

October 2020

# Teacher, Parent, and Student Views on Education Data, Technology, and Student Privacy



*Surveys of Teachers and Parents, and Focus Groups among Teachers and K-12 Students*



## Research Objectives

Understand educator awareness, knowledge, training, and concerns for student data privacy and information security.

## Methodology

- An online survey of **1,009 public/charter school educators** of K-12 students was fielded **July 23–31, 2020**.
- The average survey length was 21 minutes.
- Throughout the report, ↑↓ indicate significant differences between subgroups at the 95% confidence level.
- Throughout the report, “Top 2 Box Concern” refers to the sum of “Very Concerned” and “Somewhat Concerned”

## Teacher Sample Highlights:

Elementary school (ES): K–5 <sup>th</sup> grades	41%
Middle school (MS): 6–8 <sup>th</sup> grades	36%
High school (HS): 9–12 <sup>th</sup> grades	37%
<small>*teachers may teach more than one grade</small>	
Public school	94%
Charter school	6%
Title I or Eligible	55%
Licensed special educator	31%
Female teacher	71%
School located in a...	
Suburban area	52%
Urban area	23%
Rural area	24%

## Research Objectives

Understand how parents of K-12 students view, react to, and classify issues associated with student data privacy and information security.

## Methodology

- An online survey of parents of K-12 public/charter school students was fielded **May 19 to June 1, 2020**. The survey was conducted among a representative base sample of U.S. parents and included oversamples among Hispanic and African American parents:

- U.S. Parents 1,227
- Hispanic 530
- African American 522

- The average survey length was 22 minutes.
- Throughout the report, ↑↓ indicate significant differences between subgroups at the 95% confidence level.
- Throughout the report, “Top 2 Box Concern” refers to the sum of “Very Concerned” and “Somewhat Concerned”

## Parent Sample Highlights:

School level of child referenced throughout survey:

Elementary school (ES): K–5 <sup>th</sup> grades	46%
Middle school (MS): 6–8 <sup>th</sup> grades	23%
High school (HS): 9–12 <sup>th</sup> grades	31%

Gender of child	57% boy / 43% girl
Gender of parent surveyed	49% male / 51% female

Suburban area	46%
Urban area	31%
Rural area	23%

White/Caucasian	75%
African American	13%
Asian	7%
Hispanic (not exclusive)	20%

## Research Objectives

Qualitatively understand awareness, knowledge, training, and concerns for student data privacy and information security among educators and students.

## Methodology

- Virtual focus groups conducted in June and August of 2020.
- Focus groups were 90 minutes in length among 5–6 participants each.
- 4 groups among teachers conducted in June 2020.
  - 2 among teachers of 3<sup>rd</sup>–5<sup>th</sup> graders
  - 2 among teachers of 6<sup>th</sup>–10<sup>th</sup> graders
- 4 groups among students conducted in August 2020.
  - 2 among students in 7<sup>th</sup>–8<sup>th</sup> grade (MS)
  - 2 among students in 9<sup>th</sup>–10<sup>th</sup> grade (HS)

## Participants of Teacher Focus Groups:

- Represent a range of states across the nation: AL, AZ, CO, FL, GA, IL, IN, IA, KY, MD, MA, MI, MO, NJ, OH, TX, WA
- Have a range of teaching experience
- Teach a range of core subjects in traditional public schools or public charter schools in urban, suburban, or rural communities
- A mix of Title I and non-Title I schools
- A mix of attitudes and level of concern about student data privacy and the amount of data schools have for students
- All continued teaching during the transition to remote learning during the COVID-19 pandemic and represent varying levels of comfort with online teaching

## Participants of Student Focus Groups:

- Represent a range of states across the nation: AZ, CA, CT, DE, FL, GA, IL, IN, MD, MI, MN, NJ, NM, NY, OK, OR, PA, TN, TX, WA, WI
- A mix of racial and ethnic backgrounds
- Attend traditional public schools or public charter schools
- A mix of concern levels regarding student data privacy and a range of comfort levels with the use of the internet
- Most continued schooling through remote learning during the COVID-19 pandemic and have a range of sentiment toward remote learning during the end of the 2019–2020 school year
- Many are returning to school remotely for the 2020–21 school year, while others will follow a hybrid or in-person model. A few were not sure of their school’s decision to return

A core pillar of responsible data use and privacy protection is lifting up voices of those who are affected the most. In the case of education, that means parents, teachers, and students themselves. These perspectives are chronically underrepresented in discussions about how data and technology can be used while not sacrificing student privacy and civil rights.

To help policymakers, educators, parents, and students better understand the complexities so they can be addressed, we conducted research on the views of those who have the most at stake. We organized our findings around key recommendations stemming from the research:

**1. Use technology responsibly to support students:**

Parents and teachers strongly support an increased level of online learning even after the pandemic, and the shift this year to remote learning has only strengthened this resolve. Given this forward-looking support, it is important to ensure that technology is used responsibly, in a way that does not sacrifice student privacy or civil rights.

**2. Tailor student privacy efforts to meet people where they are:**

Generally speaking, privacy is not a top concern for parents, teachers, or students, relative to other concerns. Their worry increases, however, as they are exposed to additional details on student privacy risks and other external events. Various stakeholders approach these issues from different places and would benefit from information and engagement that is tailored to their specific interests and concerns.

**A. Engage and communicate with parents:**

Parents generally express trust in schools regarding the information schools collect, but still report low awareness of and involvement in schools' technology and data practices.

## **B. Educate and empower students to protect themselves:**

Students and teachers diverge in their perceptions of past conversations about how to protect student privacy. While not particularly concerned about privacy, some students do acknowledge that they should probably be given more information on this topic.

## **C. Improve teacher training on student privacy:**

Almost half of teachers have either not received training beyond receiving a form to sign, or have received no training at all. With the range of privacy and security incidents regularly happening in schools and the expansion of technology use from COVID-19, teachers urgently need additional training and support to assist them in navigating these issues and protecting students' privacy, safety, and well-being.

## **3. Close the digital divide while protecting privacy:**

Students' access to dedicated devices and reliable internet access varies significantly across income levels. In response to these inequities – a part of the broader digital divide – teachers report increases in school-provided devices during COVID-19. As schools provide more devices as well as facilitate internet access, they must also ensure they are not violating student privacy.

## **4. Build upon promising practices:**

Use of technology plans and special education training correlate to higher levels of privacy protection awareness, suggesting that these promising practices could be highlighted and scaled for improved general privacy awareness.

# **1: Use technology responsibly to support students**

# Importance of Technology in School

- Nearly twice as many teachers say that technology is “very important” during COVID-19 than say it was “very important” prior to COVID-19

## Teachers Views on Importance of Educational Technology

Pre-COVID/typical

During COVID-19

44% very important 86%

“  
With the start of COVID, the district sent out more resources – and part of it was how safe student data is. I don’t think about it that much because I trust my school district. (6-10<sup>th</sup> grade teacher)  
”

## Teachers who describe education technology as “very important”...

	Pre-COVID	During COVID
Base sample	44%	86%
ES	42%	83%
MS	42%	87%
HS	44%	87%
Rural	40%	83%
Suburb	42%	86%
Urban	50%	89%

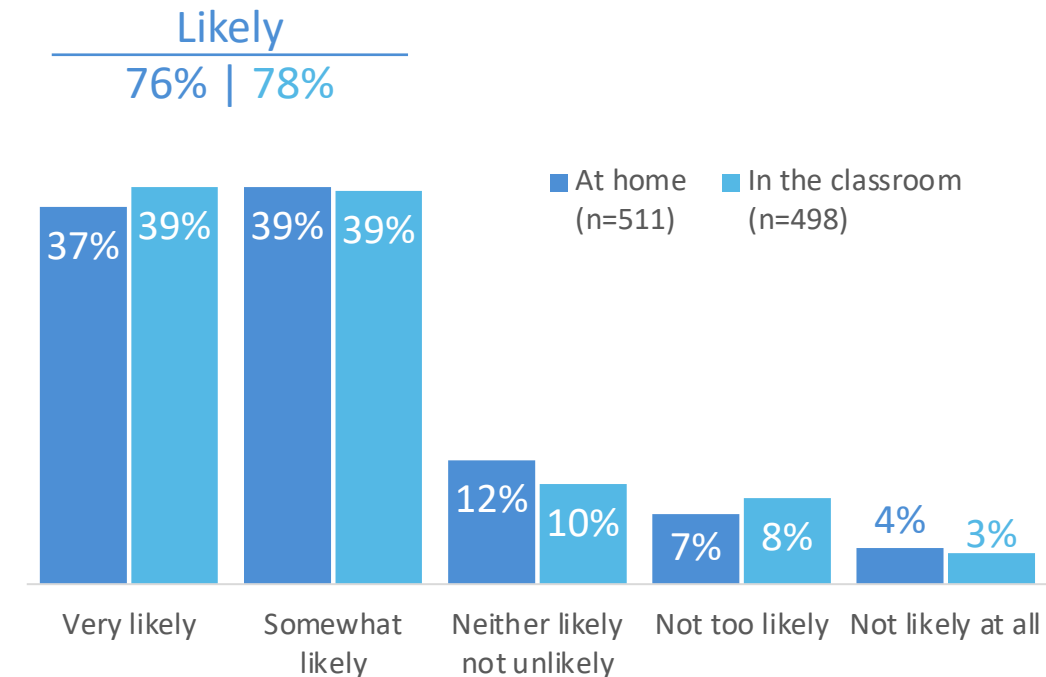


# Support for Online Learning Going Forward

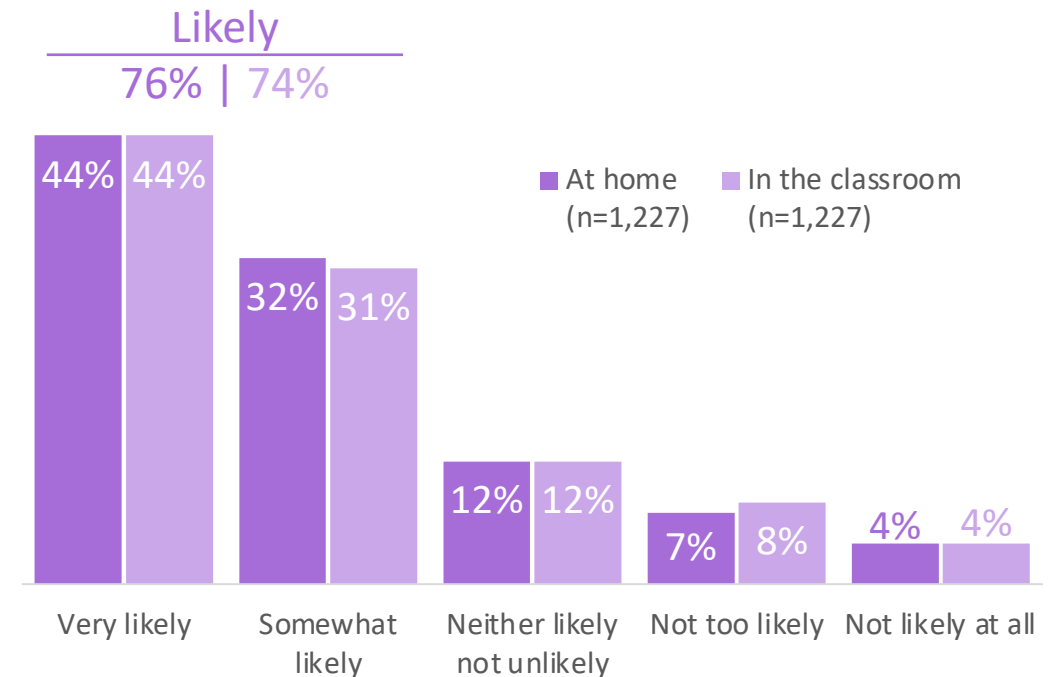
- Most teachers and parents say they will support an increased level of online learning at home and in the classroom, but teachers feel less strongly about this than parents.

