EAB

Mitigating Technology Overuse Among Elementary School Students

District Leadership Forum

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1) Executive Overview

Key Observations

Modify digital citizenship curricula provided by vendors to meet district needs. All profiled districts partner with **Common Sense** to source digital citizenship lessons, parent resources, and teacher guides. Contacts at **District E** note that Common Sense provides more comprehensive resources than other vendors (e.g., Google). Contacts at **District C**, District E, and **District F** report that technology staff modify Common Sense lessons to meet the needs of students and teachers. At District E and District F, staff include additional resources, including conversation starters and videos, to help teachers with limited technological knowledge instruct lessons.

Encourage students to audit their technology use to identify potential incidences of overuse. At **District E** and **District D**, teachers, media specialists, and/or counselors lead digital citizenship lessons that ask students to audit their technology use. Contacts note that technology audits help students comprehend the extent to which they use technology. At District E, students record their weekly technology use in a journal. Students discuss the contents of the journal during class. At District D, counselors and media specialists guide students through an audit of one day of technology use during a digital citizenship lesson held at the library. Counselors encourage students to extrapolate their technology use for one week, one month, and one year so students understand the extent of their use.

Provide structured opportunities for students to practice how to communicate effectively through technology. At **District C**, **District E**, and **District A**, classroom teachers, media specialists, and/or digital learning coaches teach elementary students how to send polite, respectful, and properly-formatted messages through technology. For example, at District E, second grade students visit the computer lab to complete a lesson entitled **Show Respect Online**. In this lesson, students discuss respectfulness, explore how changes in punctuation and phrasing affect how others read a message, and edit sample emails to remove disrespectful phrasing. At District C, administrators provide a district-specific email address for all second-grade students. Students use the accounts to communicate with friends in other classes. District staff monitor communications to ensure students send polite, respectful emails.

Combine technology use audits and contracts to help parents set rules for technology use. Administrators at **District B**, **District C**, and **District D** encourage parents to recognize the extent to which technology interferes with family life. Contacts emphasize that parents must model limited technology use. They suggest that parents encourage children to avoid technology use during family time (e.g., family dinners), collaborate with their children to create rules for technology use, and mitigate technology use when interacting with their children. To help parents understand how technology use impacts them, administrators at profiled districts encourage parents to complete technology use contracts and audits.

2) Implementing Digital Citizenship Curricula

Curriculum Overview

Profiled Districts Implement Common Sense Curricula to Teach Students to Use Technology Responsibly

Contacts at **District B** report that as students increase technology use, they increase their vulnerability to problems related to online safety, information literacy, and technology use. Research suggests that technology overuse correlates with health problems such as childhood obesity and social and behavioral problems.[1] To respond to these concerns, profiled districts implement digital citizenship curriculum, which teaches students to use technology safely and responsibly.[2]

All profiled districts partner with **Common Sense** to acquire digital citizenship coursework, parent resources, and teacher guides. Contacts at **District E** note that Common Sense provides more comprehensive resources than other vendors (e.g., Google). For example, Common Sense provides lessons for grades K-12, whereas Google focuses on upper elementary and middle school grades. Contacts at District B, **District C**, and District E note that Common Sense revises lessons as the needs of students change. Contacts report that Common Sense released revised lessons for grades three through eight in 2018 and will release revised lessons for grades K-2 in 2019.

Common Sense's digital citizenship curriculum focuses on six pillars: media balance and well-being; privacy and security; digital footprint and identity; relationships and communication; cyberbullying, digital drama, and hate speech; and news and media literacy.[3] The pillar of media balance and well-being includes lessons to help students mitigate technology overuse.

Modify Digital Citizenship Curricula Provided by Vendors to Meet Students' Needs

Contacts at **District C**, **District E**, and **District F** report that technology staff modify Common Sense lessons to meet the needs of students at the district. Specifically, staff at District C only incorporate lessons relevant to students at the district. Further, at District E and District F, staff add resources (e.g., conversation starters, videos) to lessons to help teachers with little technology experience instruct them. Staff also include information related to current technology trends such as popular video games.

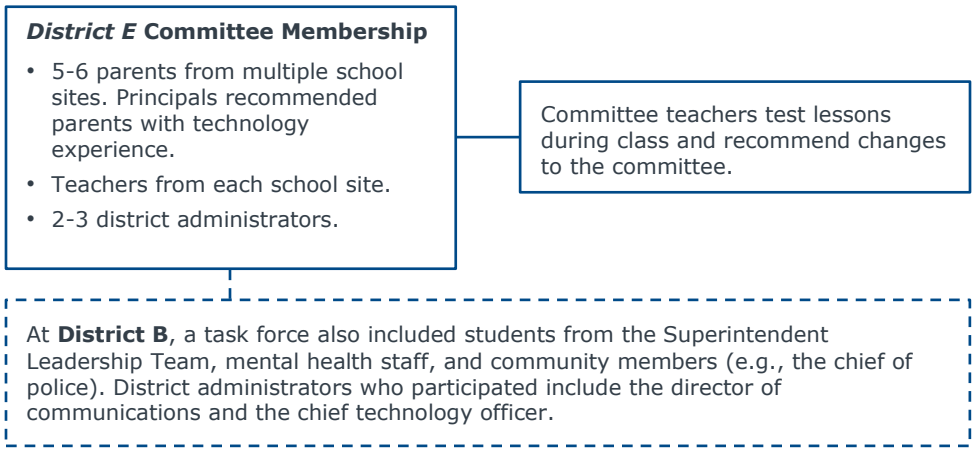
Implementation Committees

Establish Committees of Parents, Teachers, and Administrators to Evaluate Digital Citizenship Vendors

At **District B** and **District E**, administrators established education technology committees of parents, teachers, administrators, and community stakeholders to evaluate digital citizenship curricula. At District E, committee members met six times during the year to evaluate vendors, assess and adjust the vendor's curriculum to meet students' needs, and identify funding sources. The committee also completed an audit of digital citizenship vendors three years after implementation to ensure Common Sense remained the best vendor option.

