WLWV Teacher-Librarian Handbook

WLWV Teacher-Librarian Staff

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WLWV Teacher-Librarians
A Vision

Spring 2021

The libraries in West Linn – Wilsonville Schools are physically located at the center of our schools and are not separate spaces. In a very real sense, the entire school is the library.

Seen through this lens, the culture of the school resonates from the library. The themes of school activities, the inquisitive methods of exploration, the wisdom of expert guidance, the joy of reading, the seamless integration of technology, the self-initiated investigation of a question of the moment, the fun of learning, the collaboration of students and staff – indeed, the very mood and ethos of the school – is unmistakable in the library and resonating from the library.

The role of the Teacher-Librarian and support staff in the library therefore is vital to the school and its success. In constant consultation and collaboration with teachers and administration, Teacher-Librarians help to create the environment that all experience in the library, and in the school, and beyond.

Standards from OASL (Oregon Association of School Libraries) and ISTE (International Society for Technology in Education) that are mapped to CCSS and NGSS are interwoven through activities in the library, and flourish into the classroom. Teacher-Librarians take an active and direct role in fulfilling these and the other goals of the school and district through the pursuit of the five core pillars of their role:

Reading Advocacy   Technology Integration
Research/Inquiry   Staff Development
                        Innovative Learning Environments

Reading Advocacy

Teacher-Librarians, their assistants, and the volunteers in the library teach and promote guided self-selection of materials that interest readers while challenging them to stretch their learning and reading skills. Reading advocacy includes offering materials that are of interest to all students, that support the curriculum of the school, and that encourage the use of a variety of reading strategies. Our school library collections reflect a wide range of ethnic and cultural diversity. Any of a variety of activities are constantly ongoing in encouraging students to read, including book fairs, reading competitions, exciting displays, connections with current events, author visits, and many others.

A foundational role of the Teacher-Librarian is to instruct students in the comprehension and interpretation of both informational and fictional texts. At the primary level, students learn to read for meaning, evaluate evidence, find main ideas and supporting details, form opinions, and draw conclusions. At the secondary level, Teacher-Librarians work closely with classroom teachers in content areas to select materials that support learning in the classroom while making lessons accessible for students of all reading abilities. At all levels, our Teacher-Librarians teach reading skills and strategies to encourage life-long learning.

When the opportunity arises, current community, state, national, and world events are highlighted. Library staff employ a variety of methods to bring a wider or deeper perspective about the events.

Advocating for reading also encourages the collaborative dialog about the stories and topics encountered in both fiction and non-fiction. Students are encouraged to discuss their favorite materials and encourage their classmates to read as well. Reading for a specific purpose and reading for pure enjoyment are always encouraged.

When the opportunity arises, students are encouraged to read each other's written materials and to reflect on those. This may be accomplished by book reports, book clubs, via classroom assignments, via library lessons, and more.

Research/Inquiry

In today's society, the ability to research issues and concepts is more important than ever before. The world is a constantly changing place and the pace of change has taken off exponentially. A topic that a student studied just a few years ago may have evolved immensely in those few years. Students must have the ability to re-learn material and a willingness to "find out for themselves," heightened by a growth mindset that fosters ongoing learning.

The ability to create deep questions and nurture an inquisitiveness is key to this process. The Research/Inquiry process is enlivened through the creation of a great question. The ensuing pursuit of that question offers students the opportunity to venture to new places and gain new perspectives.

Along the way, students are taught to be safe, savvy, and discerning researchers as they find and use reliable resources for information, learn the ability to stay safe, and understand the importance of proper citation and copyright. Students are taught to use the full research/inquiry cycle: develop your question, plan your search strategy, find reliable sources, create knowledge and understanding, present your learning, and reflect on your outcome and process.

Throughout the cycle, students are taught research and querying skills so as to refine their searching and associated results to most optimally address their question at hand. Students acquire a wealth of information and think critically to arrive at their own opinions and perspectives supported by evidence. As they present their learning, students are taught commonly held protocols for communication and to be respectful in their numerous modes of communication.

Students are exposed to a variety of newer age literacies – including visual, media, data, civic and global literacy – as well as the traditional literacies as outlined by the Common Core Standards and the Next Generation Science Standards.

Teacher-Librarians collaborate with teaching staff about the curriculum and topics being taught in the classroom. This awareness helps the Teacher-Librarian pull resources together, offer additional or enhanced opportunities to classroom teachers, and incorporate classroom curriculum and projects into library lessons.

Technology Integration

Technology tools have brought the power of data and information within our fingertips at virtually any time. In our libraries, students are exposed to a variety of technology tools and resources. Students are encouraged to explore the technologies available in fun, challenging, and task-centered maker spaces that encourage the concepts of engineering and design, and scientific discovery and reasoning.

Skills involving computer use are addressed as well. At younger ages, students learn how to use a keyboard and mouse to interact with a computer. Students learn to use traditional technology tools - word processors, presentation software, spreadsheets, and file management/storage. As students advance, they are exposed to picture management and manipulation, and the ethics around producing and consuming visual material. Just as "learning to read" gradually evolves into "reading to learn", "learning to use technology" quickly evolves into "using technology to learn". As this happens, students' focus moves into the quality and depth of their learning through technology use rather than the technology use being the ultimate goal.

Throughout their educational experiences, students develop technology problem solving skills and learn to address technical difficulties as learning opportunities.

STEM/STEAM initiatives, sometimes thought to be outside of the library's role, are central to the mission of the library in WLWV and enliven the vitality of the library by bringing an angle that can help to engage every student in the wealth of library experiences.

Staff Development

The Teacher-Librarian plays a vital role in promoting all of the ideals of the school and the district. In doing so, they offer ongoing and constant opportunity for staff to build capacity around technology tools, curriculum, and inquiry.

Teacher-Librarians routinely collaborate with their school level teams (grade level or subject area) as well as the administration of their school, the greater Teacher-Librarian group, the IT support team, and other groups to promote innovative and effective uses of tools and resources. Teacher-Librarians act as vital communication conduits between teachers within their school and across the district regarding ideas and methods of effectively bringing new approaches into the classroom, especially around the other four pillars of the T-L role. These cross-curricular, cross-school, and cross-level connections allow T-L's to play a leadership role with their school staffs, helping early adopters to spread their experiences and helping the reluctant to find success stories that can be reproduced.

