



**MEDIA LITERACY
EDUCATOR**

Certification

by **KQED**

Competencies

PBS Media Literacy Educator Certification by KQED: Competencies

We created the [PBS Media Literacy Certification by KQED](#) to a) recognize and promote the educators who possess and apply these skills already and b) provide a clear pathway, through coursework and other instructional resources, for those educators who need or desire support. **A PBS Certified Media Literacy Educator has demonstrated mastery in these four key media literacy competencies:**

Reading

A PBS Certified Media Literacy Educator will demonstrate the following competencies with regards to accessing, analyzing and evaluating media:

- Ability to use online tools to access valid and credible resources relevant to specific inquiry.
 - Effectively assess the accuracy and quality of information.
 - Critically examine how the same topic is addressed by different sources, at different times, and in different media forms.
 - Critically examine how demographic data and other individual identifiers (interests, history, affiliations, etc.) inform search engine algorithms and impact search results.
- Ability to analyze and evaluate media artifacts, especially with respect to how production choices influence media messages.
 - Critically examine how the media creator's bias, purpose, intended audience and authority impact the media artifact's credibility, form and message.
 - Critically examine how media is constructed (i.e. production techniques, frame of reference, portrayal of people and places, visual design, image manipulation, etc.) and how those elements contribute to the way media is understood and acted upon.

Writing

A PBS Certified Media Literacy Educator will demonstrate the following competency with regards to creating media:

- Ability to create original media to communicate a specific message to an intended audience, using multiple media production techniques and tools.
 - Demonstrate understanding of copyright, fair use, and intellectual property with respect to the media you and your students create.
 - Critically evaluate the way individuals, groups and topics are represented in your media, whether it is a fair and accurate portrayal and, if not, why you made those choices.
 - Explain how your intended media message, intended audience and other factors such as time and available resources impact the construction and form of the media you create.
 - Create media that effectively employs narrative, audio and visual design principles.
 - Use feedback and reflection to improve media products.

Sharing

A PBS Certified Media Literacy Educator will demonstrate the following competency with regards to acting in online spaces by sharing media:

- Ability to share original media on a variety of online platforms with special attention to interactions with the intended audience as well as the learning, safety, and privacy of you and your students.
 - Demonstrate understanding of federal rules and regulations regarding student privacy online and how they apply to online products and services used in your learning environment, including the Family Educational Rights and Privacy Act (FERPA), the Children's Online Privacy and Protection Act (COPPA), and the Protection of Pupil Rights Amendment (PPRA).
 - Critically evaluate the Terms of Service agreements for the platforms you and your students are using to share media.
 - Clearly communicate, model and uphold a code of conduct for student participation online that promotes a positive school culture and supports safe and responsible technology use.

Teaching

A PBS Certified Media Literacy Educator will demonstrate the following competency with regards to teaching with media:

- Ability to create and implement instruction in your academic subject area that helps students access and learn important content by reading, writing and sharing media, along with assessment practices that identify opportunities for growth and provide learners with quality feedback.

NAMLE's [Core Principles of Media Literacy Education](#) contains many Implications for Practice to consider when designing media literacy instruction, including:

- Media Literacy Education (MLE) emphasizes strong critical thinking, i.e. asking questions about all media, not just media with which we may disagree.
 - MLE teachers do not train students to ask IF there is a bias in a particular message (since all media messages are biased), but rather, WHAT the substance, source, and significance of a bias might be.
 - MLE trains students to use document-based evidence and well-reasoned arguments to support their conclusions.
 - MLE is most effective when used with co-learning pedagogies, in which teachers learn from students and students learn from teachers and from classmates.
 - MLE integrates media that present diverse voices, perspectives and communities, and supports the production of media with the same diversity of perspective.
 - MLE recognizes that students' interpretations of media texts may differ from the teacher's interpretation without being wrong.



How will educators become certified?

Educators will be invited to [submit a portfolio](#) of artifacts and reflections through KQED Teach demonstrating their competency in each area. Clear [expectations and rubrics](#) will be provided for educators so that they are guided through development and may [self-assess](#) before submission. After submission, portfolios will be evaluated by KQED staff or other designees. Every educator will receive a full set of feedback. Portfolios that are scored at passing levels will be awarded the certification. Educators who do not pass initially will be invited to resubmit. Educators who need support in meeting the competencies will be directed to [KQED Teach courses](#). Courses will be presented in [alignment](#) with the competencies providing clear pathways for support in specific areas.

Have more questions? See our [Frequently Asked Questions](#).