“ Teaching is my passion, but since COVID hit I could retire at any time. If we have to go back to online teaching this fall, I will retire. As much as I try to be savvy with tech, I’m not. It was a great struggle. And in our area, we don’t have 1 to 1. Kids don’t have devices at home. They could not get on. I didn’t enjoy this experience and I’m an upbeat positive person. I did not find my groove because my groove is my kids. It was just the negative part of teaching. (6-10<sup>th</sup> grade teacher) ”

## Teachers



## Parents



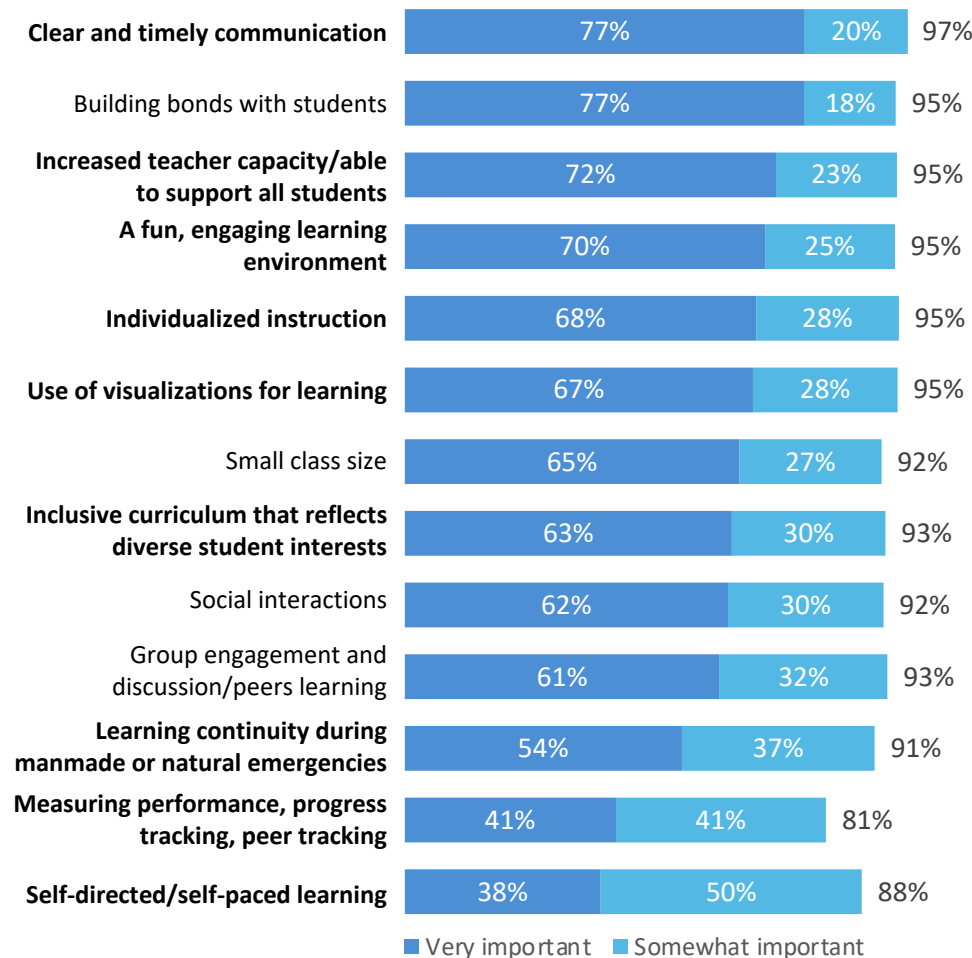
Q47/Q48: When the stay-at-home restrictions are lifted and students can return to the classroom, how likely are you to support students’ continuing an increased level of online learning [split sampled: at home/when they return to the classroom] in the upcoming 2020-2021 school year? (Teachers Survey)

Q39: When the stay-at-home restrictions are lifted and students can return to the classroom, how likely are you to support your child continuing an increased level of online learning at home and in the classroom? (Parents Survey)

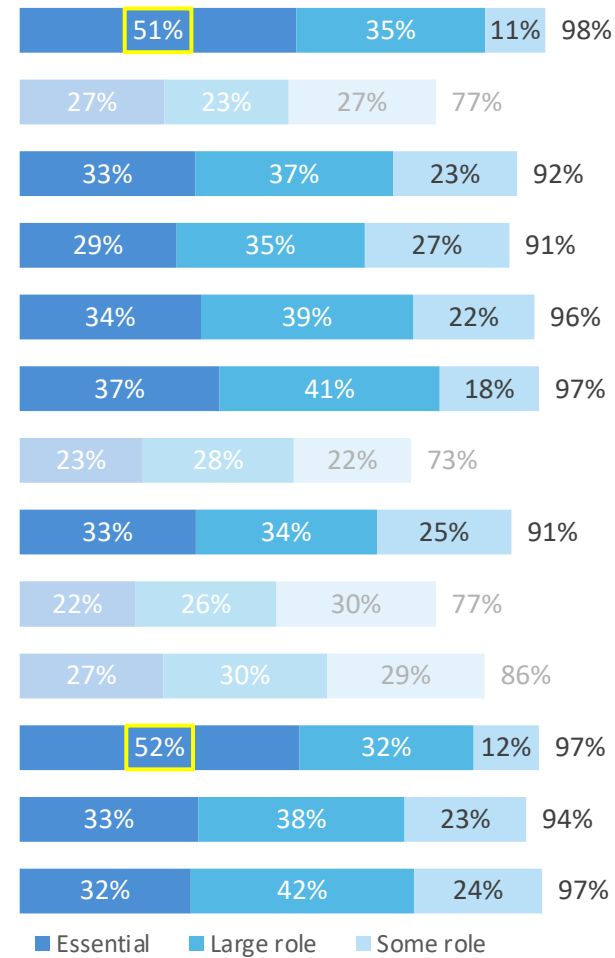
# Teachers: Top Educational Benefits Delivered through Technology

- Teachers overwhelmingly believe technology plays a role in helping to deliver key education benefits – and feel more strongly about the importance of all of these than parents.
- Teachers give high importance to a wide range of education and learning benefits: Clear and timely communication is one of the most important, and teachers see an essential role for technology to play.

## Importance to Students' Education & Learning



## Role of Technology in Delivering Each Benefit



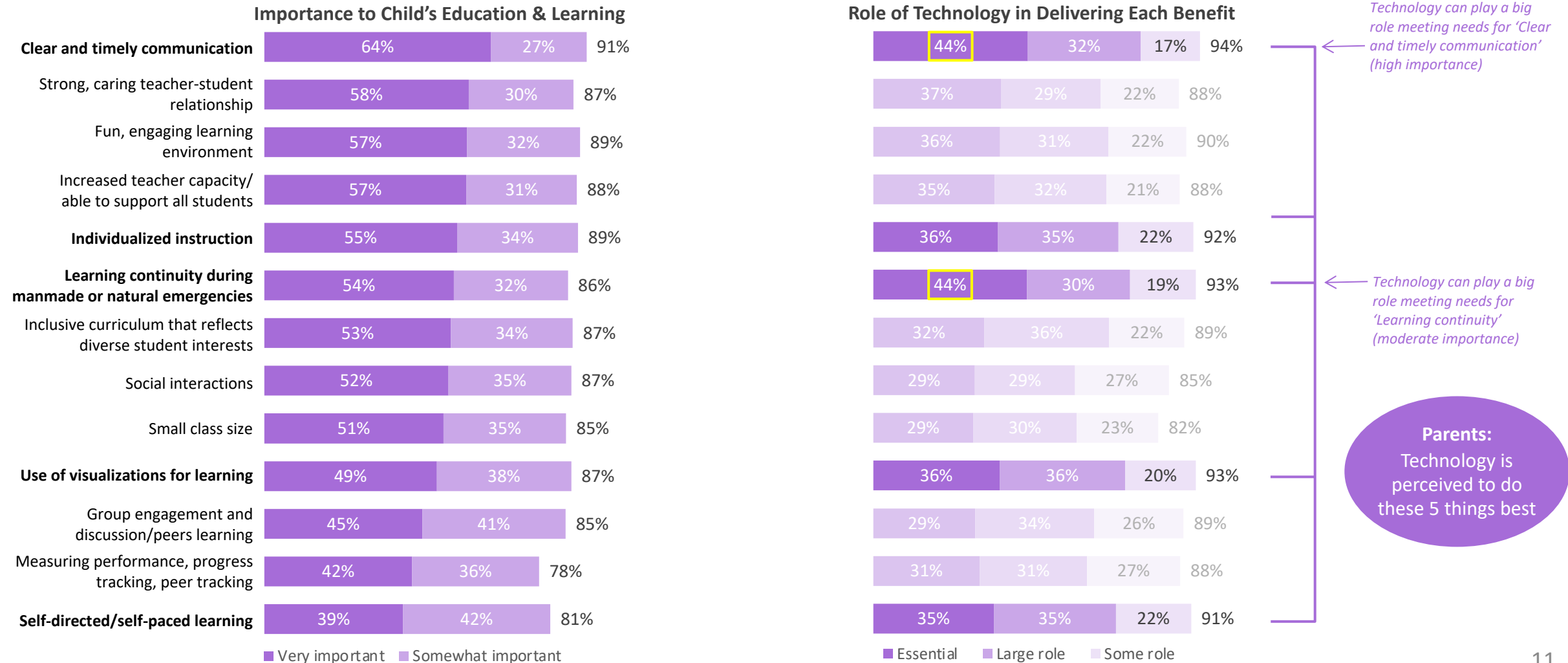
Technology can play a big role meeting needs for 'Clear and timely communication' (high importance)

**Teachers:**  
Technology is perceived to do these 9 things best

Technology can play a big role meeting needs for 'Learning continuity' (moderate importance)

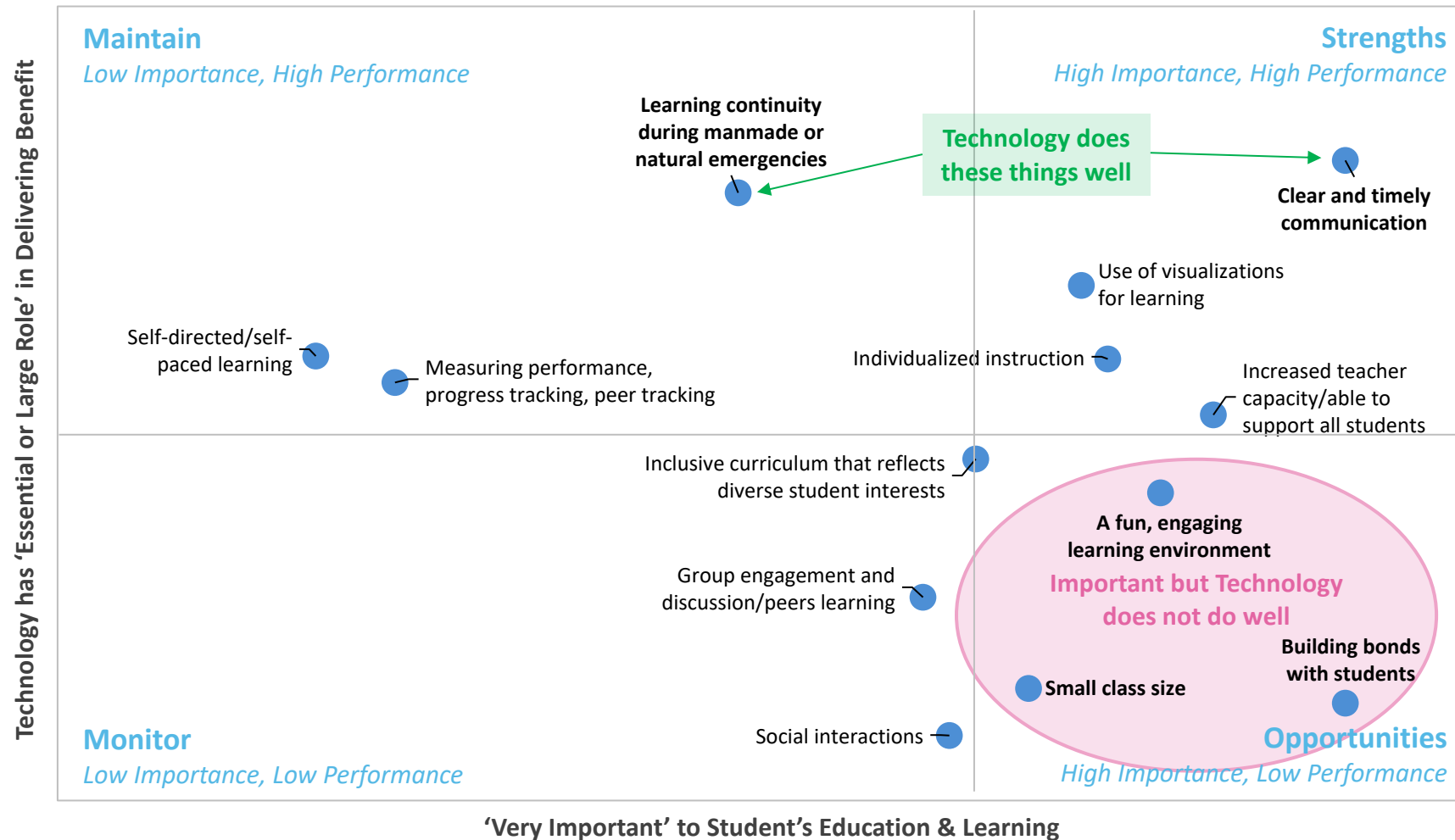
# Parents: Top Educational Benefits Delivered through Technology

- Parents overwhelmingly believe technology plays a role in helping to deliver key education benefits.
- Technology is viewed as playing an essential or large role in delivering clear and timely communication (high importance), individualized instruction, learning continuity, use of visualizations, and self-directed learning.



# Technology Benefits Perceptual Map

- Viewed another way, education benefits that fall in the upper right quadrant are areas that teachers say are important to students' education and that teachers say that technology/online learning does well.
- In the bottom right quadrant are areas that are important but in which technology/online learning is not considered to play a large role.

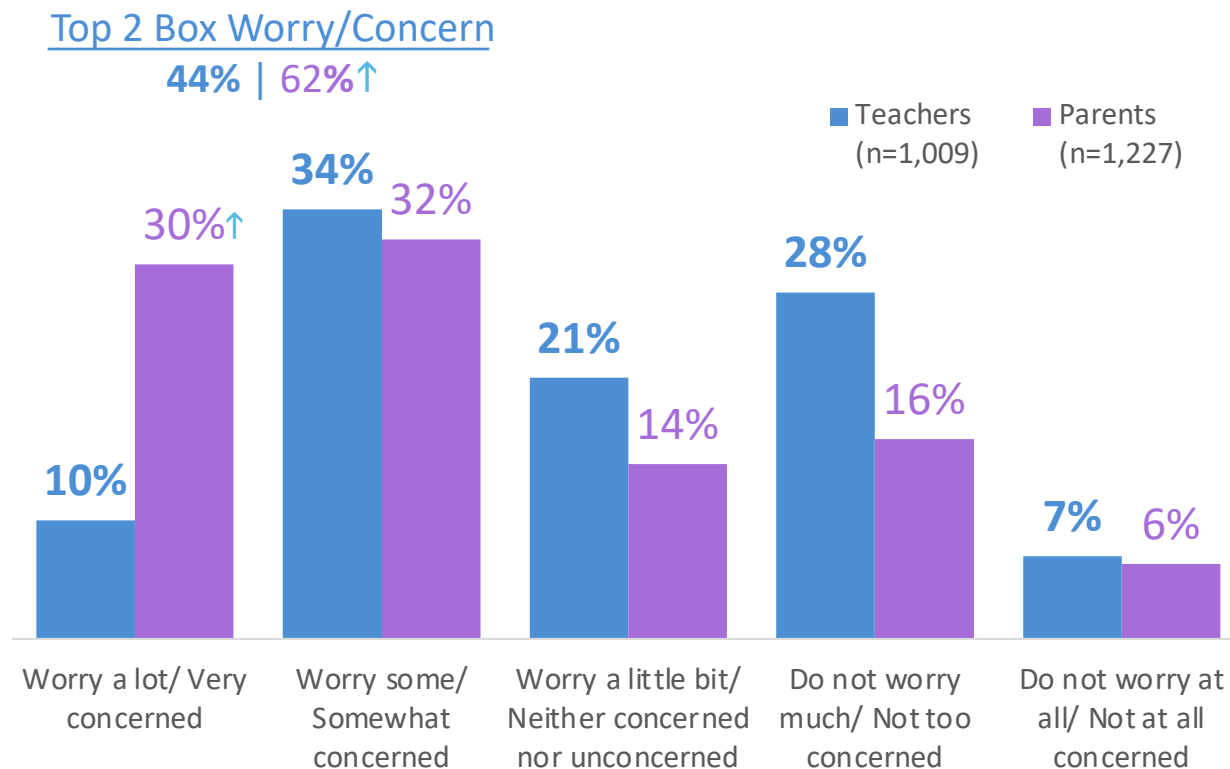


Q43: When it comes to your students' education and learning, how important are each of the following to you today?  
 Q44: What role does technology and/or online learning play in delivering or providing each of the educational benefits listed below?