Teacher-Librarians also have the unusual position of being a non-evaluative partner with the classroom teacher in the learning activities that students encounter. With the ideal of providing a more effective long-lasting learning experience, T-Ls can offer ideas and approaches that can be used by the teacher, with the teacher, and in library lessons and activities.

Teacher-Librarians also help teachers to engineer learning experiences for students based reflectively on assessment data of the student, the classroom, the school, and the district.

Innovative Learning Environments

The Teacher-Librarian understands the nature of today's learners and the need for flexible time, space, and mode of learning. The Teacher-Librarian is the connection between school and the home in relation to students in the WLWV K12 Online Academy. The Teacher-Librarian routinely meets with online students and online learning coaches, virtually or in-person, to ensure appropriate progress through material. At times, the Teacher-Librarian may teach certain topics directly, or may manifest connections with other school staff, or ensure that the online student has access to the school's other programs and resources. The Teacher-Librarian helps to ensure that online students and families feel tightly connected to the school community. The Teacher-Librarian also promotes the school culture of blended learning by encouraging the use of the central space that is the library to offer places for individual or small group study and collaboration.

In coordination with the other pillars, Innovative Learning Environments promote the concept of life-long learning by allowing self-management of learning activities that honor the natural curiosity of a moment or event. Expectations for achievement remain high in these environments but help students expand upon their wonder and foster a feeling of value and self-determination.

Makerspaces also allow for learning disguised as play. Craft and innovation evolve in natural and purposeful ways through the design, trial-and-error, and implementation of ideas into reality or even virtual reality.

Summary

Our schools modern design and our constructivist approach to teaching and learning offer the tremendously powerful educational experiences that best equip our students for their future. By centering the Teacher-Librarian role on the five pillars – Reading Advocacy, Research/Inquiry, Technology Integration, Staff Development, and Innovative Learning Environments – we provide our students enhanced learning opportunities that will help them become effective producers and consumers of thoughts, ideas, and information.

Library Standards
Adapted from AASL – American Association for School Libraries
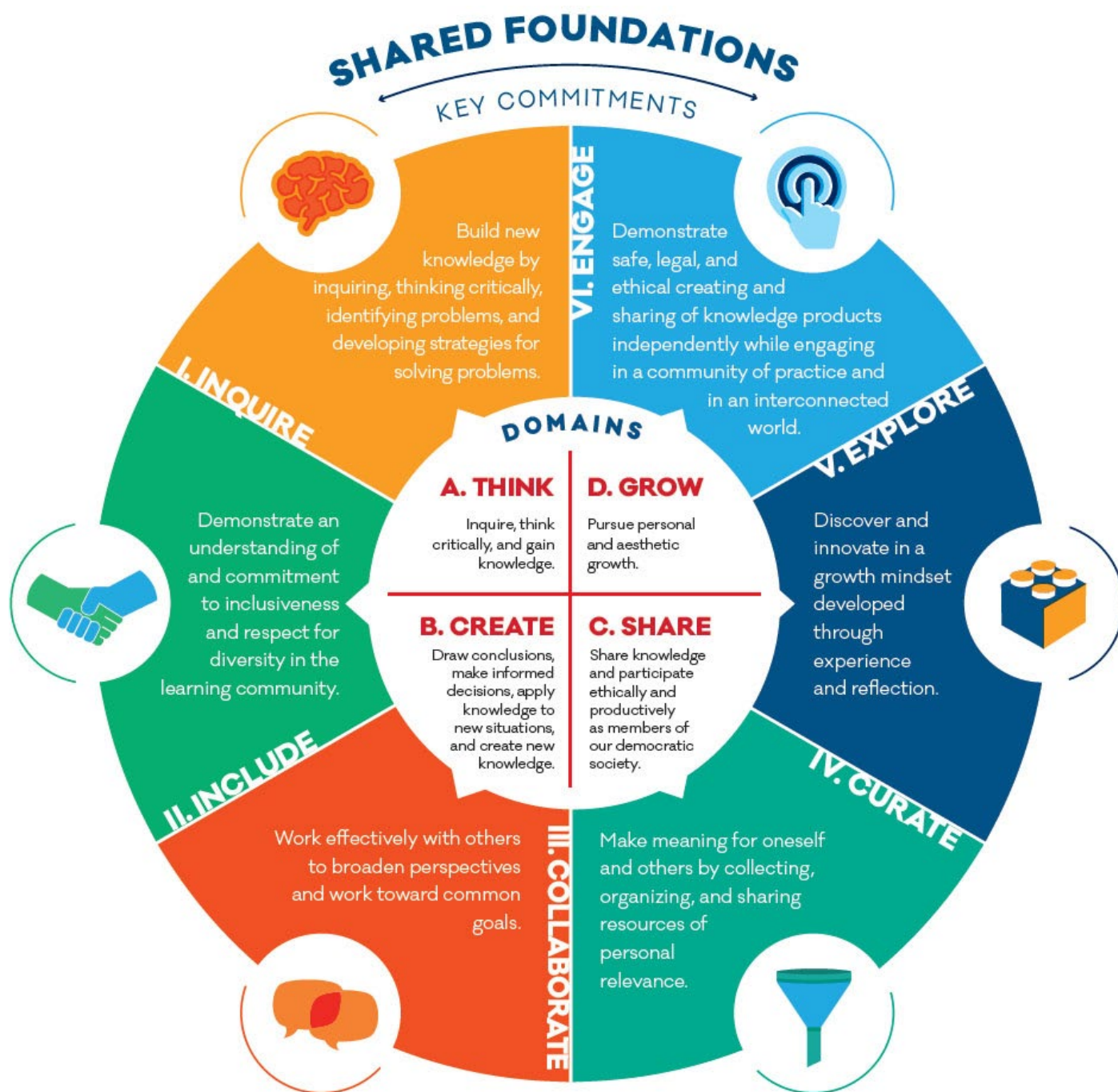
West Linn – Wilsonville Teacher Librarians use a variety of standards documents to guide our work and practice. These include the AASL standards, the OASL standards, the ISTE standards, and others. However, we believe that the AASL standards, as presented above, provide the most all-encompassing framework that fits our approach and methodology.

There is much depth and breadth underneath these standards as outline in the next page. Refer to the AASL website (http://www.ala.org/aasl/) for details.