1 Juana Summers, "Kids And Screen Time: What Does The Research Say?," *nprED*, August 28, 2014, https://www.npr.org/sections/ed/2014/08/28/343735856/kids-and-screen-time-what-does-the-research-say.
2 Mike Ribble, "The Nine Elements of Digital Citizenship," in *Digital Citizenship in Schools: Second Edition* (International Society for Technology in Education, 2011), https://id.iste.org/docs/excerpts/DIGCI2-excerpt.pdf.
3 "Digital Citizenship Curriculum," Common Sense, accessed April 3, 2019, https://www.commonsense.org/education/digital-citizenship/curriculum?topic=media-balance--well-being&grades=3,4,5.

Sample Digital Citizenship Committee Structure



Develop a Digital Citizenship Scope and Sequence Map to Standardize Curriculum Implementation at School Sites

At most profiled districts, digital citizenship staff create a scope and sequence map that outlines which lessons students must complete at each grade level. These maps serve as models for school sites as they implement digital citizenship curricula. At **District D**, staff created the scope and sequence map in a spreadsheet, which they use to track implementation at school sites.

At **District D**, guidance counselors co-teach some lessons with librarians to provide a social and emotional learning perspective, and school principals co-teach high-priority lessons.

In the scope and sequence map, staff include lessons' modality and instructors for each grade level. At most profiled districts, classroom teachers and librarians/media specialist staff instruct digital citizenship lessons. For example, at **District E**, students in grades three through five use in-classroom devices to complete digital citizenship lessons with classroom teachers. Students in K-2 cannot access devices in classrooms, so they visit the computer lab to complete digital citizenship lessons led by media specialists. Centralized scope and sequence maps standardize these processes at school sites.

Abridged Digital Citizenship Scope and Sequence Map at *District D*[4]

Staff source digital citizenship lessons from Common Sense

Location varies depending on technology requirements/instructor

Grade Level	Topic and Sequence	Where?	Date of Completion
Kindergarten	• A-B-C Searching • Keep It Private • My Creative Work • Sending Email • Unit 1 Assessment	• Classroom • Classroom • Library • Classroom	• September 17
First Grade	• Staying Safe Online • Follow the Digital Trail • Screen Out the Mean • Sites I Like • Unit 2 Assessment	• Classroom • Classroom • Computer Lab • Classroom	
Second Grade	• Powerful Passwords • My Online Community • Things for Sale • Show Respect Online • Writing Good Emails • Using Keywords • Unit 3 Assessment	• Classroom • Classroom • Classroom • Classroom • Classroom • Library	

The scope and sequence map outlines all lessons in grades K-12

District staff record when students complete lessons at school sites

Consider Delegating Curriculum Implementation to Site Coordinators to Increase Applicability of Lessons

At **District B**, district-level coordinators create a standard digital citizenship scope and sequence map. Coordinators at school sites (i.e., school staff nominated by the principal) map lessons to each grade level via Google Forms. Contacts note that this system allows for flexibility; site coordinators add resources from outside Common Sense and adjust their plan mid-year if necessary. Site coordinators choose lessons and curriculum for the school, but district-level coordinators monitor submitted curricula, suggest resources to close curricular gaps, and require parent outreach components.

To hold sites accountable, district-level coordinators require each site coordiantor to submit a from at the end of the school year that confirms completion of curriculum.

4 "Digital Citizenship Curriculum 2017-2018," District D, provided March 8, 2019.

3) Student Technology Interventions

Technology Overuse

Profiled Districts Do Not Target Technology Overuse Interventions to K-2 Students

Profiled districts target technology overuse interventions to students in grades three through 12. Districts largely use interventions from digital citizenship curricula. Contacts at **District C** note that Common Sense does not offer lessons related to technology overuse in grades K-2. However, they add that that Common Sense will release lessons in 2019 for students in grades K-2 that incorporate technology overuse interventions.

Contacts at **District E** add that they begin to intervene with students in third grade because they gain access to one-to-one technology that year.

At **District E**, contacts report that third-grade students can comprehend interventions related to technology overuse better than younger students. Contacts explain that third-grade students begin to form stronger friendships and thus can better understand how technology overuse impacts relationships. Nonetheless, contacts acknowledge that K-2 students could learn from technology overuse interventions.