## **2: Tailor student privacy efforts to meet people where they are**

- Teachers are generally less worried about student data privacy and security than are parents.

## Teacher and Parent Worry/Concern about Privacy and Security of Student Data and Information Collected by School



Concern before exposure to additional detail on threats to student privacy

“ [Student data privacy] is not a concern because I take steps to protect their info and show them ways to protect their data. (6-10<sup>th</sup> grade teacher) ”

- Teens express no/low previous consideration or concern of what “student data” is



Not top of mind, and understanding of “private student data” is very limited—broadly means **personal information**:

- Student’s contact information (address, phone number, e-mail)
- Student’s birthdate
- Parent/guardian and emergency contact information



Aided, students expand this list to include:

- Health information
- Behavioral information
- Attendance
- Guidance counselor meetings/notes
- Student’s schedule, grades, and other academic information (viewed via the school’s portal)
- Passwords to school-related websites

- Teens generally have **no knowledge as to how their schools protect their data** but most “**trust**” their school to keep or protect their information
  - Based on never having heard of any breaches or incidents
  - Some (especially younger teens) low concern is based on considering their student information as not that private (many considering grades or academics)
- Students also exhibit little concern with teacher or even parent access to this information (common for parent-view or portal access to academics)
  - Some hesitation about a teacher with whom they have no interaction having access to their personal data
  - A few would rather their parents not have access to everything (their grades or behavioral reports), but limited and not a big deal

“Never had an issue. I think it’s important to keep it private, but I’ve never had an issue with it. People who have access are very careful, so issues don’t happen. (MS)

Most of the information is necessary, but the school having my address is concerning. Even though they probably need that, it’s concerning. Just having adults knowing where I live is creepy. (HS)



**Home address, however, IS concerning; information teens DO desire to keep private** (especially among high schoolers)

- Feels creepy, weird, unnecessary for the school to have this information
- Uncomfortable with teachers (especially not theirs) or random adults having access
- Would not want other students to know where they live either



# Students Recall Incidents of Lax Data Security

- When provided example “scenarios” of lax data security, students did confirm that occurrences do happen (some frequently).
- Importantly, though, many students had not considered several of these classroom-type examples as student data privacy issues.

## Scenarios provided to students:

1. Announcements made on the loudspeaker that may relate to student’s home life or situation (i.e. Katie, your case worker is here to pick you up, please come to the office)
2. A teacher mistakenly leaving printed papers with a student’s sensitive or private information out on his/her desk
3. A teacher’s password information left out in the open, e.g. on a sticky note on teacher’s computer monitor
4. Students overhearing teachers talking about a student’s private information, like grades or discipline
5. A class session over videoconference being hacked or someone not allowed to be on the videoconference gaining access
6. Parents taking a call from a teacher about sensitive student information in a place where they can be overheard by others
7. Students posting their private academic or educational information on social media
8. Students seeing a teacher’s computer screen displaying student or class information
9. A data breach at school providing access to your personal records.

## Scenarios that happen somewhat frequently but are also considered not a big deal to students:

- Teachers commonly ask students to distribute graded assignments
- Mistakenly occurs when a teacher shares his/her screen with the class, with grades and class schedules most often the shared information
- Respondents noted many friends/acquaintances post their grades on the Snapchat stories, which is “not a big deal”

## Scenarios that some had experienced but less frequently and with mixed levels of concern:

- A few had been on a class session over videoconference that was hacked, most indicating it was funny more than threatening
- Students overhearing teachers talking about a student’s private information, like grades or discipline, did generate more concern — not only did respondents empathize with the student the teachers were discussing, they also felt uncomfortable, knowing they were overhearing information they should not receive

*“Data Breach” scenario was one that none had heard of happening, but that would be highly concerning*

For students, none of these examples facilitated a perceived need for a change of policy or greater protections of their student data; nor did they shift students’ perceptions about trusting teachers with their information or teachers bearing primary responsibility to keep their information protected.

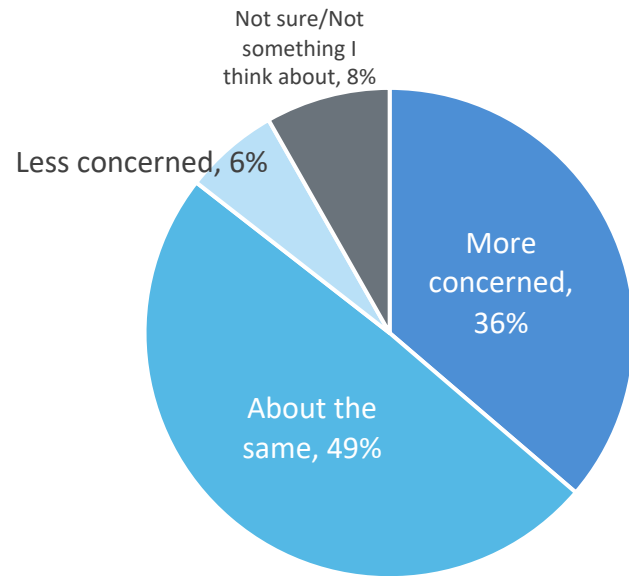


# Increased Worry about Student Data Privacy During COVID-19

- Remote schooling brought on by COVID-19 has increased concern among 1 in 3 teachers and parents.
- About half say their concern has not changed with remote schooling due to COVID-19.

## Teachers:

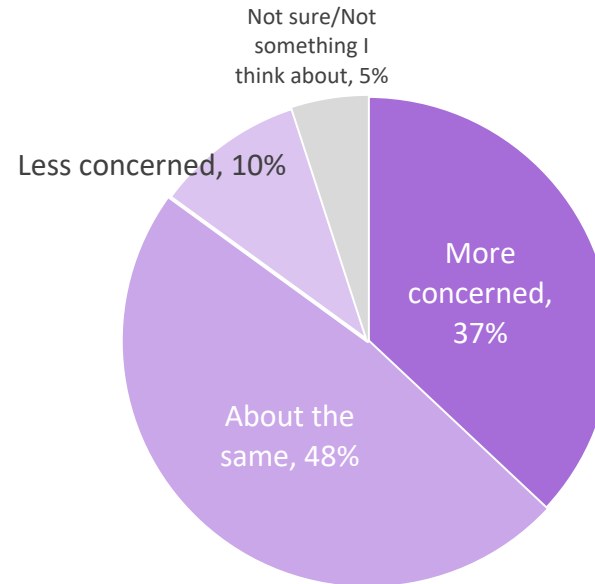
Concern About Student Data Privacy and Security During COVID-19



(n=1,009)

## Parents:

Concern About Student Data Privacy and Security During COVID-19

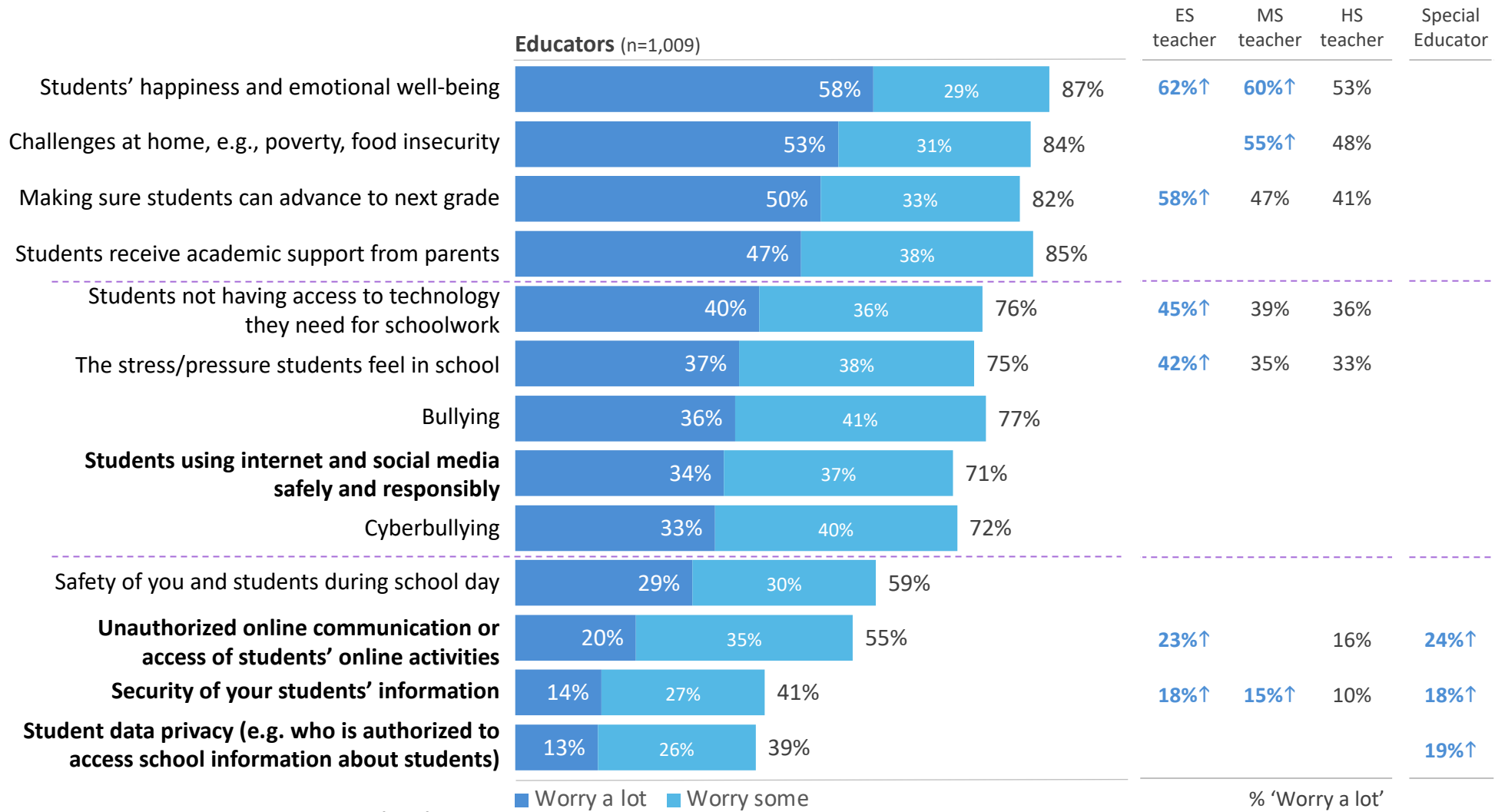


(n=1,227)

“ Communicating via email has increased a ton. So I try to censor that I am not putting too much info in my emails. Making sure I am following policies and not doing more than I should be via email. (3-5<sup>th</sup> grade teacher) ”

# Teachers: Student Privacy & Security Relative to Other Concerns

- Teachers are most worried about their students' well-being physically, emotionally, and academically.
- Students' safe and responsible use of the internet and social media is a mid-tier concern.
- Others' unauthorized access of student data, and security and privacy of student information are low-tier worries among teachers of all grades.



### Top Tier Worries

These worries are more widespread among teachers of younger grades.

### Mid-Tier Worries

Students' safe and responsible use of the internet and social media is a mid-tier concern.

