
SENATE COMMITTEE ON EDUCATION

Senator Benjamin Allen, Chair

2017 - 2018 Regular

Bill No:	SB 830	Hearing Date:	March 14, 2018
Author:	Dodd		
Version:	January 3, 2018		
Urgency:	No	Fiscal:	Yes
Consultant:	Ian Johnson		

Subject: Pupil instruction: media literacy: model curriculum

SUMMARY

This bill requires the Instructional Quality Commission (IQC) to develop, and the State Board of Education (SBE) to adopt, modify, or revise, a model curriculum in media literacy.

BACKGROUND

Existing Law:

- 1) Establishes the IQC as an advisory body to the SBE. The IQC is responsible for recommending curriculum frameworks, developing criteria for the evaluation of instructional materials, and evaluating and recommending adoption of instructional materials. (Education Code § 33530 and § 60204)
- 2) Requires the IQC to develop, and the SBE to adopt, a model curriculum in ethnic studies, as specified. (EC § 51226.7)
- 3) Requires the IQC, before recommending a curriculum framework and evaluation criteria to the SBE, to do all of the following:
 - a) Direct the appropriate Subject Matter Committee to consider the draft curriculum framework and evaluation criteria developed by the Curriculum Framework and Evaluation Criteria Committee, if applicable, and submit its recommendation to the IQC.
 - b) Consider the recommendation from the Subject Matter Committee.
 - c) Approve a draft curriculum framework and evaluation criteria and make it available for public review and comment for a minimum of 60 days. The California Department of Education (CDE) is required ensure that the draft curriculum framework and evaluation criteria are posted on the CDE's website and available at Learning Resources Display Centers during this period.
 - d) Hold at least one publicly-noticed meeting to receive comment on the draft curriculum framework and evaluation criteria, as specified. (Title 5, §9515 of the California Code of Regulations)

ANALYSIS

This bill requires the Instructional Quality Commission (IQC) to develop, and the State Board of Education (SBE) to adopt, reject, or modify, a model curriculum in media literacy. Specifically, this bill:

- 1) Makes findings and declarations regarding the importance of media literacy education for students.
- 2) States that “digital citizenship” and “media literacy” are broad terms that encompass consumption and use of media and digital products.
- 3) Defines “digital citizenship” to mean a diverse set of skills related to current technology and social media, including the norms of appropriate, responsible, and healthy behavior.
- 4) Defines “media literacy” to mean the ability to access, analyze, evaluate, and use media, and encompasses the foundational skills that lead to digital citizenship.
- 5) Requires the IQC to develop, and the SBE to adopt, reject, or modify, a model curriculum in media literacy for Kindergarten and grades 1 to 12, inclusive, for voluntary use by educators.
- 6) Requires that the model curriculum be designed for the purpose of providing instruction in the safe and responsible uses of media and support students’ use of critical-thinking skills when consuming media.
- 7) Requires the model curriculum to address, but not be limited to, the instruction of students in how to:
 - a) Safely and responsibly use and consume media.
 - b) Access relevant and accurate information through media.
 - c) Analyze media content in a critical way.
 - d) Evaluate the comprehensiveness, currency, relevance, credibility, authority, and accuracy of media content.
- 8) States that the model curriculum may be designed to promote the development of students’ skills in:
 - a) Creativity and innovation.
 - b) Communication and collaboration.
 - c) Research and information fluency.
 - d) Critical thinking and problem-solving.

- e) Digital citizenship.
 - f) Technology operations and concepts.
 - g) Information, media, and technological literacy.
 - h) Concepts of media representation and stereotyping.
- 9) Requires that the model curriculum provide model lessons and activities for each grade level, and identify supporting instructional materials for use in its implementation.
 - 10) Requires that the model curriculum identify the ways in which it aligns with, and is supportive of, the Common Core State Standards and the Next Generation Science Standards.
 - 11) Requires the Instructional Quality Commission (IQC), in developing the model curriculum in media literacy, to convene an advisory group comprised of experts in media literacy education, and requires that a majority of this group be current public school elementary or secondary classroom teachers who have a professional teaching credential that is valid under state law and who have experience or expertise in media literacy education.
 - 12) Requires the IQC to hold a minimum of two public hearings in order for the public to provide input on the model curriculum, and requires that the meetings be held pursuant to the Bagley-Keene Open Meeting Act.
 - 13) Requires that, on or before January 1, 2020, the IQC submit to the State Board of Education (SBE) the model curriculum.
 - 14) Requires that, on or before March 31, 2020, the SBE adopt, reject, or modify the model curriculum, at a subsequent public meeting.
 - 15) Requires that, if the SBE modifies the model curriculum, the SBE explain, in writing, the reasons for the modifications to the Governor and the appropriate fiscal and policy committees of the Legislature.
 - 16) Requires that, if the SBE modifies the model curriculum, the SBE, in a meeting conducted pursuant to the Bagley-Keene Open Meeting Act, provide written reasons for its revisions. Requires that the SBE not adopt the model curriculum at the same meeting it provides its written reasons, but, instead, adopt these revisions at a subsequent meeting conducted no later than July 31, 2020.
 - 17) Requires that, if the SBE rejects the model curriculum, the SBE transmit to the Superintendent of Public Instruction, the Governor, and the appropriate policy and fiscal committees of the Legislature a specific written explanation of the reasons for the rejection of the model curriculum.