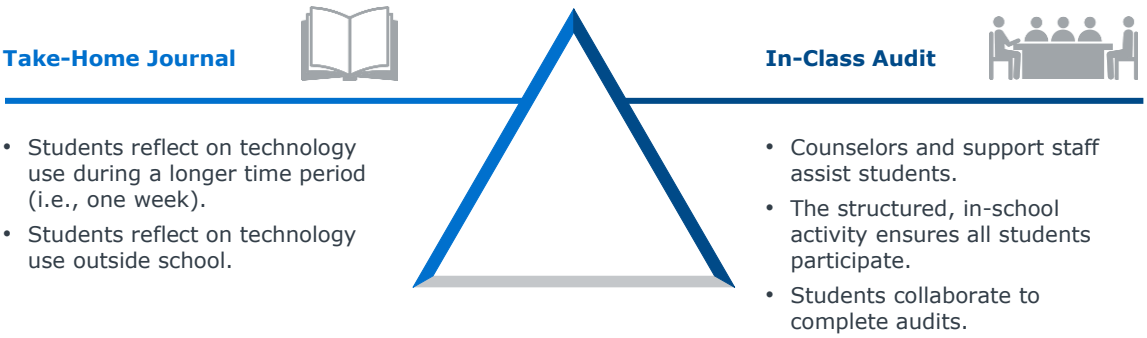
Encourage Students to Audit Their Technology Use to Identify Potential Incidences of Overuse

At **District E** and **District D**, teachers, media specialists, and/or counselors lead digital citizenship lessons that ask students in grades four and five to audit their technology use. Contacts note that technology audits allow students to comprehend the extent to which they use technology. Students record when and for how long they use different technologies (e.g., video games, television, mobile phones). Instructors engage students in discussions regarding how they feel about their technology use, suggest techniques to balance technology use with other activities, and convey negative health effects of technology overuse. For example, counselors at District D highlight how technology use before bedtime reduces sleep quality.

Staff at both districts designed audits based on the Common Sense K-5 lesson plan **My Media Choices**. Free lesson plans, slides, student handouts, and family activities related to the audit are available on the Common Sense website.

At District E, students record their technology use during one week in a journal. At the end of the week, they discuss the contents of the journal during class. At District D, counselors and media specialists guide students through an audit of technology use for one day during a digital citizenship lesson held at the library. Counselors encourage students to extrapolate their daily technology use for one week, one month, and one year.

Technology Audit Strategies at *District E* and *District D*



Contacts at **District D** note that the district does not employ a counselor for grades K-3. If the district employed a counselor for these grades, that counselor would teach similar lessons to K-3 students.

Though contacts at both districts currently do not ask early elementary students to audit their technology use, they suggest that audits transfer to early elementary students. Contacts at District E recommend instructors replace the take-home journal with an icon-based worksheet because early elementary school students possess limited writing abilities. Contacts suggest that staff structure the worksheet similarly to a reading log, which teachers already ask early elementary school students to complete.

Consider Asking Mental Health Counselors to Teach Lessons About Limiting Technology Use

Mental health counselors at **District C** and **District D** teach some digital citizenship lessons about how to form healthy relationships, mitigate technology overuse, and communicate effectively via technology. Contacts note that counselors integrate their knowledge on social and emotional learning, wellness, and mental health to improve the quality of classroom discussions.

Sample Icon-Based Worksheet for Early Elementary School Students

Technology Journal – Day One

Technology	Did I Use It?	What Time?	For How Many Minutes?
		3:30 pm	45 minutes
		5:00pm	15 minutes
		8:00pm	30 minutes

Ask Students to Reflect on How Their Technology Use Affects Others

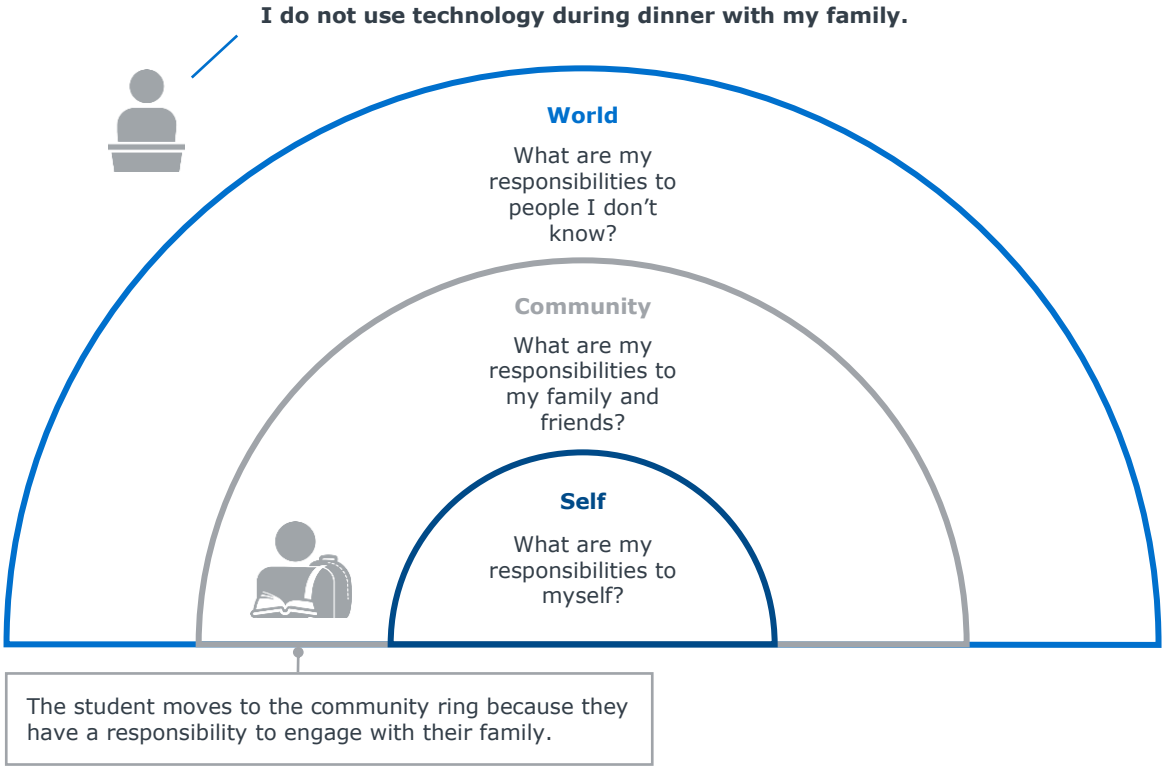
At **District E**, teachers use a Common Sense lesson entitled **Rings of Responsibility** to help students in grades three to five recognize how technology overuse and other behaviors related to digital citizenship (e.g., cyberbullying) impact themselves, their community, and the world.[5] Teachers build three concentric rings, one representing responsibilities to the self, one representing responsibilities to family and friends, and one representing responsibilities to the community. Teachers then

