listed above as well as other state and national standards recognized as leading models in media literacy, digital citizenship and cyberbullying education. The following referents were analyzed by the MLAC facilitator:

1. ISTE Standards for Students
2. AASL Standards Framework for Learners
3. Canada’s Key Concepts of Media Education
4. Washington Superintendent of Public Instruction Educational Technology Learning Standards
5. Ohio’s Learning Standards for Technology
6. Kansas Curricular Content Standards for Library/Information and Technology
7. Common Sense Media Digital Citizenship Cross-Curricular Framework

The first step in the process was to determine what unique elements of media literacy were present in these seven state and national standard referents that were not addressed in NAMLE. To frame the principles to focus on what students needed to know and be able to do, “Implications for Students” were

derived from each NAMLE Implication for Practice. [Appendix A] These were cross-referenced with each of the seven standards referents listed above and then the CAS Reading, Writing, and Social Studies standards as well as the Colorado Essential Skills documents were searched to identify whether or not these particular skills and competencies were addressed there, if so, how and where they were addressed in the CAS or Colorado Essential Skills. If nothing was found, the particular standard or outcome was identified as a missing element for the MLAC to consider in making recommendations for standards revisions in accordance with the MLAC charge.

This work overlapped somewhat with the analysis completed by CSAI, however, through this process, missing elements related to digital citizenship and cyberbullying which are not directly addressed in the NAMLE Core Principles of Media Literacy in the United States were identified for the MLAC to review and possibly base recommendations upon. These missing elements were identified through the analysis of digital citizenship and cyberbullying prevention, in addition to media literacy. Cyberbullying prevention is addressed in a separate section of this report, due to the unique connections found within the standards documents that were analyzed.

NAMLE CORE PRINCIPLES OF MEDIA LITERACY EDUCATION

NAMLE was selected by the support team for the MLAC at the Colorado Department of Education to be the principle standard referent analyzed by WestEd/CSAI to recommend skills, understandings and competencies for media literacy that MLAC might want to focus on in making recommendations for revisions to the CAS and Colorado Essential Skills.

NAMLE Implications for Practice

The following NAMLE Implications for Practice (IFP) either aligned well with one or more of the seven state and national standard referents that were analyzed, or are called out for further consideration as important skills or understandings for media literacy education.

NAMLE IFP 2.3 MLE takes place in a variety of settings, including, but not limited to: schools, after school programs, online, universities & colleges, religious institutions, and the home.

Implication for Students: Students practice media literacy in a variety of settings, including, but not limited to: schools, after school programs, online, universities & colleges, religious institutions, and the home.

This IFP aligns with both ISTE standards and Washington's Education Technology Learning Standards:

ISTE Standard 1b: Empowered Learner: Students build networks and customize their learning environments in ways that support the learning process.

Washington Standard 3a: Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

NAMLE IFP 2.3 suggests that students practice learning in a variety of settings, while ISTE expands on this to suggest students customize their learning environments to support their learning, as an empowered learner. Washington’s interpretation of this focuses on students’ own intellectual and creative “pursuits.”

► MLAC might want to explore recommendations to integrate these concepts into CAS or Colorado Essential Skills that focus on students’ ability to *transfer* their media literacy knowledge and skills to personal information needs in a variety of settings.

NAMLE IFP 2.6 MLE recognizes that evolving media forms, societal changes, and institutional structures require ever new instructional approaches and practices.

Implication for Students: Students understand that evolving media forms, societal changes, and institutional structures require ever new instructional approaches and practices.

And

NAMLE IFP 3.1 Media literacy is not a “have it or not” competency, but rather an ever-evolving continuum of skills, knowledge, attitudes, and actions.

Implication for Students: Students’ media literacy skills continuously evolve in an ever-changing media landscape and spectrum of information needs.

► While this particular principle is not directly addressed in any of the seven standards referents analyzed, in consideration of the rapidly changing media landscape, MLAC may want to think about integrating this idea of flexible approaches and practices to analysis as constantly evolving media produce new and different challenges to authenticate.

NAMLE IFP 3.6 Students manage media to make informed decisions about time spent using media as well as to select which media they will use.

Implication for Students: Students manage media to make informed decisions about time spent using media as well as to select which media they will use.

The concept of time management of media use is not directly addressed in CAS or the Colorado Essential skills.

► MLAC might want to consider recommending integrating this particular concept into Colorado Essential Skills/Personal Skills and/or Professional Skills: Task/Time Management in light of current research

suggesting high number of hours in which youth engage with media daily and the social/emotional health risks this presents.¹ This connects with the definition of digital citizenship: norms of healthy behavior.

Included in NAMLE 3.6 is media management regarding the time spent in selection of media. This is addressed partially in the CAS Reading and Writing Standards Prepared Graduate Statement 10: Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions. It is further addressed in Colorado Essential Skills Professional Skills, Task/Time Management: Articulate task requirements and identify deadlines; develop and utilize basic task and time-management strategies effectively.

► MLAC may want to consider recommendations to more specifically address time management in media selection to align with the NAMLE principle 3.6.

NAMLE IFP 4.4 MLE invites and respects diverse points of view.

Implication for Students: Students invite and respect diverse points of view.

This is similar to the AASL Standards Framework for Learners Key Commitment Include, Domain: Think: “Learners contribute a balanced perspective when participating in a learning community by:

2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.

The Colorado Essential Skills/Civic/Interpersonal Skills addresses comparing, identifying, explaining point of view, as well as the use of multiple disciplinary perspectives, this is not quite the same as “inviting and respecting” diverse points of view.

► MLAC may wish to consider a recommendation for integrating some of the language found in NAMLE IFP 4.4 and AASL Standard Framework for Learners into this particular essential skill to address these distinctions.

NAMLE IFP 4.5 MLE explores representations, misrepresentations and lack of representation of cultures and countries in the global community.

Implication for Students: Students explore and acknowledge representations, misrepresentations and lack of representation of cultures and countries in the global community.

¹ George, M. J., Russell, M. A., Piontak, J. R., & Odgers, C. L. (2017, 05). Concurrent and Subsequent Associations Between Daily Digital Technology Use and High-Risk Adolescents’ Mental Health Symptoms. *Child Development*, 89(1), 78-88. doi:10.1111/cdev.12819 Available https://drive.google.com/open?id=1RmX8g_OXOioMGDe2EDJhiidQKgnU0bnK

There is a partial alignment of **NAMLE IFP 4.5** and **ISTE standard 7a**: Students 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, and also **ISTE Standard 7d**: Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

A closer alignment can be found within the **AASL Standards in the Shared Foundation Include, Domain: Think**: Learners contribute a balanced perspective when participating in a learning community by:

1. Articulating an awareness of the contributions of a range of learners.
2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.
3. Describing their understanding of cultural relevancy and placement within the global learning community.

NAMLE IFP 4.5 is addressed partially in the Colorado Essential Skills Personal Skills/Adaptability/Flexibility, where a Strategic Learner looks for “value in different perspectives expressed by others.”

► MLAC may want to explore ways this could be strengthened, in combination with the advanced skill levels described under Civic/Interpersonal Skills/Global/Cultural Awareness.

The concepts in NAMLE IFP 4.5 about purposefully exploring misrepresentations and lack of representation of cultures and countries might also be addressed in Social Studies standards, for instance Prepared Graduate Statement 4 states “4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.”

► MLAC might want to consider a recommendation connecting with this across grade levels in the Academic Context and Connections, specifically in the Disciplinary, Information and Media Literacy section.

NAMLE IFP 5.5 MLE does not start from a premise that media are inconsequential nor that media are a problem.

Implication for Students: Students understand that media does have consequences but recognize that this is not the problem.

This concept in NAMLE is not connected in any of the standards referents reviewed for the MLAC. The idea that media use has consequences is an important concept for students to recognize, while also understanding that the problem is not the media itself, but as the definition of media literacy states, the

problem is at least partially individuals' ability to access, analyze, evaluate, create, and act through the various forms of media; ability to analyze the reliability of information, claims, and sources presented in the various forms of media; and practice of digital citizenship, including norms of appropriate and responsible behavior and discourse when engaging with media, and the prevention of cyberbullying.

► Recommend the MLAC consider connecting this NAMLE IFP through the Social Studies/Civics Standards within the Academic Context & Connections/Disciplinary, Information and Media Literacy Section.

INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE) STANDARDS FOR STUDENTS

The International Society for Technology in Education (ISTE) Standards were selected for analysis due to the fact that they are the leading international organization in addressing digital citizenship, and nearly all of the state standards that address media literacy and digital citizenship are aligned with or cross-reference the ISTE Standards for Students.

ISTE adopted these new standards for students in 2016, with an emphasis on transformative learning with technology. There are seven standards:

1. Empowered Learner
2. Digital Citizen
3. Knowledge Constructor
4. Innovative Designer
5. Computational Thinker
6. Creative Communicator
7. Global Collaborator

ISTE Standard 2 was analyzed and compared against the CAS and Colorado Essential Skills documents to determine what gaps existed, if any. This ISTE standard fits within the MLAC working definition aligned with HB 19-1110, "Diverse set of skills related to current technology and social media use and includes the norms of appropriate, responsible, and healthy behavior and discourse."

ISTE Standard 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.

2a Students cultivate and manage their digital identity and reputation and are aware of their actions in the digital world.

2b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

2c Student demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d Students manage their personal data to maintain digital privacy and security and are aware of data collection technology used to track their navigation online.

The following ISTE standard indicators were not found to be addressed in the CAS or Colorado Essential Skills:

ISTE Standard 2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

ISTE Standard 2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

► Recommend MLAC consider ways these ISTE standards can be integrated through either the CAS Social Studies Standard 4: Civics, Academic Context & Connections, or within the Colorado Essential Skills.

THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIES (AASL) STANDARDS FRAMEWORK FOR LEARNERS

The American Association of School Libraries (AASL) standards Framework for Learners was analyzed to find relevant areas related to media literacy, digital citizenship and cyberbullying, aligned with the MLAC's working definitions of these areas of core knowledge and skill identified in HB 19-1110. These are the second most frequently aligned set of standards with state standards for addressing media literacy and digital citizenship.

The AASL Standards Framework for Learners feature 7 Shared Foundations with Key Commitments:

- I. **Inquire:** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
- II. **Include:** Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
- III. **Collaborate:** Work effectively with others to broaden perspectives and work toward common goals.
- IV. **Curate:** Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

- V. **Explore:** Discover and innovate in a growth mindset developed through experience and reflection.
- VI. **Engage:** Demonstrate safe, legal, ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

There are also 4 Domains:

- A. **Think**
- B. **Create**
- C. **Share**
- D. **Grow**

These combine to create a matrix of standard shared foundations, key commitments and competencies. This provides a unique depth to the key commitments and competencies because you are looking at the key commitments of inquire, include, collaborate, curate, explore and engage through the lens of the domains: thinking, creating, sharing and growing. For instance, for VI. Engage: A/Think: Learners follow ethical and legal guidelines for gathering and using information; B/Create: Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge; C/Share: Learners responsibly, ethically, and legally share new information with a global community and D/Grow: Learners engage with information to extend personal learning. Each of these dimensions has additional descriptors of how they think, create, share and grow.

The AASL Standards Framework for Learners connects in several ways with the HB 19-1110 definition of media literacy as well as elements of digital citizenship. Below are some of those areas The MLAC may want to consider the following items for recommended revisions to the Colorado Academic Standards and Essential Skills.

Engage/Think: Learners follow ethical and legal guidelines for gathering and using information by 3. Evaluating information for accuracy, validity, social and cultural context and appropriateness for need.

This aligns with the second part of NAMLE **IFP 3.6:** “MLE teaches media management in a way that helps students learn to make informed decisions about time spent using media and which media they choose to use.” The student implication derived from this is “Students manage media to make informed decisions about time spent using media as well as to select which media they will use.”

This AASL Competency also is reflected in the Colorado Essential Skills/Personal Skills/Information Literacy criteria under Novice: “Articulate the most effective options to access information needed for a specific purpose.

► MLAC may want to consider recommending aligning this more closely with the wording and intent in the Engage/Think AASL Competency.

Engage/Grow: Learners actively participate with others in learning situations by: 2. Recognizing learning as a social responsibility.

This AASL standard is connected to **NAMLE IFP 4.1:** MLE promotes student interest in news and current events as a dimension of citizenship, and can enhance student understanding of First Amendment rights and responsibilities.

The concept of learning as a social responsibility certainly is reflected in Prepared Graduate Statement 7 from the CAS Social Studies Standards: “Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.” Both the Engage/Grow standard from AASL and NAMLE IFP 4.1 emphasize “responsibility” which is at the heart of the MLAC working definition of digital citizenship.

► MLAC may want to explore how these two concepts combine and make a recommendation for inclusion in the CAS and/or Colorado Essential Skills.

IV Curate

Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

This Shared Foundation and Key Commitments from the AASL Standards Framework for Learners contains many powerful student competencies that collectively might describe the habits of mind that a “media literate student” would demonstrate. One thing that makes the AASL Standards Framework for the Learner unique is that the domains and competencies are meant to be progressions. Student learners begin in the “think” domain and progress in order through create, share, and grow.

Here is the progression of competencies in the **IV. Curate Shared Foundation** through the 4 domains:

Think: Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.

Create: Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.

Share: Learners exchange information resources within and beyond their learning community by: 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively

constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.

Grow Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate

This demonstrates that the act of curating information requires students to access, analyze, evaluate, create, and act through the various forms of media, as well as to analyze the reliability of information, claims, and sources presented in the various forms of media. This aligns perfectly with both the definition of media literacy contained in HB 19-1110 parts a and b.

In analyzing the competencies in IV Curate in their entirety, the domains of think, create, and share are addressed sufficiently, although not necessarily in a progressive way. These competencies are reflected in the Colorado Academic Standards for Reading and also within the Colorado Essential Skills. MLAC may wish to consider the impact of addressing the progressive nature of curating in their recommendations.

The domain of Share in the IV. Curate Foundation is not found explicitly in the Colorado Academic Standards or Essential Skills:

Share: Learners exchange information resources within and beyond their learning community by: 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.

This has implications beyond "collaboratively constructed 'sites'" to include social media spaces where information can be shared in lightning fast ways, and so that information is passed on exponentially, thus making the first competency, requirement of "evaluating" extremely urgent to prevent the spread of misinformation.

► The MLAC may want to consider addressing this in recommendations for standards revisions.

The domain of Grow in the IV. Curate Foundation is also of critical importance in our current media landscape:

Grow Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.

This requires students to frequently re-visit and reflect upon resources and information shared in collaborative spaces online, interact with others around those resources, and make it known how the information was located so others in the community can decide for themselves if the information is trustworthy and safe to share with others. Again, this is central to the definition of media literacy, especially when we consider what it means to “act” through various forms of media, which could be interpreted to “interact” or “take action.”

► The MLAC may want to consider these competencies in The AASL Standards Framework for Learners Curate/Grow Foundation/Domain in their standards recommendations.

CANADA

Canada was selected as a standard referent because it was originally considered as a focus for the WestEd/CSAI analysis work. Bryan Hemberg, Assistant Director at CSAI stated, “Canada has a robust and (relatively) old media literacy push in education, including a national center.”

The analysis of Canada’s “Media Literacy Fundamentals revealed only one item partially unique that was not fully contained within the NAMLE Principles for Media Literacy Education:

Key Concept 1: Media are constructions...As a result of this, media products are never entirely accurate reflections of the real world – even the most objective documentary filmmaker has to decide what footage to use and what to cut, as well as where to put the camera – but we instinctively view many media products as direct representations of what is real.

The implied student outcome is:

- Students understand all media are constructions and never entirely accurate reflections of the real world.

There is partial alignment with **NAMLE IFP 1.1a**: All media messages are constructed, with the student implication for learning: Students understand all media messages are constructed.

The context that is given in Canada’s key concept suggests a much deeper understanding and level of thinking than is offered in the NAMLE implication for practice. It is possible this is addressed in areas of the standards that MLAC is not charged with making recommendations for regarding student understandings of the differences between primary and secondary sources.

► MLAC may want to consider addressing this deeper level of understanding in making recommendations for integration with the CAS or Colorado Essential Skills.

WASHINGTON STATE

[Washington's Technology Learning Standards](#) (TLS) were selected for analysis due to the fact that they recently created these standards in fulfillment of requirements for legislation similar to Colorado's HB 19-1110 that was passed in 2016. Washington adopted the ISTE Standards for Students, as well as their Performance Indicators. "A Performance Indicator is a statement containing the essential content or process to be learned and the cognitive demand required to learn it. Each standard includes developmentally-appropriate grade-band performance indicators, which are considered essential to the standards."

For this analysis, the performance indicators were compared against NAMLE IFPs and the CAS and Colorado Essential Skills. The following elements were not found in the CAS or Colorado Essential Skills.

Performance Indicator 2.a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world

Performance Indicator 2.d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

The Washington TLS gives context within grade level "samples of student performance" and further links these performance indicators to content standards via "connected standards.

These performance indicators are identical to the ISTE Standards missing elements that were identified in that section of this report.

► MLAC may want to explore how Washington gave context to the TLS with Sample Student Performance and Connected Standards" to generate ideas for recommendations to implement these and other media literacy skills, understandings and competencies into the CAS and Colorado Essential Skills.

OHIO

[Ohio's Learning Standards for Technology](#) were selected for analysis because they were recently adopted (2017) and they were created following the analysis of multiple national and international standard referents: International Society for Technology in Education Standards (ISTE), the International Technology and Engineering Educators Association Standards (ITEEA), the Australian Curriculum Technologies Content Descriptions (ACARA). The committee also consulted Ohio's Learning Standards (to ensure alignment across content areas). They are organized into 3 Strands, with topics that are identified within each strand. Grade level competencies are identified for each strand and topic organized by K-2, 3-5, 6-8 and 9-12. Seeing how the competencies progress through the grade levels offers a

unique perspective of some of the skills, understandings, and competencies for media literacy not elaborated on in the other standards referents analyzed.

