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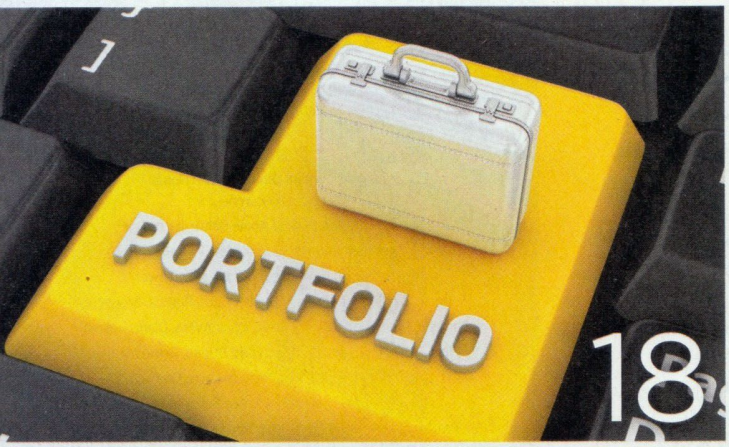

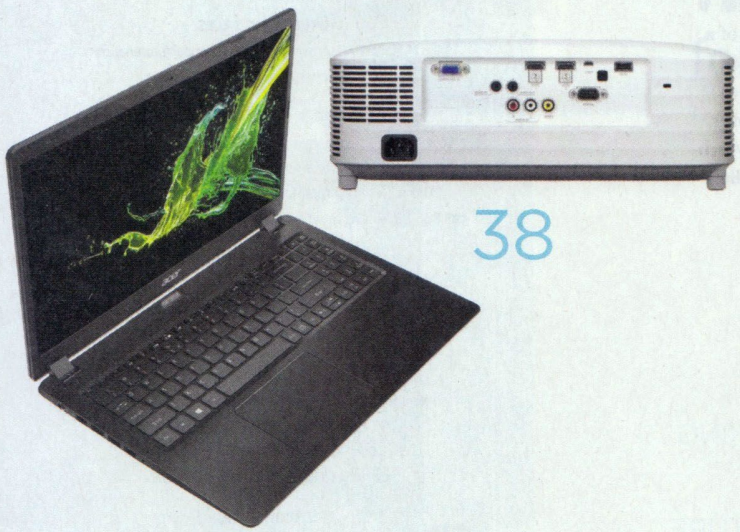

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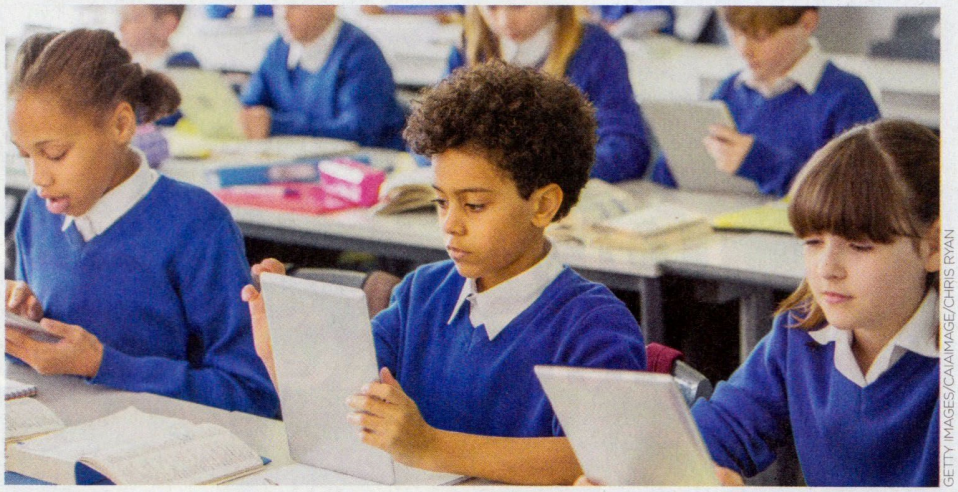
DIGITAL CITIZENSHIP FRAMEWORK UPDATED

By Mike Ribble and Marty Park



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Technology in education is not going away, but poorly implemented technology should. Many school leaders are realizing that in order to maximize the effective use of their technology tools in the classroom they need to understand the opportunities as well as the challenges.