5 "Rings of Responsibility," Common Sense Education, accessed 3/27/2018, https://www.commonsense.org/education/digital-citizenship/lesson/rings-of-responsibility.

state a technology choice, and students move to whichever ring that choice impacts the most.

Contacts at District E suggest that districts could use this lesson with students in early elementary school grades. They recommend that teachers emphasize the kinesthetic nature of the exercise to engage younger students. For example, contacts hypothesize that teachers could draw rings of responsibility in chalk outside the classroom and ask students to jump from ring to ring to respond to technology choices.

Rings of Responsibility[6]



Consider Engaging Students Outside School Hours to Deliver Intensive Interventions

At **District F**, the director of innovation and education technology invited student leaders from middle and high school to attend a digital citizenship leadership session on a teacher workday (i.e., a non-school day during the week). The director led and set two goals for the session. First, students would learn and discuss healthy, balanced technology use. Second, students would develop and pitch ideas for technology-related campaigns that they implement at their schools.

During the session, students pitched a marketing campaign called "phone in pocket" to encourage students to engage in face-to-face conversations during lunch. Students developed materials to market the campaign, which they implemented at a school site. Contacts note that because administrators scheduled the event outside school hours —and because a classroom teacher did not lead the discussion— students engaged with the session and spoke candidly about their typical technology use.

6 Ibid.

Contacts at **District F** note that the district did not host a leadership session for elementary school students due to transportation concerns. The district did not offer transportation to the session, so session leaders invited only students who could access transport easily.

Contacts suggest that student leadership sessions may be effective with early elementary school students. Contacts recommend that elementary school leadership sessions focus on elementary school students' experiences with technology (e.g., educational technology and video games) rather than mobile phone and social media use. In addition, contacts suggest that session leaders create structured discussions to maintain student attention. Lastly, because early elementary students grew up with technology, contacts encourage session leaders devote additional time to explain the benefits of time without technology use.

Sample Leadership Session

1

Contextualize the Ubiquity of Technology Use

The session leader highlights statistics on typical technology use with students (e.g., 45 percent of teens say they are online all the time) and leads a discussion about students' digital lives. During this discussion, the session leader defines key terms, including digital citizenship, digital media, and media balance. At **District F**, the session leader plays a short video in which students talk about the benefits and consequences of technology use.

2

Complete a Technology Overuse Activity

The session leader asks students to list the different activities that they complete online (e.g., playing games, communicating with friends) and circle the three they do most often. The session leader prompts students to discuss how to establish technology-free time and suggest times when not to use technology (e.g., before bedtime). Finally, the session leader asks students to reflect on how to complete the activities they circled without technology.

3

Develop Campaigns that Promote Healthy Technology Use

The session leader asks students to develop marketing campaigns that promote healthy use of technology to bring to their school sites. The session leader provides posters and other materials for students to create campaigns. Students present the campaigns at the end of the session and bring materials home with them to post in the halls at their school.

Consider Inviting Technology Overuse Experts to Lead Student Sessions on Healthy Technology Use

At **District F**, administrators invited Janell Burley Hofmann, author of *iRules*, to attend the session. Similarly, at **District B**, administrators asked Kim Karr from **#ICanHelp** to host digital citizenship rallies for students.

Provide Structured Opportunities for Students to Practice How to Communicate Effectively Through Technology

At **District C**, **District E**, and **District A**, classroom teachers, media specialists, and/or digital learning coaches instruct elementary students how to send polite, respectful, and properly-formatted messages via technology. At District C and District A, teachers use class time to deliver instruction to second-grade students on proper email etiquette, including how to format messages in paragraphs and write grammatically correct sentences. At District E, second-grade students visit the computer lab to complete a Common Sense lesson entitled **Show Respect Online**.[7] In this lesson, students discuss respectfulness, explore how changes in punctuation and phrasing affect how others read a message, and edit sample emails to remove disrespectful phrasing.

District C employs three digital learning coaches who train classroom teachers on email-related instruction. Digital learning coaches also visit classrooms and co-teach lessons.

At District C, administrators provide a district-specific email address for all second-grade students to allow them to practice effective communication. Students use the accounts to communicate with friends in other classes. District staff monitor communications to ensure students send polite, respectful emails.