Strand 1: Information and Communications Technology The understanding and application of digital learning tools for accessing, creating, evaluating, applying and communicating ideas and information.

- Topic 1: Identify and use appropriate digital learning tools and resources to accomplish a defined task.
- Topic 2: Use digital learning tools and resources to locate, evaluate and use information.
- Topic 3: Use digital learning tools and resources to construct knowledge.
- Topic 4: Use digital learning tools and resources to communicate and disseminate information to multiple audiences.

Strand 2: Society and Technology The interconnectedness of technology, self, society and the natural world, specifically addressing the ethical, legal, political and global impact of technology.

- Topic 1: Demonstrate an understanding of technology's impact on the advancement of humanity – economically, environmentally and ethically
- Topic 2: Analyze the impact of communication and collaboration in both digital and physical environments.
- Topic 3: Explain how technology, society, and the individual impact one another.

Strand 3: Design and Technology *This particular strand was not found to be aligned with our charge of making recommendations for standards revisions for media literacy education.*

The following grade level competencies from Ohio's Learning Standards for Technology identified for the MLAC to review as they consider recommendations for revisions to the CAS and Colorado Essential Skills to implement media literacy into elementary and secondary education.

Strand 1, Topic 2, Grade level expectation 6-8 Apply appropriate interactions and digital etiquette in varying contexts, reflecting upon potential impacts in both digital and physical environments.

Strand 1, Topic 2, Grade level expectation 9-12 Manage and adjust appropriate interactions and digital etiquette in varying contexts, in digital, physical and cultural environments.

► MLAC may want to review the specificity given here for the digital citizenship skill of digital etiquette and consider a recommendation for integrating this into the Academic context and Connections section of the CAS in the given grade levels.

Strand 2 Topic 3: Explain how technology, society, and the individual impact one another.

- K-2 Define and discuss digital identity and digital footprints.
- 3-5 Identify the components of your digital identity and your digital footprint.
- 6-8 Manage components of your digital identity and your digital footprint.
- 9-12 Analyze and influence your digital identity and digital footprint while considering past, present, and future implications.

► MLAC may want to review the specificity given here for the digital citizenship understanding and skills related to digital footprints and consider a recommendation for integrating this into the Academic context and Connections section of the CAS in the given grade levels.

Strand 2 Topic 3: Explain how technology, society, and the individual impact one another.

- K-2 Provide examples of how rules for respecting others' belongings apply to digital content and information.
- 3-5 Identify and discuss laws and rules that apply to digital content and information.
- 6-8 Evaluate current and past revisions to laws, rules and policies as society responds to technological advancements.
- 9-12 Analyze and influence your digital identity and digital footprint while considering past, present, and future implications.

► MLAC may want to review the specificity given here for the digital citizenship understanding and skills related to digital law and consider a recommendation for integrating this into the Academic context and Connections section of the CAS in the given grade levels.

KANSAS

[Kansas Curricular Content Standards for Library/Information and Technology](#) were selected for analysis due in part to the fact that they were included in the original set of standards suggested for analysis by CSAI. They are sufficiently current, with the last revision occurring in 2016. These standards are unique to the other two state standards analyzed due to the fact they are designed with school librarians in mind. “These standards are designed to provide a framework for school librarians and other co-teaching partners to design, implement, and evaluate inquiry-based instruction. The instruction can include curriculum, assignments and/or project that connect, information, and technology skills toward student success in becoming independent lifelong learners.”

The analysis of the Kansas Curricular Content Standards for Library/Information and Technology did not yield any unique skills or competencies for media literacy, digital citizenship or cyberbullying prevention for the MLAC to consider.

COMMON SENSE MEDIA

Common Sense Media/Education was selected for analysis because it is a trusted and frequently used resource in K-12 schools worldwide for digital citizenship instruction. From their website:

*“**Common Sense Education** supports K–12 schools with everything educators need to empower the next generation of digital citizens. Our innovative, award-winning Digital Citizenship Curriculum prepares students with lifelong habits and skills, supports teachers with training and recognition, and engages families and communities with helpful tips and tools.”*

Common Sense Media/Education has recently updated their digital citizenship curriculum with over 80 lessons all aligned with the ISTE Standards for Students that fall within 8 key topics. The topics and their descriptors were used in the crosswalk with the Colorado Academic Standards Reading and Writing as well as the Colorado Essential Skills. The topics are:

1. Privacy and Security
2. Digital Footprint and Reputation
3. Self-Image and Identity
4. Creative Credit and Copyright
5. Relationships and Communication
6. Information Literacy
7. Cyberbullying and Digital Drama
8. Internet Safety

The following topics, also referred to as “essential skills”, by Common Sense Media/Education were not found to be addressed in the Colorado Academic Standards or Colorado Essential Skills.

Privacy & Security: Students learn strategies for managing their online information and keeping it secure from online risks such as identity thieves and phishing. They learn how to create strong passwords, how to avoid scams and schemes, and how to analyze privacy policies.

To facilitate evaluation, this topic can be broken down to the following implied student outcomes:

- a. Students manage personal online information to assure their data security
- b. Students employ strategies to avoid personal risk such as identity theft and phishing.

This element of digital citizenship aligns somewhat in the Colorado Essential Skills of personal responsibility, Task/Time Management and Use Information and Communication Technologies.

► The MLAC may want to consider recommending these more specific skills/outcomes or others that address privacy and security be incorporated into the CAS or Colorado Essential Skills.

Digital Footprint and Reputation Students learn to protect their own privacy and respect others' privacy. Our digital world is permanent, and with each post, students are building a digital footprint. By encouraging students to self-reflect before they self-reveal, they will consider how what they share online can impact themselves and others.

The implied student outcomes for this topic are:

- a. Students protect their own privacy.
- b. Students respect others' privacy.
- c. Students understand and use strategies to deal with the permanence of the digital world.
- d. Students understand how sharing online impacts themselves and others.

These skills and understandings that are central to the “diverse set of skills related to current technology and social media use” referred to in the MLAC working definition of digital citizenship were not found to be addressed in the analysis of the CAS and Colorado Essential Skills.

► The MLAC may want to consider recommending these skills and competencies that focus on personal privacy, reputation and understanding of the permanence of information shared digitally as recommendations to be incorporated into the CAS or Colorado Essential Skills.

Self-image and identity: Students explore their own digital lives, focusing on their online versus their offline identity. Students learn the benefits and risks of presenting themselves through different personas and the effects on their sense of self, their reputation, and their relationships.

The implied student outcomes for this topic are:

- a. Students are aware of their digital life.
- b. Students cultivate and manage their digital identity and reputation
- c. Students understand the benefits and risks of presenting themselves through different personas

These specific skills and understandings were not found to be addressed in the CAS or Colorado Essential Skills. A logical area of connection is in the Colorado Essential Skills/Personal Skills, specifically in the Self-Awareness skill area.

► The MLAC may want to consider recommendations to include these self-image and identity skills and understandings within the Colorado Essential Skills, or possibly within the Academic Context and Connections at the appropriate grade levels in the Social Studies Civics standards.

Internet Safety: Students explore how the Internet offers an amazing way to collaborate with others worldwide, while staying safe through employing strategies such as distinguishing between inappropriate contact and positive connections.

Implied student outcome for this topic:

- a. Students know how to distinguish between inappropriate contact and positive connections online.

This implied student outcome is marginally addressed in the Colorado Essential Skills/Civic/Interpersonal Skills -Collaboration/Teamwork Novice category: “Recognize how personal actions have a positive or negative impact on others with feedback as needed.”

► MLAC may want to consider making recommendations to expand on this within the Academic Context and Connections section of the CAS Social Studies Standard 4 – Civics by grade level to assure internet safety is addressed systematically for all students.

CYBERBULLYING PREVENTION

In all of the national standards referents analyzed, Common Sense Media is the only organization that addressed cyberbullying prevention directly. Cyberbullying prevention is specifically included in part C of the definition of Media Literacy contained within HB 19-1110, and therefore the MLAC should carefully consider if and how cyberbullying prevention can be addressed in the CAS. Below you will find connections to cyberbullying prevention found in not in three of the state and national standards that were analyzed.

COMMON SENSE MEDIA

The implied student outcomes derived from the scope and sequence/skills document provided by Common Sense Media offer some opportunities to determine ways that these specific skills and understandings might be integrated in the CAS or Colorado Essential Skills.

Cyberbullying & Digital Drama: Students learn what to do if they are involved in a cyberbullying situation. They explore the roles people play and how individual actions — both negative and positive — can impact their friends and broader communities. Students are encouraged to take the active role of upstander and build positive, supportive online communities.

The implied student outcomes for this topic are:

- a. Students understand what to do if involved in a cyberbullying or “digital drama” situation.
- b. Students understand the roles people play in cyberbullying and how actions can impact friends and family.
- c. Students know how to build positive supportive online communities.

WASHINGTON TECHNOLOGY LEARNING STANDARDS

Washington provides links to cyberbullying protection skills, understandings and outcomes via Connected Standards referenced in their Technology Learning Standards. Connected Standards are described as “connections to other content areas at approximately the same grade that also have a match in cognitive demand.” The following technology and connected standards were found:

Performance Indicator 2.b. *Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices*

Performance Indicator 7.c. *Students determine their role on a team to meet goals, based on their knowledge of technology and content, as well as personal preference.*

Connections are made within the technology learning standards to the Washington Health Standards:

- Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying. H2.So5.HS
- Using collaborative technologies, determine strategies for responding to harassment, intimidation, and bullying. H5.So5.7
- Using collaborative technologies, advocate for a bully-free school and community environment. H8.So5.8

MEDIA SMARTS: CANADA

Canada’s Media Smarts addresses the prevention of cyberbullying in their “Digital Literacy Fundamentals” rather than directly in the “Media Literacy Fundamentals.”

“MediaSmarts has drawn on the work of academics and educators across the country to develop a curriculum framework to ensure that students from Kindergarten to Grade 12 can receive a comprehensive digital literacy education. This framework consists of lessons, classroom activities and other teacher resources that translate the five key concepts into specific digital literacy skills that are essential for each grade level. These skills are grouped into seven categories”

- **Category 1: *Ethics and Empathy:*** This category addresses students’ social-emotional skills and empathy towards others as well as their ability to make ethical decisions in digital environments when dealing with issues such as cyberbullying, sharing other people’s content and accessing music and video.

► The MLAC might want to consider how the understandings and skills for cyberbullying prevention found in the above standards referents might become recommendations for additions or revisions within the CAS and Colorado Essential Skills.

► With the MLAC additional charge of recommending “legislation or rules to implement media literacy in elementary and secondary education” and the fact that “cyberbullying protection” is contained within the definition of media literacy in HB 19-1110, MLAC may want to consider other recommendations, to address cyberbullying prevention in elementary and secondary education.

APPENDIX A: NAMLE PRINCIPLES OF MEDIA LITERACY EDUCATION IN THE UNITED STATES IMPLICATIONS FOR STUDENTS

	NAMLE Core Principles and Implications for Practice	NAMLE Implications for Students
1.	Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.	Students will use active inquiry and critical thinking to interpret messages and construct messages.
1.1a	All media messages are constructed.	Students understand all media messages are constructed.
1.1b	Each medium has different characteristics, strengths, and a unique “language” of construction.	Students understand each medium has different characteristics, strengths, and a unique language of construction.
1.1c	Media messages are produced for particular purposes	Students understand and can construct media messages for particular purposes.
1.1d	All media messages contain embedded values and points of view.	Students understand all media messages contain embedded values and points of view.
1.1e	People use their individual skills, beliefs and experiences to construct their own meanings from media messages	Students will use their individual skills, beliefs and experiences to construct their own meanings from media messages.
1.1f	Media and media messages can influence beliefs, attitudes, values, behaviors, and the democratic process	Students understand that media and media messages can influence beliefs, attitudes, values, behaviors, and the democratic process
1.2	MLE teaches students to ask the specific types of questions that will allow them to gain a deeper or more sophisticated understanding of media messages.	Students can ask the specific types of questions that will allow them to gain a deeper or more sophisticated understanding of media messages.
1.3	MLE emphasizes strong sense critical thinking, i.e., asking questions about all media messages, not just those with which we may disagree.	Students use strong sense critical thinking, i.e., asking questions about all media messages, not just those with which they may disagree.

	NAMLE Core Principles and Implications for Practice	NAMLE Implications for Students
1.4	MLE trains students to use document-based evidence and well-reasoned arguments to support their conclusions.	Students use document-based evidence and well-reasoned arguments to support their conclusions.
1.5	MLE is not about replacing students' perspectives with someone else's (your own, a teacher's, a media critic's an expert's, etc.). Sharing a critique of media without also sharing the skills that students need to critically analyze media for themselves is not sound MLE practice. This includes presenting media literacy videos, films, books or other curriculum materials as a substitute for teaching critical inquiry skills.	N/A
1.6	MLE teachers do not train students to ask IF there is a bias in a particular message (since all media messages are biased), but rather, WHAT the substance, source, and significance of a bias might be.	Students can identify what the substance, source, and significance of bias might be in all media messages.
1.7	For MLE teacher, fostering critical thinking is routine. MLE calls for institutional structures to support their efforts by actively encouraging critical thinking in all classrooms.	N/A
1.8	Simply using media in the classroom does not constitute MLE.	N/A
2.	Media Literacy Education expands the concept of literacy (i.e., reading and writing) to include all forms of media.	Students are literate in all forms of media.
2.1	Like print literacy, which requires both reading and writing, MLE encompasses both analysis and expressing.	Students can analyze media as well as express through media.
2.2	MLE enables students to express their own ideas through multiple forms of media (e.g., traditional print, electronic, digital, user-generated, and wireless)	Students express their own ideas through multiple forms of media (e.g., traditional print, electronic, digital, user-generated, and wireless)
2.2 (cont'd)	and helps students make connections between comprehension and inference-making in print, visual, and audio media.	Students make connections between comprehension and inference-making in print, visual, and audio media
2.3	MLE takes place in a variety of settings, including, but not limited to: schools, after school programs, online, universities & colleges, religious institutions, and the home.	Students practice media literacy in a variety of settings, including, but not limited to: schools, after school programs, online, universities & colleges, religious institutions, and the home.

	NAMLE Core Principles and Implications for Practice	NAMLE Implications for Students
2.4	MLE should be taught across the pre-K-12 curriculum. It can be integrated into nearly any subject area.	N/A
2.5	MLE welcomes the use of a broad range of media “texts,” including popular media.	Students use of a broad range of media “texts,” including popular media to increase ML knowledge.
2.6	MLE recognizes that evolving media forms, societal changes, and institutional structures require ever new instructional approaches and practices.	Students understand that evolving media forms, societal changes, and institutional structures require ever new approaches and practices.
2.7	Effective MLE requires classrooms to be equipped with the tools to both analyze and produce media.	Students use tools to both analyze and produce media.
2.8	MLE intersects with other literacies, i.e. is distinct from but shares many goals and techniques with print, visual, technology, information, and other literacies.	Students apply literacy skills across multiple forms of media.
2.9	As a literacy, MLE may have political consequences, but it is not a political movement; it is an educational discipline.	N/A
2.10	While MLE may result in students wanting to change or reform media, MLE itself is not focused on changing media, but rather on changing educational practice and increasing students' knowledge and skills.	N/A
3.	Media Literacy Education builds and reinforces skills for learners of all ages. Like print literacy, those skills necessitate integrated, interactive, and repeated practice.	Students build and reinforce media literacy skills through interactive and repeated practice.
3.1	Media literacy is not a “have it or not” competency, but rather an ever evolving continuum of skills, knowledge, attitudes, and actions.	Students' ML skills continuously evolve in an ever changing media landscape and spectrum of information needs.
3.2	The requirements of MLE cannot be addressed by a single event, class, day or even week-long intervention. Rather, MLE teachers seek to provide students with numerous and diverse opportunities to practice and develop skills of analysis and expression.	Students participate in numerous and diverse opportunities to practice and develop skills of analysis and expression.

	NAMLE Core Principles and Implications for Practice	NAMLE Implications for Students
3.3	MLE engages students with varied learning styles.	N/A
3.4	MLE is most effective when used with co-learning pedagogies, in which teachers learn from students and students learn from teachers and from classmates.	N/A
3.5	MLE builds skills that encourage healthy lifestyles and decision making; it is not about inoculating people against presumed or actual harmful media effects	Students practice media literacy skills for healthy lifestyles and decision making.
3.6	MLE teaches media management in a way that helps students learn to make informed decisions about time spent using media and which media they choose to use.	Students manage media to make informed decisions about time spent using media as well as to select which media they will use.
3.7	Making decisions for other people about media access or content is not MLE.	N/A
4.	Media Literacy Education develops informed, reflective and engaged participants essential for a democratic society.	Students are informed, reflective and engaged participants in a democratic society.
4.1	MLE promotes student interest in news and current events as a dimension of citizenship, and can enhance student understanding of First Amendment rights and responsibilities	Students develop an interest in news and current events as a citizen and understand First Amendment rights and responsibilities.
4.2	MLE is designed to create citizens who are skeptical, not cynical.	Students are citizens who are skeptical, not cynical.
4.3	MLE gives students the skills they need to take responsibility for their own media use.	Students are responsible for their own media use.
4.4	MLE invites and respects diverse points of view.	Students invite and respect diverse points of view.
4.5	MLE explores representations, misrepresentations and lack of representation of cultures and countries in the global community.	Students explore and acknowledge representations, misrepresentations and lack of representation of cultures and countries in the global community.
4.6	MLE values independently produced media	Students value independently produced media.
4.7	MLE trains students to examine how media structures (e.g., ownership, distribution, etc.) influence the ways that people make meaning of media messages.	Students examine and understand how media structures (e.g., ownership, distribution, etc.) influence the ways that people make meaning of media messages.

