NEW YORK STATE EDUCATION DEPARTMENT

INTERNET SAFETY PROGRAM EVALUATION

District: ***School:***

Enrollment: ***Grades in School:***

Evaluator: ***Date of Evaluation:***

For information on New York State Education Department
Internet safety regulations, please visit:
http://www.p12.nysed.gov/technology/internet_safety/

About This Resource

Internet safety refers to the various issues facing students due to the widespread use of the Internet in today's society, and the need for common practices to keep children and all users safe. Therefore, it is important to evaluate the Internet's effectiveness at the local level, and a foundational component of such instruction is an Internet Safety Program. The recent passage of the New York State Education Law on Internet Safety and Appropriate Use (Education Law Section 814) empowers the New York State Education Department to provide assistance and resources to schools concerning the safe and responsible use of the Internet. The Office of Educational Design and Technology has developed the following rubric to assist school administrators and educators with reviewing their instructional programs with a focus on Internet Safety. This rubric defines the degree to which the school has integrated Internet Safety and adapted its Acceptable Use Policy (AUP) into its standards-based instructional program.

Student Responsibilities: Acceptable & Effective Use					
Essential Element	**Exemplary**	**Proficient**	**Basic**	**Insufficient**	**Examples**
Acceptable & Effective Use *Students are able to identify what constitutes unacceptable and illegal content, and students are able to evaluate the quality of site contents and choose sites that have reliable and factual content*	Students consistently use search tools to find high quality sites and avoid illegal or unacceptable content; sites are used in academic work appropriately and are judged for their reliable and factual content. ☐	Students use search tools to filter out unacceptable or illegal sites; students begin to question the reliability and factual content of sites. ☐	Students learn about unacceptable or illegal content and its inappropriateness for academic work; students understand that not all Internet sites are valid but do not know how to question their reliability. ☐	Student Internet use is random and unguided, often setting off filtering warnings; students do not question the validity of Internet sites. ☐	• students practice effective search strategies • students are able to question the quality of site contents and evaluate usefulness • students identify what constitutes unacceptable and illegal content
Evidence, notes, comments					
Cyberethics *Students understand the social, ethical, legal, and human issues surrounding the use of technology in school and apply those principles in practice*	Students fully understand the guidelines on cyberethics and readily integrate these principles in their daily Internet usage. Student work consistently reflects knowledge of cyberethics through proper citations, appropriate sourcing, respect for the work of others, and respect for other users. ☐	Students generally understand the guidelines on cyberethics and generally integrate these principles in their daily Internet usage. Student work generally reflects knowledge of cyberethics through proper citations, appropriate sourcing, respect for the work of others, and respect for other users. ☐	Students have a limited understanding of the guidelines on cyberethics. There is limited evidence of student integration of these principles in daily Internet usage. ☐	There is little or no evidence that students understand cyberethics. ☐	• cyberbullying prevention policy in place • cyberbullying reporting procedures in place • copyright and patent laws are posted • plagiarism pathfinders • ethics codes communicated in school publications • policy for academic integrity in place
Evidence, notes, comments					
Netiquette *Students adhere to standards within AUP and the Code of Conduct when communicating with other online users*	The AUP and Code of Conduct support clear guidelines for appropriate online communications. Student Internet usage is consistently polite, appropriate and factual, reflecting their knowledge and full integration of standards learned. ☐	The AUP and Code of Conduct provide general guidelines for appropriate online communications. Student Internet usage is generally polite, appropriate and factual, reflecting their knowledge of standards learned. ☐	The AUP and Code of Conduct need to be updated and revised to demonstrate agreement and guidelines on how to communicate over the Internet. Student Internet usage is sometimes polite, appropriate and factual, reflecting basic knowledge of standards. ☐	The AUP and Code of Conduct do not reflect guidelines on proper conduct for students communicating over the Internet. Student Internet usage is casual, unguided, haphazard and sometimes offensive or harmful. ☐	• students practice good Netiquette while online • students write and communicate appropriately over a digital medium • students refrain from making damaging or false statements about others online • students avoid profane or impolite language online
Evidence, notes, comments					