In a 2017 Speak Up survey (*https://www.speakup4schools.org/speakup2017/welcome.aspx*), 93 percent of district administrators said that "knowing how to be safe online and use safeguards to protect our information and ourselves" is important for students and teachers. To help educators achieve this goal, Mike Ribble created "The Nine Themes of Digital Citizenship" (*http://www.digitalcitizenship.net/nine-elements.html*), which outlines the core foundation of any good digital citizenship program. These themes are integral to his "S3 framework" (Safe, Savvy, and Social).

Hundreds of schools have implemented these guidelines as the foundation of their digital citizenship initiatives. At the ISTE 2019 conference, after more than a decade, Ribble will release a refreshed version of these nine elements and S3 framework in his new book, The Digital Citizenship Handbook for School Leaders: Fostering Positive Interactions Online.

Ribble first updated the definition as follows: "Digital citizenship is the continuously developing norms of appropriate, responsible, and empowered technology use."

He then added the following details to the S3 framework elements:

- **Safe** (Protect Yourself / Protect Others)
- **Savvy** (Educate Yourself / Educate Others)
- **Social** (Respect Yourself / Respect Others)

Each section of the framework includes the following nine elements, which were updated to support these three areas:

- **Digital Access:** The equitable distribution of technology and online resources.
- **Digital Commerce:** The electronic buying and selling of goods in the digital space.
- **Digital Communication and Collaboration:** The electronic exchange of information.
- **Digital Etiquette:** Electronic standards of conduct or procedures when using digital devices.
- **Digital Fluency:** Understanding technology and its use.
- **Digital Health and Welfare:** Physical and psychological well-being in a digital world.
- **Digital Law:** The electronic responsibility for actions and deeds in the online world.
- **Digital Rights and Responsibility:** Requirements and freedoms extended to everyone in a digital world.
- **Digital Security and Privacy:** Electronic precautions to guarantee safety.

Why is Digital Citizenship Perceived as Difficult to Implement?

Despite the fact that schools know how important digital citizenship is to their school cultures, many still find it difficult to implement. There are three reasons for this. The first is knowledge. When the discussion turns to technology, many educators shy away. Without opportunities to learn how and where technology tools can fit into a curriculum or learning experience design, educators are often hesitant to implement tools that seem complicated and that take away from other opportunities in the classroom.

The second is time. The time constraints of busy teachers, coupled with limited professional development and a constant stream of new tech to learn, make the implementation of digital citizenship programs difficult.

The third is support. Teachers often don't have enough (or any) instructional support to learn how best to implement digital citizenship programs into the curriculum.

How can school leaders support their teachers in learning how to implement digital citizenship into their lessons?

Here are a few ideas:

- Host a week of digital citizenship activities featuring guest speakers.
- Encourage a "grassroots" approach, where individual teachers share ideas and information about appropriate technology use.
- Encourage students to create banners, public service announcements, and presentations to share with other grade levels.
- Include parents, community members, and law enforcement officials in conversations about what they would like to see their children able to do with technology—in schools as well as in the larger community.

By involving all stakeholders in your digital citizenship programs, providing the needed time and support for professional development, and following guidelines like the 9 Elements of Digital Citizenship, your school can raise strong digital citizens today who will lead the way in the future.

Mike Ribble and Marty Park are the authors of the new book The Digital Citizenship Handbook for School Leaders: Fostering Positive Interactions Online, which will be released at the 2019 ISTE Conference.

LAUNCHING DIGITAL PORTFOLIOS DISTRICT WIDE

By Annie Galvin Teich

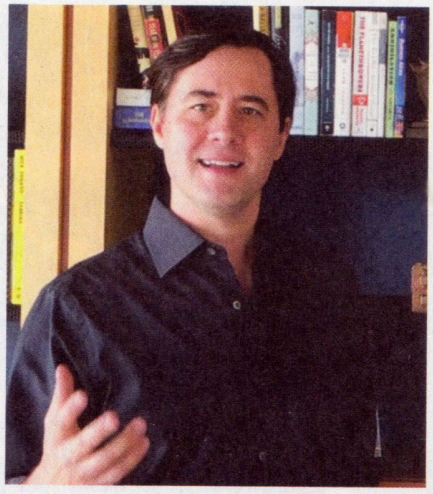
After incubating the idea in his district's strategic plan, Dr. Chris Wasko, Instructional Project Manager in Wake County (NC) Public Schools, helped launch a digital portfolio initiative involving 700 teachers from 187 schools. He shared Wake County's experience in a recent Tech & Learning Leadership hangout.