AASL Standards Framework for Learners

SHARED FOUNDATIONS AND KEY COMMITMENTS

DOMAINS AND COMPETENCIES	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, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
A. THINK	Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	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.	Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.	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.	Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
B. CREATE	Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.	Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.	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.	Learners construct new knowledge by: 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making.	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
C. SHARE	Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	Learners exhibit empathy with and tolerance for diverse ideas by: 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.	Learners work productively with others to solve problems by: 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.	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.	Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.	Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.
D. GROW	Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	Learners demonstrate empathy and equity in knowledge building within the global learning community by: 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.	Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	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.	Learners develop through experience and reflection by: 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.	Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

ISTE Standards for Students

1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

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.

3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

5 Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

7 Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

ISTE Standards for Educators

1 Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

2 Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

3 Citizen

Educators inspire students to positively contribute and responsibly participate in the digital world.

4 Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

5 Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

6 Facilitator

Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

7 Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals.

WLWV Selection/Challenge Guidelines for Libraries

School Library Book Selection Criteria

School libraries vary and include libraries in public schools, charter schools, independent private schools, schools with religious affiliations, and international schools based in countries outside the United States. Criteria for selection of materials in these libraries are dependent on the goals and objectives of the educational institution of which the library is a part of; however, there are general criteria that will fit most, if not all, school libraries.

General Criteria:

- Support and enrich the curriculum and/or students' personal interests and learning
- Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected
- Incorporate accurate and authentic factual content from authoritative sources
- Earn favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by professional personnel
- Exhibit a high degree of potential user appeal and interest
- Represent differing viewpoints on controversial issues
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures
- Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-books, educational games, and other forms of emerging technologies)
- Demonstrate physical format, appearance, and durability suitable to their intended use
- Balance cost with need

Recommended School Library Reviewing Sources:

- Association for Library Service to Children (ALSC) Notable Children's Books
- Booklist
- School Library Journal
- We Need Diverse Books website
- Young Adult Library Services Association (YALSA) Best Books for Young Adults
- Common Sense Media
- AASA Science Books and Films OnlineBooklist
- Book Links
- Bulletin of the Center for Children's Books

The following recommended lists can be consulted in the selection of materials, but is not limited to their listings:

- Children's Catalog
- Middle and Junior High Core Collection
- Senior High Core Collection
- Nonbook Materials Core Collection
- Subject Guide to Children's Books in Print
- ALSC Notable Children's Books
- YALSA Best Books for Young Adults
- Notable Social Studies Trade Books K–12
- Outstanding Science Trade Books K–12

The following criteria will be used as they apply:
1. Learning resources shall support and be consistent with the general educational goals of the state and district and the aims and objectives of individual schools and specific courses.
2. Learning resources shall meet high standards of quality in factual content and presentation.
3. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
4. Physical format and appearance of learning resources shall be suitable for their intended use.
5. Learning resources shall be designed to help students gain an awareness of our pluralistic society.
6. Learning resources shall be designed to motivate students and staff to examine their own duties, responsibilities, rights, and privileges as participating citizens in our society, and to make informed judgments in their daily lives.
7. Learning resources shall be selected for their strengths rather than rejected for their weaknesses.
8. The selection of learning resources on controversial issues will be directed toward maintaining a diverse collection representing various views.
9. Learning resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.

The following kinds of material should be selected for the school media center:
1. Materials integral to the instructional program.
2. Materials appropriate for the reading level and understanding of students in the school.
3. Materials reflecting the interests and needs of the students and faculty served by the media center.
4. Materials warranting inclusion in the collection because of their literary and/or artistic value and merit.
5. Materials presenting information with the greatest degree of accuracy and clarity possible.
6. Materials representing a fair and unbiased presentation of information. In controversial areas, the media specialist, in cooperation with the faculty, should select materials representing as many shades of opinion as possible, in order that varying viewpoints are available to students.

Response to Concerns About Materials

Occasional objections to instructional materials will be made despite the quality of the selection process; therefore, the process for handling reconsideration of challenged materials in response to questions concerning their appropriateness should be known. *This process outlines how to respond to a complaint* by including the principles of intellectual freedom that are inherent in the First Amendment to the Constitution of the United States and are expressed in the Library Bill of Rights, adopted by the Council of the American Library Association. If instructional materials are questioned, the principles of intellectual freedom should be defended rather than the materials.

Processes that support discussion of materials that meet selection criteria but raise concerns

1. Use listening and communication skills to work through the situation
2. Listen to the concerns
3. Help everyone involved to remember that we live in a diverse community
4. TL will talk through responses to questions/concerns with the principal
5. Focus on the need of the student(s) in planning a response
6. Use problem solving approaches and strategies
7. Work to resolve the concern within its context without limiting the integrity of the library collection.
8. Focus on readers' needs and rights rather than on the materials

Collection Development
Selection Objectives and Procedures

Material Selection Sources

Book Vendors
> Follett Titlewave
> Amazon - Libros en Español
> Permabound

Professional Reviewing Journals
> The Horn Book
> School Library Journal Reviews
> Teacher-Librarian Magazine
> The Bookmark
> Kirkus Reviews
> Quill & Quire Reviews
> VOYA - Voice of Youth Advocates

Current Resources for Vetting a Selection:

- Think about historically purchase
- Award winners
- OBOB / ORCA & other literature promotion programs
- Curricular area requests
- Embedded Follett reviews
- HORNBook
- School library journal
- NSTA recommended books (NGSS)
- Student and Teacher recommendations
- Replacing popular titles
- ALA

- Selection committee of students (could be parents/teachers also)
- B and B new books list from OASL conference
- OLA
- Junior Library Guild
- Circulation of peer libraries
- Title peeks
- Gaps in library collection subject coverage
- The district collection in total
- Culturally diverse
- Possibility of checking from public library for preview

MakerSpaces

Think of how younger students learn things on the playground at recess. There is supervision, for sure, and there are some structures that allow for games. But, it is a place where students, mostly, get to choose what they do, with whom they do it, and sometimes for how long.

It is common to see recess activities as not being particularly "educational". However, when you consider how students are learning the nuances of many games and exploring dirt, puddles, insects, foliage and how they are learning to interact together, it is a difficult argument to try to say that it is a time and place of no education.

In an abstract sense, this is also the idea and philosophy associated with "MakerSpaces". One could call them "Intellectual Playgrounds".

In West Linn – Wilsonville, MakerSpaces are often found near the center of the school, which is near the library – indeed, the MakerSpace is usually right in the library.

The MakerSpace will often look a bit messy. It will usually contain what seems to be a hodge-podge of craft-type materials (clays, wood blocks, etc) as well as some electronics (3D printer, SnapCircuits, Makey-Makey kits, and much more!). There are often computers with access to coding activities, sometimes connected to devices and sometimes completely virtual. Some spaces have even other interesting things – like sewing machines or old cash registers or model trains.