	NAMLE Core Principles and Implications for Practice	NAMLE Implications for Students
4.8	MLE recognizes that HOW we teach matters as much as WHAT we teach.	N/A
4.9	MLE is not partisan	N/A
4.10	MLE is not a substitute for government regulation of media, nor is government regulation a substitute for MLE	N/A
4.11	Censorship or other efforts aimed at keeping selected media beyond the access of selected audiences do not achieve the skill-building goals of MLE	N/A
4.12	MLE is not a substitute for media meeting their responsibility to serve the public interest. At the same time, it is not about media bashing, i.e., simplistic, rhetorical, or over-generalized attacks on some types of media or media industries as a whole.	Students recognize the value of all types of media and media industries as a whole.
5.	Media Literacy Education recognizes that media are a part of culture and function as agents of socialization.	Students understand that media are a part of culture and function as agents of socialization.
5.1	MLE integrates media texts that present diverse voices, perspectives and communities	Students use media texts that present diverse voices, perspectives and communities.
5.2	MLE includes opportunities to examine alternative media and international perspectives.	Students examine alternative media and international perspectives.
5.3	MLE addresses topics like violence, gender, sexuality, racism, stereotyping and other issues of representation.	Students use all forms of media to examine a diverse range of topics-including controversial subjects such as violence, gender, sexuality, racism, stereotyping and other issues of representation.
5.4	MLE shares with media owners, producers, and members of the creative community responsibility for facilitating mutual understanding of the effects of media on individuals and on society.	Students understand the effects of media on individuals and on society.
5.5	MLE does not start from a premise that media are inconsequential nor that media are a problem.	Students understand that media have consequences but recognize that this is not the problem.
5.6	MLE does not excuse media makers from their responsibility as members of the community to make a positive contribution and avoid doing harm.	Students as media makers embrace their responsibility as a member of the community to make a positive contribution and avoid doing harm, and recognize this responsibility of all media makers.

	NAMLE Core Principles and Implications for Practice	NAMLE Implications for Students
6.	Media Literacy Education affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages.	Students use their individual skills, beliefs and experiences to construct their own meanings from media messages.
6.1	MLE is not about teaching students what to think; it is about teaching them how they can arrive at informed choices that are most consistent with their own values.	Students use their skills to arrive at informed choices that are most consistent with their own values.
6.2	MLE helps students become aware of and reflect on the meaning that they make of media messages, including how the meaning they make relates to their own values	Students are aware of and reflect on the meaning that they make of media messages, including how the meaning relates to their own values.
6.3	MLE is not about revealing to students the “true” or “correct” or “hidden” meaning of media messages, nor is it about identifying which media messages are “good” and which ones are “bad.” In MLE, media analysis is an exploration of riches, rather than “right” readings.	Students use media analysis to examine diverse messages and points of view.
6.4	MLE recognizes that students’ interpretations of media texts may differ from the teacher’s interpretation without being wrong.	Students think independently about media texts to make meaning regardless of teacher or others’ points of view
6.5	MLE recognizes and welcomes the different media experiences of individuals of varying ages.	N/A
6.6	MLE uses group discussion and analysis of media messages to help students understand and appreciate different perspectives and points of view	Students participate in group discussion and analysis of media messages to better understand and appreciate different perspectives and points of view.
6.7	MLE facilitates growth, understanding and appreciation through an examination of tastes, choices and preferences.	Students grow, understand, and appreciate media through an examination of tastes, choices and preferences.

APPENDIX B: STANDARDS REFERENTS

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Appendix C:

Media Literacy Advisory Committee Detailed Standards Revision Recommendations

Media Literacy Advisory Committee

Detailed Standards Revision Recommendations

General Standards Recommendations

1. Ensure media literacy principles are clear and specific within the standards. Make sure the Colorado Academic Standards (CAS) focus on student outcomes; not teacher behaviors, actions, or dispositions.
2. Enable students to become critical consumers and creators of media.
3. Ensure all forms of media (e.g., video, image, multimedia, advertisements, etc.) are included in the standards.
4. Convene a group to review the language in the standards that describe text and distinguish all forms of media from print-based text.
5. Enable students to know their rights and responsibilities as speakers and creators of media and texts.

Reading Standards

6. Reword the Prepared Graduate Statements for Reading to read “Access and evaluate a wide range of informational texts and other forms of media”.
7. When the statement “age-appropriate media usage” appears, clarify that the students are asked to evaluate their own age-appropriate media consumption and production as part of the Essential Reasoning Skills (as defined in NAMLE Core Principle 1: Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.)
8. Within the Essential Reasoning Skills across all grade levels include the concepts emphasized in NAMLE Core Principles 1 for Practice 1.2, 1.3, and 1.4 to further elaborate on the role of critical thinking in media literacy in ways that may apply to the CAS.
9. Within the Essential Reasoning Skills, integrate NAMLE Core Principle 5, Implication for Practice 5.1, and Implementation for Practice 6.6 into Grade 7 and below, as developmentally appropriate. Also, more explicitly articulate the principles of NAMLE Core Principle 6 and Implication for Practice 6.2 beyond Grade 8.
10. Within the Key Questions of the Essential Questions for the grade level bands in Standard 2, incorporate the NAMLE Categories (Authors & Audiences, Messages and Meanings, and Representations & Reality) for Reading for All Purposes.

Writing Standards

11. Integrate media literacy principles into aspects of the CAS that deal with all three genres of writing that includes more than just print-based text.
12. Redefine the definition of writing in terms of composition and expression considering the role of print and non-print text in various situations.
13. Review writing standards language to ensure it conforms to an expansive definition of writing.
14. Clarify the Prepared Graduate Statements in writing so that arguments, informational and explanatory texts, and narrative include all forms of media in addition to written.
15. Review the standards to determine when the evidence outcomes that specifically reflect print-based texts should also reflect non-print text.

16. Broaden the term “writing process” to clarify that the statement is intended to address the process of producing written texts or other types of texts (e.g., video).
17. Address media creation/revision at earlier grade levels to build skills and habits.
18. Review the Essential Reasoning Skills across all grade levels to further include the concepts emphasized in NAMLE Core Principle 1 and Implications for Practice 1.2 , 1.3, and 1.4 to further elaborate on the role of critical thinking in media literacy in ways that may apply to the CAS.
19. Review the Essential Reasoning Skills to add phrasing within in the Essential Reasoning Skills for Preschool through Grade 5. These statements describe what critical writers do (e.g., “Critical writers can prove their justification using text evidence to defend their opinion,” Grade 5). This phrasing may be useful beyond Grade 5 in emphasizing the centrality of critical thought in writing or media production.
20. In the elementary grades review the Essential Reasoning Skills to more thoroughly integrate NAMLE Core Principle 6, Implication for Practice 6.6, “media literacy education uses group discussion and analysis of media messages to help students understand and appreciate different perspectives and points of view” as developmentally appropriate.
21. In grade 7 and earlier, review the Essential Reasoning Skills to more thoroughly integrate NAMLE Core Principle 6, Implication for Practice 6.2, “media literacy education helps students become aware of and reflect on the meaning that they make of media messages, including how the meaning they make relates to their own values” as developmentally appropriate.
22. Conduct a review of the essential questions in the writing standards that definitions of writing to expand the definition to include forms beyond print text using NAMLE language and questions when appropriate and as a guide.

Social Studies Civics Standards

23. Revise the Social Studies Prepared Graduate Statement 7 to read: Express an understanding of how civic participation and media engagement affects policy by applying the rights and responsibilities of informed, involved citizens to support our democratic society.

Colorado Essential Skills Framework

24. Revise the information literacy related professional skills as indicated below:
 - a. Novice: Add “and understand validity of sources”.
 - b. Advanced Beginner: Consider revising to stress the importance of evaluating for credibility.
 - c. Emerging Expert: Add “analyze both how and why media messages are constructed and for what purposes” and “use information accurately, ethically, and creatively as a consumer and in producing new media”.
25. Evaluate information literacy related professional skills from novice to expert to determine where the element of production is (or should be) incorporated throughout the strand.
26. Change the professional skills with the topic “Use Information and Communications Technologies” by switching the Strategic Learner and Advanced Beginner descriptors. This would enable students to evaluate credibility before using sources to prevent the spread of misinformation.
27. Change “Communication” to “Communication and Media Literacy” within the Civil/Interpersonal Skills chart.
28. Within the Personal Skills chart, add creation of information as an essential skill.

29. Add language to the Civics/Interpersonal Skills chart within the Global/Cultural Awareness skill, stating that the multiple perspectives may be communicated through media.
30. Clarify the Civic Engagement skill in the Civics/Interpersonal Skills chart to clarify that using media responsibly is one way of participating in civic life.

Other Recommendations to be Integrated into the Appropriate Grade Levels with the CAS

31. Individually and collaboratively using, interpreting, organizing and validating collaboratively constructed websites (e.g., Wikis).
32. Evaluating the appropriateness of the information for meeting the information need.
33. Disseminating new information to meet the audience needs.
34. Inviting diverse points of view.
35. Respecting diverse points of view.
36. Understanding the consequences of how and what one chooses to communicate.
37. Cultivating and managing one's digital identity and awareness of both benefits and risks of presenting one's self through different personas or anonymously.
38. Including strategies to create strong passwords, manage online information and mitigate personal online risks.
39. Analyzing privacy policies.
40. Distinguishing between inappropriate contact and positive online interactions.
41. Awareness of one's personal time spent using media.
42. Integration of accessibility principles to effectively communicate and meet the needs of one's audience.
43. Cultivating and managing one's digital identity and reputation.
44. Respecting the privacy of others.
45. Understanding the permanence of the digital world and that one's content may be taken out of context.
46. Understanding how rules for respecting others' belongings apply to digital content and information privacy.
47. Understanding how laws and rules apply to digital content and information.
48. Evaluating how laws rules and policies need to evolve as society responds to technological advancements.
49. Understanding of the impact of the roles people play in cyberbullying and identifying what to do if involved in a cyberbullying situation.
50. Understanding how to build positive, supportive online communities.



Appendix D:

Media Literacy Teacher Resources



MEDIA LITERACY TEACHER RESOURCES

Abstract

Prepared for Colorado's Media Literacy Advisory Committee, the resources within this document were included based on verification of the authority of the source, publication date, and outside reviews. This is not intended to be an exhaustive list, as there are many more excellent resources available. Rather, this is a starting place to begin preparing and planning for media literacy education in elementary and secondary schools.

Author: Nancy White
Edited for this report by CDE Staff

Media Literacy Teacher Resources

Contents

Cyberbullying	2
Digital Citizenship.....	2
Media Literacy.....	3
Lesson Plans	5
Teacher Training for Media Literacy	6
Book Lists for K-12 Students and Teachers.....	6
Appendix	8

Cyberbullying

Cyberbullying Resources for Teachers (Mediasmarts) contains general digital citizenship resources and teaching materials. Each resource is labeled by age group. (K-12).

(<http://mediasmarts.ca/cyberbullying/resources-teachers>)

Cyberbullying Teaching Resources (Digital Citizenship Utah) contains curriculum, videos and interactive games, student projects, educator training and helpful resources and tips sorted by grade level from multiple sources. Each resource is labeled by age group. (K-12). (<https://digcitutah.com/cyberbullying/>)

On-Line Bullying, Harassment and Internet Safety Resources (Colorado School Safety Resource Center) provides a list of resources for teachers.

(<https://www.cde.state.co.us/mtss/cssrccyberbullyingresourcelist>)

Digital Citizenship

#DigCitCommit is a coalition that consists of multiple organizations to provide educators tools to teach digital citizenship. This site links to resources tagged and organized by digital citizenship competencies. (K-12). (<https://digcitcommit.org/>)

Digital Footprint Teaching Resources (Digital Citizenship Utah) contains curriculum, videos and interactive games, student projects, educator training and resources and tips sorted by grade. Specific topics include: digital etiquette, digital literacy, digital security, examples of positive digital citizenship, ethics, harmful content, and internet safety. Each resource is labeled by age group. (K-12).

(<https://digcitutah.com/digital-footprint/>).

Digital Citizenship (International Society for Technology in Education) provides articles, lessons, and other resources. (K-12). (<https://www.iste.org/explore/topic/digital-citizenship>).

Into the Cloud (NetSmartz Kids) is an interactive educational program from the National Center for Missing and Exploited Children. The program offers age-appropriate resources to help teach children how to be safer on- and offline. This site offers videos, games and activities for internet safety appropriate for K-5 students. (<https://www.netsmartzkids.org/>)

Scope & Sequence and Lessons for Digital Citizenship (Common Sense Media) provides lessons on digital citizenship. (K-12). (<https://www.commonsense.org/education/digital-citizenship>)

Website Warrior (NSTeens.org) is a website with videos and games designed to teach “tweens” and teenagers about Internet safety. NSTeens.org is sponsored by the National Center for Missing and Exploited Children and NetSmartz. (Ages 11 - 17). (<https://www.nsteens.org/>)

Media Literacy

Bad News - Interactive Simulation Shows Students How Misinformation is Spread (Cambridge University and DROG) offers a review of simulations to help students understand how misinformation spreads. This game was developed by researchers at Cambridge University and DROG, a Netherlands-based platform against disinformation. (High school).

(<https://www.freetech4teachers.com/2019/08/bad-news-interactive-simulation-shows.html>).

Be a Media Literacy Detective (Utah White Ribbon Week) is a resource designed to support children in making choices in media and technology. (Elementary School, Middle School).

(<https://www.whiteribbonweek.org/be-a-media-detective>)

Digital and Civic Literacy Skills (Teaching Tolerance) offers a framework for teaching digital literacy with seven key areas for developing digital and civic literacy skills. These include online search, privacy, copyright and activism. Each area contains descriptions of specific skills and linked lessons based on grade level. (K-12). (<https://www.tolerance.org/frameworks/digital-literacy>)

Do You Know all You Should About “News” Feeds, Click Bait, and Credible Sources? (Sarah Carnahan) contains tips for checking reliability of information on websites. (Middle School, High School).

(<http://www.yalsa.ala.org/thehub/2016/12/24/know-news-feeds-click-bait-credible-sources/>)

Evaluating Information (American Library Association) provides a comprehensive list of links and resources for identifying “fake news” as well as links to fact-checking sites. (Middle School, High School).

(<http://libguides.ala.org/InformationEvaluation>)

Fact Checking Tools for Teens and Tweens (Common Sense Media) contains links to several trusted sources for fact checking. (Middle School, High School).

(<https://www.common Sense Media.org/lists/fact-checking-tools-for-teens-and-tweens>)

Emergency Journalism Verification Handbook: A Definitive Guide to Verifying Digital Content for Emergency Coverage is a resource to verify accurate information in times of crises or emergency. (High School). (<http://verificationhandbook.com/>)

How Well Can You Tell Fact from Opinion Statements? (Pew Research Center) is an online quiz that compares the respondents’ responses with a national sample. (Middle School, High School).

(<https://www.pewresearch.org/quiz/news-statements-quiz/>)

Media Literacy Matters Media Literacy Teaching and Learning Hub (KQED Education) includes professional development for teachers, classroom resources and students. (Middle School, High School). (<https://ww2.kqed.org/education/?aad=aWxoaTFITnpBK0NBYIJMOXh1dGp0SDFjUnlJRTBDVi9OaWxwSXNoUG5xbjF3SmY3U3hIbDIvaXJVatdJCitZL29nbINUclY3ckRVUHBiMDAva0ltZ0x0akZLd3pkNTl6dUdFT25oaWFPNy9VPQ%2525253D%2525253D>)

MediaLit One Sheet (National Association for Media Literacy Education) is an infographic to develop questioning habits in students when searching for information online. (Intermediate Grades, Middle School, High School). (<https://name.net/ml-onesheet/>)

Media Literacy Scope and Sequence Template (The Media Spot) is a media literacy curriculum-planning tool. (K-12). (<https://themediaspot.org/2018/06/16/media-literacy-scope-sequence-template/>)

Media Literacy Teaching Resources (Digital Citizenship Utah) contains curriculum, videos and interactive games, student projects, educator training and helpful resources and tips sorted by grade level from multiple sources. Each resource is labeled by age group. (K-12). (<https://digcitutah.com/media-literacy/>)

My Pop Studio (Media Education Lab) is an interactive game for children aged 9 – 14 to promote media literacy. The website also includes lesson plans. (<https://www.mypopstudio.com/>)

The Real Fake News: How to Spot Misinformation and Disinformation Online (Andrea Bellemare) is an article that explains difference between misinformation and disinformation and defines several other terms such as deepfake, manipulated content, and imposter content. (Middle School, High School). (<https://www.cbc.ca/news/technology/fake-news-misinformation-online-1.5196865>)

Teaching Information Literacy Now (School Library Journal, Laura Gardener) provides information and links to resources for teachers to help students evaluate websites. (Grades 3-12). (<https://www.slj.com/?detailStory=teaching-media-literacy-now>)

Web Literacy for Student Fact Checkers (Mike Caufield) is a guide for students on how to check the veracity of information they find on the internet. (Middle School, High School). (<https://webliteracy.pressbooks.com/>)

Webliteracy for Student Fact Checkers Four Moves and a Habit is an infographic with strategies to discern the truth in online news and information. (MS, HS). (<https://www.aascu.org/ADP/DigiPoInfographic.pdf>)

Lesson Plans

4 Ways to Integrate Media Literacy into the Classroom (Common Sense Education) is a resource for teachers to better integrate media literacy into their teaching. (K-12).

(<https://www.commonsense.org/education/articles/4-ways-to-integrate-media-literacy-in-the-classroom>)

5 Key Questions that can Change the World: Lesson Plans for Media Literacy (Center for Media Literacy) provides lesson plans for multiple content areas and grades.

(<https://medialiteracyweekus.files.wordpress.com/2015/07/cml25lessons.pdf>)

Be Internet Awesome! (Google) is an online resource with curriculum and activities created by Google in partnership with Family Online Safety Institute. (Ages 7-12).