Consider Allowing Students to Practice Social Media Etiquette Through District Learning Management Systems

At some **District C** elementary schools, students post work within portfolios on the learning management system Seesaw. Teachers encourage students to like and comment on other students' work and use the system as an opportunity to instruct students on how to validate others, provide constructive criticism, and write with a positive tone.

Encourage Students to Practice Communication Regularly Through Pen-pal Programs

At **District C** and **District A**, elementary school classes use technology to establish pen-pal relationships with classes in other schools, districts, states, and countries. Contacts note that pen-pal conversations teach students to form and maintain relationships through technology and help students develop positive social skills. Further, pen-pal programs encourage students to communicate consistently with other students. Second-grade teachers at District C use a pen-pal website to connect their class with another class. At District A, some fourth-grade teachers connect students in their classes with high school chemistry students. Students exchange messages via Google Docs for a few weeks before the high school students visit the elementary classroom to complete a science activity with their partners. Teachers encourage students to write long, formatted letters to the high school students to practice professional communication.

At District A, the pen-pal program currently operates with fourth-grade students only. However, contacts suggest that students in first and second grade benefit from pen-pal programs. Contacts caution that kindergarten students may not possess the writing skills necessary to participate in a pen-pal program.

7 "Show Respect Online," Common Sense Education, accessed 3/28/2019, https://www.commonsense.org/education/lesson/show-respect-online-k-2.

For strategies to engage parents with initiatives to mitigate technology overuse, see **pages 15-18**.

Profiled Districts Do Not Engage Parents Systematically to Promote Effective Communication Among Students

No profiled districts engage parents consistently to promote effective communication via technology among students. At **District C** and **District B**, contacts report that teachers communicate standards for effective communication to parents only if their student violates a standard. At **District A**, teachers write permission slips for pen-pal programs that highlight the learning standards they use to evaluate students. Contacts believe that parents consult these standards at their leisure.

Screen Addiction

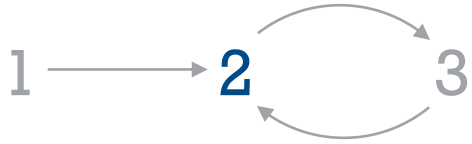
Support Students with Symptoms of Screen Addiction Through Counseling Interventions and Parent Outreach

No profiled districts offer student mental health interventions specifically for screen addiction. Contacts at all profiled districts note that they do not recognize symptoms of screen addiction or decreased social skills among early elementary school students and thus do not deliver interventions to those students. Contacts at **District D** and **District A** suggest that if teachers recognize symptoms of screen addiction, they would refer students to generic counseling and mental health supports.

Contacts at District A suggest that teachers first email and call parents to discuss student behavior and schedule a parent-teacher conference. For severe cases or cases in which the student does not improve, teachers refer the student to mental health support staff, who draft an Individualized Education Plan (IEP) if necessary.

At District D, contacts believe that teachers refer students to the school's Intervention and Referrals System (INRS).

Intervention and Referrals System (INRS) at *District D*



The Teacher Refers A Student to the INRS Team

A team of mental health staff (e.g., social workers, counselors, psychologists) and teachers review student cases submitted by teachers.

The INRS Team Collaborates with Parents to Develop an Action Plan

The team invites the student's parents to visit the school and assist in the creation of a six- to eight-week plan to support the student. For example, the team may recommend that the parent create a screen-time contract that incorporates screen use goals.

The INRS Team Evaluates the Success of the Plan

If the interventions do not support the student, the team adjusts the interventions listed in the action plan. The team may refer the student to external support services or recommend that the district evaluate the student for an IEP.

Use Social and Emotional Interventions to Develop Social Skills Among Students

District C and **District E** use social and emotional learning (SEL) interventions to support the development of healthy social skills without technology among elementary school students. At District C, all teachers receive training from **Capturing Kids Hearts**, an SEL program that provides teachers with tactics to support students' emotional growth (e.g., teachers greet students at the door each morning). At District E, administrators partner with **Mindful Schools** to deliver 16 mindfulness lessons to elementary school students. Administrators use grant funding to hire mindfulness coaches, who visit classes once per week to deliver lessons.

4) Engaging Parents

Parent Nights

Invite External Experts to Present at Parent Nights to Mitigate Pushback to Advice on Technology Use

At **District D**, administrators host events at 7pm or later. They advertise events through multiple digital channels (e.g., district website, social media) to maximize parent attendance.

At **District C**, **District D**, **District E**, and **District F** administrators ask external experts to speak about digital citizenship and technology use at parent nights hosted outside school hours. These experts discuss how to respond to technology-related problems among children, including technology overuse, internet safety, social media, and inappropriate messaging. Contacts note that expert testimony mitigates pushback because parents respond better to parenting advice from other parents and experts than to parenting advice from educators.

Administrators at District C and District E target these events primarily to parents of middle and high school students, but contacts note that parents of students of all ages attend the events. Contacts add that they plan to host parent nights at elementary schools that incorporate expert speakers. At District F, administrators target parent nights to all parents.

Profiled districts also encourage experts to engage with parents individually. At District E, administrators asked Kim Karr from #ICanHelp to host coffee hours during the school day for parents to ask questions about technology use as it relates to parenting.