During the 2016–17 school year, Wasko worked with 50 educators with expertise in portfolios, mining their experience to introduce digital portfolios into the district. The objective was to develop and implement a more robust and balanced assessment system that would use digital portfolios to reflect accurately students' knowledge of core curriculum standards as well as their ability to collaborate, be creative, communicate, and think critically.

The strategies the district used to develop the portfolio program included:

- Define and communicate standards for the 4Cs: collaboration, creativity, communication, and critical thinking
- Create a balanced pre-K–12 district assessment framework to include measurement of the 4Cs
- Develop and deploy a digital portfolio platform to house work samples demonstrating student growth on 4Cs competencies.

In the fall of 2017, Wasko and his team identified four teachers at each of the 187 schools to participate in a train-the-trainer professional development model. Initially, Wasko's trainers helped teachers see the value of digital portfolios in terms of their own evaluations. They explained their responsibility to use various types of assessment data to ensure that their students are globally competitive for work and postsecondary education.



Dr. Chris Wasko

The training team cultivated teacher buy-in by providing professional learning around related tech tools and helped participants to develop their own digital portfolios. The district then provided additional professional learning around Understanding by Design, balanced assessment, digital citizenship, and student reflection—all key components of successful digital portfolios.

The district goal is for each Wake County student to have their own digital portfolio by 2020.

DEVELOPING A COMMON LANGUAGE

An important concept to fine-tune is the difference between a digital warehouse and a digital portfolio. While a warehouse can literally store every digital artifact a student generates over time, a portfolio is a carefully curated, organized, and polished presentation of a student's intellectual journey. Young students learn to create their portfolios and share them with teachers, parents, and classmates. As students mature, they can choose to share with a wider audience, such as friends, colleges, or even potential employers.

As teachers and students practiced building portfolios, five core elements emerged as integral to both the process and the portfolio itself:

- Classes (core, elective, multiple grade levels)
- Type of artifact (picture, video, slides, docs)
- Reflection
- Audience (teachers, classmates, parents, administrators, college admission boards, potential employers)
- Design (background, fonts, colors, biographical information, layout)

The district empowered the school-based teams to determine the expectations for the items to be included in the portfolios. Younger students would have more required elements, but as students aged they would exercise more agency about their portfolio's contents. A third-grade portfolio is going to look different from a high-school student's portfolio. Students can remove or collapse their portfolios as they grow through the years.

EXECUTIVE BRIEFING

The latest edtech news curated by Tech & Learning Leader editor Annie Galvin Teich.

1 Cybersecurity Is the Top Priority for District IT Leaders

THINKSTOCK/FOTOMAY

The just-released 2019 K–12 IT Leadership Survey from CoSN cites cybersecurity as the number-one challenge for district IT professionals. The top three challenges faced by IT leaders for the past three years remain the same: budget, professional development, and breaking down department silos. BYOD continues to decline in popularity, with only 16% of school districts reporting they still use the strategy. Virtually all IT leaders (95%) list the homework gap as a concern for their district. Surprisingly, print is not dead. Sixty-seven percent of districts report that print still comprises at least half of their instructional materials. While there has been some progress in areas of interoperability, Single Sign-On (SSO) has only been implemented in just over a quarter of districts. Most IT leaders have education backgrounds (40%), followed by technical backgrounds (35%), and there is a growing number from business/management backgrounds (20%). Lack of ethnic and racial diversity in district IT leadership remains a serious problem, with no progress since last year. Rounding out the top 10 survey findings is the fact that the percentage of women in school IT leadership roles has declined in recent years.

2 New Jersey's County-Run Career and Technical High Schools Prepare Students for the Future

The Hechinger Report describes New Jersey's 66 county-run career and technical schools (CTEs) that integrate work-based training with rigorous academic coursework to prepare students for both college and careers. New Jersey, like other states, is facing a shortage of skilled workers in fields such as manufacturing, logistics and distribution, transportation, and healthcare. Graduation at the CTE high schools tops 97%—compared to 91% statewide—and more than three-quarters of graduates continue on to college or post-secondary education. Passaic County Technical Institute is a public high school that offers work-based learning programs in fields ranging from business and applied technology to construction and cosmetology. Students spend mornings in the classroom and afternoons working. These types of programs are intended to prepare young adults for the labor market of the future for positions that require both technical skills and some college education. This model is notable because the schools are run by county governments and not school districts. Close relationships with county leadership give schools direct connection to local businesses.