(https://beinternetawesome.withgoogle.com/en_us)

Civic Online Reasoning (Stanford History Education Group) is an assessment of civic online reasoning. (Middle School, High School). (<https://sheg.stanford.edu/civic-online-reasoning>)

Connect Real-World Media to Content Needs & Standards (Project Look Sharp) provides a curriculum for teachers to incorporate media documents into instruction. (K-12).

(<https://www.projectlooksharp.org/>)

Crash Course: Navigating Digital Information is a ten-episode course on YouTube for evaluating online information. (Middle School, High School)

(<https://www.youtube.com/playlist?list=PL8dPuuaLjXtN07XYqqWSKpPrNDiCHTzU>)

Digital Citizenship & Literacy (Nearpod) provides resources for teaching digital citizenship and literacy. (K-12). (<https://nearpod.com/digital-citizenship>)

Lessons for Media Literacy (Renee Hobbs) is a list of resources generated for Rhode Island School Librarians and contains dozens of lesson plans and other resources for media literacy from a variety of sources, organized by grade level. (<https://mediaedlab.com/2018/05/06/lessons-for-media-literacy/>)

Literacy Week Event + Lesson Ideas (National Association for Media Literacy Education) provides a list of activities and lesson plans in support of Media Literacy week. (K-12 and beyond).

(<https://medialiteracyweek.us/resources/event-lesson-ideas/>)

Media Education Lab Teaching Resources (University of Rhode Island) provides free multimedia curriculum materials. (K-12). (<https://mediaeducationlab.com/curriculum/materials>)

Ruff Ruffman Humble Media Genius (PBS Kids) is a set of videos for children to explore digital media literacy. It was the winner of a Parents' Choice Gold Award and includes resources for parents. (K-3). (<https://pbskids.org/fetch/ruff/>)

Teaching Media Literacy: Its Importance and 10 Engaging Activities (Prodigy) provides activities many grade levels. (Grades 1 – 12) (<https://www.prodigygame.com/blog/teaching-media-literacy/>)

Teacher Training for Media Literacy

KQED Teach is a collection of free, hands-on professional learning focused on digital media. (<https://teach.kqed.org/>)

Media Literacy 101 (Media Smarts) is a series of videos with accompanying lesson plans. (<http://mediasmarts.ca/media-literacy-101>)

PBS Media Literacy Educator Certification by KQEd is a free online program for teachers to develop their media literacy skills. (<https://edu-landing.kqed.org/certification/>)

Book Lists for K-12 Students and Teachers

Cyberbullying Issues and Prevention

14 Must-Read Anti-Bullying Books for Kids (Danielle N. Barr) contains reviews of books appropriate for students at all grade levels. (<https://www.weareteachers.com/14-must-read-anti-bullying-books-for-kids/>)

20 of the Best Anti-Bullying Picture Books for Teachers (Teacher.ogr) provides a list of books appropriate for students in preschool through fifth-grade. (<https://www.teacher.org/daily/20-best-bullying-picture-books/>)

Digital Citizenship

Read-Alouds for Digital Literacy Fun (Mary Beth Scumaci) provides a review of 10 books that align with various digital citizenship skills. (K-5). (<https://www.literacyworldwide.org/blog/literacy-daily/2018/10/03/read-alouds-for-digital-literacy-fun>)

Teaching Digital Citizenship with Picture Story Books (Eleni Kyritsis) is a list of books to raise students' awareness and understanding of digital citizenship. (K-5).

(<http://ditchthattextbook.com/2018/03/22/teaching-digital-citizenship-with-picture-story-books/>)

Media Literacy

The 7 Best Media Literacy Books (The European Media and Information Literacy Forum) is a list of resources for teachers to teach media literacy.

(<https://europeanmedialiteracyforum.org/a/Crp9ccJqrSS2Q>)

All About Media (Brien Jennings) is a set of books designed for grades K-2. There are four books in the set: *What's Your Source: Fact, Fiction, and Opinions*; *The Difference Between Ads, Blogs, News Reports and other Media*; *What is Media*; and *Stay Safe Online*.

(https://www.amazon.com/All-About-Media-Brien-Jennings/dp/1543502369/ref=sr_1_1?ie=UTF8&qid=1525948000&sr=8-1&keywords=all+about+media+jennings)

Essential Kids Books for Teaching Media Literacy and Good Digital Citizenship (Lauren Bercuson) is a review on 10 books appropriate for K-5 students. (<https://happilyeverelephants.com/home/digital-rights-and-responsibilities>)

Books reviewed by for *Education World* (https://www.educationworld.com/a_lesson/Seven-Media-Literacy-Lessons.shtml)

Arthur's TV Trouble by Marc Brown and *The Berenstain Bears and the Trouble with Commercials* by Stan and Jan Berenstain teach younger students to be careful about what they see on television.

Appendix

The following report was generated from the Rand Corporation Report online appendix to [Exploring Media Literacy Education as a Tool for Mitigating Truth Decay](#) (2019). This is a filtered version of the appendix featuring those resources that were listed for K-12 and professional development for the general public, educators and journalists.

Organization	Resource Title(s) [Where Applicable]	Brief Summary	Format/Duration	Delivery Method (in Person, Online, etc.)	Intended Audience	Date Created
Ohio State University	Fake News and Misinformation Faculty Guide	This guide provides teachers with some strategies and activities for teaching media literacy that can be incorporated into education and courses.	Workshop/training	Online	Educators	12/6/2016
Ithaca College	Project Look Sharp	This web portal offers a series of curricular resources for elementary, K-8, and college levels. One goal of the project is to work with teachers to incorporate media literacy in existing curriculum.	Supplement to academic program	Online	Educators [k-8, high school, college]	1/1/2013
University of Rhode Island Media Education Lab	Graduate Certificate in Media Literacy	This graduate program is aimed at educators and media professionals and provides students with skills in media analysis, consumption, creation, and sharing.	Certificate program	In-person, online	Educators, journalists	10/2/2015

Organization	Resource Title(s) [Where Applicable]	Brief Summary	Format/Duration	Delivery Method (in Person, Online, etc.)	Intended Audience	Date Created
PBS and KQED	Above the Noise	This series of YouTube videos and accompanying teachers' guide—linked to Common Core and Next Generation Science Standards—helps students draw informed conclusions through exposure to everyday topics and guided conversations.	Supplement to academic program	Online	Educators, K-8 [middle] and high school	7/1/2017
Mozilla	Web Literacy	This portal offers lesson plans for teachers and online activities developed to build internet and media literacy. It includes modules with different "level" rankings (e.g., beginner, intermediate), focused on consumption and production of media content and links content to 21st-century skills.	Supplement to academic program	Online	Educators, K-8, high school	4/8/2016
Knight Center for Journalism in the Americas at the University of Texas at Austin	Trust and Verification in an Age of Misinformation	This online course teaches participants about assessing information and identifying bias and misinformation.	Academic course	Online	General public	4/9/2018

Organization	Resource Title(s) [Where Applicable]	Brief Summary	Format/Duration	Delivery Method (in Person, Online, etc.)	Intended Audience	Date Created
Crash Course Media	Crash Course Media Literacy videos	These YouTube series by CrashCourse teach audiences about proper ways to access, assess, share, or create media content. They also cover such areas as media policy, the economics of the media industry, and the future of media.	Supplement to academic program	Online	General public	2/20/2018
Lynda By Linked In	Information Literacy	This online course teaches research skills and how to evaluate validity and reliability of various information sources.	Workshop/training	Online	General public	7/20/2015
Mind Edge	MindEdge's Dig Deeper Course on Critical Thinking	This program helps participants assess validity and reliability of information they find on the web, especially on social media platforms and digital advertisement, to be able to spot bias and disinformation.	Workshop/training	Online	general public	4/4/2017
Powerful Voices for Kids	Powerful Voices for Kids; Digital and Media Literacy Education	This is an online community (including educator blogs and shared ML lessons) focused on the media literacy tenets of Access, Analyze, Create, reflect, and Act. The website includes links to research on media literacy. In addition to lesson plans and ideas for classrooms, PVK offers in person workshops for adults and summer learning programs for students.	Supplement to academic program	Online, in-person	General public, K-8 high school, educators	5/19/2015

Organization	Resource Title(s) [Where Applicable]	Brief Summary	Format/Duration	Delivery Method (in Person, Online, etc.)	Intended Audience	Date Created
University of Rhode Island Media Education Lab	Mind Over Media: Analyzing Contemporary Propaganda	This six-lesson course focuses on identifying and understanding modern propaganda and disinformation, including how it spreads and why it is effective.	Supplement to academic program	Online	High school	11/4/2016
University of Rhode Island Media Education Lab	Teach the Conspiracies	This workshop allows students to explore conspiracy theories by interacting with a variety of different mediums.	Supplement to academic program	Online	High school	9/1/2017
Film Media Group	Internet Research and Information Literacy: Effective Strategies and Cautionary Tales	This video series covers some key MIL topics including how to do research on the Internet, how to identify online misinformation, and how to avoid plagiarism.	Supplement to academic program	Online	High school	1/1/2011
Schmoop	Media Literacy	This core of courses teaches students to identify bias and determine the legitimacy of digital media by introducing them to fundamentals of mass media, social media and communication tactics.	Academic course	Online	High school, college/university students	11/1/2015
Stanford University History	Civic Online Reasoning	This program intends to teach students to evaluate and synthesize digital information, including learning how to filter and evaluate information and diagnose bias.	Supplement to academic program	Online	High school, college/university students	1/1/2015

Organization	Resource Title(s) [Where Applicable]	Brief Summary	Format/Duration	Delivery Method (in Person, Online, etc.)	Intended Audience	Date Created
Education Group						
Journalism Education Association	Understanding News Literacy	This series of lesson plans focuses on news literacy, citizenship, finding bias, and more generally how the news industry is changing.	Supplement to academic program	in-person	High school, college/university students	7/24/2013
Poynter Institute	Webinar Series for Journalists	This set of modules teaches participants (aimed at journalists) about evaluating information, differentiating between facts and opinions, and identifying bias and dis/misinformation. Also included are modules on ways to analyze and reflect on information and how to verify the accuracy of news information.	Workshop/training	Online	Journalists	3/3/2017
First Draft (Harvard, Shorenstein)	Verification Training	This course teaches about fact-checking and verification of information. There are two versions, one aimed at journalists and one aimed at the general public.	Workshop/training	Online	Journalists, general public	10/1/2017
University of Rhode Island Media Education Lab	All About Media	This set of books for young students teaches them about sources, fact, and opinions.	Supplement to academic program	In-person	K-2	10/2/2015

Organization	Resource Title(s) [Where Applicable]	Brief Summary	Format/Duration	Delivery Method (in Person, Online, etc.)	Intended Audience	Date Created
PBS Kids	Ruff Ruffman, Humble Media Genius	This is an interactive, animated series for young children, focusing on topics such as searching the internet and sharing information. Short videos are followed by optional quizzes.	Supplement to academic program	Online	K-6	5/29/2006
Google and iKeepSafe	Interland, Be Internet Awesome	This is an interactive game in which the participant plays different levels of digital and media literacy content before making it to the next round; the first level is "Don't fall for fake".	Supplement to academic program	Online	K-8	9/18/2018
Cyber Civics/ Cyberwise	Media and Information Literacy Lesson Plans	This Cyber Civics program can be adopted for one full school year to teach students about ethics, technical, and cognitive skills to navigate, assess, and use online information. Program includes a module for parents and for teachers.	Academic course	In-person	K-8, educators	3/14/2014
Apex Learning	Apex Learning Media Literacy Course	This course is designed to teach how to critically consume tech-enabled media, as well as participate in the production of media such as blogs and podcasts.	Academic course	Online	K-8, high school	9/1/2012

Organization	Resource Title(s) [Where Applicable]	Brief Summary	Format/Duration	Delivery Method (in Person, Online, etc.)	Intended Audience	Date Created
American Press Institute	News literacy curriculum for educators— Introductory News Literacy	This series of lesson plans can be used by teachers to integrate news consumption skills into their students' learning. This is an expanded and adapted version of the High Five 2012: The integrated language arts and journalism curriculum.	Supplement to academic program	In-person	K-8, high school	10/6/2012
American Press Institute	News literacy curriculum for educators— High Five 2012: The integrated language arts and journalism curriculum	This series of lesson plans can be used by teachers to integrate news consumption skills into their students' learning. This series is adapted for middle school students to teach media literacy basics and apply them to newspaper media.	Supplement to academic program	In-person	K-8, high school	10/6/2012
American Press Institute	News literacy curriculum for educators— Media Literacy: Evaluating the News and Understanding Where It Comes From	This series of lesson plans can be used by teachers to integrate news consumption skills into their students' learning. This series teaches students about news sources and the difficulties in effectively disseminating and reporting information.	Supplement to academic program	In-person	K-8, high school	9/1/2013

Organization	Resource Title(s) [Where Applicable]	Brief Summary	Format/Duration	Delivery Method (in Person, Online, etc.)	Intended Audience	Date Created
PBS News Hour	Lesson Plans for Students Related to Student Reporting Lab How to teach your students about fake news	This program includes 3 units with multiple lesson plans, focused on topics ranging from identifying facts to best practices in journalism.	Supplement to academic program	In-person	K-8, high school	2/4/2014
Read Write Think	Media Literacy Lesson Plans (259 plans)	These 250+ lesson plans on 'media literacy' are intended to teach students about abilities to access, assess, share, create, and act on information.	Supplement to academic program	In-person	K-8, high school	1/1/2011

Organization	Resource Title(s) [Where Applicable]	Brief Summary	Format/Duration	Delivery Method (in Person, Online, etc.)	Intended Audience	Date Created
Brain Pop	Media Consumption Lesson Plans: Fact and Opinion Reading the Newspaper Evaluating Online Sources Digital Citizenship Unit Lesson Plan	These lesson plans allow students to practice both critical consumption and production of media through role play (as the editor of a publication) and to conduct effective Internet searches and evaluate those searches. The company also provides lessons focused on digital citizenship.	Supplement to academic program	Online	K-8, high school	9/17/2008
Center for Media Literacy	MediaLit Kit and MediaLit Moments	The CML MediaLit Kit is a tool for schools and teachers to train students in areas such as communication, problem-solving and decisionmaking as they relate to media consumption and production.	Supplement to academic program	In-person	K-8, high school	1/1/2002
American English (U.S. State Dept)	Teacher's Corner: Media Literacy	This curriculum is developed to assist teachers teaching English in foreign countries teach media literacy. It focuses on critical thinking and evaluation of news media.	Supplement to academic program	Online	K-8, high school	10/1/2017

Organization	Resource Title(s) [Where Applicable]	Brief Summary	Format/Duration	Delivery Method (in Person, Online, etc.)	Intended Audience	Date Created
NewseumED	Media Literacy Booster Pack and other lessons	This series of modules is intended to be used in a classroom to introduce media literacy and help students practice good media consumption habits. This set presents eight topics for which there are several short lesson plans a teacher may choose from.	Supplement to academic program	In-person, online	K-8, high school, college/university students	9/21/2015
The News Literacy Project (NLP)	News Literacy Project Checkology	This program teaches students to navigate the digital information landscape by learning about ways to access, evaluate, and reflect on news and information. Their main platform is a virtual classroom known as Checkology. The NLP also offers resources for educators including in-person and online workshops for teachers and a newsletter.	Supplement to academic program	In-person, online	K-8, high school, educators	9/28/2016

Organization	Resource Title(s) [Where Applicable]	Brief Summary	Format/Duration	Delivery Method (in Person, Online, etc.)	Intended Audience	Date Created
KQED	Finding and Evaluating Sources	This program focuses on teaching students to find and evaluate critically information across types of media. KQED lesson plans are used as supplemental academic programs to help develop critical thinking skills in students, by encouraging them to ask questions, analyze answers and share their assessment. Includes a lesson plan for dealing with fake news (http://ww2.kqed.org/lowdown/wp-content/uploads/sites/26/2016/12/Fake-news-lesson-plan.pdf)	Supplement to academic program	Online	K-8, high school, educators	4/17/2017
Common Sense	Common Sense Education Fact-Checking Tools	These modules focus on teaching students how to fact-check and why facts still matter. This program includes support for teachers and modules for parents.	Supplement to academic program	In-person, online	K-8, high school, educators	10/11/2017
University of Rhode Island Media Education Lab	Create to Learn	This program offers teachers (formal or informal) resources to guide participants in analyzing, exploring, and creating media.	Academic course	In-person, online	Teachers, K-8, high school, general public	1/1/2017



Appendix E:

High Quality Materials and Resources for Media Literacy Instruction

High-Quality Materials and Resources for Media Literacy Instruction

Prepared by the Center on Standards and Assessment Implementation

Professional Learning Resources

These resources include articles and videos about information and media literacy to support educators' professional learning. Educators could use the resources as part of a study group or professional learning community on the topic. Several of the articles have specific instructional strategies and activities that teachers could use in the classroom.

Articles and Professional Texts

- [ASCD – Making Sense of Online Text](#)
- [ASCD – What Research Says About...Teaching Media Literacy](#)
- [Reading Rockets – The New Literacies](#)
- [Reading Rockets – Teaching Information Literacy Skills](#)

Online Workshops and Professional Learning Resources

- [Action 4 Media Education – Resources for Educators](#)
- [American Library Association – Information Literacy](#)
- [Annenberg Learner – New Literacies of the Internet](#)
- [Center for Media Literacy – Professional Development](#)
- [Powerful Voices for Kids – What is Media Literacy?](#)
- [Media Education Lab – Teaching Resources](#)
- [Multimedia Educational Resource for Learning and Online Teaching – Professional Development](#)
- [National Association for Media Literacy Education – Resource Hub](#)
- [NewseumED – Learning Tools](#)
- [United Nations Alliance of Civilizations – Media and Information Literacy Resources](#)
- [University of Connecticut Online Reading Comprehension Assessment – Professional Development Space](#)

Sample Lesson Plans, Instructional Resources, and Assessments

These resources include sample lessons and instructional resources that address specific aspects of information and media literacy. There are also links to existing assessments, and assessments that are in development, to help educators gauge students' online reading and reasoning skills and to plan future instruction.