Essential Element	Exemplary	Proficient	Basic	Insufficient	Examples
Protecting Personal Information *Personally identifiable information concerning students is not disclosed or used in any way on the Internet or local network*	Students fully understand the importance of protecting personal information and passwords, and are trained in detecting the various forms of Internet fraud. Student Internet usage is age appropriate and does not reveal personal data. ☐	Students generally understand the importance of protecting personal information and passwords, and are trained in detecting the various forms of Internet fraud. Student Internet usage is generally age appropriate and usually does not reveal personal data. ☐	Students have a limited awareness regarding the importance of protecting personal information and passwords, and have not been trained in detecting Internet fraud. Student Internet usage is sometimes age appropriate and may reveal personal data. ☐	There is little or no evidence that students understand the importance of protecting personal information and passwords, and have not been trained in detecting Internet fraud. Student communications often reveal personal information to strangers. ☐	• students protect online use of name, address, phone number, or personal photos • students do not meet in person anyone they have met only online. • students identify online fraud • appropriate password choices, regular changes • passwords are protected • accounts are kept secure
Evidence, notes, comments					

Administrator/Teacher Responsibilities: Curriculum, Instruction, Assessment & Professional Development					
Essential Element	**Exemplary**	**Proficient**	**Basic**	**Insufficient**	**Examples**
Curriculum *Educators develop a meaningful, standards-based Internet Safety Curriculum integrated across all subject content areas with P-12 articulation*	Internet Safety curriculum is meaningfully developed; curriculum is fully aligned with NYS and Common Core learning standards; curriculum is fully integrated across all content areas with P-12 articulation. ☐	Internet Safety curriculum is well developed; curriculum is generally aligned with NYS and Common Core learning standards; curriculum is generally integrated across all content areas with P-12 articulation. ☐	General Internet Safety curriculum is in place; there is limited evidence of curriculum alignment to the NYS and/or Common Core learning standards; there is limited evidence of content area integration and/or P-12 articulation. ☐	There is little or no Internet Safety curriculum in place; there is little or no evidence of curriculum alignment; there is little or no evidence of content integration and/or P-12 articulation. ☐	• district curriculum committees review alignment and articulation • standards-based Internet Safety learning experiences integrated across subject area content • collaboration with school librarians on cooperative units of instruction
Evidence, notes, comments					
Instructional Alignment *Educators integrate principles of Internet safety within each standard area and appropriately evaluate student understanding of performance indicators*	All Teachers are actively engaged in teaching Internet Safety in the classroom; lessons are clearly aligned with NYS and Common Core learning standards; lessons provide for meaningful evaluation of student understanding of NYS and Common Core performance indicators. ☐	Most teachers are actively engaged in teaching Internet Safety in the classroom; lessons are generally aligned with NYS and Common Core learning standards; lessons provide for general evaluation of student understanding of NYS and Common Core performance indicators. ☐	Some teachers are engaged in teaching Internet Safety in the classroom; lessons demonstrate limited alignment with NYS and/or Common Core learning standards; lessons provide for limited evaluation of student understanding of NYS and Common Core performance indicators. ☐	Teachers either are not prepared or not willing to teach Internet Safety; it is unclear whether NYS and/or Common Core learning standards are aligned in lessons; there is limited or no evidence of any evaluation tools. ☐	• high interest student projects • lesson plans and activities address safe-search techniques • student evaluation of Web resources for authenticity, validity • legal and safety issues addressed in online activities • lessons address cyberethics and Netiquette issues
Evidence, notes, comments					

Essential Element	Exemplary	Proficient	Basic	Insufficient	Examples
Assessment *Student Internet Safety learning is assessed by classroom teachers, utilizing data analysis and Standards*	Student assessment is fully in place in an Internet Safety Program, with benchmarks for all grades and most content. Classroom teachers assess Internet Safety skills as part of many instructional units; students regularly self-assess their own development; many teachers actively participate in school-wide analysis of student Internet Safety data. ☐	Classroom teachers develop coherent grade-level benchmarks for Internet Safety and technology skills, and assess student Internet safety development in some instructional units; assessment of Internet Safety is a regular part of the assessment of student work. ☐	Some Internet Safety and technology skills benchmarks are identified for different grade levels and used to assess student achievement on final products; students are assessed solely on content knowledge in some projects, not on development of safe and responsible Internet usage. ☐	Grade level Internet Safety and technology skills benchmarks are haphazard and unclear; student progress in Internet Safety skills is assessed only through periodic testing. ☐	• attribution to others in work • credit for all quotes • proper citation in notes and bibliographies • copyright guidelines followed • legally obtained, stored, and disseminated text, data, images, or sounds • Acceptable Use Policy followed • First Amendment rights and process applied
Evidence, notes, comments					
Professional Development *Student achievement is increased through improvements in teacher knowledge and skill via sustained professional development*	Annual Professional Performance Review (APPR) requires professional development in NYS and Common Core learning standards, curriculum, instruction, new resources, technology, and student learning. Teachers are fully aware of AUP, confidentiality requirements, cyberethics and netiquette. Teachers are encouraged to participate in leadership roles in professional association activities. ☐	The APPR supports professional development in NYS and Common Core learning standards, curriculum, instruction, new resources, technology, and student learning. Teachers are generally aware of AUP, confidentiality requirements, cyberethics and netiquette. Teachers are encouraged to participate in professional association activities. ☐	The APPR references professional development in technology, but only limited opportunities is actually available or provided for teachers. Teachers have limited knowledge of AUP, confidentiality requirements, cyberethics and netiquette. ☐	The APPR does not specifically mention professional development in technology and ongoing advanced educational study is limited or nonexistent. ☐	• professional development in the use of new and existing technology • professional development in technology policies • professional organization membership • creation/use of web resources • presentations at conferences • journal publications • familiarity with open source software that allows for a creative and collaborative learning environment
Evidence, notes, comments					