It is perfectly natural for educators, who are normally constrained by standards and defined learning objectives, to have a difficult time allowing these spaces to "just be…" But that can be a very productive way for them to be available and used.

And yet, it is also totally reasonable for staff to set out "challenges" that encourage students to think creatively, to problem solve, to work with classmates, to examine real results, to experiment, to discover something unexpected, to fix things, and even to break things.

All of those experiences will teach the students something…

Obviously, we need to make sure that students are supervised appropriately and that they are safe from potential injury and harm and that the activities in the space do not cause disruption to other school activities, but beyond that, there is almost nothing that can be done "wrong" in a MakerSpace.

The best MakerSpace areas provide some specific activities, perhaps with a posted challenge of some sort (eg: make the tallest structure possible that will then have a light on top that turns on from the bottom). Then, provide some method for students to "document" their results and activities.

There are those who believe the space can be "spoiled" by making it too overtly educational in a traditional sense – "write three paragraphs with good grammar and word choice that explains what you learned". There may be some truth to this, but a good solid reasonable connection to the traditional curriculum objectives can certainly enhance both experiences.

Vetting Rubric for Review of Tools/Software

Rubric for Review of Tools/Software

These are criteria of apps/resources that should be considered in terms of the nature of the data, the safety of it, and the business practices before it is used. Additional consideration should be applied in relation to the appropriate use, whether the app/tool fits with district philosophy and methodology, as well as cost and other things.

Safety / Security / Confidentiality

GOLDEN

Clear educational purpose. Aligned with district curriculum as well as pedagogical philosophy.

No known accessibility issues for users with disabilities. This includes the full array of WCAG 2.1 Guidelines. A statement reflecting past AND ongoing analysis and repair, and a statement of commitment to Web Accessibility is posted.

No student data of any kind is collected, no progress tracking OR Any student data collected is limited to directory info as defined by FERPA and WLWV board policy JOA.

Advertising of any kind is non-existent.

No 3rd party plug-in style integration.

All of the following conditions are met:
- Terms of Service:
    - Function and scope of tool/product is stated
    - No other agreements are expressed or implied
    - Complies with all applicable federal regulations, cites FERPA, CIPA, COPPA compliance
    - BONUS: Complies with and cites OSIPA
- Data:
    - Use of data is only for providing services under Terms of Service
    - Explicitly states no use of any data, including cookies and other tracking mechanisms as well as directory information, for advertising or marketing
    - Agreement states rights and license to all student data (Directory, Personally Identifiable Information, and usage) are exclusive property of WLWVSD,
    - States that all data (student and usage) will not be shared and will be explicitly removed upon request
    - States that updates to Terms of Service or Privacy Policies will be explicitly alerted to end-users
    - States that should the resource be purchased or otherwise acquired by a 3rd party, that Terms of Service and Privacy Policies will be updated. Any data transferred to new owners will be subject to deletion upon request.
    - Does not require student-level accounts

GREEN
- There are one or two exceptions to above among:
    - Citations of legislation is incomplete
    - Student usage data is not mentioned, or is "owned" by provider

- o Student-level accounts are required and app is targeted at students over 13 years old.
- o If plug-in components exist, all plug-in providers are identified and meet acceptable level of criteria as outlined in this document.
- o No known accessibility issues for users with disabilities. This includes the full array of WCAG 2.1 Guidelines. A statement reflecting at least ongoing analysis and repair, and a statement of commitment to Web Accessibility is posted.

YELLOW

- Any additional Personally Identifiable Information (see board policy JOB) collected or requested of users beyond directory info is explicitly identified and purpose is explained.
- Use of data for any other purpose must be de-identified (all Personally Identifiable Information removed)
- Provider uses industry standards for data security
- Student-level accounts are needed and app is targeted to children under 13 - Means Parent Permission is needed.
- Limited benign, perhaps educationally specific, advertising exists
- Plug-In Components are not necessary for normal operation. Bonus if they can be turned off. Plug-Ins unto themselves are not a deal-breaker.
- No known accessibility issues for users with disabilities. This includes the full array of WCAG 2.1 Guidelines. A statement of commitment to Web Accessibility is posted.

These criteria identify apps/resources that we advise AGAINST being used:

ORANGE = Problem(s) in the app/system.
- Not justifiably educational.
- Not according to the educational and pedagogical philosophies of the district.
- The privacy policy is difficult to read; is difficult to find or is only available after login; contains nested policy links or references; and/or is readily changed by the developer and requires ongoing monitoring by the user.
- The developer discloses some, but not all, of the following:
    - Information collected
    - Why it's collected
    - How that information is shared
- Users can opt-in to share personal info with third parties
- An individual user can choose to have their information displayed publicly.
- Terms of Service has not been updated in last 24 months.
- Privacy Policy has not been updated in last 24 months.
- No statement of commitment to Web Accessibility is posted or available

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RED = One or more non-negotiable concerns:
- No available Terms of Service
- No Privacy Policy
- Purpose, Scope, Duration, Info Disclosure not clear in Terms of Service
- Lack of secure data management, transmission
- Displays student information publicly; no option to disable
- Sells or shares student info to third parties (including plug-ins) via cookies or other method
- Indication vendor would own identified PII data post-use
- Uses student info in ways unrelated to TOS
- Requires to input personal student information beyond directory info as defined by FERPA
- No FERPA compliance if Personally Identifiable Information used, potentially used

Apps with any obvious non-educational content (violence, sexual nature, drugs, etc) are explicitly NOT going to be approved.

Please note that these are dynamic criteria and are subject to change/update/elaboration. Please consult the version available on the district website for most recent modifications.

Student Technology Use Guidelines
(Secondary Schools)

We provide a vast array of technological resources in order to enhance the educational experiences of our students, to gain operational efficiency and effectiveness, and to provide a safer environment. The West Linn - Wilsonville School Board has adopted a number of policies that either directly or indirectly address technology use. These include:

EGAAA - Reproduction of All Copyrighted Materials
IIBGA - Electronic Communications System
JFCEB - Personal Electronic Devices and Electronic Communications

In addition to these board-adopted policies, the following lists additional expectations and things to be aware of in regard to the use of the technology:

1. All use of district technology should be in support of my education. I will not personalize or change settings of any device that could be used by others. I will be careful not to damage (including permanent markings) any school-owned technology.