### Low Tier Worries

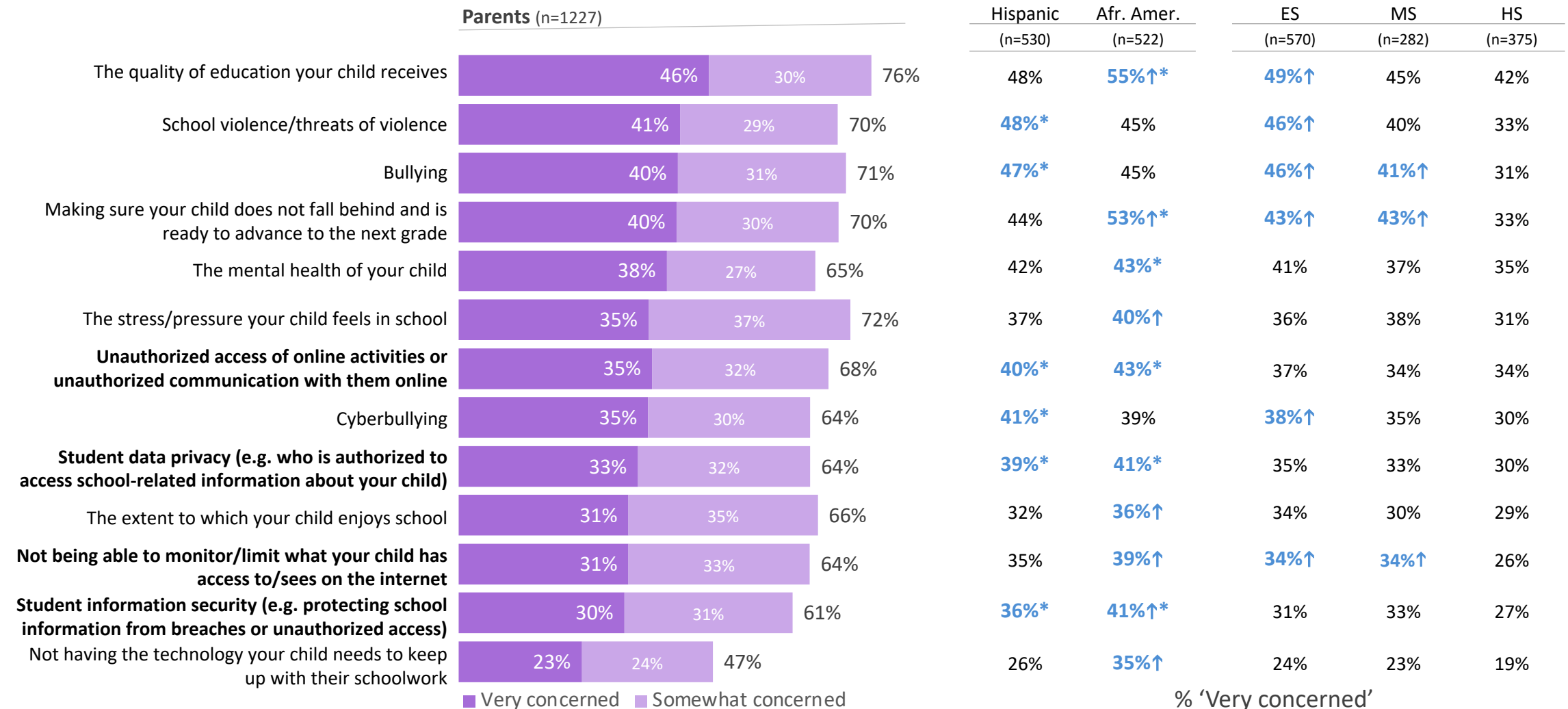
More special educators worry about student data privacy and security, yet these concerns still rank low relative to other issues students may face.

■ Worry a lot ■ Worry some

% 'Worry a lot'

# Parents: Student Privacy & Security Relative to Other Concerns

- Quality of education is parents' #1 concern, regardless of race or grade level of the child.
- Student online and data privacy and information security register as mid- to low-level concerns by parents.
- Hispanic and African American parents share more concerns on most issues than the general U.S. population.



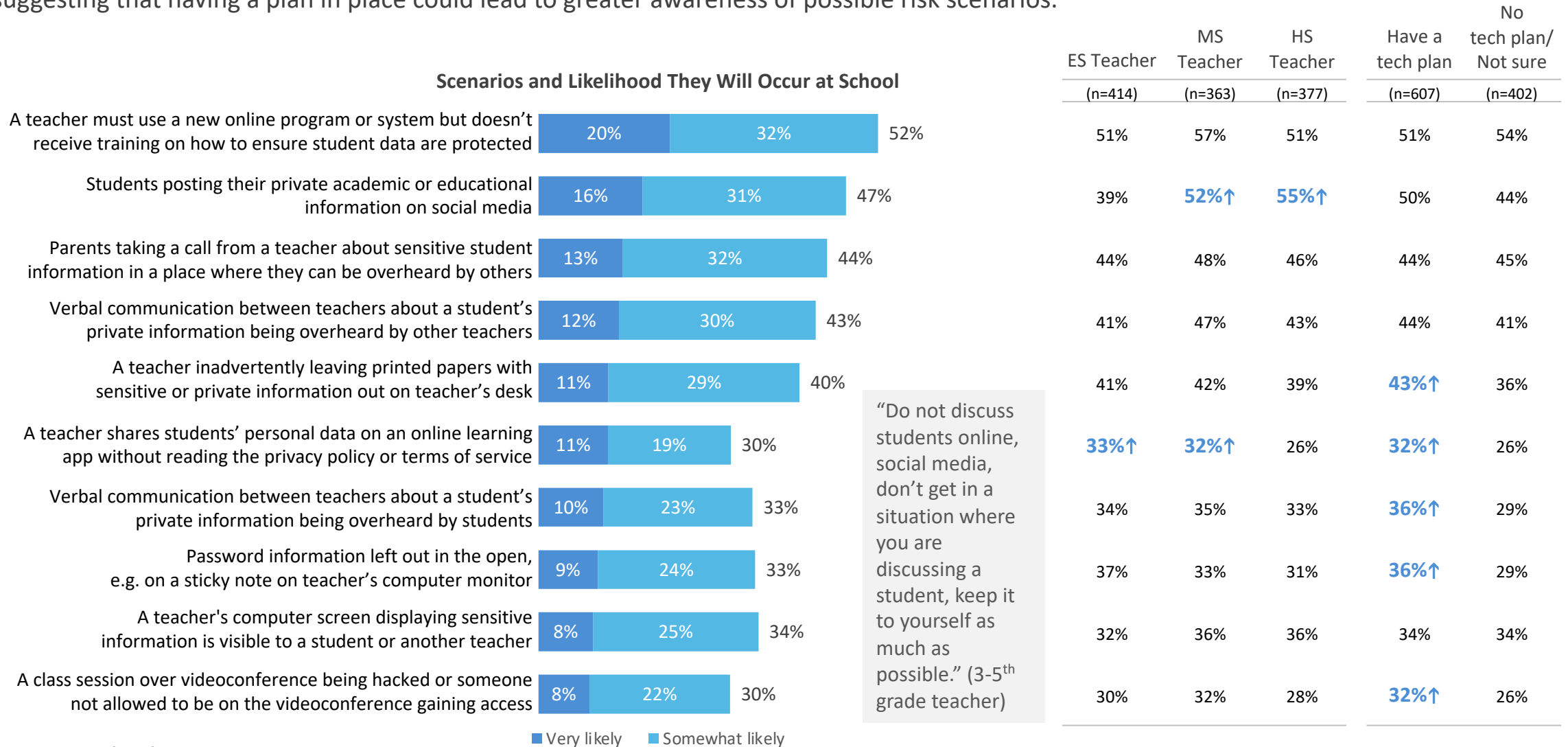
Q16: When thinking about your child's education, how concerned are you about each of the following?

\* Hispanic or Afr Amer: significantly higher than U.S. base sample

# Teachers: Likelihood of Privacy and Security Incidents Occurring

- Most teachers do not think data privacy and security risk scenarios are very likely to occur at their school.
- Teachers at schools with a technology plan are slightly more likely to think these scenarios could happen at their school – suggesting that having a plan in place could lead to greater awareness of possible risk scenarios.

Scenarios and Likelihood They Will Occur at School

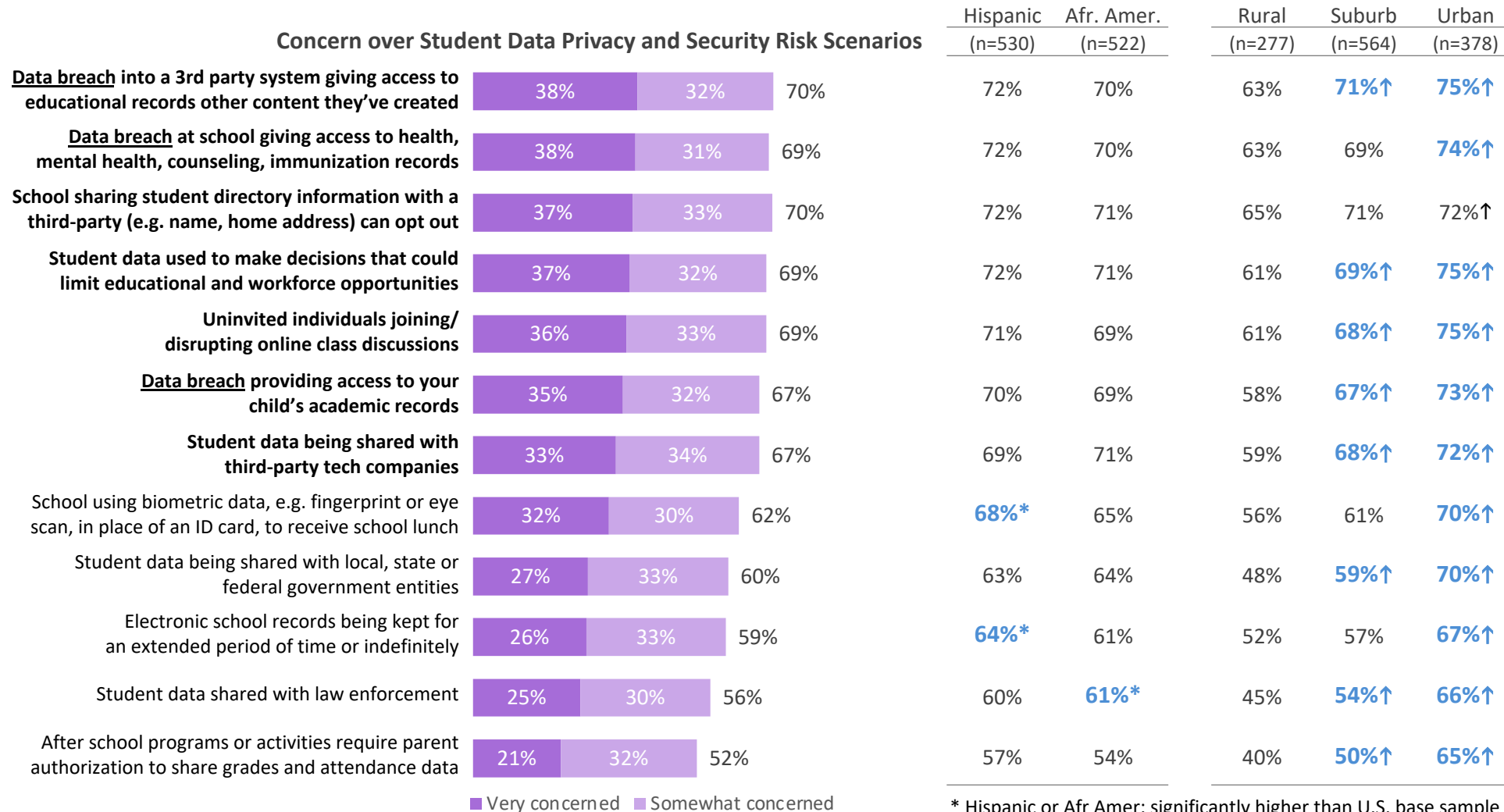


“Do not discuss students online, social media, don't get in a situation where you are discussing a student, keep it to yourself as much as possible.” (3-5<sup>th</sup> grade teacher)

Very likely    Somewhat likely

# Parents: Student Privacy and Security Risk Scenario Concerns

- Results illustrate limited differentiation across privacy and security risks tested in the survey.
- Data breaches and risk scenarios with a potential tangible impact on the student generate the most concern.



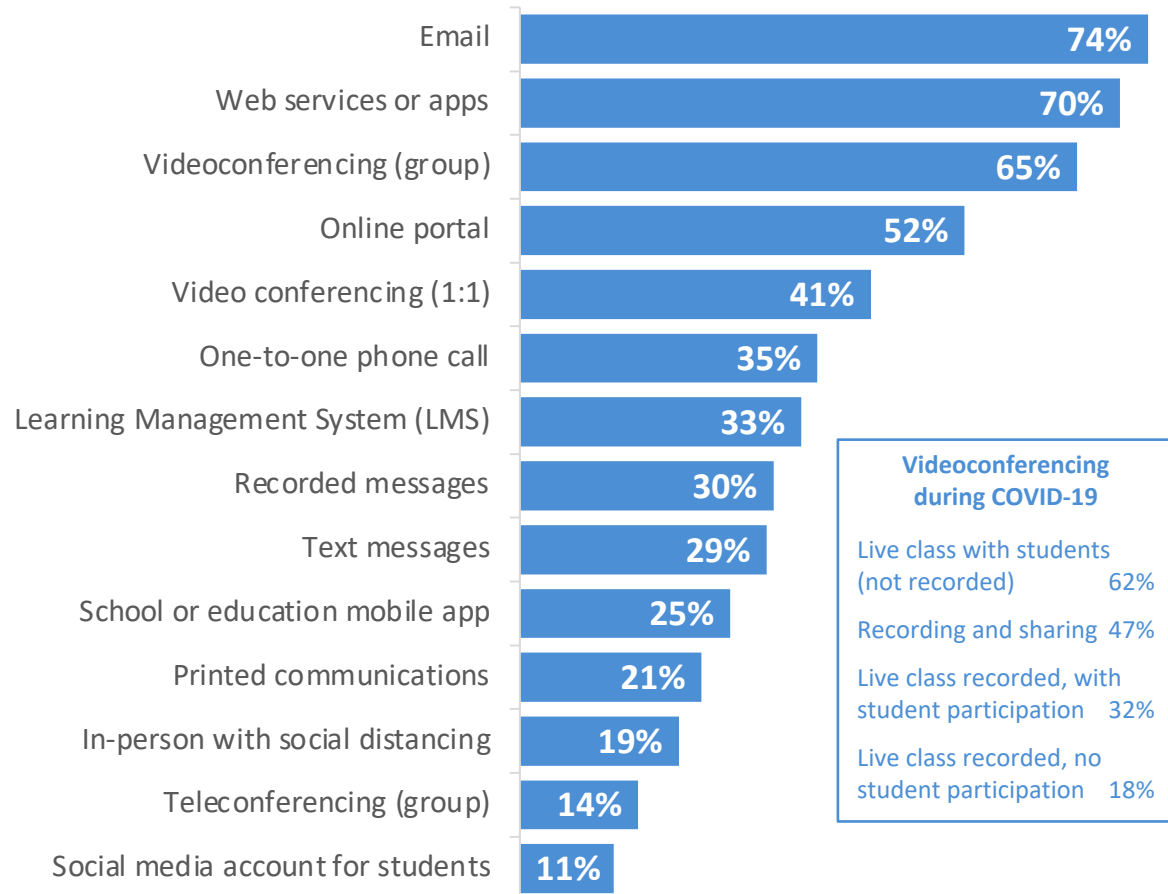
\* Hispanic or Afr Amer: significantly higher than U.S. base sample

# Student-Teacher Interactions, Teacher Perspective

- Email, web apps, and videoconferencing were the most widely used channels by teachers during remote schooling due to COVID-19 this spring. These channels are used even more widely by high school teachers.

