Title
CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Digital Citizenship, Internet Safety, and Media Literacy Advisory Council

Council Charges

Provide recommendations to the Connecticut State Board of Education (Board) regarding

- practices relating to instruction in digital citizenship, Internet safety, and media literacy; and

- methods of instructing students to safely, ethically, responsibly, and effectively use media and technology resources.

What Have We Done to Date

- Created [dedicated CSDE Webpages](#) on work of Council

- Defined digital citizenship, internet safety, and media literacy for CT

- Created the [Digital Citizenship, Internet Safety, and Media Literacy Guidelines and Recommended Actions](#) (January 2020)

Digital Citizenship (ISTE)

Digital citizenship is the ability for students to recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

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

Internet Safety (Common Sense Education)

Internet safety or 'e safety' includes knowing about one's Internet privacy and how one's behaviors can support a healthy interaction with the use of the Internet.

- Students who demonstrate Internet safety:
  - act responsibly and do not expose themselves or others to harm;
  - are mindful and careful of online interactions;
  - are aware of the permanent nature of online interactions;
  - ensure interpersonal interactions in cyberspace mirror face-to-face interaction expectations;
  - keep personal information and intellectual property protected;
  - protect against crime and do not put others at risk; and
  - recognize warning signs of cyberbullying.

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Media Literacy (AASL)

Media literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. Students who are media literate are equipped with the skills to recognize when information is needed and have the ability to locate, evaluate, and use the information effectively.

- Students who demonstrate media literacy are able to fluently, effectively, and thoughtfully:
  - apply critical analysis skills as they find and evaluate information in a variety of formats;
  - interpret and create content;
  - share learning with others that enhances positive growth; and
  - understand complex messages, bias, and the influences of media.

2020-21 Goals

- Explore tools and preventative measures to assist students in being safe online, responding to cyberbullying, and coping with upsetting online information
  - Welcome 2 Reality
  - Sandy Hook Promise
  - National School Library Standards for Learners, School Librarians, and School Libraries (American Association of School Librarians, 2018)

The Triad: AASL Standards, ISTE Standards, and Computer Science Standards:

Technology for Learning and Careers

Current Standards Related to Technology

- Connecticut State Department of Education Technology and Literacy Framework (2006)

- CSTA K–12 Computer Science Standards (2018)

- ISTE Standards for Students (2018) and provide an essential missing piece to school and district digital citizenship, internet safety, and media literacy work. Together, these standards expand what students know and understand about information technology, assist districts and schools with the establishment of effective school libraries, and support content educators.

The Triad

ISTE STANDARDS · AASL STANDARDS · NCSTA STANDARDS

AASL Standards Alignment to Our Charges

- Reflecting on their own place within the global learning community
- Recognizing learning as a social responsibility
- Using a variety of communication tools and resources
- Systematically questioning and assessing the validity and accuracy of information
- Ethically using and reproducing others' work
- Acknowledging authorship and demonstrating respect for the intellectual property of others.
- Sharing information resources in accordance with modification, reuse, and remix policies
- Personalizing their use of information and information technologies
- Inspiring others to engage in safe, responsible, ethical, and legal information behaviors
- Reflecting on the process of ethical generation of knowledge

Shared Foundation of 6 Key Elements

- Inquire: build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

- Include: demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

- Collaborate: work effectively with others to broaden perspectives and work toward common goals

- Curate: make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

- Explore: discover and innovate in a growth mindset developed through experience and reflections

- Engage: demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world

The Triad: The Foundation

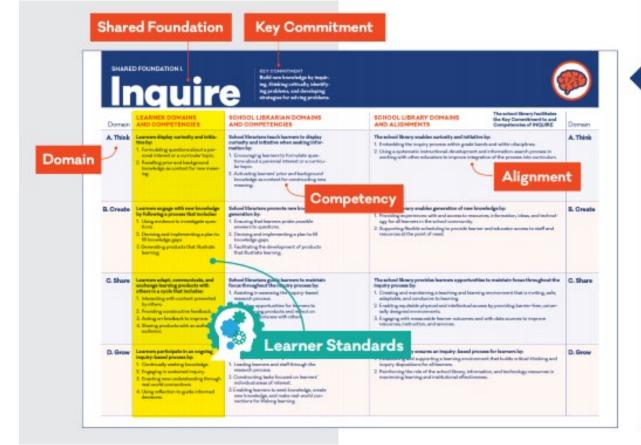|	ISTE Standards	NCSTA Standards	AASL Standards
Standard Type	Habits of Mind, General Competencies	Specific Technical Content	Shared Foundations: Inquire, Include, Collaborate, Curate, Explore, Engage
Purpose	Deepen Learning Across All Subjects	Develop Technical Skills	Deepen Learning Across All Subjects (Think, Create, Share, Grow)
Applications	All Subjects, Standards	Discrete Subject (CS)	Discrete (School Library), Partnering with All Educators
Used By	All Students, Educators, and Leaders	CS Students and Teachers	All Students, School Librarians, Media Specialists, Educators

AASL Standards

When referring to a specific **Competency or Alignment** within the standards, you can use the numeric and letter indicators. For example, the following Competency for Learners could be stated as learner standard I.B.3. because it references the first Shared Foundation (Inquire), the second Domain (Create), and the third Competency.

I.B.3. Learners engage with new knowledge by following a process that includes: Generating products that illustrate learning.