2. When using district technology and systems, I understand that I am expected to use appropriate tone and content for the educational environment. I will behave online realizing that anything I do could potentially be viewed by employees of the school district, even perhaps without my knowledge.

3. I understand that I have the right and obligation to protect my files and other resources. Among other reasonable and appropriate measures, this includes periodic changing of passwords, properly securing devices, and exiting/logging out of data systems when not in active use. I will not leave my technology tools logged in when I am done using them.

4. Use of my district provided accounts of any kind should be limited to me and by me. I will never access any other student's accounts. I will not share my passwords with other students. Any time I suspect that a password to a district-related system has been intentionally or accidentally communicated, I will change it.

5. Whenever possible, I will use district-provided systems to accomplish my educational objectives. If a system asks for personal information such as full name, address, ID number, birthdate, I will alert a teacher and proceed only after adult guidance.

6. I respect that the adults who work at my school can direct my use of personally owned technology while at school (including on buses) and that this may include being asked to leave it at home or put it away. I will always check with teachers or administration regarding the specific rules at my school (which includes on school buses) before bringing technology to school. If allowed at school, I know that these tools are subject to district use guidelines.

7. I recognize that I have off-site access to many technological tools and resources and that use of these tools is subject to the same expectations as for appropriate use at school.

8. I know that vandalism of any kind or intentional misuse (including attempts to bypass the district's content filtering system) of district electronic systems is strictly prohibited and may be met with disciplinary action.

9. I will try my best to learn what it means to be a good digital citizen and strive to become a good digital citizen, both at school and outside of school.

10. I will only sign up for online services in pursuit of my educational objectives in consultation with a teacher. I will not use district-provided email or information in order to sign up for non-school related services.

Students: I have read this agreement and understand all of the above agreements. I also understand that my device use is not private. My teacher, other school staff members or my family may look at my work to make sure that I am following these agreements. I understand that there are consequences for not following these agreements.

Student Technology Use Guidelines
(Primary Schools)

We provide a number of technological resources to our students in order to enhance their education.

The following lists expectations and things to be aware of in regard to the use of the technology:

1. I understand that my use of technology at school and for school should be limited to school-related activities in support of my education.
2. I understand that I should behave appropriately and safely in my technology use, including protecting my personal information.
3. I realize that my school-related technology use is not private and could be subject to review at any time.
4. I understand that I should use technology in ways that my teachers and family are aware of and are in support of.
5. If I should encounter anything strange or unexpected while using technology, I will seek help and guidance of a teacher.
6. I will do my best to learn what it means to be a good digital citizen and strive to become a good digital citizen, both at school and outside of school.
7. I respect that the adults who work at my school can direct my use of personally owned technology while at school (including on buses) and that this may include being asked to leave it at home or put it away.
8. I will not personalize or change settings of any school device without first asking a teacher for permission.

Students: **I have read this agreement and understand all of the above agreements. I also understand that my device use is not private. My teacher, other school staff members, or my family may look at my work to make sure that I am following these agreements. I understand that there are consequences for not following these agreements.**

Digital Citizenship

Digital Citizenship is a vitally important aspect of today's society. The ability to stay safe while also being an participant in today's world requires that people learn how to engage socially, politically, and in virtually every way using the technology tools of the day.

At the start of each school year, our students are expected to review a list of Technology Use Guidelines with their parents. This presents a valuable opportunity for families to discuss aspects of children's lives that some parents may be unaware of. It also lays the groundwork upon which each item can be expanded throughout the school year.

Teacher-Librarians meet twice monthly to cover a wide-array of topics. Digital Citizenship and methods of promoting these topics with staff and students is always a main topic of discussion.

We use CommonSenseMedia's framework for helping us teach students about the various aspects of Digital Citizenship.

We have selected a different emphasis for each month of the school year:

September - **Privacy & Security**
October - **Internet Safety**
November/December - **Relationships & Communication**
January - **Creative Content & Copyright**
February - **Digital Footprint & Reputation**
March - **Cyberbullying & Digital Drama**
April - **Self-Image & Identity**
May - **Information Literacy**

During each month, an email will be sent from the district IT Staff. This email will include a bulleted-list of things to consider in relation that month's theme. These can serve as talking points at staff meetings or in the classroom.

Digital Citizenship: Privacy & Security

September Theme of the Month

We picked this theme for the month of September very intentionally. As students are beginning, or re-beginning, their use of online resources and tools, the opportunity to remind them of their right to access these things is very important. It is equally important to teach them the need to secure these resources from potential use by others.

We hope to help students (and staff) realize the importance of using strong passwords as well as the wisdom in routinely changing them. Especially for older students, we want students and staff to learn when to be suspicious of a scam or scheme and how to handle those situations. And in some cases especially with older students, it would be very informative for students to look at some systems' "Privacy Policies" and what those say and mean.

Again, especially with older students who may be accessing confidential/sensitive information (education records, banking, college applications, etc) but also with all staff who may not only be accessing information about themselves but also about others (re: students), it is REALLY important to be sure to access these things in ways that others cannot or will not watch. And it is important that explicit effort is exerted to "exit" these systems before walking away.

Obviously, there is a phased-in approach here across the grade levels. However, maintaining privacy of information and learning how to secure accounts from others are important.

Digital Citizenship: Internet Safety

October Theme of the Month

We picked this theme for the month of October as a logical next step from September's Privacy & Security theme. Many students are introduced to a new set of technology resources that they may have at their disposal as the school year launches. As this turns from introduction to regular use, it is important for students to develop an awareness of ways to stay safe online.

Here's a few key pieces of useful advice:

Change your password routinely - according to industry experts, it is really a matter of time before your password becomes "known" by others. If you change it routinely, a recently compromised password will only be "vulnerable" until it is changed again.

When a system asks for any personal information (address, phone number, Social Security Number, ID, email address, etc), simply ask yourself things like:

- "Why are they asking me for this?" and
- "Do they really need it?" and
- "What would happen if I did not provide it?" and
- "Am I sure that they are who they say they are?".

When in doubt, consult with an adult.