Lesson Plans and Instructional Resources

- [American Press Institute – News Literacy Curriculum for Educators](#)
- [Digital Resource Center – Grade School Resources](#)
- [Library of Congress – Teachers' Guides and Analysis Tools](#)

- [Media Smarts – Teacher Resources](#)
- [NewseumED – Lesson Plans](#)
- [New York City Department of Education – Media Literacy Toolkit](#)
- [Project Look Sharp – Curriculum Kits](#)
- [ReadWriteThink – Developing Citizenship through Rhetorical Analysis](#)
- [ReadWriteThink – Hoax or No Hoax? Strategies for Online Comprehension and Evaluation](#)
- [Stanford History Education Group – History Lessons](#)
- [Student Reporting Labs – Student Reporting Labs Curriculum](#)

Assessments

- [Media Literacy Now – Assessing a Media Literacy and Digital Citizenship Curriculum](#)
- [Renee Hobbs, University of Rhode Island – Measuring the Digital and Media Literacy Competencies of Children and Teens](#)
- [Stanford History Education Group – Evaluating Information: The Cornerstone of Civic Online Reasoning](#)
- [United Nations Educational, Scientific and Cultural Organization \(UNESCO\) – Recommendations on Assessment Tools for Monitoring Digital Literacy within UNESCO’s Digital Literacy Global Framework](#)

Resources for Students and Families/Guardians

Students and family members/guardians may have questions about media literacy and its role in the classroom. These resources can be used to explain what constitutes media literacy, discuss the importance of media literacy, as well as provide suggestions for supporting students’ media literacy at home.

- [Center for Media Literacy – Media Literacy in the Home](#)
- [Common Sense Education – Connecting Families](#)
- [C.S. Mott Children’s Hospital – Kids and Digital Media](#)
- [KQED Education – Above the Noise](#)
- [Media Literacy Now – Materials for Parents](#)
- [Media Smarts – Parents](#)
- [National Association for Media Literacy – A Parent’s Guide](#)



Appendix F:

Media Literacy Advisory Committee

Recommendations of Materials and Resources for Media Literacy Instruction

Media Literacy Advisory Committee

Recommendations of Materials and Resources for Media Literacy Instruction

Elementary Instructional Resources

Resource Title/Sponsor/Link	Type of Resource	Topics Addressed	Grade Levels
Event and Lesson Ideas (National Association for Media Literacy Education) https://medialiteracyweek.us/resources/event-lesson-ideas/	Activities and Lesson Plans	Media Literacy	K-12 And Beyond, Organized by Grade Level
Five Key Questions That Can Change the World: Lesson Plans for Literacy (Center for Media Literacy) https://medialiteracyweekus.files.wordpress.com/2015/07/cml25lessons.pdf	Lesson Plans	Media Literacy	K-12
Four Ways to Integrate Medial Literacy in the Classroom (Common Sense Education) https://www.commonsense.org/education/articles/4-ways-to-integrate-media-literacy-in-the-classroom	Lesson Design	Media Literacy	K-12
Media Literacy (Freedom Forum Institute) https://newseumed.org/medialiteracy	Lesson Plans, Activities and Teacher Resources	Media Literacy	K-12, Professional Learning
Scope & Sequence and Lessons for Digital Citizenship (Common Sense Education) https://www.commonsense.org/education/digital-citizenship	Curriculum	Digital Citizenship; Cyberbullying	K-12
Teacher Resources: Resources for Teachers and Classroom Tools (MediaSmarts) http://mediasmarts.ca/teacher-resources	Teacher Resources	Media Literacy	K-12
Teacher’s Guides and Analysis Tool (Library of Congress) http://www.loc.gov/teachers/usingprimarysources/guides.html	Resource Tools	Media Literacy	K-12

Resource Title/Sponsor/Link	Type of Resource	Topics Addressed	Grade Levels
Teaching Resources: Multimedia Curriculum Resources (Media Education Lab, University of Rhode Island) https://mediaeducationlab.com/curriculum/materials	Multimedia Curriculum Materials	Media Literacy	K-12
Teaching Tolerance: Digital and Civic Literacy Skills (Southern Poverty Law Center) https://www.tolerance.org/frameworks/digital-literacy	Framework, Lesson Plans, Resources	Digital Literacy, Civic Literacy	K-12

Middle School Instructional Resources

Resource Title/Sponsor/Link	Type of Resource	Topics Addressed	Grade Levels
Connect Real-World Media to Content Needs & Standards (Project Look Sharp, Ithaca College) https://www.projectlooksharp.org/#	Curriculum: Theme-Based Kits and Activities	Media Literacy	K-12, Categorized By Grade Level
Digital Citizenship – Empower Students to Use Technology Safely and Effectively (NearPod Digital Citizenship and Literacy) https://nearpod.com/digital-citizenship	Curricular Activities, Content, Professional Development Resources	Digital Citizenship	K-12
New Digital Citizenship Lessons (Common Sense Education) https://www.commonsense.org/education/digital-citizenship	Curriculum	Digital Citizenship	K-12
Quiz: How Well Can You Tell Factual From Opinion Statements (Pew Research Center) https://www.pewresearch.org/quiz/news-statements-quiz/	Quiz	Media Literacy	Middle School, High School
The Real ‘Fake News:’ How to Spot Misinformation and Disinformation Online (CBC) Bellemare, Andrea. The Real Fake News: How to Spot Misinformation and Disinformation Online.	Article	Media Literacy: Evaluating Information	Middle School, High School

Resource Title/Sponsor/Link	Type of Resource	Topics Addressed	Grade Levels
Assessing a Media Literacy and Digital Citizenship Curriculum (Media Literacy Now, Inc.) https://medialiteracynow.org/assessing-a-media-literacy-and-digital-citizenship-curriculum/	Assessment Strategies	Media Literacy	Grades 8-12
Can Your Students Tell the Difference Between Fact and Fiction? (News Literacy Project) https://newslit.org/educators/checkology/	Interactive Lessons	Media Literacy	Middle School, High School
Civic Online Reasoning (Stanford History Education Group) https://cor.stanford.edu/	Course	Media Literacy: Civic Online Reasoning	Middle School, High School
Developing Citizenship Through Rhetorical Analysis (International Literacy Association) http://www.readwritethink.org/classroom-resources/lesson-plans/developing-citizenship-through-rhetorical-31207.html	Lesson Plan	Digital Citizenship	Grades 6-12
Event and Lesson Ideas (National Association for Media Literacy Education) https://medialiteracyweek.us/resources/event-lesson-ideas/	Activities and Lesson Plans	Media Literacy	K-12 and Beyond, Organized by Grade Level
History Lessons (Stanford History Education Group) https://sheg.stanford.edu/history-lessons	Course	Media Literacy: Historical Inquiry	Middle School, High School
Media Literacy (Freedom Forum Institute) https://newseumed.org/medialiteracy	Lesson Plans, Activities and Teacher Resources	Media Literacy	K-12, Professional Learning
Media Literacy Toolkit (WeTeachNYC, NYC Department of Education) https://www.weteachnyc.org/resources/collectio n/media-literacy/	Teacher Resources	Media Literacy	Middle School, High School

Resource Title/Sponsor/Link	Type of Resource	Topics Addressed	Grade Levels
Media Lit One Sheet (National Association for Media Literacy) https://namle.net/ml-onesheet/	Resource: Infographic	Media Literacy: Questioning	Grades 3-12
Navigating Digital Information (CrashCourse with MediaWise, Poynter Institute, & Stanford History Education Group) https://www.youtube.com/playlist?list=PL8dPuuaLjXtN07XYqqWSKpPrtNDiCHTzU	Videos	Media Literacy: Evaluating Information	Middle School, High School
News Literacy Curriculum for Educators (American Press Institute) https://www.americanpressinstitute.org/youth-news-literacy/resources/news-literacy-curriculum/	Curriculum	Media Literacy	Middle School, High School
Students Reporting Labs Curriculum (PBS with Corporation for Public Broadcasting, American Graduate: Let's Make it Happen, National Science Foundation, MacArthur Foundation, National Institutes of Health Science Education) https://studentreportinglabs.org/curriculum/	Lesson Plans (PBL)	Media Literacy: Creating/Acting Through Media	Middle School, High School
Teacher Resources: Resources for Teachers and Classroom Tools (MediaSmarts) http://mediasmarts.ca/teacher-resources	Teacher Resources	Media Literacy	K-12
Teacher's Guides and Analysis Tool (Library of Congress) http://www.loc.gov/teachers/usingprimarysources/guides.html	Resource Tools	Media Literacy	K-12
Teaching Resources: Multimedia Curriculum Resources (Media Education Lab, University of Rhode Island) https://mediaeducationlab.com/curriculum/materials	Multimedia Curriculum Materials	Media Literacy	K-12

High School Instructional Resources

Resource Title/Sponsor/Link	Type of Resource	Topics Addressed	Grade Levels
Above the Noise: Cut Through the Hype (KQED Education, Inc.) https://ww2.kqed.org/education/collections/above-the-noise/	Video Series	Media Literacy	Grades 6-12
Assessing a Media Literacy and Digital Citizenship Curriculum (Media Literacy Now, Inc.) https://medialiteracynow.org/assessing-a-media-literacy-and-digital-citizenship-curriculum/	Assessment Strategies	Media Literacy	Grades 8-12
Civic Online Reasoning (Stanford History Education Group) https://cor.stanford.edu/	Course	Media Literacy: Civic Online Reasoning	Middle School, High School
Connect Real-World Media to Content Needs & Standards (Project Look Sharp, Ithaca College) https://www.projectlooksharp.org/#	Curriculum: Theme-Based Kits and Activities	Media Literacy	K-12, Categorized By Grade Level
Digital Citizenship Lessons (Common Sense Education) https://www.commonsense.org/education/digital-citizenship	Curriculum	Digital Citizenship	K-12
Event and Lesson Ideas (National Association for Media Literacy Education) https://medialiteracyweek.us/resources/event-lesson-ideas/	Activities and Lesson Plans	Media Literacy	K-12 and Beyond, Organized by Grade Level
Grade School Resources (Digital Resource Center) https://digitalresource.center/get-lessons	Lessons	Media Literacy: News Literacy	High School
History Lessons (Stanford History Education Group) https://sheg.stanford.edu/history-lessons	Course	Media Literacy: Historical inquiry	Middle School, High School

Resource Title/Sponsor/Link	Type of Resource	Topics Addressed	Grade Levels
Hoax or No Hoax? Strategies for Online Comprehension and Evaluation (International Literacy Association and National Council of Teachers of English) http://www.readwritethink.org/classroom-resources/lesson-plans/hoax-hoax-strategies-online-1135.html	Lesson Plan	Media Literacy: Online Evaluation	High School
Media Literacy (Freedom Forum Institute) https://newseumed.org/medialiteracy	Lesson Plans, Activities and Teacher Resources	Media Literacy	K-12, Professional Learning
Media Lit One Sheet (National Association for Media Literacy) https://namle.net/ml-onesheet/	Resource: Infographic	Media Literacy: Questioning	Grades 6-12
Navigating Digital Information (CrashCourse with MediaWise, Poynter Institute, & Stanford History Education Group) https://www.youtube.com/playlist?list=PL8dPuuaLjXtN07XYqqWSKpPrtNDiCHTzU	Videos	Media Literacy: Evaluating Information	Middle School, High School
News Literacy Curriculum for Educators (American Press Institute) https://www.americanpressinstitute.org/youth-news-literacy/resources/news-literacy-curriculum/	Curriculum	Media Literacy	Middle School, High School
Media Literacy Toolkit (WeTeachNYC, NYC Department of Education) https://www.weteachnyc.org/resources/collectio n/media-literacy/	Teacher Resources	Media Literacy	Middle School, High School
Students Reporting Labs Curriculum (PBS with Corporation for Public Broadcasting, American Graduate: Let's Make it Happen, National Science Foundation, MacArthur Foundation, National Institutes of Health Science Education) https://studentreportinglabs.org/curriculum/	Lesson Plans (PBL)	Media Literacy: Creating/Acting through media	Middle School, High School

Resource Title/Sponsor/Link	Type of Resource	Topics Addressed	Grade Levels
Teacher Resources: Resources for Teachers and Classroom Tools (MediaSmarts) http://mediasmarts.ca/teacher-resources	Teacher Resources	Media Literacy	K-12
Teacher's Guides and Analysis Tool (Library of Congress) http://www.loc.gov/teachers/usingprimarysources/guides.html	Resource Tools	Media Literacy	K-12
Teaching Resources: Multimedia Curriculum Resources (Media Education Lab, University of Rhode Island) https://mediaeducationlab.com/curriculum/materials	Multimedia Curriculum Materials	Media Literacy	K-12

Professional Resources

Resource Title/Sponsor/Link	Type of Resource	Topics Addressed	Notes
Expand Your Media Literacy Skills (KQED Teach) https://teach.kqed.org/	Professional Learning Online Courses	Media Literacy	Professional Learning
For Educators (News Literacy Project) https://newslit.org/educators/	Professional Learning	Media Literacy	Professional Learning
Media Literacy 101 (MediaSmarts) http://mediasmarts.ca/media-literacy-101	Professional Learning Online Course	Media Literacy	Professional Learning
Media Literacy Educator Certification by KQED (PBS and KQED, Inc.) https://edu-landing.kqed.org/certification/	Professional Online Learning Micro-Credentials and Certification	Media Literacy	Professional Learning

Resource Title/Sponsor/Link	Type of Resource	Topics Addressed	Notes
Media Literacy Scope and Sequence Template (The Media Spot, Media Literacy Movement, and National Association for Media Literacy Education) https://themediaspot.org/2018/06/16/media-literacy-scope-sequence-template/	Scope and Sequence Template	Media Literacy	School/District Resource
Multimedia Educational Resource for Learning and Online (MERLOT) Teaching – Professional Development: Media Literacy https://www.merlot.org/merlot/materials.htm	Professional Learning Resources	Media Literacy	Professional Learning
Resource Hub (National Association for Media Literacy Education) https://namle.net/category/resources/	Professional Learning Resources	Media Literacy	Professional Learning

Parent Resources

Resource Title/Link/Sponsor	Type of Resource	Topics Addressed	Notes
Connecting Families (Common Sense Education) https://www.commonsense.org/education/connecting-families	Curated Resources	Media Literacy: Digital Citizenship	Parent Resource
For Parents (MediaSmarts) http://mediasmarts.ca/parents	Blogs, Games, Tips, Guides, Videos	Media Literacy	Parent Resources
Materials for Parents (Media Literacy Now, Inc.) https://medialiteracynow.org/resources/	Curated List of Resources	Media Literacy	Teacher and Parent Resources
Media Literacy in the Home (Center for Media Literacy) https://www.medialit.org/reading-room/media-literacy-home	Curated List of Links	Media Literacy	Parent Resource
The Smart Talk (National PTA and LifeLock) https://thesmarttalk.org/#/about	Conversation Facilitator	Media Health	Parent/Child Resource



Appendix G:

Review of Policies to Support School Implementation of Media Literacy Education



Review of Policies to Support Implementation of Media Literacy Education

This report was developed for Colorado's Media
Literacy Advisory Committee.

Nancy White

TABLE OF CONTENTS

Overview	2
State Legislation that Supports School Districts Implementing Best Practices for Media Literacy	3
Washington	3
Rhode Island	9
Utah	155
Colorado: A Sampling of Current Practices for Media Literacy and Digital Citizenship	19
Considerations for MLAC in Drafting Recommendations	22

OVERVIEW

A review of states and districts who have implemented policies and procedures for media literacy, digital citizenship and cyberbullying prevention in support of school districts implementation of best practices revealed some excellent policies and practices, many that resulted from legislation similar to HB 19-1110 on Colorado.

It is worth noting that any district that receives E-Rate funding for internet access and/or internal connections must have an internet safety policy in place to be in compliance with CIPA – the Children’s Internet Protection Act.

Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:

- *Access by minors to inappropriate matter on the Internet;*
- *The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;*
- *Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;*
- *Unauthorized disclosure, use, and dissemination of personal information regarding minors; and*
- *Measures restricting minors' access to materials harmful to them.*

[FCC CIPA Information](#)

There is some overlap in this required policy with some elements of media literacy, digital citizenship and cyberbullying prevention. For this report, the focus was to locate exemplary legislation and policies that go beyond the Internet Safety Policy requirements.

The first section of this report focuses on three states, Washington, Rhode Island and Utah. These states previously implemented media literacy and/or digital citizenship legislation. The summaries focus on recommendations that evolved from the legislation, and/or programs that support the implementation.

STATE LEGISLATION THAT SUPPORTS SCHOOL DISTRICTS IMPLEMENTING BEST PRACTICES FOR MEDIA LITERACY

WASHINGTON

WASHINGTON LEGISLATION

April 17, 2015: Senate Bill 5294

AN ACT Relating to school library information and technology programs.

The teacher-librarian's duties may include ... collaborating with his or her schools to:

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

Resulting Policy: [Washington School Library and Information Technology Services](#)

Example of How this translates into district policy: [Monroe School District Library, Information and Technology Programs Policy 2021](#)

March, 2016: Senate Bill 6273 and House Bill 2595

Washington's Office of Superintendent of Public Instruction (OSPI), along with an advisory committee, is now empowered to develop best practices and recommendations, including instructional guidance about thoughtful, safe, and strategic uses of online and other media resources, and education in how to apply critical thinking skills when consuming and producing information.