Sample Parent Night Agenda[8]

***District F* Presents: A Night with Janell Burley Hofmann**

Bio

Janell authored the book *iRules* and serves as an international speaker and consultant for parents and educators.

Agenda

- Janell will present for 45 minutes on technology best practices for parents.
- She will host a 45-minute Q&A session.

Administrators at **District D** invited Ana Homayoun, an expert on social media and screen time, to speak to middle school parents.

At **District D**, administrators ask parents to submit questions through Google Forms to tailor the session to their interests.

8 "Janell Burley Hofmann," Janell Burley Hofmann, accessed March 28, 2019, http://www.janellburleyhofmann.com/; "Ana Homayoun," Ana Homayoun, accessed March 28, 2019, https://www.anahomayoun.com/.

Use Documentary Screenings and Student Panels to Contextualize How Students Use Technology

At **District D**, administrators coordinate student panels and screenings of the documentary **Screenagers** to provide a non-educator perspective on technology overuse.

Consider Asking Parents to Complete Technology Overuse Lessons and Activities at Parent Nights

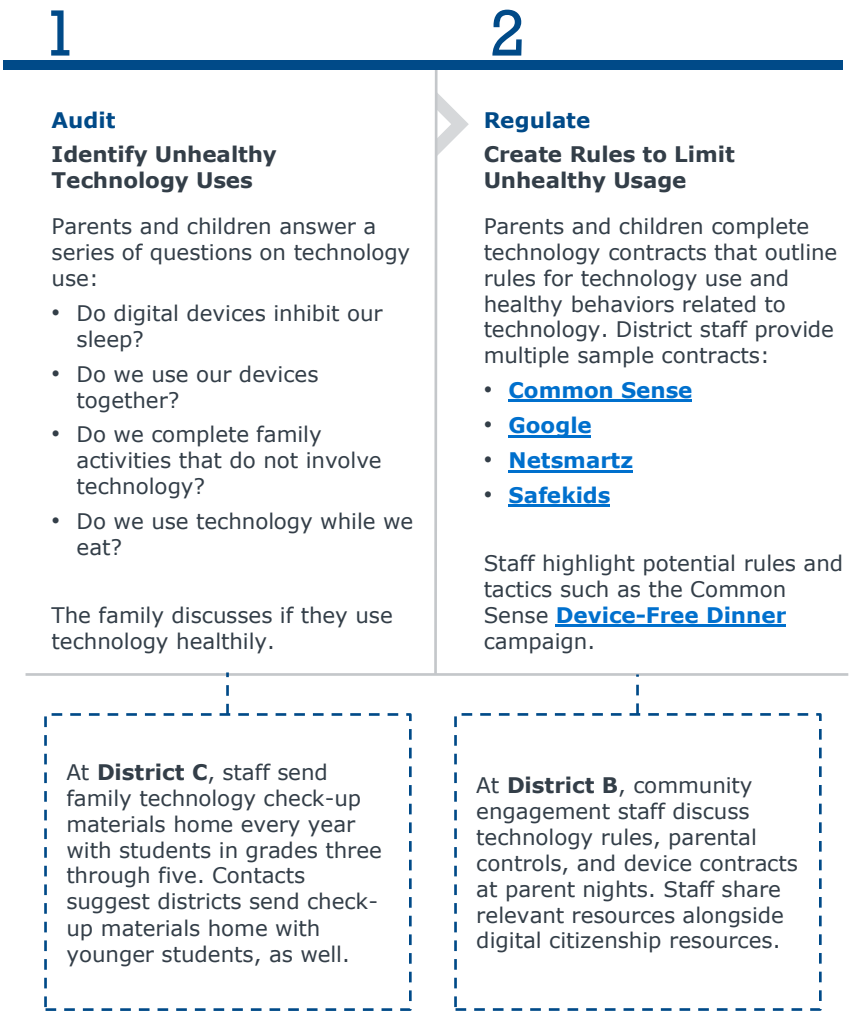
Contacts at **District C** and **District D** suggest district administrators ask parents to complete guided technology overuse lessons and activities at parent nights. At District D, staff host parent nights to familiarize parents with new pedagogical approaches to math and literacy instruction. As part of these events, parents complete a lesson their child completes during school with guidance from experienced district staff. Contacts recommend districts use this approach for digital citizenship lessons. Contacts suggest district digital citizenship experts both educate parents about strategies to prevent overuse and help them understand the importance of digital citizenship through the completion of classroom lessons. At District C, contacts recommend districts combine expert speaker presentations with a guided technology audit, through which families assess their technology use with assistance from digital citizenship staff.

Family Activities

Combine Audits with Technology Contracts to Help Parents Set Appropriate Boundaries for Technology Use

Administrators at **District B**, **District C**, and **District D** encourage parents to recognize the extent to which technology interferes with family life at home. Contacts emphasize that parents must model limited technology use. They suggest parents ask children to not use technology during family time, collaborate with their children to create rules for technology use, and avoid technology when they interact with their children. Staff at District B and District D ask parents to discuss technology use contracts with their children, in which parents and their children agree to follow defined technology rules (e.g., no phones during family dinner). Staff at District C suggest parents complete a family technology audit, in which family members work together to identify and resolve potential harmful incidences of technology use (e.g., technology use directly before bedtime).