- 18) Requires the Superintendent of Public Instruction, following the adoption of the model curriculum, to post the curriculum on its website for use on a voluntary basis by educators.
- 19) Requires the California Department of Education to, on or before July 1, 2019, make available to school districts on its website a list of resources and instructional materials on media literacy, including media literacy professional development programs for teachers.
- 20) Requires that the website have a mechanism accessible to school districts and teachers to provide feedback on the model curriculum.
- 21) States that private resources may be used as funding sources to supplement the development of the model curriculum.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Nearly two-thirds of American adults use social networking sites, and social media usage is ubiquitous among the youngest adults, with over 90 percent of young adults using social media. The social implications of technological development are pervasive, and the reach and influence of digital media platforms will continue to evolve and expand.

The prevalence of fake news garnered national attention in the recent Presidential election, where false and misleading stories from hoax websites outperformed actual news stories in terms of social media engagement. This flood of content can make it difficult for the public to differentiate between reputable news sources and false or misleading claims. The practice of advertisements masquerading as news has also seen an increase in recent years.

A recent Stanford study shows 82 percent of middle school students struggle to distinguish advertisements from news stories. It is important that California’s educational standards reflect the need for increased media literacy, so that young adults have the ability to analyze and evaluate information consumed from countless media outlets.”

- 2) ***Aggressive Timelines and Other Workload Priorities.*** This bill requires the Instructional Quality Commission (IQC) to submit to the State Board of Education (SBE) a model curriculum in media literacy on or before January 1, 2020, and the SBE to adopt, reject, or modify the submitted curriculum on or before March 31, 2020. According to the California Department of Education, the IQC needs two to three years to complete its projects. Given that this bill would not become operative until January 1, 2019, the timelines as currently drafted appear unreasonable.

Further, the SBE is already scheduled to take action in several other subject matter areas in 2020, including the ethnic studies model curriculum, the visual and performing arts framework, and the world language framework. Moreover, a recently chaptered measure, AB 738 (Limon, Ch. 614, Stats. 2017), requires the

Instructional Quality Commission (IQC) to submit to the State Board of Education (SBE) a model curriculum in Native American studies on or before December 31, 2021, and the SBE to adopt, reject, or modify the submitted curriculum on or before March 31, 2022.

3) ***Model Curriculum Before Updating the School Library Standards?***

Academic content standards define the knowledge, concepts, and skills that students should acquire at each grade level. Model curriculum provides teachers with comprehensive information on a topic that may be used to create lessons or courses. Model curriculum provides instructional guidance but is not required.

The Model School Library Standards were adopted in September 2010 under the authority of California Education Code, which requires the SBE to “adopt standards, rules and regulations for school library services.” The school library standards include two different types of standards:

- a) “School Library Standards for Students” that delineate what students should know and be able to do at each grade level or grade span to enable students to succeed in school, higher education, and the workforce.
- b) “School Library Program Standards” that describe base-level staffing, resources and infrastructure, including technology, required for school library programs to be effective and help students to meet the school library standards.

The school library standards are the state standards for media literacy, including a strong emphasis on digital literacy and the evaluation of media sources in print and online. The standards provide guidelines for teaching information literacy, or the ability to access, evaluate, use, and integrate information and ideas effectively. Thus, the standards should be updated before developing model curriculum for media literacy so that the model curriculum is based on updated standards.

Given the advances in digital content in schools since the Model School Library Standards were adopted in 2010, and the timeline concerns state above, ***staff recommends*** that the bill be amended to require the IQC and the SBE to revise the library standards on or before January 1, 2023 (before the IQC develops a model curriculum on media literacy). Further, absent compelling justification for the IQC to prioritize completion of the media literacy model curriculum before all other work, ***staff recommends*** that the bill be amended to require the IQC to submit the model curriculum to the SBE by January 1, 2024 (after the IQC revises the library standards), and the SBE to adopt, reject, or modify the curriculum by March 31, 2024.

4) ***Related Legislation***

SB 947 (Jackson) requires the Superintendent of Public Instruction, on or before December 1, 2019, and in consultation with an advisory committee, to identify

best practices and recommendations for instruction in digital citizenship, Internet safety, and media literacy.

5) ***Prior Legislation***

SB 135 (Dodd, 2017) was substantially similar to this bill. The measure passed this Committee on April 19, 2017, and was held in the Assembly Appropriations Committee.

AB 738 (Limon, Ch. 614, Stats. 2017) requires the development of a model curriculum in Native American studies, and requires school districts which elect to offer one course in Native American studies to make the course available in at least one year during a student's enrollment in grades 9-12.

AB 2016 (Alejo, Ch. 327, Stats. 2016) requires the Instructional Quality Commission (IQC) to develop, and the State Board of Education to adopt, a model curriculum in ethnic studies, as specified. The bill also encourages school districts and charter schools to offer an ethnic studies course based on the model curriculum to students in grades 9-12

SB 1435 (Jackson, Ch. 633, Stats. 2016) requires that the next revision of the Health Framework for California Public Schools include information for kindergarten through grade 8 on healthy relationships.

AB 2864 (Chau, Ch. 648, Stats 2016) requires that the Chinese Exclusion Act of 1882, the Geary Act of 1892, and other laws be considered in the next cycle in which the history-social science curriculum framework and its accompanying instructional materials are adopted.

AB 2546 (Calderon, Ch. 616, Stats. 2016) requires that, when the history-social science curriculum framework is revised after January 1, 2017, the IQC include specified content on financial literacy.

SUPPORT

Common Sense Kids Action
American Academy of Pediatrics
California Cable and Telecommunications Association
California School Boards Association
California School Library Association
Center for Media Literacy
Congressman Mike Thompson
Lt. Governor Gavin Newsom
National Association of Media Literacy Education
Scientific Literacy Association
University of California, Los Angeles—Teacher Education Program
Yolo County Office of Education

OPPOSITION

None received

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