Washington State Legislature: RCW [28A.650.045](#): Digital citizenship, internet safety, and media literacy—Best practices and recommendations

Adopted by the state in 2016, this state law is focused on digital citizenship. Partial text:

“For the purposes of this section, "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. The term also includes the 2 ability to access, analyze, evaluate, develop, produce, and interpret media, as well as internet safety and cyberbullying prevention and response. By December 1, 2016, the office of the superintendent of public instruction shall develop best practices and recommendations for instruction in digital

citizenship, internet safety, and media literacy, and report to the appropriate committees of the legislature, in accordance with RCW 43.01.036, on strategies to implement the best practices and recommendations statewide. The best practices and recommendations must be developed in consultation with an advisory committee as specified in (b) of this subsection. Best practices and recommendations must include instruction that provides guidance about thoughtful, safe, and strategic uses of online and other media resources, and education on how to apply critical thinking skills when consuming and producing information. ([Full Text](#))

WASHINGTON 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.

Status: Accomplished [Educational Technology Standards](#) were adopted in 2018

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”.

Status: Accomplished- See [WSSDA Website](#)

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.

Status: Accomplished [See Digital Citizenship and Media Literacy](#)

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.

Status: Ongoing:

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.

<https://www.k12.wa.us/sites/default/files/public/edtech/digitalcitmedialit/pubdocs/recommendations.pdf>

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.

Status: Accomplished

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.

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

April, 2017: Senate Bill 5449

This law requires the Washington State School Directors' Association to:

(1) Review and revise its model policy and procedures on electronic resources and internet safety; and

(2) Develop a checklist of items for school districts to consider when updating their policy and procedures. It requires the office of the superintendent of public instruction to:

(1) Survey teacher-librarians, principals, and technology directors to understand how they are currently integrating digital citizenship and media literacy education in their curriculum; and

(2) Create a web-based location with links to recommended successful practices and resources to support digital citizenship, media literacy, and internet safety.

[Final Bill Report](#)

January 2019: Senate Bill 5594 introduced for supporting media literacy and digital citizenship

Establishes a grant program to develop media literacy programs to be integrated in English, social studies, or health. Also provides for two media literacy conferences to disseminate the work of the grantees.

The 2019 Washington State legislature has [allocated \\$150,000 in state funds](#) for the Office of Superintendent of Public Instruction (OSPI) to establish a K-12 media literacy grant program in 2019–2020:

The 2019 legislature allocated \$150,000 in state funds for 2019-2020 for the Office of Superintendent of Public Instruction to establish the media literacy grant program. These funds will be awarded through a competitive grant process 6-10 school teams to develop and share openly-licensed curriculum units on media literacy or digital citizenship, or both, that may be integrated into social studies, English languages arts, or health classes. (<https://www.k12.wa.us/policy-funding/school-technology/free-software-grants>)

WASHINGTON RESOURCES TO SUPPORT SCHOOL DISTRICT POLICY AND PRACTICE

The Washington State School Directors' Association has created some helpful documents to guide schools and districts in the creation of policy for Digital Citizenship, Media Literacy and Internet Safety. These were in response to Senate Bill 5449.

[Summary of key findings from May, 2018 Survey of Digital Citizenship, Media Literacy, and Internet Safety Education in Washington K-12 Schools](#): This report displays the questions asked in the survey, making it easy to replicate for a school or district to administer locally and obtain baseline data of where they are currently in the instruction of digital citizenship, media literacy, and internet safety.

[Checklist for Digital Citizenship, Media Literacy, Electronic Resources, and Internet Safety](#) This tool can assist districts with conducting annual reviews of their policies that address media literacy, digital citizenship, electronic resources and internet safety.

[Current Successful Practices Digital Citizenship and Media Literacy](#)

The Washington Advisory Committee heard reports from schools and districts highlighting some best practices for digital citizenship and media literacy happening around the state. This document summarizes these practices in five areas: elementary curriculum, middle school and high school curriculum, family resources, district policy work and educator training.

[Links to Digital Citizenship & Media Literacy Resources](#)

This list of resources includes curriculum resources and links, family resources and links, district policy resources and links, and educator training resources and links.

[Elements of Successful District Implementation](#)

The Washington Advisory Committee, in response to the 2016 Legislation (Senate Bill 6273), identified several elements that were commonly addressed by districts that have successfully implemented digital citizenship and media literacy education for all students. These included student instruction, teacher professional development, district policy and practices, and communications and engagement with all stakeholder groups. This document has become the basis for Digital Citizenship and Media Literacy Policy in school districts throughout Washington.

INFORMATION FROM KEY WASHINGTON LEADER

Dennis Small, Education Director for the Washington Office of Superintendent of Public Instruction (OSPI), has been the lead person from their state education department in carrying out the legislation that has been passed. He is supported by the Action 4 Media Education Group (AME). “AME’s mission is to move children and youth, as well as those adults who are concerned with their well-being, from a position of passive media consumption to one of interacting with the media as active, critical, and creative consumers and producers.”

(<https://action4mediaeducation.org/about/>) This organization supports media education not only in schools, but also in homes and in community groups that serve youth. It is associated with the University of Washington.

With the leadership of Jean Gardner, Washington’s first lady and wife of then Governor Booth Gardner, a group of parents, community leaders, educators, and professionals concerned with children’s issues formed this organization as a vehicle for taking constructive action in their local communities.

Additional support has been given by Media Literacy Now (MLN), an organization that “empowers grassroots groups of parents and concerned individuals in their push to bring classroom curriculum to local schools.” (<https://medialiteracynow.org/about-us/>) Their mission is to “drive policy change in every state and at the national level to ensure all K-12 students receive comprehensive media literacy education and skills, now and in the future.”

Our partners in Washington state were able to bring a comprehensive bill to passage in 2016. The Washington state legislation became the basis for our model bill, a version of which has now become law in Connecticut and Rhode Island. The common sense Washington bill – which would make media literacy a priority in our education system and empower professional educators to develop the best means to integrate media literacy within the current curriculum – has gained interest in many other states. Washington is leading the way with additional funding for research, curriculum dissemination, and professional development.

The Washington Advisory Committee, the equivalent of Colorado’s MLAC, created in fulfillment of the 2016 legislation, continues to meet and guide the digital citizenship and media literacy work. They have just received \$150K in funding from Senate Bill 5594 in this legislative session for district teams to develop units to be shared with others. Dennis shared that the funding is

entirely designated, for grants, however, and does not provide for any administrative support funds.

Rhode Island

RHODE ISLAND LEGISLATION

Senate Bill 106 / House Bill 5665

This law, passed in 2017, based on *Media Literacy Now's* national model, amends Rhode Island's General Laws by adding the following section:

- Instruction in media literacy. The department of elementary and secondary education shall consider, in consultation with national or statewide organizations focused on media literacy, the incorporation of media literacy education into the board of education's basic education program regulations.

"Media literacy" means the ability to access, analyze, evaluate, create and communicate using a variety of forms, including, but not limited to, print, visual, audio, interactive, and digital texts.

[Bill Text Link](#)

RHODE ISLAND RECOMMENDATIONS

Pam Steager, Coordinator for Media Literacy now Rhode Island, the group formed in 2016 to advance legislation to bring media literacy to all Rhode Island students that resulted in SB 106, shared the following information on how recommendations were formed.

We put out an all-points bulletin to all media literacy people in RI...We asked everyone to tell us what fully integrated ML would look like to them. We then consolidated those suggestions into a top 10 list to present to school superintendents from around the state at a monthly meeting and asked them to help us prioritize them further, based on both achievability and cost.

Here is the superintendents' final recommendation and actions:

Our primary recommendation is for the Rhode Island Department of Education to modify the Basic Education Program to include specific language that emphasizes how media literacy pedagogies support authentic learning across the curriculum, with special relevance in supporting English Language Arts and Social Studies education. To bring media literacy education into Rhode Island public schools, we recommend these actions:

1. Increase the variety and quantity of professional development opportunities in media literacy for K-12 faculty and staff and increase funding for existing efforts;
2. Encourage districts to make more efficient use of existing curriculum resources in media literacy education across the grade levels;
3. Create K-12 horizontal and vertical curriculum that utilizes one-to-one technologies and expanded and extended learning beyond the school day and school walls and incorporate meaningful, community service projects and topics students are curious about;
4. Take actions to ensure that all administrators understand media literacy core concepts and their relation to current events, school climate and student well-being and safety.

[Recommendations Link](#)

Status: Data currently not available

Media Literacy Now Rhode Island will re-convene this group of superintendents in November to share progress toward achieving these recommendations.

EXEMPLARY RHODE ISLAND PROGRAMS AND PRACTICES FOR DIGITAL CITIZENSHIP, MEDIA LITERACY AND CYBERBULLYING PREVENTION

A search of multiple school districts in Rhode Island to locate examples of policy to facilitate media literacy education in the schools did not produce any policies to share. At the time of this writing, I am awaiting information from educators in Rhode Island schools who were recommended to me by Pam Steager as potential contacts to provide this information.

Rather than examples of policy, you will find examples of programs and practices in Rhode Island that help advance their legislation and recommendations for media literacy education.

Excerpt from [Bringing Media Literacy to the State of Rhode Island: Recommendations for Action](#)

If we want our kids to be truly college and career ready, and true lifelong learners, we need to recognize that they are always learning and always pulling from far more sources than any textbook that we put in front of them. That's how we learn... Media Literacy aligns with the instructional shifts in the Core standards in ELA that require regular practice with complex, content rich text, reading, writing, and speaking grounded in evidence from text and building knowledge through content rich complex text. Building this evidence-based knowledge can't happen unless we know how to be critical consumers of (and eventually contributors to) the massive amounts of information coming our way each day. We can't hope to build solid bases of knowledge on the backs of unverified news or "alternative facts" and we ought to feel comfortable and confident enough to ask for sources of evidence. Then from there, we ought to know enough to critically consider the credibility, validity and potential biases of those sources. ... In addition to developing media literacy to support students' building of knowledge, explicitly teaching the fundamentals of fact checking, of the importance of considering perspectives and bias, of the need to verify sources and developing the ability to critically consider what's fueling "the story behind the story", may be the single best defense against [students] becoming victims of manipulation by propaganda, lies and fake news. The skills, the dispositions, the habits of mind needed to be critical consumers of information can be explicitly taught, practiced and developed and as educators we have a responsibility to our students as informed participants in a democratic society.

-Mark Garceau, Superintendent, Westerly Public Schools

Rhode Island Department of Education (RIDE)

(Source: <https://mediaeducationlab.com/sites/default/files/final%20ML%20report%20-%20RIDE%20revised.pdf>)

RIDE's Vision for Public Education in Rhode Island states, "Rhode Island schools prepare every graduate to pursue a fulfilling career, be a critical and creative thinker, a collaborative and self-motivated learner, and a culturally competent and active citizen."

Media literacy education contributes to this vision and to specific priorities of the 2015 - 2020 Strategic Plan in these ways:

- Authentic learning. Through media literacy education, learners make connections between skills and knowledge learned in the classroom and their experiences with mass media and digital technologies at home and in the community. They engage in inquiry-driven and project-based learning to develop transferable knowledge and skills
- 21st century skills. Media literacy learning experiences develop students' ability to use digital media for self-expression and collaboration, developing critical thinking skills that enable students to become effective communicators.
- Expanded/extended learning. Libraries and other cultural organizations provide opportunities for media literacy learning experiences that engage learners who seek out learning experiences beyond the school day.
- Globally-competent graduates, cultural competency, dual language/world language. Media and technology can help people learn about the world and deepen our ability to respect cultural differences. Through viewing and listening to diverse global media, learners increase their motivation to improve their language skills.
- Blended and digital learning and one-to-one technology for all students. Media literacy education advances student autonomy by helping them develop a sense of agency about their identities as digital authors; it also deepens their sense of social responsibility about their online activities both in and out of school.
- Social and emotional learning and wellness, school climate, school culture. Media literacy education emphasizes the development of respect for divergent interpretations of information and communication and advances digital citizenship skills including respect for others and creating tolerance. These practices help create a climate which builds student wellbeing and enhances school safety.
- Relevant and engaging professional learning for teachers and administrators. When teachers gain confidence in using digital tools, texts and technologies, they empower students as digital learners.
- Partner with postsecondary education. Colleges and universities including the University of Rhode Island, Rhode Island College and Bryant University offer media literacy learning experiences to undergraduate and graduate students as well as continuing education experiences for K-12 teachers and librarians.

Westerly School District Social Studies Course

CITIZENSHIP IN A DEMOCRACY (253) 1 credit Grade 12 In this course seniors will learn how to engage with modern media and popular culture in order to develop positive citizenship. The goal is for students to become active democratic citizens by teaching them to think critically about information and to develop and voice their own opinions. In addition, this course will provide supports for the presentation component of Senior Exhibition and guidance throughout the process.

Quidnessett Elementary School, North Kingstown

Darshell Silva, Librarian, shared an example of a strategy she uses to teach media literacy to her students:

I assist my students and other educators in obtaining the information and skills through hands on media literacy project-based learning experiences. This allows them to not only analyze specific aspects of media but to also to apply the analysis and produce their own media with a specific intent. For example, in a recent project, students analyzed a composite photo from 1902 to understand that photos have been altered for a specific intent for many years. They then researched photos of places where historical events took place then found a photo of a current event that took place on the same site and made a composite photo to illustrate how social issues have or have not changed. Through this activity students produced powerful photos that elicited a specific response or understanding which demonstrated their comprehension of the use of media to express ideas and to convey meanings to others as well as giving them the skill to alter a photograph. Project based learning in media literacy provides my students with the tools to navigate our media driven society.

[Media Education Lab](#)

The Media Literacy Lab, at the University of Rhode Island was founded and is directed by Media Literacy scholar and educator Renee Hobbs, an internationally recognized authority on digital and media literacy education.

The mission of the Media Education Lab at the University of Rhode Island

To advance media literacy education through research and community service. We emphasize interdisciplinary scholarship and practice that stands at the intersections of communication, media studies and education.

The Media Education Lab has two primary goals:

Providing [public programs, educational services, community outreach](#) and [multimedia curriculum resources](#) targeted to the needs of educators and learners in school and after-school settings; and

(2) Developing and implementing [a multidisciplinary research agenda](#) to explore the educational impact of media and technology, with a focus on digital and media literacy education as an expanded conceptualization of literacy.

The programs they offer provide excellent opportunities for teacher, parent and community member professional learning in Media Literacy Education. The lab creates and shares teacher resources on their website: “The media education lab creates free multimedia curriculum materials to help learners of all ages advance knowledge, skills and competencies.”

[Journal of Media Literacy Education](#)

The JOURNAL OF MEDIA LITERACY EDUCATION is an online, open-access, peer-reviewed interdisciplinary journal that supports the development of research, scholarship and the pedagogy of media literacy education. It is the official journal of the [National Association for Media Literacy Education](#). IT is published by DigitalCommons@URI, an institutional repository that showcases the diverse array of materials produced by the University of Rhode Island community.

INFORMATION FROM KEY RHODE ISLAND LEADER

Rhode Island’s efforts toward meeting Senate Bill 106 are primarily channeled through Media Literacy Now Rhode Island, and Pam Steager is the coordinator of this organization. Pam shared that communication with the Rhode Island Department of Education (RIDE) has been challenging. They do not have a dedicated funding source to carry out the legislation, and so depend on organizations like the Media Education Lab or volunteer efforts to carry out the work. They are hopeful that reconvening the superintendents in November will help with connections with RIDE and lead to progress on and potentially new recommendations for advancing media literacy education in the state.

UTAH

UTAH LEGISLATION

March, 2015: H.B. 213

This law, passed in 2015, implements digital citizenship education in schools, amending and enacting provisions related to educational technology, school community councils, and charter schools. The legislation requires all schools to have a digital citizenship program that “empowers a student to make smart media and online choices.”

The law:

- ▶ enables school community councils (which consist of parents, teachers, a school’s principal, and sometimes youth) to include Internet safety and digital citizenship education when proposing budgets for the use of school land trust funds.
- ▶ enables councils to utilize the services of nonprofit organizations for help and support in their efforts to bring digital citizenship training and resources to their schools.

The Utah Legislature has assigned councils responsibilities for school safety and digital citizenship. As with other responsibilities of school community councils, it is intended that administrators, staff, and parents engage together to bring about the best possible result for students.

Utah was the first state to pass digital citizenship legislation. Creating recommendations for future policy, rules, or legislation was not part of this bill.

EXEMPLARY UTAH RESOURCES TO SUPPORT DIGITAL CITIZENSHIP EDUCATION

[School Safety and Digital Citizenship](#)

This School and LAND Trust website contains the resources school districts need to comply with H.B. 213.

[DigCit Utah](#) This website is rich in digital citizenship and media literacy resources for students, teachers and families. It was created by the non-profit group, [Epik](#): **E**mpower **P**roductive

& Inoculated Kids, which was the key organization that worked toward the passage of H.B 2013 in Utah.

DigCitUtah can help school community councils in their responsibilities as outlined in HB213 (Safe Technology Use and Digital Citizenship Education) by providing a categorized, curated resource library. These resources can be used for classroom instruction and for parent meetings.

[Utah NetSmartz](#), This training program was funded by the state of Utah up until the 2019-20 school year and provided free training to schools for students and parents. The program promoted critical action, and positive reactions and solutions to cyberbullying.

*The majority of Utah Schools utilize the program every year to provide digital citizenship training for their students. **428,046 K-12 students** participated during the 2018-19 school year. That is **65% of Utah's 659,909 K-12 Student Population** (USBE Fingertip Facts). 131,367 of those students received an additional follow-up training. In addition, 18,331 adults (including parents and teachers) were trained for a total of 577,744 total annual training participants.*

[\(http://utahnetsmartz.org/about/\)](http://utahnetsmartz.org/about/)

[Digital Respons-Ability](#)

This organization is the new “state sponsored provider of digital citizenship education in Utah.” They provide free digital citizenship and parenting classes to schools and organizations across the state.