## Teacher-Student Interactions During COVID-19 Remote Schooling

Educators (n=1,009)



**Videoconferencing during COVID-19**

- Live class with students (not recorded) 62%
- Recording and sharing 47%
- Live class recorded, with student participation 32%
- Live class recorded, no student participation 18%

	ES Teacher (n=414)	MS Teacher (n=363)	HS Teacher (n=377)	Primary Purpose of Interaction
Email	63%	75%↑	82%↑	Individual attention, Updates & Messages
Web services or apps	67%	69%	74%↑	Group/Class instruction
Videoconferencing (group)				Group/Class instruction
Online portal	43%	51%↑	60%↑	Updates & Messages
Video conferencing (1:1)				Individual attention
One-to-one phone call	39%↑	33%	31%	Individual attention
Learning Management System (LMS)	25%	33%↑	41%↑	Group/Class instruction
Recorded messages				Group/Class instruction
Text messages				Individual attention
School or education mobile app				Updates & Messages
Printed communications	28%↑	19%	18%	Group/Class instruction, Updates & Messages
In-person with social distancing	26%↑	18%	14%	Mix (high on 'Other purpose')
Teleconferencing (group)				Group/Class instruction
Social media account for students				Updates & Messages

Q18: As a teacher, in which of the following ways did you interact with your students during remote schooling that took place at the end of this past school year due to COVID-19? Select all that apply.

Q19: For each of the ways you interacted with students during remote schooling, what was the main purpose of these interactions? You may select more than one purpose for each type of interaction.

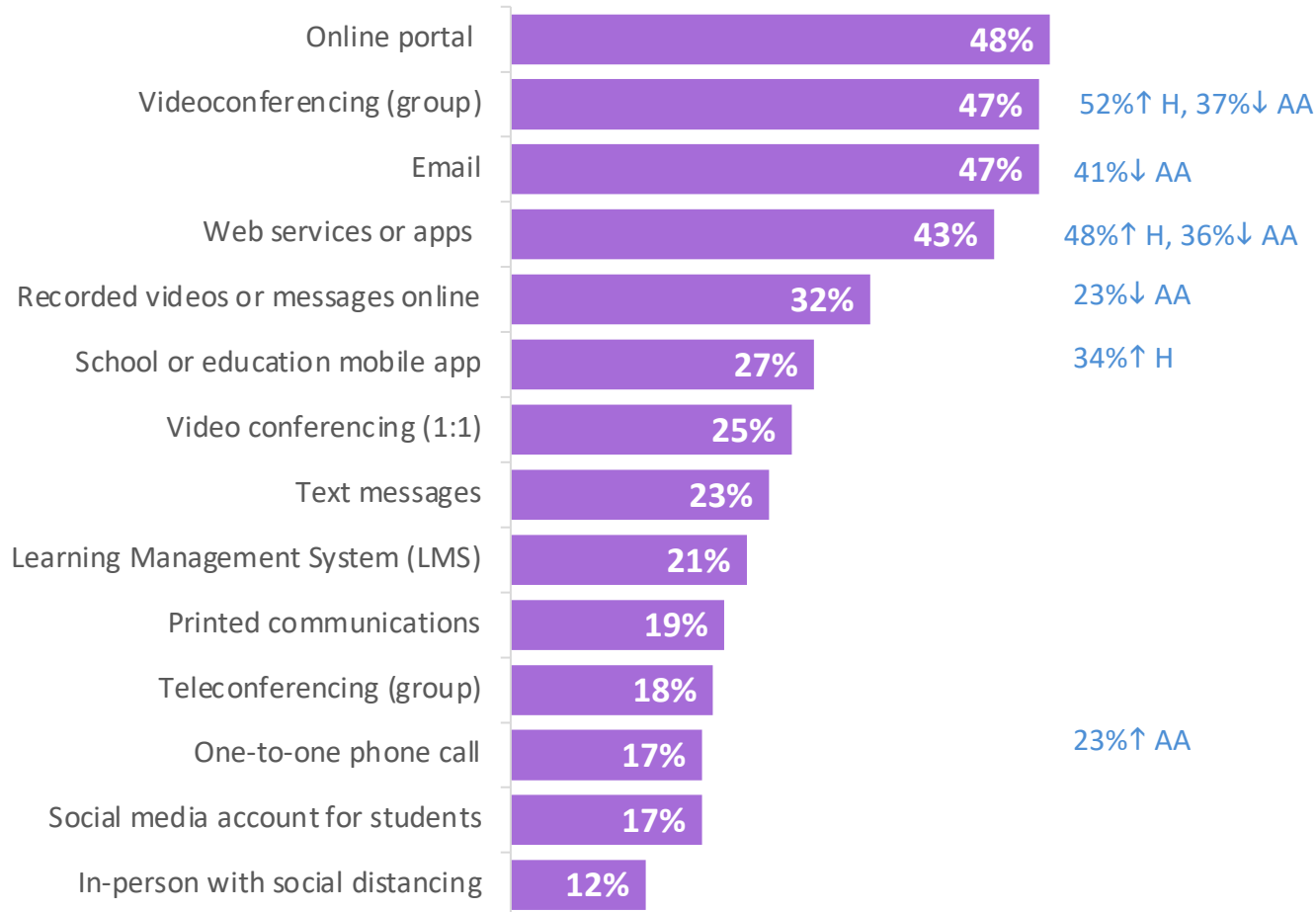
Q42: As part of remote learning during COVID-19, did you... Select all that apply.

# Student-Teacher Interactions, Parent Perspective

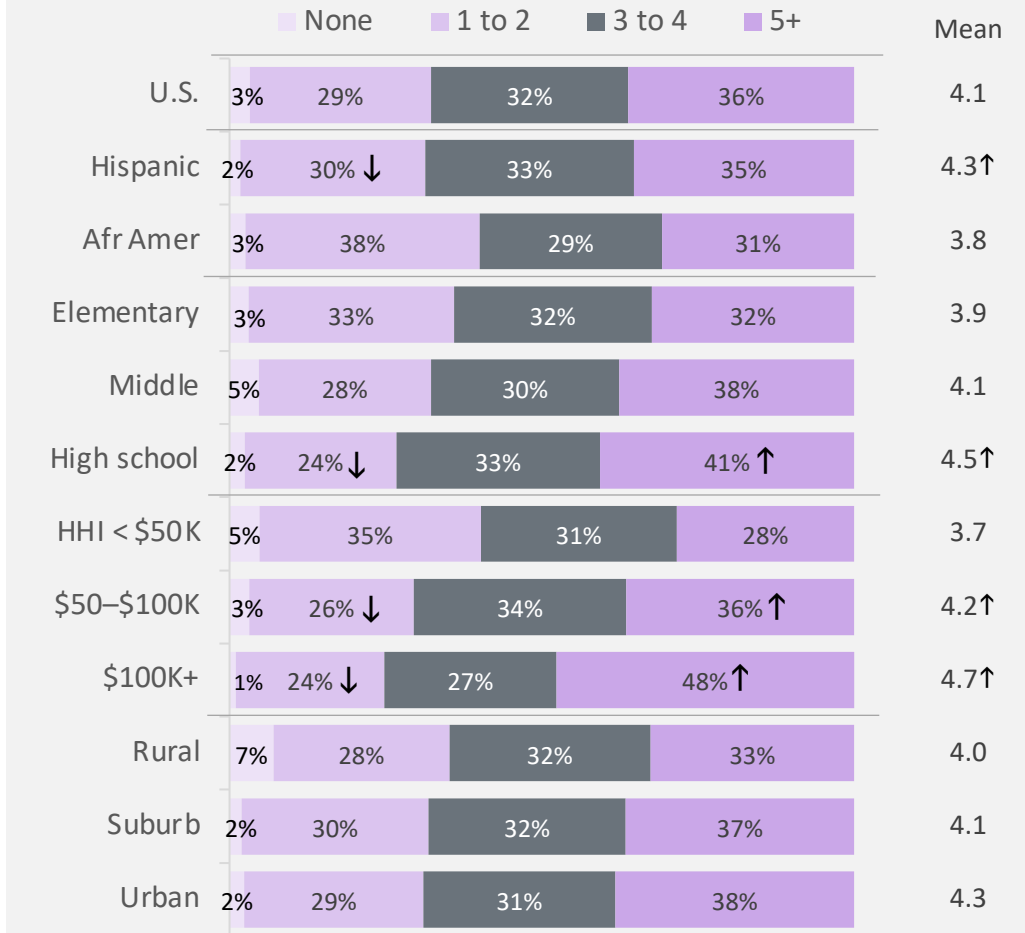
- Parents report that online portals, group videoconferencing, email, and web services/apps are the top ways that students and teachers interacted during remote schooling.
- African American parents and parents in lower-income households report fewer types of interactions between students and teachers.

## Student-Teacher Interactions in Last Two Weeks

Parents (n=1,227)

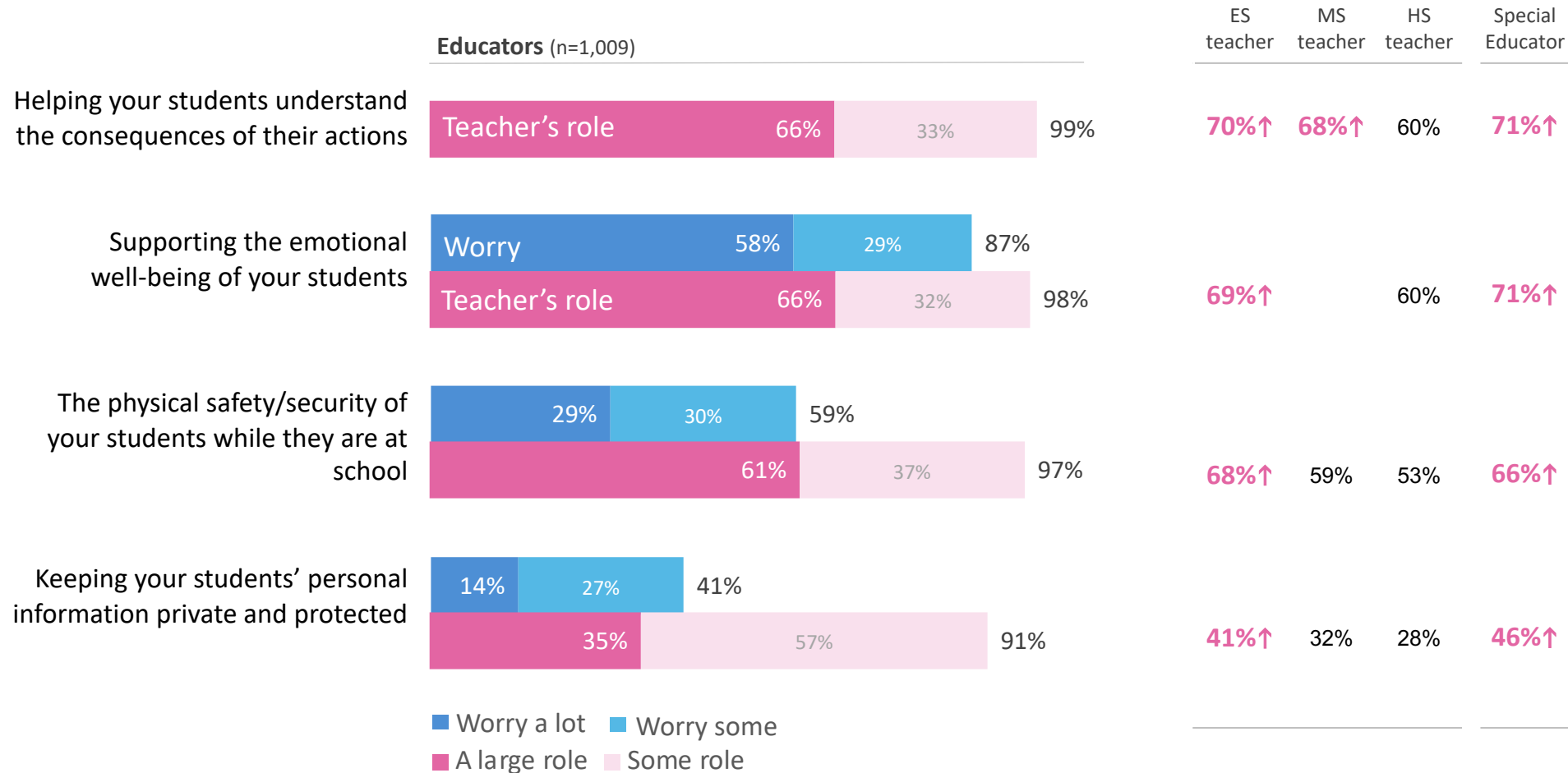


## Variety of Student-Teacher Interactions



# Teachers' Perceived Role in Supporting Students

- Teachers primarily view their role as helping students to understand the consequences of their actions and helping to support their physical and emotional well-being.
- Few teachers see themselves playing a large role in keeping student personal data protected – but do see themselves playing some role.



