

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.



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:

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Technology for Learning and Careers

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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



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






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AASL Standards



Shared Foundation

Key Commitment

SHARED FOUNDATION I		KEY COMMITMENT			
<h1>Inquire</h1>		Build new knowledge by inquiry, thinking critically, identifying problems, and developing strategies for solving problems.			
Domain	LEARNER DOMAINS AND COMPETENCIES	SCHOOL LIBRARIAN DOMAINS AND COMPETENCIES	SCHOOL LIBRARY DOMAINS AND ALIGNMENTS	The school library facilitates the Key Commitment to and Competencies of INQUIRE	Domain
A. Think	Learners display curiosity and initiative by: <ol style="list-style-type: none"> Formulating questions about a personal interest or a curriculum topic Assessing prior and background knowledge as context for new learning. 	School librarians teach learners to display curiosity and initiative when seeking information by: <ol style="list-style-type: none"> Encouraging learners to formulate questions about a personal interest or a curriculum topic. Activating learners' prior and background knowledge as context for constructing new meaning. 	The school library enables curiosity and initiative by: <ol style="list-style-type: none"> Embedding the inquiry process within grade levels and within disciplines. Using a systematic instructional-development and information-search process in working with other educators to improve integration of the process into curricula. 		A. Think
B. Create	Learners engage with new knowledge by following a process that includes: <ol style="list-style-type: none"> Using evidence to investigate questions. Designing and implementing a plan to fill knowledge gaps. Generating products that illustrate learning. 	School librarians promote new knowledge generation by: <ol style="list-style-type: none"> Ensuring that learners probe possible answers to questions. Designing and implementing a plan to fill knowledge gaps. Facilitating the development of products that illustrate learning. 	The school library enables generation of new knowledge by: <ol style="list-style-type: none"> Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need. 		B. Create
C. Share	Learners select, communicate, and exchange learning products with others in a cycle that includes: <ol style="list-style-type: none"> Identifying with content presented by others. Providing constructive feedback. Asking for feedback to improve. Sharing products with an authentic audience. 	School librarians guide learners to maintain focus throughout the inquiry process by: <ol style="list-style-type: none"> Assisting in assessing the inquiry-based research process. Providing opportunities for learners to design products and extend an process with others. 	The school library provides learners opportunities to maintain focus throughout the inquiry process by: <ol style="list-style-type: none"> Creating and maintaining a teaching and learning environment that is inviting, safe, equitable, and conducive to learning. Enabling equitable physical and intellectual access by providing learner-friendly, carefully designed environments. Engaging with accessible learner subgroups and with data sources to improve resources, instruction, and services. 		C. Share
D. Grow	Learners participate in an ongoing, inquiry-based process by: <ol style="list-style-type: none"> Continually seeking knowledge. Engaging in sustained inquiry. Evaluating new understanding through real-world connections. Using reflection to guide informed decisions. 	School librarians ensure an inquiry-based process for learners by: <ol style="list-style-type: none"> Leading learners and staff through the research process. Constructing tasks focused on learners' individual areas of interest. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning. 	The school library ensures an inquiry-based process for learners by: <ol style="list-style-type: none"> Providing and supporting a learning environment that builds critical thinking and inquiry dispositions for all learners. Reinforcing the role of the school library, information, and technology resources in ensuring learning and institutional effectiveness. 		D. Grow

Domain

Alignment

Competency

Learner 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.