In 2015, HB213, “Safe Technology Utilization and Digital Citizenship in Public Schools” was passed into law. The bill requires a charter school governing board, or school community councils to fulfill certain duties related to safe technology utilization and digital citizenship...Digital Resons-Ability was created in response to a need: the need to not just educate on how to USE technology, but to CREATE with it. We hope to create digital citizens and provide unique curriculum around technology.

A unique aspect of this program is their parent outreach. They sponsor digital parenting nights focused on modeling, managing and monitoring their children online, providing strategies to match children's' developmental stages.

[Digital Citizenship Positives Pilot](#)

This program was launched in 2015 in support of H.B. 213. It features “Inspiring kids teach the world how to be good digital citizens.” It has grown since then into a global social media movement, framed by the hashtag [#UseTech4Good](#).

*Just as good citizenship is more than not breaking the law, **digital citizenship** is more than just avoiding harms online. Technology can enhance and magnify the ability of youth and adults to contribute to and serve in their families, schools, communities, and even in the world. Youth and adults can work together to consider and create more ideas around how technology can be used for good — to facilitate collaboration, creation, communication, and positive contributions to family and community.*

[2017 Digital Citizenship Summit](#)

The Summit is in its 5th year and brings together educators from across the globe to consider ways “to expand the digital safety discussion to explore how adults and children/youth can also work side-by-side to learn about and experience deliberate, positive uses of technology.”

In 2017, the conference was hosted in Utah. This white paper was written as a result of the Summit:

[Prevention Science: A Framework for Positive Digital Citizenship](#)

From Michelle Linford, Executive Director of Epik: *This gives a glimpse of some of the cross-pollination that we think could happen if prevention science was more interwoven with the digital citizenship world (and vice-versa). Note that we see media literacy as being a key bridge to helping bring these worlds together. We also see media literacy as a powerful life skill in and of itself, not just to prevent negative consequences of living in a digital world, but to also facilitate more positive, proactive citizenship, service, and relationship-building.*

[Utah Education Network: Communication/Media Literacy](#)

This resource is provided and funded by the Utah Education and Telehealth network. Their mission is to “Connect people and technologies to improve education and healthcare in Utah.” The Utah Education network mission is to “connect all Utah school districts, schools, and higher education institutions to a robust network and quality educational resources.”

The Media Literacy page is one of hundreds of topical areas that contains general resources, links to people and organizations that provide additional support, and teaching resources, including lesson plan links.

[White Ribbon Week](#)

White Ribbon week is an example of a program Utah promotes to engage parents in media literacy education. It is a program “presented by volunteers or teachers that helps kids make healthy choices in media and technology.” [The program scope](#) is to promote safe, positive and creative use of technology while teaching skills to recognize and reject cyberbullying, online security dangers, harmful and manipulative media messages, media violence, excessive screen time, distorted body image and indecent content.” They offer four programs that contain all of the resources and directions needed to help volunteers, often from PTA, successfully launch these in a school or other settings. [The programs](#) are:

- **I’ve Got the Power:** Helps kids take charge of what they view and share online.
- **Let’s Get Real:** Reminds kids that everyone needs real friendships, face-to-face conversations, and real activity.
- **Be a Media Detective:** Helps kids to T.H.I.N.K. when presented with a media message.
- **Brain Power:** A fun exploration of the brain science involving media.

INFORMATION FROM KEY UTAH LEADER

Michelle Linford shared that Utah has been working toward media literacy education for all citizens – not just students, for more than a decade. Michelle is executive director at Epik, a primary non-profit organization utilized by councils to carry out H.B 213. They regularly partner with other organizations with similar missions. Their overall focus is to “facilitate conversation and collaboration around the opportunities and challenges of raising children in a digital world.” They do this by bringing diverse groups of people together, offering training, resources, and thoughtfully and creatively finding ways to raise awareness of the need for media literacy. They serve children, youth, and parents. Michelle stated her belief that media literacy education will have more impact through partnerships with parents.

Some areas Michelle identified as struggles for implementation of media literacy education include lack of an inclusive funding structure, and a lack of data on the impact or progress of their media literacy efforts. Michelle shared that the year this legislation passed, there were over 100 other legislative items impacting the department of education. She believes that to assure media literacy expertise in every school an educator in every school needs to be assigned the responsibility for carrying out media literacy education. This is not currently the case. Michelle believes that more coordination between all of the organizations in communicating the initiatives would be helpful in the future for media literacy education in the Utah.

COLORADO: A SAMPLING OF CURRENT PRACTICES FOR MEDIA LITERACY AND DIGITAL CITIZENSHIP

There are a few districts and organizations in Colorado who have created programs to address media literacy, digital citizenship and cyberbullying prevention. Below are links to information and resources.

Academy District 20 offers [Parent Academies](#) that often focus on topics associated with digital citizenship and internet safety.

Adams 12 School District: [Digital Literacy Skills Matrix](#) -This tool is aligned with the ISTE standards for students and addresses information literacy as well as some digital citizenship elements.

Boulder Valley School District – [Digital Citizenship](#) information, scope and sequence, student, teacher and parent resources.

Denver Public Schools: [The DPS Educational Technology Department](#) “helps students, staff and families navigate the online world safely and responsibly. We work with Denver schools and communities to educate and build positive school cultures that support the responsible use of technology.”

Jeffco Public Schools: Jeffco Public Schools provides [teachers with resources](#) to teach digital citizenship lessons to students.

St. Vrain Valley School District – [Digital Citizenship](#) is a frequent topic on Family Connections, A Learning Technology Plan Newsletter.

THE COLORADO SCHOOL SAFETY RESOURCES CENTER

The Colorado School Safety Resources Center sponsored student and staff safety summits in 2018 which featured student focus groups on a variety of topics. One of the focus groups was on the topic of cyberbullying prevention. Below are the summary notes from the summit that are applicable to media literacy as defined in HB 19-1110. These recommendations come directly from Colorado students and an expert in the field.

Cyberbullying Prevention

Bullying Prevention and Intervention Focus Groups: Our conversation about bullying prevention in schools began with a discussion about the differences between bullying behaviors and normal conflict. Students were then asked what is working; what kinds of programs are being implemented in their schools to help stop bullying behavior. Many schools have started having good citizenship weeks or events in which positive behaviors, such as kindness and respect, are rewarded, rather than focusing on punishing negative behavior. Overwhelmingly, the students expressed a preference for this approach. Students also appreciate schools' efforts to raise awareness, both of bullying behaviors to watch for and ways to report concerning behaviors to help themselves and their friends, such as Safe2Tell and trusted adults within the school. Students were also asked what things schools could do better or differently. Students consistently expressed a desire to have a stronger voice within their schools when it comes to bullying prevention campaigns and solutions. They said they want new, creative ways for the awareness messaging to be delivered. And not only do they want to be involved in big picture strategizing in their schools, they want to make sure their peers are not just being taught awareness, but given the skills and empowerment to stand up for themselves and others.

Sameer Hindulja, Ph.D., an expert from the Cyberbullying Research Institute, shared the following suggestions that schools around the country are adopting to deal with cyberbullying and utilizing to create positive school climates:

- Purposed Pairing – older students paired with younger students so the younger students feel they have an ally in the building
- Student Advisory Boards
- Skits, Narratives and Messaging around issues of importance
- Flash Mob creations to address bullying and other topics
- Lines of Communication opened student to student and staff to students

- Natural Day (February 13th) when students dispense with makeup, etc. as they should love themselves before they profess love for others on Valentine's Day
- Social Norming Campaigns – so students understand that “everyone ISN'T doing it” (Whatever the negative IT might be.)
- Pledge Campaigns and Honor Codes
- Public Service Announcements created by the students
- Empathy Creating Interactions
- Purposeful Acts of Kindness
- Lock it Down Day – everyone changes their passcodes on their electronic devices and vow not to share the codes with others
- Delete Day – time is set aside in school so that students (and staff) can clean up their social media profiles and any other inappropriate materials online
- Digital Citizenship Efforts
- Set electronic device standards on orientation day
- Challenge teachers to shadow a student for a day to “walk in their shoes.”
- Role play scenarios especially around issues like requests for inappropriate photos
- Be the ASKABLE adult

Digital Citizenship: Healthy Relationships/Sexting Prevention Focus Group

In the Healthy Relationships/Sexting Prevention Workshop, students were given the opportunity to express what works in school-based programming, and what is ineffective. Specifically, they were asked what adults are doing that is annoying or pointless when it comes to helping them navigate healthy relationships, and what does or could work. They came up with great suggestions in both areas. To summarize, Colorado youth we surveyed reported:

What DOES NOT Work:

- Fear-based tactics
- The use of religion or morality
- Negativity
- Silence/Avoidance

What DOES or COULD Work:

- Education (sexual health, cyber safety, and legal education--by an expert in the field). They agreed it's a bonus if the education is entertaining!

- “Ask-ability” (“Having an adult I can have a real conversation with”)
- A day/hour dedicated to “Stop and Delete”--the concept here is that the entire school would cease activities so students could simultaneously get on their devices, clean up their social media profiles to show them in their best light, change passwords, and delete questionable posts and images. (Copied from [Summit Notes Link](#))

CONSIDERATIONS FOR MLAC IN DRAFTING RECOMMENDATIONS

In the absence of data to evaluate the level of success each of these states’ legislation brought forth to implement media literacy and/or digital citizenship education for elementary and secondary students, it is recommended that the MLAC reflect on the impact they believe the state’s legislation is having by examining all of the evidence provided, including the language of the legislation requirements and any subsequent recommendations that leaders put forth for future efforts, resources generated as a result of the legislation and recommendations, and any other anecdotal evidence available to view.

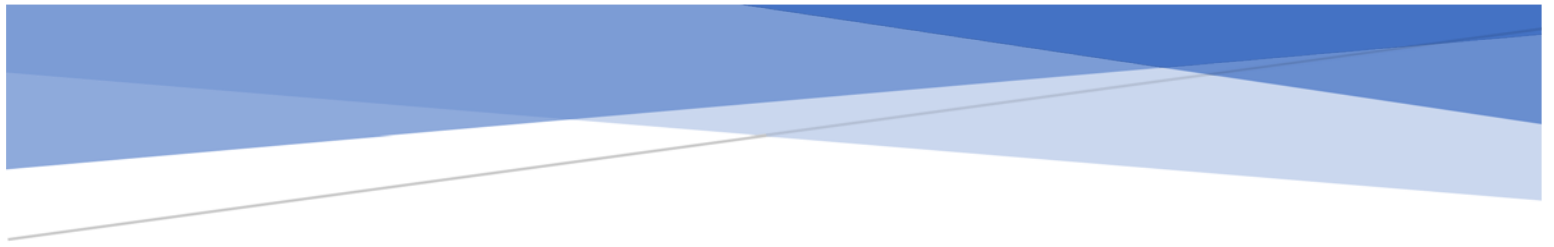
The MLAC may want to reflect on some general questions to consider the impact the three states’ legislation has had and has the potential to have on elementary and secondary media literacy education:

1. Why? Does the legislation or evidence shared clearly communicate with stakeholder groups why media literacy education is important?
2. Who? Is there a person or organization who is officially delegated to carry out the work? Also – who is impacted or has the potential to be impacted? Students? Teachers? Parents? Community?
3. What? Are there specific goals in the legislation or created in support of the legislation?
4. Where? Is the impact and/or potential impact isolated, or broad?
5. How? Are resources – human and/or financial – provided to accomplish this work?



Appendix H:

Best Practices in District Policies and Procedures for Media Literacy



Best Practices in District Policies and Procedures for Media Literacy

This report was developed for Colorado's Media
Literacy Advisory Committee.

Nancy White

TABLE OF CONTENTS

Research on Best Practice for Media Literacy Implementation	2
The Common Sense Census: <i>Inside The 21st-Century Classroom</i> (2019).....	2
Key Findings	2
Implications for MLAC to Consider	3
Rand Corporation: <i>Exploring Media Literacy Education as a Tool for Truth Decay</i> (2019).....	4
Key Takeaways	4
Implications for MLAC to Consider	5
NAMLE: <i>Snapshot 2019: The State of Media Literacy Education in the U.S.</i>	7
Recommendations	7
Implications for MLAC to Consider	8
General recommendations:	8
Stanford History Education Group: <i>Evaluating Information: The Cornerstone of Civic Online Reasoning</i> (2016).....	9
Findings by Task	9
Implications for MLAC to Consider	9
Exemplary District Policies and Procedures	11
California	11
Ohio	12
Utah	12
Washington	14
Works Cited	17

RESEARCH ON BEST PRACTICE FOR MEDIA LITERACY IMPLEMENTATION

School districts are highly encouraged to consider what research has shown to impact successful implementation of media literacy education in creating policies and procedures for media literacy education. The following reports and research study findings were found to have important elements to consider for recommending policies and procedures for media literacy education.

THE COMMON SENSE CENSUS: [INSIDE THE 21ST-CENTURY CLASSROOM](#) (2019)

This study examines the prevalence of teaching and perceived effectiveness of digital citizenship competencies and the use of digital citizenship resources. Data was collected from a nationally representative survey of over 1200 K-12 teachers.

KEY FINDINGS

1. Digital citizenship is being taught in a majority of schools. Approximately six out of 10 U.S. K–12 teachers used some type of digital citizenship curriculum or resource with students in their classrooms, while approximately seven out of 10 taught at least one type of digital citizenship competency. The most commonly addressed topic areas were digital drama, cyberbullying, and hate speech (taught by 46 percent of teachers), followed by privacy and safety (taught by 44 percent of teachers). Among those teachers who taught any type of digital citizenship competency, nearly six out of 10 did so at least monthly.
2. Teachers believe digital citizenship is effective in helping students make smart, safe, and ethical decisions online. Among teachers who used any type of digital citizenship curriculum in their classrooms, an overwhelming majority (91%) said it was at least “moderately” effective, including approximately half (52 percent) who said it was “extremely” or “very” effective in helping students make smart, safe, and ethical decisions online. Only 10 percent said it was “slightly” or “not at all” effective.
3. Teachers worry about their students’ ability to critically evaluate online content. Teachers’ top technology-related concern was that “students lack skills to critically evaluate online information,” which 35 percent observed “frequently” or “very frequently” in their classrooms. Relatedly, news and media literacy were the fourth most taught digital citizenship competency. The second top concern was that “technology distracts

students from the learning experience and interferes with learning,” reported by 26 percent of teachers as “frequent” or “very frequent” in their classrooms. This issue was also reported more often as grade levels increased.

4. More than a quarter of high school teachers report sexting as an issue. Twenty-seven percent of high school teachers reported that sexting occurred in their classrooms at least occasionally, compared to 19 percent of middle school teachers, 5 percent of third-through fifth-grade teachers, and 9 percent of kindergarten through second-grade teachers.

IMPLICATIONS FOR MLAC TO CONSIDER

1. Statistics from the survey on the use of digital citizenship resources in the classroom are promising, but in reality, we do not know if this holds true in Colorado. Even so, if 60% of students receive instruction, that also means that 40% do not receive any kind of digital citizenship instruction in the classroom.

► The MLAC may want to consider recommending a survey be conducted to determine the extent media literacy, digital citizenship and cyberbullying protection are taught in Colorado schools. The survey might offer respondents an opportunity to indicate why they do not teach media literacy or digital citizenship in their classroom.

2. The data on perceived effectiveness of digital citizenship instruction is excellent. However, collecting empirical data would give a better understanding of the effectiveness of the media literacy instruction.

► The MLAC may want to consider a recommendation to begin collecting baseline data to determine the effectiveness of existing media literacy and digital citizenship education programs to inform future legislation, rules and policies.

► The MLAC may want to consider recommending exemplary school district policy and procedure that has the potential to translate into **acceptable frequency and effectiveness of media literacy and digital citizenship instruction** in schools.

3. The top concern of teachers is students’ lack of ability to critically evaluate online information, yet 40% of teachers are reportedly not teaching this skill.

► The MLAC may want to consider recommending exemplary school district policy and procedure that **specifies responsibility for teaching the critical thinking skills** central to media literacy education.

4. The data on sexting is confined to the amount of time it occurs in the classroom. This is disturbing on its own, but even more so when we consider that it is likely occurring far more frequently outside of the classroom, even in the younger grades.

► The MLAC may want to consider recommending exemplary school district policy and procedure that specifies instruction in and consequences for sexting.

RAND CORPORATION: [EXPLORING MEDIA LITERACY EDUCATION AS A TOOL FOR TRUTH DECAY](#) (2019)

This is the second in a series of reports focusing on the topic of Truth Decay, which the authors describe as the “diminishing role that facts, data, and analysis play in our political and civil discourse.” The purpose of this report is to “inform efforts to apply media literacy education as a countermeasure to the spread of Truth Decay by drawing on a broad body of knowledge.”

KEY TAKEAWAYS

1. Context Is Key—Both in Designing Media Literacy Programs and Applying Media Literacy Competencies
 - a. For a media literacy resource to be applicable in various contexts, it should be designed to be transferrable. One way we learned this might be achieved in the K–12 educational setting would be to integrate media literacy across the [content areas.]
 - b. Teachers could learn how to apply media literacy in different settings, considering it a method for approaching instruction.
 - c. Considering context also means that media literacy curricula should be sensitive to the particular background experiences of the audience.
2. Practitioners and policymakers [need to] consider not only the narrow areas of media literacy that appear immediately relevant (e.g., fact-checking, searching online) but rather the full body of evidence that exists about the relationship between individuals and the information ecosystem.
 - a. A mandated media literacy program applied without regard to context is unlikely to get to the root of the problem. Instead, districts, schools, and classrooms

should have the flexibility to tailor or develop and apply an approach to media literacy suited to their particular contexts.