“My biggest concern is social and emotional well-being of my students; data privacy does not correlate to things at the top of my list.” (3-5<sup>th</sup> grade teacher)

Q12: As a teacher, how much do you worry about each of the following?

Q13: When it comes to the overall well-being and development of your students, how much of a role do you feel you have in each of the following?

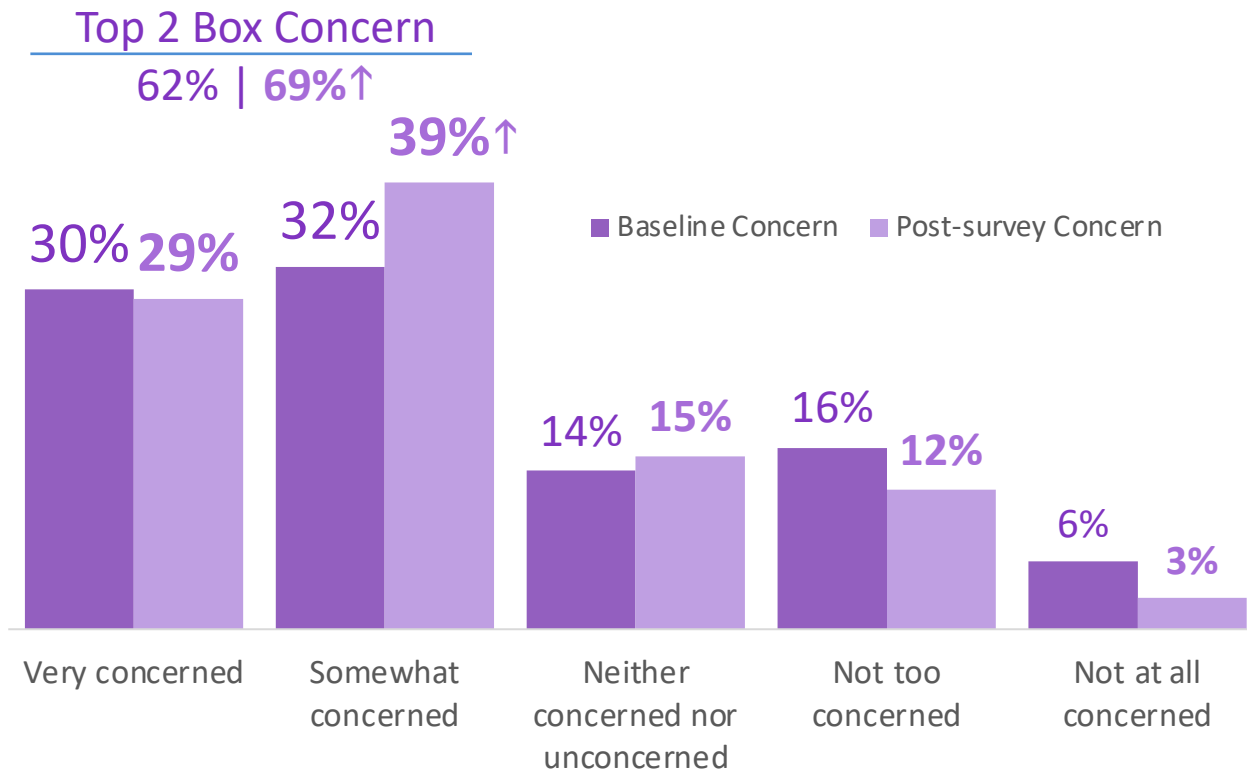


## 2A: Engage and communicate with parents

# Parent: Student Data Privacy and Security Concerns

- Parent concern for student data privacy grows with increased awareness; increases are primarily a shift from “not concerned” to “somewhat concerned.”

Concern about privacy and security of child’s data and information that may be collected and stored by child’s school



**Top 2 Box Baseline Concern**

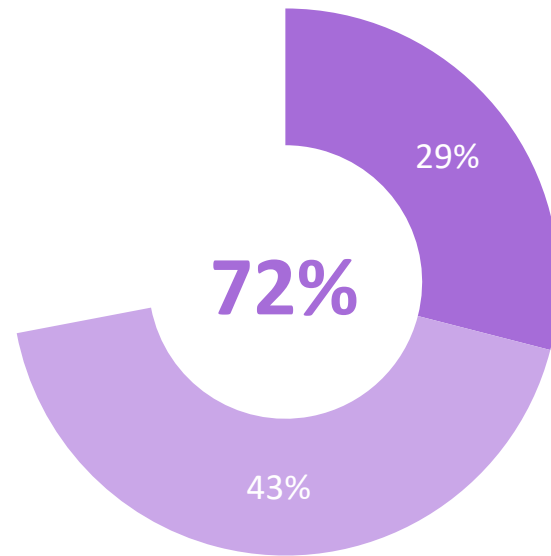
Base sample	62%
ES	63%
MS	61%
HS	61%
Male parent	68%
Female parent	55%
Income <\$100K	60%
Income >\$100K	66%
Rural	56%
Suburban	60%
Urban	70%
White/Caucasian	59%
Hispanic	66%
African American	70%

Q24: Overall, how concerned are you about the privacy and security of your child’s data and information that may be collected and stored by your child’s school?  
 Q41: Now that you have read and answered questions about student data privacy and security, how concerned are you about the privacy and security of your child’s data and information that may be collected and stored by your child’s school?

- A majority of teachers and parents trust the school not to inappropriately use student information.

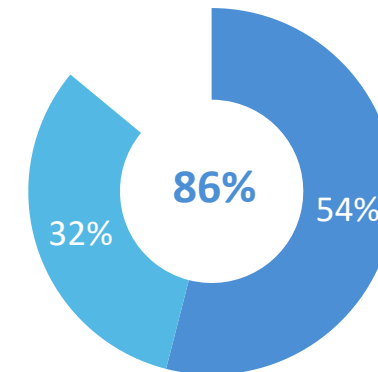
## Trust school will not inappropriately use information collected about its students

“ [If asked,] I’d let parents know the only sites I’m using are district approved; I’d give them email for district technology support or in-building tech support. (6-10<sup>th</sup> grade teacher) ”



■ Strongly agree ■ Somewhat agree

**Parents**



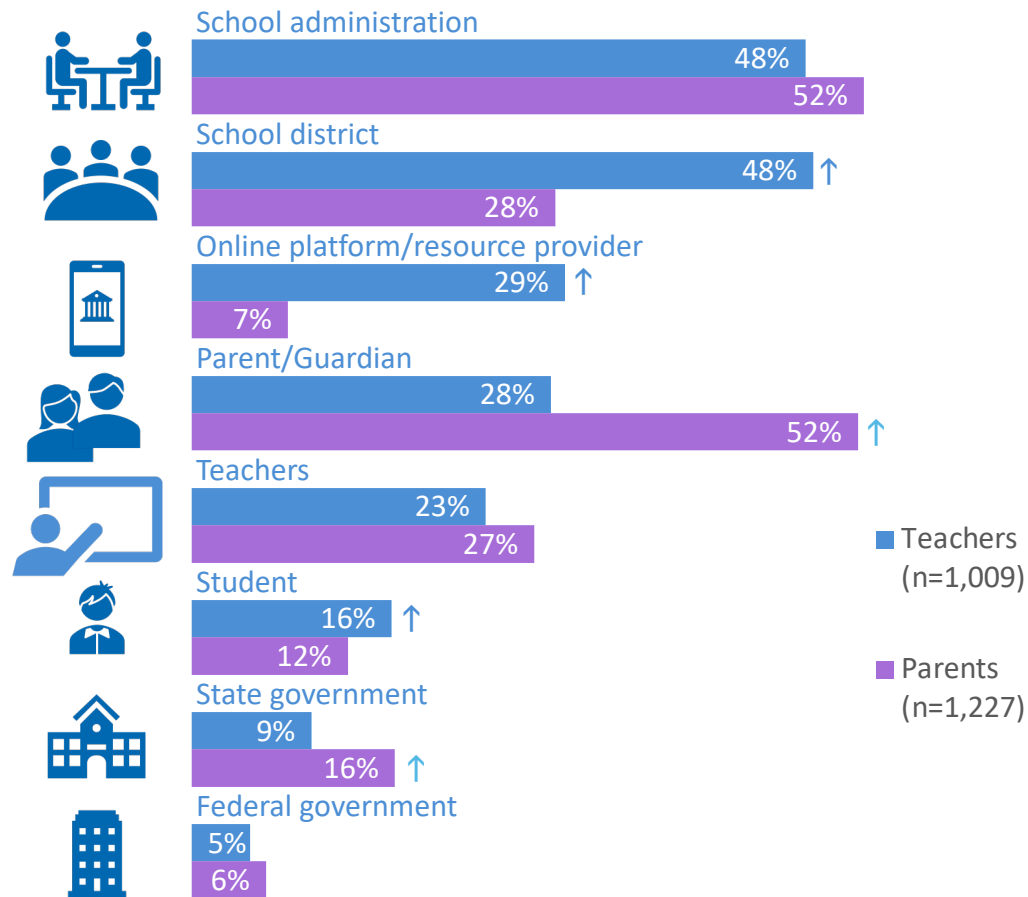
■ Strongly agree ■ Somewhat agree

**Teachers**

# Responsibility for Student Data Privacy

- Half of parents and teachers agree that the school administration is **most** responsible for student data privacy.
  - Teachers are just as likely to say the school district is responsible, and parents are just as likely to take responsibility themselves.
- Just 1-in-4 parents or teachers feel it is the teacher’s responsibility.

## MOST Responsible for Protecting Student Data Privacy and Security



“ It’s not really a concern because I expect the district to have all the filters in place. (6-10<sup>th</sup> grade teacher)

**I feel that we have the majority of the responsibility;** students don’t have all the same info that we have. (6-10<sup>th</sup> grade teacher)

We need to be diligent in monitoring; kids are kids. They have some knowledge, but **they need us to do the oversight.** ”  
(6-10<sup>th</sup> grade teacher)

30% of teachers strongly or somewhat agree with the statement, **“I have access to more student data than is necessary to do my job”**

“ I think there should be more education for students about this. With kids, you need to remind them and stay on top of them. **We do a lot of unnecessary sharing when it comes to our computers.** e.g. logging on to each other’s computers. ”  
(3-5<sup>th</sup> grade teacher)

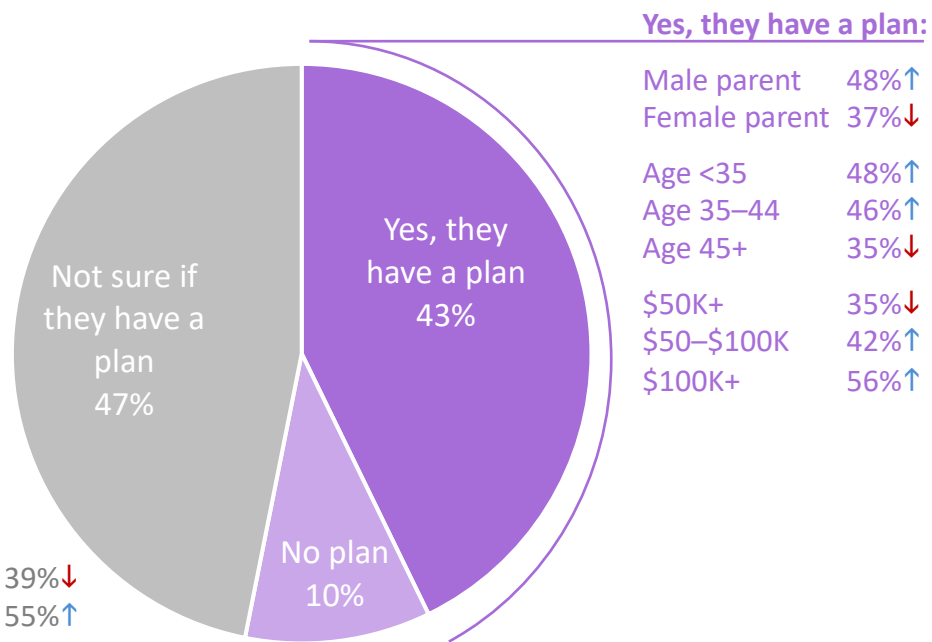
Q26: When you think about student data, who do you feel is MOST responsible for protecting student privacy and security? Select up to three. (Teachers Survey)  
 Q33: When you think about your child’s student data, who do you feel is MOST responsible for protecting student privacy and security? Select up to three. (Parents Survey)

# School Technology Plan Awareness and Parent Input

- Nearly *half of parents are uncertain* if their child’s school has a technology plan in place.
- Dads, younger parents, and higher-income households are more likely to say a school technology plan is in place.
- Even among those reportedly concerned about their child’s data privacy at school, 1 in 3 are not sure whether a plan is in place.
- About half of parents agree that their child’s school solicits feedback from parents about the technology plan.