Additional Considerations:

- When a request for personal information is couched in any "urgency", that is a time to be particularly reluctant to provide the information. It is rare that something is as "time-sensitive" as the request may seem. When in doubt, wait and ask others.
- Even a request "from a friend or co-worker" should be scrutinized using those key questions. One of the most common methods to obtain personal information is to disguise a request as being from someone "close" to you.
- Always take the extra time and effort to exit systems you've logged into. If you are using a system that will be used by others, this is particularly important. Be aware that with many things, even closing the program does NOT log you out and that this behavior is system-specific.
- While having your web browser save your passwords is handy, it is also exceedingly dangerous. You will note that many of the most sensitive data systems (like banking systems) don't even have the option to Save the Password.
- Consider what your phone has access to and what a person who happens to find your phone may have easy access to.
- When you are using a computer, can others see what you are doing close enough to do it for themselves? Consider attempting to re-orient your posture or position so as to protect your use.
- If someone uses one of your accounts to do "bad things", you are and could be held at least partially responsible for what happens. You have not only a "right" but also an "obligation" to protect your access.

Digital Citizenship: Relationships & Communications
November/December Theme of the Month

Here's some things to consider as Internet-based tools are used for Relationships & Communication:

Internet Communication is not simply limited to Email. It includes chat, instant messaging (texts), social media, online forums, help centers of all types (including educational), video/audio conferencing, and many others.

Communication can be one-way, two-way, or fully-interactive between many parties. As these tools are used, it is valuable to recognize "who is in the conversation" and "who could be brought into the conversation" and "who may end up seeing/hearing this communication" (which, by the way, could eventually be anyone).

Communication can include written words, pictures, and graphics. However, it can also include video and audio, even sometimes when you don't realize it.

Cyberbullying is an unfortunate reality of the digital world. Students should learn to cope with cyberbullying, including the ability to not incite it, to ignore it, and to know when to report it.

On the other hand, Internet-based communications can **foster, enhance, and strengthen positive relationships**. It allows for continuing a relationship across virtually any distance. Its "always available" nature allows for positive reinforcement notes that simply may not be possible otherwise.

People should be very careful about communications that originate on the Internet and **to keep the communication appropriate to the context**. For example, if someone in an online math help center asks where you live, that is communication that is probably not appropriate to the context.

Always remember that Internet-based communication is often characterized by an ability to **"retain" the communication** for future reference and can also be forwarded.

Much Internet communication, in its various forms, provides an opportunity to form and refine thoughts, to review the words and the "message" from various angles, and to introduce extra care. People should take advantage of these aspects of the communication medium so as to **communicate well and not in an overly reactionary fashion**. Even when a particular tool is supposed to be a "fast communication" tool, it will only move as fast as you make it go. Always feel justified to "slow down".

When an online communication is beginning to "flame", it is sometimes wisest to **simply stop the communication** - a virtual "walk away" - before unintended or regretful things are said, written, or otherwise communicated.

Written communication on the Internet, even when augmented with graphics, emoticons, and pictures has **limited ability to provide gestures**, tone fluctuation, or posture all of which are "core" pieces of verbal/visual communication.

Video/Audio conferencing are very powerful tools on the Internet. These tools, **especially when accompanied by transcripts, notes, or slides**, can bring the power of the written word together with the positive aspects of verbal/visual communication.

You should assume that any communication you have, in any form, on the Internet could be tracked and/or monitored. **Don't ever think that an Internet-based communication is "private"** - this is good advice even with services that claim to remove content, like SnapChat.

If your computer has a video camera, it is not a bad idea to **cover the camera** with a small piece of tape when you do not intend it to be in use. Similar attention is wise in relation to "muting" a microphone on your computer.

Digital Citizenship: Creative Credit & Copyright

January Theme of the Month

Creative Credit & Copyright are issues that are tightly intertwined. At their core is an individual's or organization's right to retain the right to control the distribution and reproduction of their ideas, and to earn recognition or profit from those. Copyright applies to basically anything. According to CommonSenseMedia(https://www.commonsensemedia.org/), if you have an idea and record it, it's instantly copyrighted. It does not matter if the work is hard copy or digital. It does not matter if someone overtly claims the copyright or not.

Simply put, before you reproduce or re-distribute anything that you did not create yourself, you should know if you have permission to do so. There are many ways that this permission can be obtained. For example, works that are in the public domain are not subject to copyright. This generally means very old things. Or, obtaining an email from the copyright holder granting permission is not uncommon either.

All Rights Reserved: This is the most common copyright phrase you hear/see. This literally means what it says, but a slightly longer version might say something like this: "All rights to the use, reproduction, or sharing of this work are withheld by the copyright owner." In many cases, there are accompanying documents that outline uses that they are willing to share. But until something more is said, "All Rights are Reserved." By the way, until you know otherwise, everything is subject to an "All Rights Reserved" copyright.

Creative Commons: A relatively new concept to the copyright world is something called "Creative Commons". Works that claim their rights under Creative Commons are somewhere between the classic "All Rights Reserved" and "public domain" worlds. Creative Commons is especially common in the education realm where people want to get credit for their work, but also want their work to contribute to the greater good and progress of education. When a Creative Commons claim is made, it should be accompanied with a few simple details about that claim - like, any further use of this cannot make a profit, or further use must continue to credit the original author.

Fair Use: Fair Use is a concept that applies only to certain situations:

1) education/schoolwork,
2) news reporting,
3) criticizing or commenting, and
4) comedy/parody.

AND, it only applies when used in certain ways:

1) Using only a small amount of a work,
2) Adding new meaning and making it original, and
3) Reworking and using material in a different way.

Fair use is not a particularly clearcut concept though. When in doubt about potential use of a work or a portion of a work, it is always advisable to seek permission from the copyright holder.

Is there "clarity" in this? There are things that are clearly not OK (unless permission is given) - photocopying a complete book, emailing copies of music files to others, posting copies of original works on websites, for example. These things are clearly beyond "Fair Use" and can result in significant monetary fines.

If you are looking for some sort of litmus test that would say whether you can use something or not, some of those things DO exist (things in the public domain, for example).

That said though, in many cases, you will be hard-pressed to find that specificity. However, you should be aware of the laws. You should also review licenses that you purchase for conditions of use. Even ask yourself,

"Is my use preventing the creator/author from getting credit and/or making profit?" Ultimately, you should be able to defend your use should you be asked. Again, when in doubt, seek permission... And always give credit.

What does permission look like? In many "commercial" realms, a copyright right is defined by a license agreement. For example, most don't realize that when you buy a movie (or software or similar things) at a store, you are usually not actually buying the movie - what you are buying is the permission to use that movie (and the movie is not the DVD disk itself - it is what is ON the disk). That permission can include a lot of conditions. For example, permission might include phrases like "for the purchaser's personal enjoyment" or "without the express written consent" or "for private/home use". In most cases, by using the material, you will have implicitly accepted the terms of the license.