Sample Combined Family Technology Use Audit and Contract



Parent Outreach

Collaborate with Parent Groups to Receive Support for Technology Overuse Initiatives

At **District E** and **District A**, district administrators engage local parent groups such as parent-teacher associations (PTA to reach more parents with helpful resources and secure additional support for technology overuse initiatives. At District E, PTA representatives coordinate some parent engagement events, including presentations by experts.

Digital learning staff at **District A** also operate digital citizenship booths at local public events (e.g., a festival of the arts held downtown).

At District A, teachers and digital learning staff operate digital citizenship booths at PTA events and meetings. Staff at these booths engage parents through brief digital citizenship activities and handouts on topics such as device-free dinners. Contacts note that these booths allow parents to participate to their level of comfort. Staff also reach out to group representatives with interest in the initiative and present to parent groups on digital citizenship.

Provide Resources on Technology Overuse Through Multiple Channels to Increase Parent Awareness

Contacts note that Common Sense and other digital citizenship providers (e.g., **Neptune Navigate**) provide multiple resources for parents related to digital citizenship technology overuse. At **District B**, **District C**, and **District A**, parents access these resources through portals on district and school websites. Staff at profiled districts also deliver these resources to parents through parent engagement nights and emails with links. Additionally, teachers send lesson plans and resources home via weekly newsletters and printouts in student folders.

No Profiled Districts Engage Parents Before Children Matriculate to Elementary School

While profiled districts do not reach out to parents before their children matriculate to elementary school, contacts at **District C** note that they believe proactive outreach is effective to engage parents. Contacts at profiled districts note that because staff post digital citizenship resources on school websites, social media, and in local newspapers, parents of pre-elementary students view information related to technology overuse when they peruse these information sources.

5) Engaging Teachers

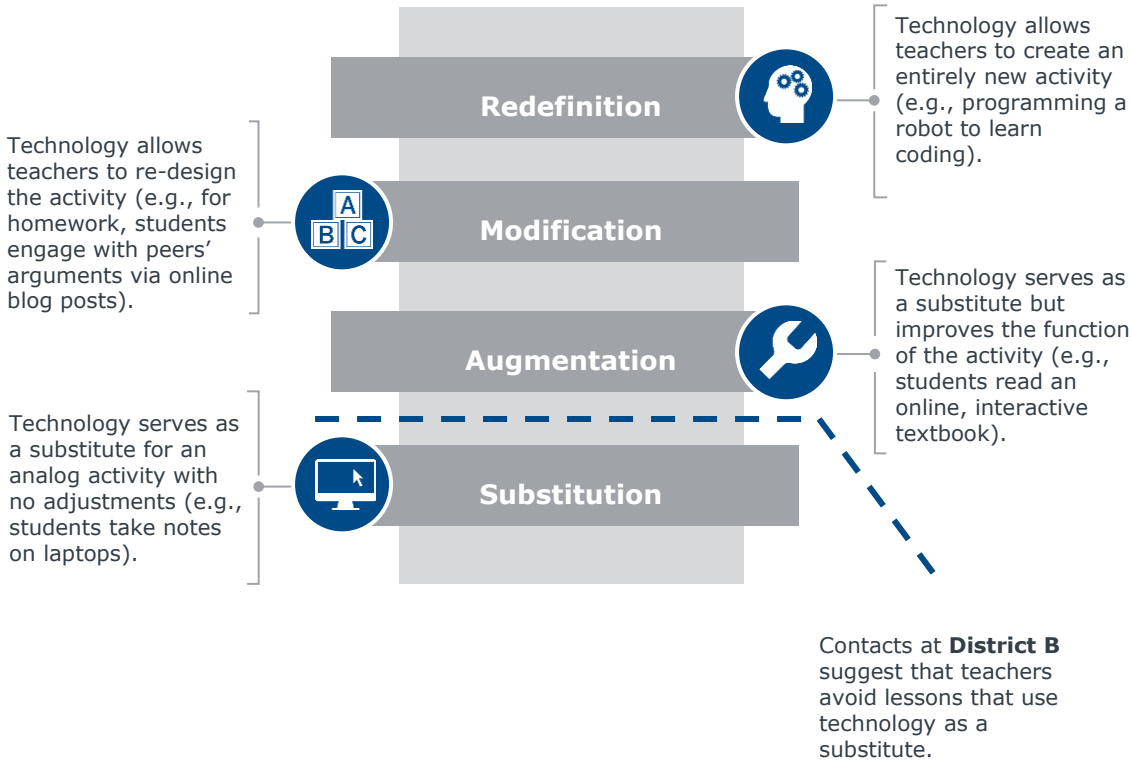
Instructional Design

To Set Appropriate Expectations for Technology Use During School, Ask Teachers to Use Technology Only When It Improves Student Learning

Contacts at **District D** encourage teachers to establish technology rules at the beginning of the school year and to distinguish between technology-based and non-technology-based classroom activities. At **District F**, contacts encourage teachers to model adherence to classroom technology rules (e.g., not using technology when speaking with students).

At **District B**, technology integration staff promote the Substitution-Augmentation-Modification-Redefinition (SAMR) model to help teachers understand when and how to use technology in the classroom.[9] Staff encourage teachers to use technology to augment, modify, or redefine instruction and lessons, rather than use technology as a substitute for instruction (e.g., ask students to write notes on a laptop, rather than with a pen and paper).