## Does School have Technology Plan addressing Student Data Privacy & Security?

(n=1,227)



**Not sure:**  
 Male parent 39%↓  
 Female parent 55%↑  
 Very concerned 35%↓  
 Not concerned 53%↑

**54%** Child’s school solicits feedback from parents about the education technology plan prior to implementing or purchasing new online education services

{ ↑ ES    ↑ Male    ↑ <45    ↑ \$100K+    ↑ Urban }

**43%** Agree: “Someone at child’s school has discussed with me how they protect student data”

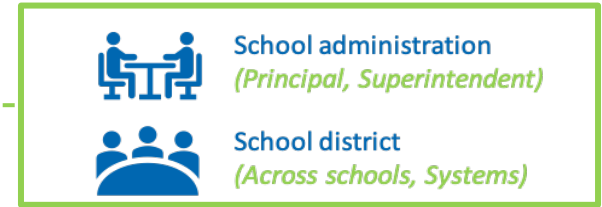
{ ↑ ES    ↑ Male    ↑ <45    ↑ \$100K+    ↑ Urban }

## **2B: Educate and empower students**

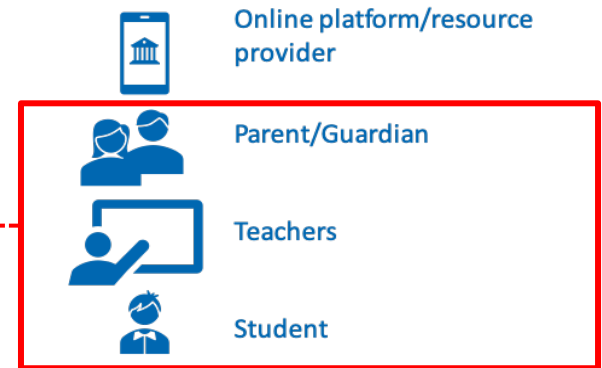
# Student Perceptions of Responsibility for Privacy Protection

- With low awareness or concern for school data, the question of responsibility for privacy or protection is a difficult one for students
- When asked, students would place primary responsibility on **School Administrators or the School District**

- Protecting data is perceived as the **responsibility of “higher-ups” in the school system**, even if some students (especially middle schoolers) had no idea, little concern over, or difficulty specifying which individuals hold the most responsibility
  - **Often noted:** the principal, school administration, the school district and superintendent
  - **Why:** data likely includes their entire academic careers across schools, so thinking of the system that keeps all that information, the responsibility to protect it lies “higher up” in the school or district



- While others may provide or use information, students **do not see them as primarily responsible** for safeguarding it (in contrast to parent/teacher survey results)
  - **Parents** likely provide most of the information, but once handed over to the school, information is out of the hands or purview of parents or guardians
  - **Teachers** likely have the most interaction with student data (enter grade information, etc.). However, that interaction does not translate to perceptions that teachers have a primary responsibility to protect that data; students generally feel that teachers should be focused on teaching students and not involved with protecting student data
  - **Students** see their responsibility as limited to not sharing passwords; perceive they have access to their own information via the student portal (grades, assignment status)



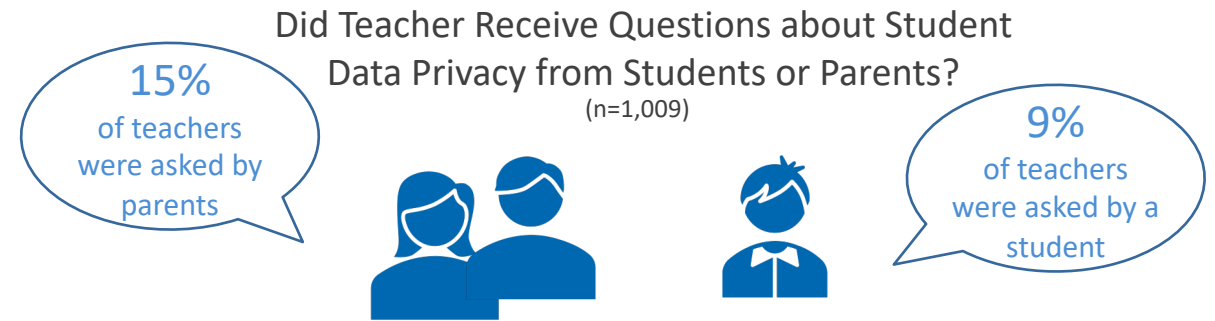
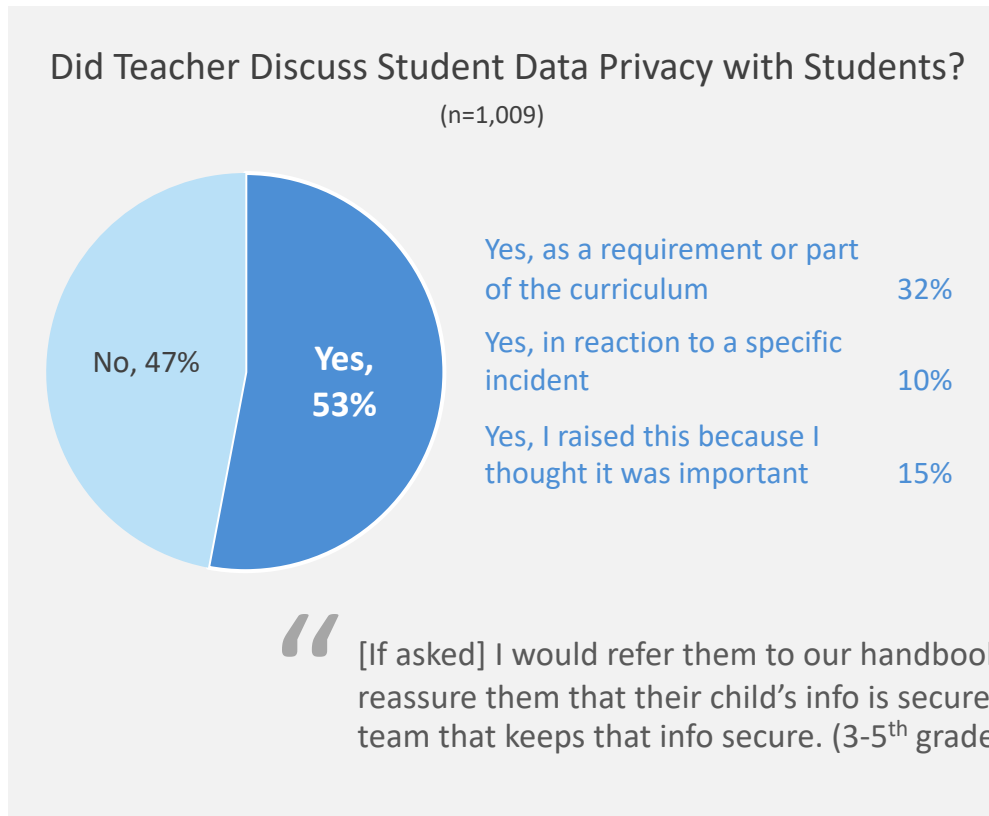
“ The District. If you’re giving the info to them, it’s their job to keep it just in the school district. You give it to them, so they are responsible for it. (MS student)

I’m not surprised that the school admin is the top one, but I am with parents or guardians. I didn’t expect parents to be in charge with our info at school to keep it safe. I know they can access our info, but I don’t expect them to be in charge of keeping it safe. (HS student)

Not teachers because it’s too much work for them. They have to deal with students and if they also had to worry about students’ personal needs or files, it would mess them up in their job. (HS student)

”

- Just over half of teachers report that they've discussed student data privacy with students.
- Only 1-in-5 teachers report they have been approached *by a student or parent* about data privacy.
- Teachers are most likely to refer students or parents to the school's data privacy plan or address the question themselves.



**80% of teachers have not been asked about student data privacy by students or parents**

#### Resources Teachers Use when Asked by Student or Parent

(n=203)

- |   |     |
|---|-----|
| • Referred them to the school's data privacy policies and procedures        | 46% |
| • Addressed their question(s) yourself                                      | 41% |
| • Referred them to the school's IT department                               | 31% |
| • Referred them to the program's/platform's/ website's terms and conditions | 25% |
| • Referred them to the district's IT department                             | 20% |
| • Other   | 3%  |
| • None/I did not know what to do  | 2%  |

Q32: In the last school year (2019-2020), did you discuss student data or information privacy with your students? Select all that apply.

Q33: In the last school year (2019-2020), did any of your students or their parents ask you about the student's data or information privacy?

Q34: Which of the following did you do when asked about student data or information privacy? Select all that apply.



# Students Do Not Recall Discussing Data Privacy at Any Time

- Students expressed that teachers have not previously discussed student data privacy with them, a contrast to results from teacher focus groups and survey results
  - Some students recall being told about **passwords** (don't share, keep them private), likely back in elementary school
  - But **data privacy**—especially relating to in-school student data—was not addressed with them by any adults (parents or teachers)
  - While not highly concerning, some students do acknowledge that they should probably be given more information on this topic
    - Even if students had a concern or question about their student data, it is likely that most would not have any idea or guidance for how and to whom those concerns should be raised

“ I keep my student data private, I don't tell anyone, but I don't really care either and I don't really think about it. I have the mindset that it's not really important to talk about because no one really cares. People don't bring it up. (HS)

I don't really know what that means. If it's just my name, no big deal. But if it's like passwords and stuff like that, I don't really care because I already have that stuff protected. I don't give them out, I keep them safe. (HS)

”

*Results suggest a potential teaching opportunity:*

**Teens may be open to learning more about how to safeguard themselves as a life skill, especially as students age through high school and prepare for young-adulthood**

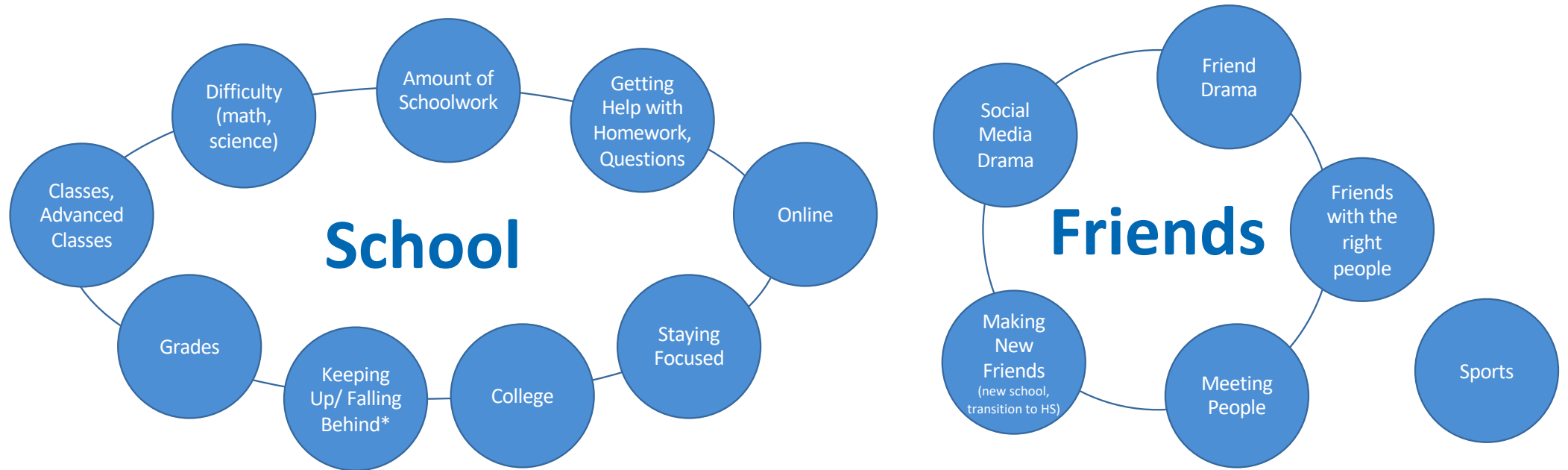
- Many students describe their current experience in middle or high school as both good and bad:

+ *“Exciting, Fun, Joyful, Interesting”*

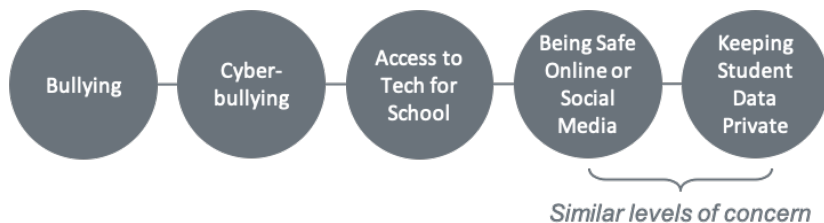
- *“Stressful, Busy, Difficult, Nerve-wracking, Confusing”*

- With stress or anxiety coming mainly from school and friends (*aligned to the lives and life stage of teens!*)

*Top of mind/unaided, current areas of stress and anxiety for teens:*



*Teens express lower levels of concern for a variety of provided/aided areas:*



➤ While students may want their information kept private, **most have never thought about, considered, or worried about it**