3 Tech Integration Comes Alive through Coaching

Emily L. Davis and Brad Currie report in ASCD Express that the research is clear that coaching is critical to the success of tech integration. The authors outline six critical factors to ensure tech coaching programs are effective:

Good coaches are developed, not born. They must understand the school's goals and have the frameworks, language, and tools to create meaningful learning for others.

Pedagogy must come first. Technology integration frameworks like TPACK and SAMR are helpful in thinking about the appropriate place of technology in instruction.

Coaching can be more than one-on-one support. Coaches need to facilitate professional learning in groups. Setting benchmark goals for integration and metrics for success are critical for remaining focused on common goals.

Tech coaches, and everyone else, must understand their role and value. When all stakeholders, including coaches, are clear about how coaching supports improved teaching and learning, the work solidifies around a common vision.

There must be a plan for continuous improvement and sustainability. Implementation data focuses on the quality of the coaching. Impact data focuses on the ways in which the work influences teacher and student practice.

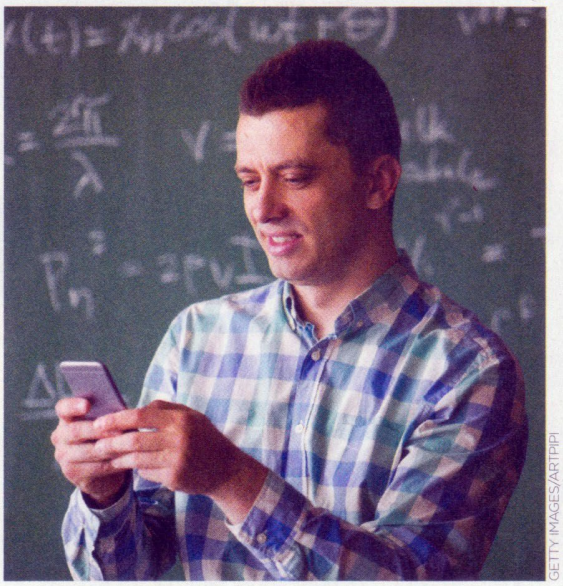
Continual learning is key. Coaches need to create goals and action plans that ensure they continue to grow both their technological and coaching expertise.

4 Drones Take Their Place in the K–12 Classroom

These small aircraft advance learning in computer programming and photography and prep students for careers in this burgeoning field. As reported by EdTech Focus on K–12, teachers Ray Sevits and David Steele have been certified as drone pilots by the FAA and now teach drone technology in Colorado Springs (CO) School District 11. Sevits's middle-school students master the art of flying drones as they learn the conceptual physics of how the aircraft work and how to fix them when they crash or break. Steele teaches the same concepts to high-school students as they design and build their own drones and prepare to earn FAA certification as drone pilots. Steele is developing a comprehensive two-year, four-semester drone program. Students will learn to fly, design, and build their own drones the first year. Then they will learn about photography, videography, and surveying land using geographic information system technology.

5 Schools Use Texts and Apps to Communicate with Families

Whether it's TalkingPoints, an app that translates text messages into a parent's home language; Possip, a text-message-based system that allows parents to text feedback to teachers and schools; or ClassDojo, which allows direct messaging within an app to connect parents to the inside of their child's classroom, the concept of direct messaging between school and home is gaining traction. Texting is simple and intuitive technology to implement, but for many schools, the challenge is not technological but a mindset that parent engagement isn't important or valuable. Family engagement must be a priority for it to be successful. Relying on a phone number for communication can prove difficult in low-income areas where phones are disconnected or phone numbers change frequently. An alternative is WhatsApp, a messaging service that works like text messaging but doesn't rely on a specific phone number. Talking to families through texting allows them to quickly identify the sender and the message, so texting can be less invasive and burdensome than a phone call.



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6 The Digital Equity Act of 2019

Led by Senator Patty Murray and other Senate Democrats, the Digital Equity Act of 2019 has been endorsed by many educational associations, such as SETDA, CoSN, and the ALA, and is intended to close the digital divide in communities throughout the country. The Digital Equity Act builds on recent efforts to increase access to broadband by prioritizing "digital inclusion"—activities that seek to provide individuals and communities with the skills, supports, and technologies necessary to take full advantage of a broadband internet connection when they have one. Legislation creates two new $125M grant programs aimed at promoting #DigitalEquityNow and supporting digital inclusion programs for students, families, and workers. Read more about the Digital Equity Act of 2019 at *https://tinyurl.com/DigitalEquityAct2019*.