SAMR Model Structure[10]



9 H.L., "SAMR Model: A Practical Guide for EdTech Integration," Schoology Exchange, accessed April 3, 2019, https://www.schoology.com/blog/samr-model-practical-guide-edtech-integration.
10 Ibid.

Consider Incentivizing Teachers to Receive Certifications on How to Integrate Technology into Instruction

At **District E**, contacts report that staff plan to incentivize early adopters of digital citizenship and instructional technology to complete Google and Common Sense certification trainings. Contacts explain that the Google training provides a scaffold for teachers to decide how and when to integrate technology into lessons.

Encourage Teachers to Integrate Technology Overuse and Digital Citizenship Content into Subject-Area Instruction

Contacts at **District B**, **District C**, and **District A** note that teachers occasionally express that that there is not enough time in the school day to teach additional content related to technology overuse or digital citizenship. To mitigate this problem, administrators encourage teachers to integrate digital citizenship content into subject-area lessons. For example, world history teachers at District B integrate digital citizenship content on hate-speech and cyberbullying into lessons about World War II. Contacts at District A suggest that teachers integrate conversations about technology overuse at the beginning of lessons that use technology.

Professional Development

Most Profiled Districts Do Not Provide Consistent Technology Professional Development to Teachers

Contacts at **District C** and **District D** note that teachers deliver digital citizenship instruction without intensive professional development because Common Sense provides scripting for lectures, questions, and responses to students. Similarly, at **District F**, central digital citizenship staff do not mandate digital citizenship professional development for teachers but allow school principals to dedicate development time as they deem necessary.

At **District A**, administrators encourage teachers to complete the Common Sense teacher certification. As part of the certification requirements, the professional learning specialist at the district visits schools to deliver one presentation to certification cohorts. Teachers can also use Common Sense webinars or online curriculum training resources to qualify for certification without attending a presentation. The district does not provide any additional professional development opportunities.

Ask District Technology Staff to Co-Teach Initial Digital Citizenship Lessons to Increase Teacher Confidence

At **District E**, administrators use a standardized onboarding process to increase teachers' comfort with digital citizenship lessons, especially their pacing and structure. The technology integration specialist developed a comprehensive portal for teachers to access all necessary PowerPoint presentations, lessons, and additional resources to prepare for lessons. The specialist also visits schools to present on available digital citizenship resources and co-teaches lessons with teachers.

Administrators do not provide any additional professional development for teachers after this onboarding process.

Digital Citizenship School-Site Onboarding Process at *District E*

1

Technology Integration Specialist Delivers Introductory Presentations

The specialist visits each school site and presents on digital citizenship implementation at the district. The specialist also highlights resources available to support teachers.

2

Technology Integration Specialist Teaches Introductory Lesson

The specialist teaches an introductory digital citizenship lesson as teachers observe. The specialist highlights the location of resources and describes a typical lesson structure.

3

Technology Integration Specialist Co-Teaches Second Lesson

The specialist observes as teachers lead the next digital citizenship lesson for their grade level. After this lesson, teachers deliver subsequent lessons without support.

To Engage Teachers with Technology Overuse and Digital Citizenship Initiatives, Host Summer Leadership Sessions

At most profiled districts, contacts report that administrators do not need to convince teachers to contribute to digital citizenship initiatives. Contacts note that most teachers recognize the potential dangers that digital citizenship initiatives address and thus embrace digital citizenship curricula.

To increase teacher engagement further, administrators at **District C** and **District F** host teacher leadership sessions and trainings during the summer. These events incorporate statistics and stories about dangerous technology use. Contacts at District C note that when session leaders communicate how technology overuse impacts specific students, teachers understand the need for digital citizenship lessons more easily. At District F, administrators enlisted representatives from Common Sense to deliver presentations both on the ubiquity of screen use and on best practices to engage students in conversations about screen use.

Strategies to Optimize Summer Leadership Sessions

Engage **external experts** to present data and case studies related to technology overuse and other digital citizenship concerns to staff.

Suggest **actionable strategies** staff can use to engage students in conversation about dangers related to technology.

Highlight connections between digital citizenship and other district-wide initiatives such as social and emotional learning.

6) Research Methodology

Project Challenge

Leadership at a member district approached the Forum with the following questions:

- What interventions and programs do contact districts implement to promote healthy use of technology? How do contact districts educate parents on healthy use of technology?
  - How, if at all, do contact districts engage parents before their children matriculate to elementary school?
  - Specifically, how do contact districts engage parents of students who demonstrate signs of screen addiction?
- How do teachers at contact districts promote positive, balanced technology use in classrooms?
- What interventions do contact districts use to support students who may be addicted to screens?
- How do contact districts implement digital citizenship lessons at elementary schools?
- How do contact districts encourage teacher buy-in to digital citizenship initiatives?
- How do contact districts train teachers to deliver digital citizenship lessons? Specifically, how do district train teachers to integrate lessons into classroom instruction?
- How do digital citizenship lessons at contact districts teach students to communicate safely and effectively via technology?
- How do contact districts engage parents about effective digital communication?

Project Sources

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Research Parameters

The Forum interviewed academic and technology staff at districts that implement digital citizenship curricula.

A Guide to Districts Profiled in this Report

District	Location	Approximate Enrollment
District A	Midwest	6,500
District B	Pacific West	63,000
District C	South	11,500
District D	Mid-Atlantic	3,000
District E	Pacific West	5,000
District F	South	42,000