- b. Approaches to ensuring that students receive sufficient media literacy education might be to develop flexible guidelines that allow teachers to select their own media literacy curricular materials rather than dictating required content, or to provide schools with funding and resources earmarked for training in an approach to media literacy education of the school's choosing.
3. Scaling Media Literacy Efforts Will Require Participation from Diverse Constituencies
 - a. Scaling of media literacy efforts is both necessary and difficult. The best way to scale media literacy efforts, it seems, might be to use other agents of media literacy in addition to teachers, and other forums for media literacy in addition to schools, such as libraries, churches, community centers, homes, and places of employment.
 - b. Both policymakers and practitioners should take steps to empower and support nontraditional agents of media literacy.
 - i. This might mean grants for libraries, churches, or other entities interested in providing training courses or implementing other resources in the community.
 - ii. Policymakers should avoid overly programmatic mandates or policies that might limit the space for these independent efforts or fail to acknowledge the role that these efforts play.
 - c. It might be valuable at the community level to consider maintaining a central portal or site that would provide information on different media literacy outreach efforts and that could serve as a resource for interested community members.

IMPLICATIONS FOR MLAC TO CONSIDER

1. . Media literacy education is more effective when it takes place in all content areas, rather than being delivered as a stand-alone curriculum. This implies it should be the responsibility of all teachers and instruction should be provided at the point of need.

► MLAC may want to consider policy and procedure recommendations that provides for professional development for teachers to become media literate themselves, so they are better able to support the media literacy education needs of their students at the point of

need, and also provides them strategies to effectively teach media literacy within the context of their instruction and that best meets the needs of the students they serve.

2. Media literacy education is more effective when it is not mandated, but rather offers flexibility where teachers can choose from a variety of curriculum resources and plan instruction to best meet the needs of their students.

► MLAC may want to consider policy and procedure recommendations that offer teachers flexibility in what and how they teach media literacy concepts to students.

3. Collaboration with other stakeholders in the community to help deliver media literacy education to not just students, but also parents and interested community members helps with efforts to scale media literacy education.

► MLAC may want to consider a recommendation to encourage community involvement in media literacy education.

NAMLE: *SNAPSHOT 2019: THE STATE OF MEDIA LITERACY EDUCATION IN THE U.S.*

This SNAPSHOT is a representative research study, self-described as a “glimpse of the field.”

The intention of this SNAPSHOT is to provide information that may be useful in facilitating the development of media literacy education across the country and helping the U.S. education system align with the media-rich world in which students, and all citizens, are immersed today.

There were 294 U.S. teachers from 45 different states who responded to the survey circulated during NAMLE’s Media Literacy Week in November and December of 2018.

RECOMMENDATIONS

The following recommendations are based on the data collected and gaps this data revealed.

1. Expand training and professional development opportunities for media literacy instruction, particularly teacher training for both pre-service and in-service teachers in Colleges of Education, as well as training for teacher education faculty and others coordinating programs, including professional development, after school or out-of-school programs.
2. Outreach to diverse populations, specifically communities of color, to support their participation, scholarship, teaching or new program development.
3. Support inquiry into practice, such as small-scale qualitative case studies and larger, comprehensive ethnographic examinations, in order to understand structures that invite or prevent media literacy practice, and develop a clearer picture of how practices are enacted and evaluated to life in classrooms and other environments.
4. Establish an online, central repository for the collection, curation, and aggregation of resources, including not only content materials, but also thoughtful and complete course designs and lessons for a variety of ages, grades, and contexts that include clear learning objectives, aligned assessments, and appropriate, relevant pedagogies.
5. Disseminate an annual survey to gauge changes, improvements, and challenges in research, practice, and assessment.
6. Advocate for public understanding, such as a visibility campaign, with goals to clarify the purpose and urgency of media literacy.

IMPLICATIONS FOR MLAC TO CONSIDER

Nearly three quarters - 74% of those who responded to the survey indicated they were self-taught in media literacy. This suggests that teachers who may need media literacy training the most will go without if they do not know where or how to get training on their own. This SNAPSHOT also revealed that attention to attracting the interest of ethnically diverse educators in media literacy education is needed.

- ▶ MLAC may want to consider recommendations for policy and procedure to provide for professional development for teachers in media literacy education.

Example:

- Dayton School District Policy 2023: [Digital Citizenship and Media Literacy](#)

This policy is identical to those in place in several Washington school districts that integrates the [Elements of Successful District Implementation](#) document created by The Washington Advisory Committee.

GENERAL RECOMMENDATIONS:

- ▶ MLAC may want to consider the way to best disseminate information about free teacher training programs for media literacy.
- ▶ MLAC may want to consider developing communication and outreach recommendations that keep in mind the importance of sharing media literacy education resources with diverse and culturally representative populations in Colorado.

FINDINGS BY TASK

1. **Web page analysis:** Over 200 middle school students were asked to distinguish between an article and an advertisement on an online magazine's home page screen. More than 75% were able to identify traditional advertisements and news articles, however more than 80% believed "native advertising" was a news story, even when it was identified by the phrase "sponsored content."
2. **Evaluating Evidence:** Students were presented with a post from *Imgur*, which Common Sense Media describes as an "often funny, often explicit meme site." *Imgur* was ranked 16th by Alexa's top sites in the United States in 2013. Students were given a vivid photograph depicting flowers that appear to be mutated, with the heading "Fukushima Nuclear Flowers" and statement "Not much to say, this is what happens when flowers get nuclear birth defects." They were asked if the post provided strong evidence about the conditions near the Fukushima Daiichi Power Plant and to explain their reasoning. Of the 170 high school students who participated in the task, less than 20% constructed "mastery" responses, with nearly 40% arguing that the post provided strong evidence about conditions near the power plant. Among those who believed it did not present strong evidence, 25% said it was because it only pictured flowers and not plants or animals.
3. **Claims on Social Media:** Undergraduate students were given the URL of a tweet: <https://twitter.com/MoveOn/status/66772893846675456?lang=en> and asked, "Why might this tweet be a useful source about NRA members' opinions on background checks? List any sources you used to make your decision." If the students actually went online to read the full tweet, they learned more. More than half of the 43 students did not. Of those that did bring up the tweet in Twitter, many did not explore any of the links contained in the tweet. Because of this they missed learning that the tweet may indeed be useful because it actually contained data from a poll conducted by a professional polling firm.

IMPLICATIONS FOR MLAC TO CONSIDER

Students are not savvy in online analysis in the current media landscape where not only advertisements are sometimes intentionally disguised as fact-based, vetted content, but false

information is being spread intentionally to sway and mislead in the form of videos and news articles. Web page analysis is a skill that should be systematically taught in schools. Students are particularly vulnerable when it comes to popular media like memes that are frequently shared via social media sites such as Facebook and Instagram. When it comes to social media, which is often blocked in schools, the ability to teach critical analysis in an authentic way is difficult and sometimes impossible.

- ▶ MLAC may want to consider policy and procedure recommendations that call for systematically addressing media literacy education in all schools.

EXEMPLARY DISTRICT POLICIES AND PROCEDURES

CALIFORNIA

California passed legislation for media literacy in 2018, Senate Bill 830. The bill requires the Instructional Quality Commission (IQC) to develop, and the State Board of Education (SBE) to adopt, modify, or revise, a model curriculum in media literacy.

Requires the model curriculum to address the instruction of students in how to:

- a) Safely and responsibly use and consume media,*
- b) Access relevant and accurate information through media,*
- c) Analyze media content in a critical way,*
- d) Evaluate the comprehensiveness, currency, relevance, credibility, authority, and accuracy of media content.*

States that the model curriculum may be designed to promote the development of students' skills in:

- a) Creativity and innovation,*
- b) Communication and collaboration,*
- c) Research and information fluency,*
- d) Critical thinking and problem-solving,*
- e) Digital citizenship,*
- f) Technology operations and concepts,*
- g) Information, media, and technological literacy,*
- h) Concepts of media representation and stereotyping.*

(Source, Media Literacy Now <https://medialiteracynow.org/your-state-legislation/california-legislation/>)

Library media specialists in California schools help meet the requirements of this legislation, and school district policy in some cases establishes this. Below is one example.

Hawthorne School District [Library Media Centers Policy](#) (Sign on using the following information: **Username:** hawthorne0 **Password:** public)

This policy contains the following:

The Superintendent or designee may assign teacher librarians to perform the following duties in accordance with the authorizations of their credential: (5 CCR [80053](#), [80053.1](#))

- 1. Instruct students in accessing, evaluating, using, and integrating information and resources in the library program and/or provide departmentalized instruction in **information literacy, digital literacy, and digital citizenship***

ELEMENTS THAT ALIGN WITH RESEARCH ON BEST PRACTICE FOR MEDIA LITERACY EDUCATION

- specifies responsibility for teaching the critical thinking skills central to media literacy education.

OHIO

Dayton School District [Policy 2023, Section 2000: Digital Citizenship and Media Literacy](#)

It is interesting to note that Dayton has adopted the exact same Digital Citizenship and Media Literacy Policy as many of the school districts in Washington have implemented, following

ELEMENTS THAT ALIGN WITH RESEARCH ON BEST PRACTICE FOR MEDIA LITERACY EDUCATION

- Systematically addresses media literacy education
- Professional development for media literacy and digital citizenship

UTAH

In Utah, HB 213, Safe Technology and Digital Citizenship, requires school community councils to be formed at every public school, made up of the principal, school staff and a majority of the council membership comes from parents who are elected by parents.

Information regarding connections to state and district policy and procedure is shared by Paula Plant, School Children's Trust Director for the Utah State Board of Education:

[The councils] have specific requirements and responsibilities in code. One that has been assigned to them is to engage in an annual discussion with district and school administration to understand what the administration is doing to keep students safe on the internet. In that discussion, administrators are encouraged to highlight their greatest concerns and what they see as their greatest opportunities to engage students in positive internet interaction. The council is responsible to make sure students receive annual training about how to be safe on the internet and to make sure parents are also provided with training about how to talk to their children about internet safety. The councils may prepare plans to address a school need or opportunity. There is some funding available for councils to use for training or to implement their plans. There are resources and training to school community councils to fulfill their responsibilities.

ELEMENTS THAT ALIGN WITH RESEARCH ON BEST PRACTICE FOR MEDIA LITERACY EDUCATION

- systematically addressing media literacy education (digital citizenship) in all schools

[Utah Essential Elements for Technology Powered Learner](#) includes the various parts of an overall strategy to provide digital education to Utah students. One element of this is digital citizenship. This document establishes that it is the State's responsibility to "Provide a Digital Citizenship and Internet Safety program. Additionally, [a grant program](#) provides some assistance to districts and charter schools in this effort.

The Digital Teaching and Learning Qualifying Grant Program was created in accordance to Utah Code Section 53F-2-510 and Utah State Board of Education (USBE) Rule R277-922. Districts and charter schools are required to create a 5-year plan for Digital Teaching and Learning to be approved by USBE to qualify for the funds.

ELEMENTS THAT ALIGN WITH RESEARCH ON BEST PRACTICE FOR MEDIA LITERACY EDUCATION

- systematically address media literacy education (digital citizenship) in all schools

Alpine School District has prepared [this document](#) to provide information and help councils understand how they can be most effective with the Digital Citizenship responsibility.

Granite School District has created a [Digital Citizenship resource site](#) for teachers, parents and students to meet the requirements of HB 213.

Here is a link to Granite School District's [2018 Safe Technology and Digital Citizenship Report](#) completed to meet the requirements of HB 213.

Jordan School District has created this [Safe Technology Utilization and Digital Citizenship](#) document for their councils. It outlines district policy related to Digital Citizenship, Online Student Safety, and Filtering. Supporting resources are also listed.

ELEMENTS THAT ALIGN WITH RESEARCH ON BEST PRACTICE FOR MEDIA LITERACY EDUCATION

- systematically addressing media literacy education (digital citizenship) in all schools

WASHINGTON

Identical Policies

This is a sampling of the many school districts in Washington that integrated the Washington State School Directors' Association (WSSDA) "[Elements of Successful District Implementation](#)" document into district policy. The document was developed in fulfillment of Senate Bill 5449, passed in April 2017. These policies include a provision for professional development for teachers.

- Annacortes School District #103 [Digital Citizenship and Media Literacy Policy](#)
- Longview Public Schools Policy 2023: [Digital Citizenship and Media Literacy Policy](#)
- Ocean View School District Policy 2023 [Digital Citizenship and Media Literacy Policy](#)
- Renton School District Policy 2023: [Digital Citizenship and Media Literacy Policy](#)

ELEMENTS THAT ALIGN WITH RESEARCH ON BEST PRACTICE FOR MEDIA LITERACY EDUCATION

- Systematically addresses media literacy education
- Professional development for media literacy and digital citizenship

Seattle Public Schools uses the same policy number but revised the text of their [Digital Citizenship and Media Literacy](#) policy in 2018.

ELEMENTS THAT ALIGN WITH RESEARCH ON BEST PRACTICE FOR MEDIA LITERACY EDUCATION

- Systematically addresses media literacy education

[Lake Stevens School District Electronic Resources Policy](#)

This Washington school district addresses digital citizenship in an otherwise standard electronic resource policy with this text:

To help ensure student safety and citizenship in online activities, all students will be educated about appropriate behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber-bullying awareness and response.

A school in the district, Lake Stevens Middle School, carries out this policy with the [Lake Stevens Middle School Digital Citizenship Program](#).

ELEMENTS THAT ALIGN WITH RESEARCH ON BEST PRACTICE FOR MEDIA LITERACY EDUCATION

- Systematically addresses media literacy (digital citizenship) education

[Puyallup School District Library Information and Technology Programs Policy](#) – Names the teacher librarian as the person responsible for helping teachers and staff access and use information ethically and instructing students in digital citizenship.

[Puyallup School District Digital Citizenship Program](#): Puyallup partnered with Common Sense Media to create a community-centric approach to help kids to grow up using the immense power of digital media to explore, create, connect, and learn, while limiting potential online perils such as plagiarism, privacy invasion, and cyber bullies.” [Read more here](#)

ELEMENTS THAT ALIGN WITH RESEARCH ON BEST PRACTICE FOR MEDIA LITERACY EDUCATION

- specifies responsibility for teaching the critical thinking skills central to media literacy education.
- systematically addressing media literacy education in all schools

[Northshore School District school Board Procedure for Responsible Use](#) – This procedure contains a unique definition of responsible use and clause on digital citizenship:

*The norms of behavior with regard to responsible use of technology are defined as Digital Citizenship. It is the responsibility of both NSD staff **and parents** to help prepare students to be members and citizens of a digital society.*

A digital citizen is one who:

- 1. Understands human, cultural and societal issues related to technology and practices legal and ethical behavior.*
- 2. Advocates and practices safe, legal and responsible use of information and technology.*

3. Exhibits a positive attitude toward using technology that supports collaboration, learning and productivity.

4. Demonstrates personal responsibility for lifelong learning.

5. Exhibits leadership for digital citizenship.

[Digital Citizenship in Northshore School District](#) is the website developed to meet the requirements in the Procedure for Responsible Use.

ELEMENTS THAT ALIGN WITH RESEARCH ON BEST PRACTICE FOR MEDIA LITERACY EDUCATION

- community involvement in media literacy education.
- systematically addressing media literacy education

[Current Successful Practices](#) – This document, created in fulfillment of Washington’s SB 6273, provides a snapshot of promising practices for media literacy instruction throughout the state.

ELEMENTS THAT ALIGN WITH RESEARCH ON BEST PRACTICE FOR MEDIA LITERACY EDUCATION

Some or all of these practices contain these elements:

- Systematically addresses media literacy education
- specifies responsibility for teaching the critical thinking skills central to media literacy education.
- Professional development for media literacy and digital citizenship
- community involvement in media literacy education.

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Appendix I:

Strategies to Implement the Committee's Recommendations

Media Literacy Advisory Committee

Strategies to Implement the Committee's Recommendations

The Media Literacy Advisory Committee recommends that CDE:

1. Creates a checklist of items to consider when districts update technology and library policies related to media literacy.
2. Creates and maintains a website with resources for media literacy education.
3. Develops and shares a model school level framework for media literacy education.
4. Communicates the critical role librarians play in both digital citizenship and media literacy education.
5. Promotes the partnership between classroom teachers and teacher librarians in digital citizenship and media literacy education.
6. Develops a communication and outreach plan for media literacy education that is inclusive, and shares media literacy resources with all of the diverse and culturally representative populations in Colorado.
7. Shares information about free, research-based professional development opportunities for media literacy.
8. Takes action to help all administrators understand media literacy core concepts and their relation to current events, school climate and student well-being and safety.
9. Creates and shares messages that link media literacy education to the state strategic plan.

The Media Literacy Advisory Committee recommends that districts and schools:

1. Communicate the critical role librarians play in both digital citizenship and media literacy education.
2. Promotes the partnership between classroom teachers and teacher librarians in digital citizenship and media literacy education.
3. Provide media literacy education through partnerships for students, parents, and other stakeholders.
4. Develop support for cyberbullying prevention and digital citizenship. Suggestions include:
 - Give students a voice in planning anti-bullying campaigns and solutions.
 - Empower students with the skills and knowledge to stand up for themselves when they are the targets of bullying.
 - Create student advisory boards to address cyberbullying issues.
 - Encourage teachers to be available to support students.
 - Provide students with sexting facts that include information on sexual health, cyber safety, and legal education.
5. Develop programs and practices for cyberbullying prevention and digital citizenship. Suggestions include:
 - Pair older students with younger students to provide them an ally in their school.
 - Provide empathy-creating interactions.
 - Create a campaign for purposeful acts of kindness.

- Set electronic device standards on orientation day.
6. Survey teacher-librarians, principals and/or technology directors as appropriate to obtain baseline data to understand how schools are currently integrating digital citizenship, cyberbullying prevention, and media literacy education into the curriculum, in order to design programs for media literacy education and evaluate the success of the media literacy education programs in the future.