District Responsibilities: Policy & Technology Access					
Essential Element	**Exemplary**	**Proficient**	**Basic**	**Insufficient**	**Examples**
Acceptable Use Policy (AUP) *District AUP provides clear guidance on acceptable use for safe, appropriate and meaningful access to Internet resources with consequences for unacceptable use*	The AUP and Internet Safety program have been approved by the local school board. Programs have been fully implemented, enforced, and evaluated following procedures outlined in the plan. Appropriate measures are clearly defined for persons who violate the policy. ☐	The AUP and Internet Safety program have been approved by the local school board. Programs have been implemented, and are generally enforced and evaluated. Appropriate measures are generally defined for persons who violate the policy. ☐	Planning for the AUP and Internet Safety program has occurred and are in the initial stages of implementation; however, it is unclear if the policy is being enforced or if revisions are being made as needed. Measures are not clearly defined for persons who violate the policy. ☐	The AUP and Internet Safety program have not been implemented, enforced, or evaluated. There is no established policy regarding appropriate measures to be taken against persons who violate the policy. ☐	• policy and regulations in place for misuse • clear understanding of sanctions for misuse • progressive levels of response for violations • plans for disciplinary and/or legal action widely shared • periodic audits of AUP compliance and updates as needed
Evidence, notes, comments					
Internet Filtering and Monitoring *Internet filtering and monitoring is in place with opportunities for teachers and students to bypass for educational purposes*	Internet filtering software has been universally installed and optimized; updates and evaluations occur at regular intervals; with the cooperation of system administrators, teachers are able to bypass Internet filtering in order to access blocked content for educational purposes; and students, with approval, are given access privileges on a case-by-case basis. ☐	The AUP outlines the use of a network filter to limit specific illegal and offensive content; Updates and evaluations occur at regular intervals; teachers are given access to bypass the filter for educational purposes on a case-by-case basis. ☐	The AUP outlines the use of a network filter to limit specific illegal and offensive content; teachers are given access to bypass the filter for educational purposes on a case-by-case basis. ☐	There is little or no filtering or filtering is too general and inclusive. Filters are not actively monitored or adjusted. Teachers are unable to circumvent filtering restrictions from within the school network. ☐	• Internet filtering is effective, calibrated to school needs • students have robust Internet access while protected from spam, viruses, pop-ups, and inappropriate content • experimentation with educational games • complex concepts used in safe online environment • students identify what constitutes unacceptable and illegal content
Evidence, notes, comments					
Confidentiality of Student Information *Personally identifiable information concerning students is protected and appropriately used on Internet or local network by the district*	District policies & regulations protect online use of student name, address, phone number, personal photos, or other personally identifiable information. The policies are fully enforced, and updates and evaluations occur at regular intervals. Districts consistently utilize website/media release forms for Public Relations purposes. ☐	District policies & regulations protect online use of student name, address, phone number, personal photos, or other personally identifiable information. The policies are generally enforced, and updates and evaluations occur at least annually. Districts generally utilize website/media release forms for PR purposes. ☐	District policy aims to protect personally identifiable student information, but there is limited enforcement or evaluation of the practice. Districts inconsistently utilize website/media release forms for PR purposes. ☐	There is no system in place to protect personally identifiable student information. ☐	• district protects online use of student name, address, phone number, or personal photos • appropriate password choices, regular changes • passwords are protected • accounts kept secure • release forms are verified before student info is put on website for PR purposes • A Technology Committee periodically reviews practice & procedures
Evidence, notes, comments					