What about things that are "subscribed to"? In today's world, there are a lot of subscription services that provide access to things - movies, tv shows, articles, podcasts, games and gaming sites, etc. When a subscription is required, that is a method in which the provider is attempting to control their copyright rights. When a person "shares" their access to these things with others without permission to do so, it could be interpreted as a violation of the copyright license. Rights can be revoked and fines could be assessed.

The ability to do something does not give you the "right" to do that: As an example, you have the ability to photocopy pretty much anything - however, that does not give you the "right" to do that. Consider this: If it were "stoppable", it probably would be stopped and then there would not need to be a law about it. Bear in mind that as more things are done electronically, there is also an increasing ability to be "caught". Remember: The fact that you can't be stopped from doing something does NOT mean it is OK.

As I'm sure you know, there is much more to this topic and lots of varying opinion. Awareness of the law, its spirit/intent, and strategies to stay legal are really important though.

Lastly, the essence of copyright is meant to provide a means for sharing of information and ideas that allows individuals to get credit and/or profit from their work should they want that. No matter how you decide that you are "justified" in your use of something, one thing you should always do is properly and appropriately cite the creator/author.

Digital Citizenship: Digital Footprint & Reputation
February Theme of the Month

What is a Digital Footprint? Simply put, a Digital Footprint is a trail of things you have done on or with digital devices and services. There are aspects (like location tracking on cell phones) that do not even require any user involvement. As your technology use expands, your **Digital Footprints evolve into a Digital Reputation**. Over time, poor online behavior can lead to a poor Digital Reputation which can take a long time to overcome.

Digital Footprints can be useful. They can help systems learn about your interests and help to present you with useful and interesting things, that are specific to you. A Digital Footprint could also be used to show your good or appropriate technology usage.

However, when controlled by an untrusted party who may abuse the information, a Digital Footprint can expose things that you do not want/need others to know about.

Generally, a Digital Footprint can be abused in three main ways:

- **Security** - Information that could lead to identity theft
- **Reputation** - Information that could be embarrassing or hurtful to others
- **Advertising** - Information about your interests or habits that leads to targeted advertising

As you use your technology, here are some helpful suggestions:

- **Take the "Long View"**: You may think you are OK with a communication you make today. But ask yourself if you will be OK with it in the future, perhaps when children (maybe even your children) or other family members see it or have to deal with potential repercussions.
- **Online Forms**: Don't fill out an online form unless an adult provides guidance. Pay attention to the questions asked and ask yourself: "Why would they want/need to know this?"
- **Advertising Directed at You**: Watch out for advertisements that you know some of your classmates would not be interested in but you are... For example, if you are interested in "ballet" and begin getting emails or ads relating to Ballet, that indicates that there is likely some sort of tracking of your interests going on. Ballet is not something that would usually be presented to the general public since interest in it is not universal. Ask yourself: "Why am I getting this? How could they have known that I am interested in this? And how does it make me feel that they can learn this about me?" Especially for adults who are involved in online commerce, this can be seen as helpful. However, everyone should pause and reflect about whether this action "reflects" you and your interests, or is attempting to coerce or dictate your interests. Do you "trust" the service that is doing the tracking?
- **Don't Share Passwords**: Do change passwords often, especially if you suspect that someone (besides trusted adults) knows them. Make them difficult to guess.
- **Logout of Systems**: Be sure to overtly log out of computers/systems that you use in order to minimize possibility of others using your accounts/access. Alert: Many services don't actually log you out of a session even when you close the web browser or even restart the computer. Look for LOG OUT or SIGN OUT. Many of these settings are stored in web browser "cookies". It is a good habit to occasionally clear these cookies.
- **Protect your Accounts**: If someone is using your accounts, then the online behavior they exhibit during that time will become a reflection of you. PROTECT your accounts by logging out and changing your password.
- **Don't be a Victim**: If you receive something that you perceive to be "bullying", resist the temptation to respond. Keep the evidence (don't delete it). Report the situation to a trusted adult.

- **Don't be a Passive Bystander**: If you see or hear of bullying behavior even if you are not directly involved, you should report it to trusted adults. Sometimes the victim is unable to seek help on their own for a wide variety of reasons.
- **Sensitive Questions**: Emails that prompt you for sensitive information, including your password, should be scrutinized. When in doubt, don't respond. Consider the source of such emails. If you get an email from BankOfAmerica.com or from CalBerkeley.com, do you even have any connection with those organizations?
- **Poor Grammar/Spelling in Communication**: Watch for poor grammar or spelling... Sometimes that is a sign that someone from another country is using a translation service to convert text to English. That is not necessarily "bad", but should introduce heightened suspicion/skepticism.
- **You CAN be Tracked (and almost certainly are)**: Don't believe that you can't be followed/tracked online. There are many ways that you leave a footprint, some you may have limited or even no awareness of.

As adults working with children:

- **Share Your Wisdom**: Kids often don't understand how their actions affect others. Most adults do. We should teach kids to choose their words carefully, play nicely with others, and respect their teachers online - just as we expect with offline behavior.
- **Personal Avatars**: Kids often assign "avatars" (a digital image of themselves or their interests) that they think represent themselves. If you are concerned about one that you see, you should ask them about it. There may be more to the story than a whimsical selection.

Digital Citizenship: CyberBullying & Digital Drama
March Theme of the Month

Cyberbullying has become a problem in our society. Although the frequency of cyberbullying is not significantly different than playground bullying and may even be less common, cyberbullying holds the potential to escalate and/or be more extreme because it is often out of view. Here's some important things to know/consider:

- **Talking online is different than talking face to face**: It is not obvious that words have any impact when expressed online. Generally, neither the sender nor the recipient can be seen or heard. Facial expressions and other gestures are non-existent online. What some may consider a joke can easily be received as mean or hurtful and that is especially true when the message is not accompanied by the other non-verbal aspects of communication.
- **Make sure that every child know someone that they can trust**: Students need to have trusted adults in their lives. Help them to foster those important relationships. Encourage students to talk with those trusted adults about online situations that make them uncomfortable or feel bullied.
- **Do not respond to a cyberbully, but save the evidence**: Natural temptation in some cyberbullying situations is for the victim to respond to or confront the bully. Unfortunately, this can just escalate the situation. A good first step is to simply ignore the communication. However, it is important to save the evidence. Should situations escalate or should bullying be repeated, ask a trusted adult for advice.
- **Be an upstander not a bystander**: If you are aware of a situation that is causing your friends or classmates any distress or anxiety, you are not helping them by staying silent. That does not mean that you confront the bully. It means that you let the victim know that you support them. It may also mean that you consult with a trusted adult about the situation. There are ways to report these situations and remain anonymous. SafeOregon (http://safeoregon.com/report-a-tip/) is one such way.
- **Remember it is not tattling if you are protecting someone**: Some "fear" being labeled a "tattletale" or "snitch". It is important to realize that the intent of consulting with a trusted adult about this type of situation is actually protecting that victim. And in fact, you are helping the bully too. Stopping a situation before it escalates any further can prevent an unintended hurtful comment from turning into something much bigger.
- **What about bullying in social media and gaming?** Most reputable gaming and social media resources have an ability to report bad behavior. And to the surprise of some, the providers of those resources actually want to know when behavior has crossed a reasonable line - poor behavior in their system is not in their best interests either. Look for links to report bad/inappropriate behavior. Or, do a Google search for "report abuse on twitter" (substitute the particular resource in question).
- **Do not share your passwords**: It is a common tactic to use someone else's account while cyberbullying. This allows the cyberbully to obscure their true identity. These cases are especially problematic because, in addition to the bully and the victim, there is now another victim (the person whose account was used) and this third victim is often called into scrutiny for something that they did not knowingly participate in. And, this third person can actually be held responsible for some degree of the abuse due to a lack of securing their account. Passwords should only be shared with trusted adults (teachers and parents).
- **Log out!** Similar to the previous item, leaving your account active on a computer that can be accessed by others is just as bad as sharing your password. And in fact, it can be worse because the person who finds your account might be able to change your password out from underneath you and lock you out of your own account. If you ever do come upon a computer that is already logged into an account, do a quick look around for the person and if you can't find them, you will be doing them a favor by logging them out.

Digital Citizenship: Self-Image & Identity

April Theme of the Month

Whether designing avatars for virtual worlds, selecting profile pictures, or carefully crafting texts to friends, young people have countless **opportunities to express themselves through digital media**. Students should consider how their identities -- online and offline -- may affect their relationships, sense of self, and reputation.

Here are some potential talking points and considerations:

- **Connect the dots**: Children can have a difficult time understanding how their online actions can have very real impacts since they may not see or feel those impacts directly. Capitalize on events in the media or even on TV to make those connections. Explain how things that start online, and perhaps seemingly anonymously and with no bad intent, can translate into very real things.
- **Connect "behavior" to "reputation"**: Help students understand that their behavior is the lens which will develop into a reputation. Behaviors can be changed in the short term; however, a reputation can take a long time to change.
- **Look inward**: Do you behave differently online vs in person? Ask yourself why that is? Be true to yourself. If you think you can hide, you may be right... But you may be wrong too.
- **Point out photos that are too good to be real**: For example, look at some of the photos on magazine covers when in line at a store. Where are the freckles, veins, wisps of hair, blemishes, etc? The "perfect look" of some of those photos may very well be un-real and un-attainable.
- **Seek balance**: As your children demonstrate good choices and decisions about being safe and responsible under parental guidance, gradually allow them more independence and privacy. This helps them develop their sense of self.
- **Don't be afraid**: Engage with your children about their technology use. Ask them to show you things. Ask them to explain how something works. You will undoubtedly learn something and it provides an opportunity for your child to be a "leader" and expand on their identity.
- **Keep an open mind**: A large portion of today's children's lives will likely be spent in a connected, digital world - a world where virtually everyone can create and communicate. We need to help them learn how to live in that world, and enjoy it.

Digital Citizenship: Information Literacy

May Theme of the Month

What does it mean to be "Information Literate"? In today's world, there are more than the traditional "literacies" that students will need to deal with in their future. Consider this list created by Kathy Schrock of Discovery Education:

- Traditional Literacy
- Information Literacy
- Visual Literacy
- Critical Literacy

- Media Literacy
- Tool Literacy
- Digital Literacy
- Data Literacy
- Global Literacy

- Economic Literacy
- Civic Literacy
- Health Literacy
- Historical Literacy

As we use technology resources and tools to explore these and other literacies, here's some things to consider:

Credibility: Who is the author of a resource? Who is the publisher? Do they bring any potential biases? What are others saying about the same topic? How recent is this information?

Advertising: Advertisements that are embedded on sites can you tell things about the site itself. Ad agencies want their material on sites whose users will be receptive to the ads – ask yourself, who is this ad targeting and what does that potentially tell me?

Downloads: Almost all malware and viruses are downloads from the Internet. Many are embedded in "free" and "helpful" utilities. Be very cautious about these. Very few things are actually free. At best, they will probably come with some advertising. However, there can certainly be financial costs after a trial period. And probably worse yet, you may inadvertently install malware that can capture a variety of information from your computer in a variety of ways. If a download initiates an installation program, is that what was expected? And, watch for "what else" may be coming with the install? (Even reasonably legitimate things like Adobe Flash will often install something else with – Macafee, for example – unless you stop that from happening.)

Searching by Young Children: Young students should not be open searching on the Internet. Even with what seem to be benign search terms, search engines can return problematic results. With young children, it is always best to tell them what site(s) to be on and then make sure that they stay there.

Searching by Older Children: Older students are often savvy enough to know what they are looking for and what can be inappropriate. However, they also need to learn to restrain themselves from intentional poor choices. "Manage by walking around" – if you see/hear something suspicious, investigate. Even with older students, it is not a bad idea to tell them the sites to use and stay there.

Surf as if you are being watched (because you probably are): If you find yourself tempted to hide your screen from others, that may very well be your inner-self suggesting that you might be in inappropriate territory.

Search Terms: Learn some of the simple tricks of searching – multiple key words, quoted text, use of synonyms. More advanced skills using Boolean logic and "not including" operators can be very useful as well.

Resulting Sites – Domains: Be aware of whether a search result is a .com, .net, .edu, .gov, .org, and so on and what those various domains mean and imply.

Go beyond Simple Searching (Google, Wikipedia, etc): Bear in mind that Google presents potential sites of interest, but they are prioritized in some unpredictable ways. Always evaluate the linked site. Wikipedia is a decent site for quick overview information. However, anything discerned should be scrutinized and verified.

Originality: Just about everyone wants credit for what they do and create, especially if others admire it. Bear that in mind as you use information that you find – always give credit to the originator and always fold into your own reasoning and thinking.