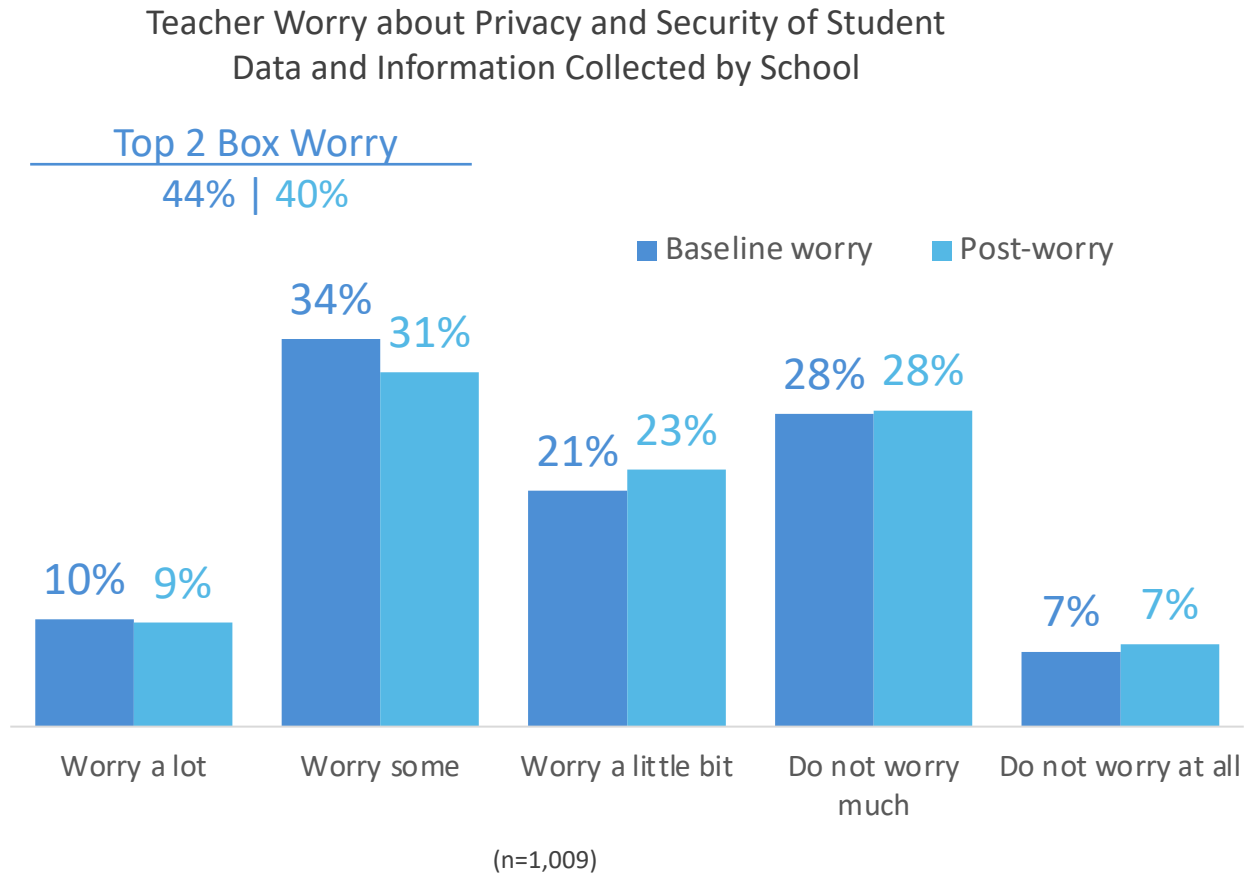
“ *I don't really think about it that much or worry about it. I know a lot about the internet so I'm not really worried. (MS)* ”

\* Mentioned by teens unaided and a higher level of concern when provided aided

## **2C: Improve teacher training on student privacy**

# Educators' Worry about Student Data Privacy

- Unlike parents, teachers' worry about student data privacy and security does not increase with more information.
- However, remote schooling brought on by COVID-19 has increased concern among 1-in-3 teachers.



“ Some of us decided to [switch videoconferencing platforms] because there are some more safeguards in place. Also, **you don't know who may be listening in on the conversation on the student's end** which is not an issue in the classroom. So we just had to sort of live with that. (3-5<sup>th</sup> grade teacher) ”

Q25: Overall, how much do you worry about the privacy and security of your students' data and information that may be collected and stored by your school?

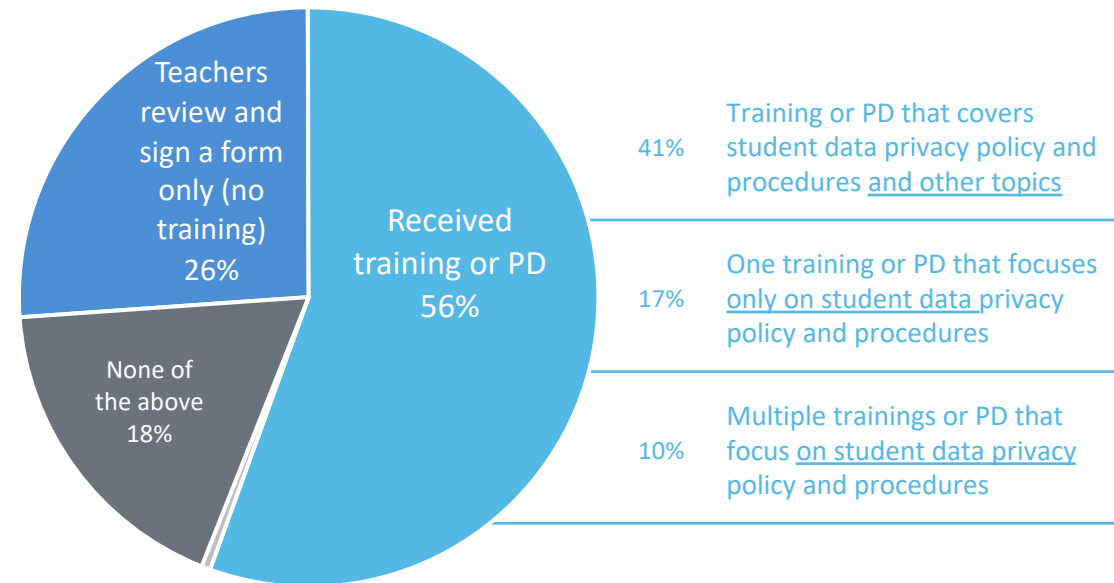
Q46: Now that you have read and answered questions about student data privacy and security, how worried are you about the privacy and security of your students' data and information that may be collected and stored by your school?

Q41: Compared to before the social distancing guidelines in response to coronavirus were put in place -- today, would you say you are more concerned, less concerned, or have about the same level of concern about the privacy and security of your students' data and information that may be collected and stored by the school?

- Just over half of teachers indicate they have received formal training beyond just signing a form.
- Just over one-quarter report their training(s) focus solely on data privacy.

## How School or District Shares Student Data Privacy Policies and Procedures with Teachers

(n=1,009)



Teachers that received training or PD about Student Data Privacy (n=560)

Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Only once	14%	Once a year	58%	Two times a year	19%
				3-5 times a year	8%
				5+ times a year	1%
< 30 min	18%	30 to 45 min	29%	45 to 60 min	33%
				1 to 2 hours	15%
				2+ hours	5%

“ We fill out a form at the beginning of the year.  
(6-10<sup>th</sup> grade teacher)

We go over it at the beginning of every year, I also look at it as common sense and you take care of the kids as you would your own child. They drill it in at the beginning of the year how important that all is.  
(6-10<sup>th</sup> grade teacher)

We've had a few district and school specific trainings on that. It was part of the built in PD week.  
(6-10<sup>th</sup> grade teacher)

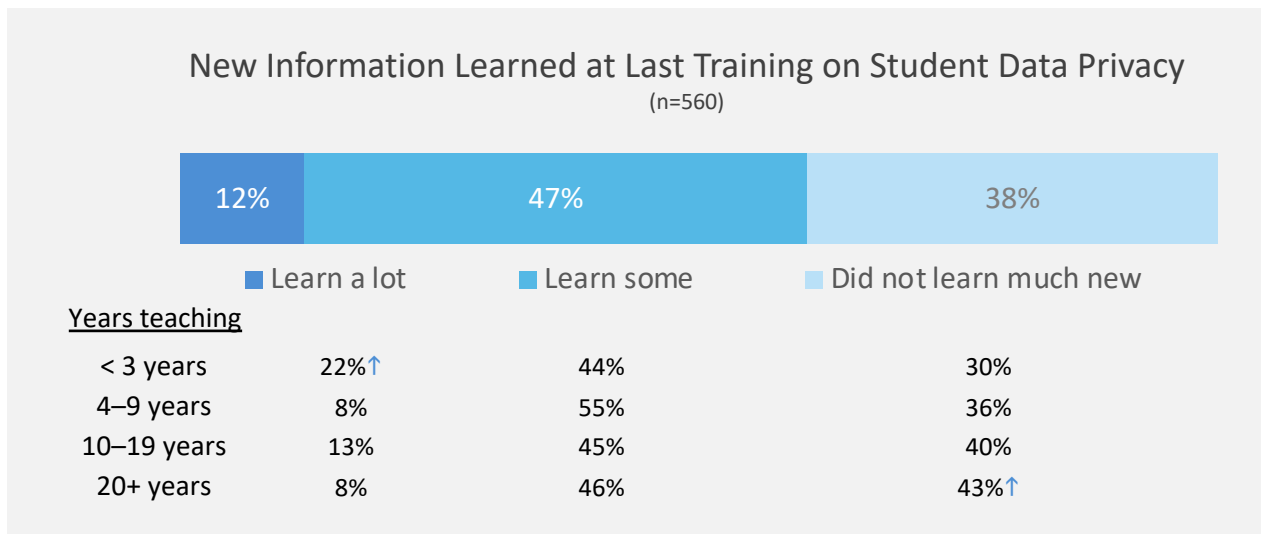
They don't emphasize security and privacy. Yes, you have to keep it private, but we have not gotten any training on that. (3-5<sup>th</sup> grade teacher)

”

Q35: How, if at all, has your school or district shared student data privacy policies and procedures with you in your role as a teacher?  
Q36: How frequently have you received training or updates about the school's policies and procedures regarding student data privacy?  
Q37: When you receive training about the school's policies and procedures regarding student data privacy, how long are those trainings typically?

# Learning Value and Topics Covered in Teacher Trainings

- Roughly two-thirds of teachers feel they learned at least “some” from their last training on student data privacy.
- Those with fewer years of experience in teaching were more likely to learn something.



“ It is thrown at us every year; we have a 1-hour long video. **I tune it out because I watch it every year for 6 years.** I do other work while I watch the video. (6-10<sup>th</sup> grade teacher)

**I was required to take a 2-day training class** – policies, procedures, internet access, student records, password protection, etc. (6-10<sup>th</sup> grade teacher)

A training required by my district, cybersecurity, especially with COVID. How to keep device clean. How to properly get data off of your computer. (3-5<sup>th</sup> grade teacher)



**Percentage of Teachers Who Reported Receiving Substantive Training on Specific Topics**  
(n=1,009)

Compliance with state and federal privacy laws (e.g. FERPA)	38%
Understanding of what type of student information is confidential (e.g. personally identifiable information, education records)	36%
How to protect sensitive student information in electronic form (e.g. do not leave a password on a sticky note, be aware of who can see a teacher’s computer screen, do not share login information)	33%
How to protect sensitive information in verbal communication (e.g. be aware of who can hear conversations, only share information with other teachers if they need to know)	32%
How to handle interactions with parents, teachers, and students about confidential student information	32%
How to protect sensitive student information in paper form (e.g. do not leave printed papers out on a teacher’s desk)	32%
Risks of using videoconferencing and how to minimize them	19%
What to do if student data is inadvertently shared with someone who shouldn’t have it (e.g. data breaches)	18%

Q38: In the last training about the school’s policies and procedures regarding student data privacy, did you...

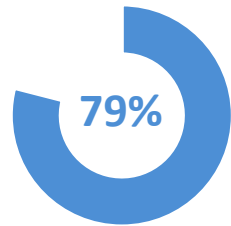
Q39: Which, if any, of the following have been discussed or covered as part of your teacher training about school policies and procedures regarding student data privacy?

- 3-in-4 teachers work in schools that provide guidance about approved technology for student instruction. Most of those schools provided new guidance during remote schooling due to COVID-19.
- Over one-third of teachers say they are given “a lot” of flexibility by the school about the technology they choose to support students.

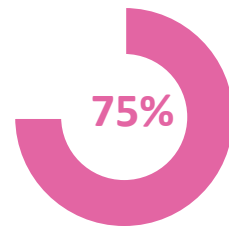
## School or District Provides Guidance about Approved Technology

(n=1,009)

Pre-COVID/typical



New Guidance during COVID-19



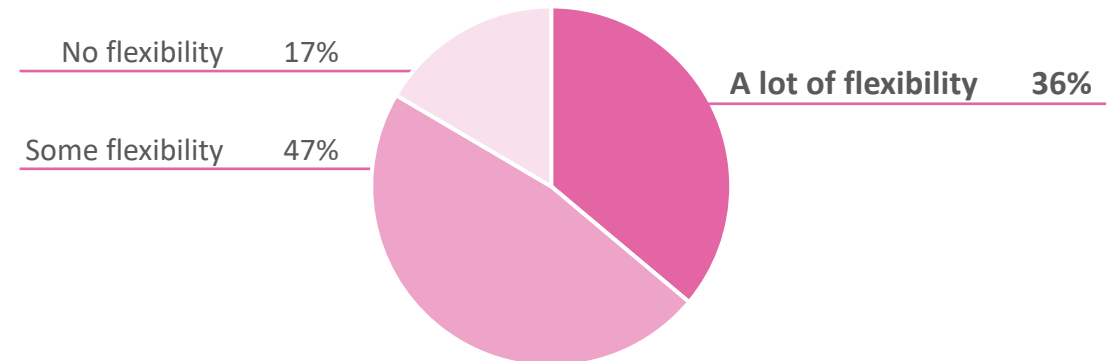
“

Our district has a **published flow chart** that shows how they determined what **ratings they have given to what websites**. The process is very **transparent** for how they rate websites. (6-10<sup>th</sup> grade teacher)

”

## School or District Flexibility on Technology Guidance during COVID-19

Base: received guidance (n=757)



“

We are provided tools by the district and the school; **we have a lot of flexibility**. I put in a tech budget every year for what I want. Sometimes there is money, sometimes there is not. I have to explain how it is going to be used. Data privacy is not really a consideration for me, but our IT department handles that. (6-10<sup>th</sup> grade teacher)

”

Q20: Generally speaking, does your school or school district provide guidance about technology apps or platforms that are approved for use in student instruction?

Q21: During remote schooling due to COVID-19, did your school or school district provide any new guidance and/or resources about technology apps or platforms that are approved for use in student instruction?

Q22: During remote schooling due to COVID-19, to what degree did the school or school district give teachers flexibility in the technology apps or platforms they could choose for student instruction and/or interaction?

# Teacher Use of School-Approved Technology

- During remote schooling, just 13% of teachers continued using only the technology they had been using in the classroom.
- Two-thirds of teachers began using new school-approved and recommended technology during COVID-19, and an additional 20% began using new technology that was not school-approved.

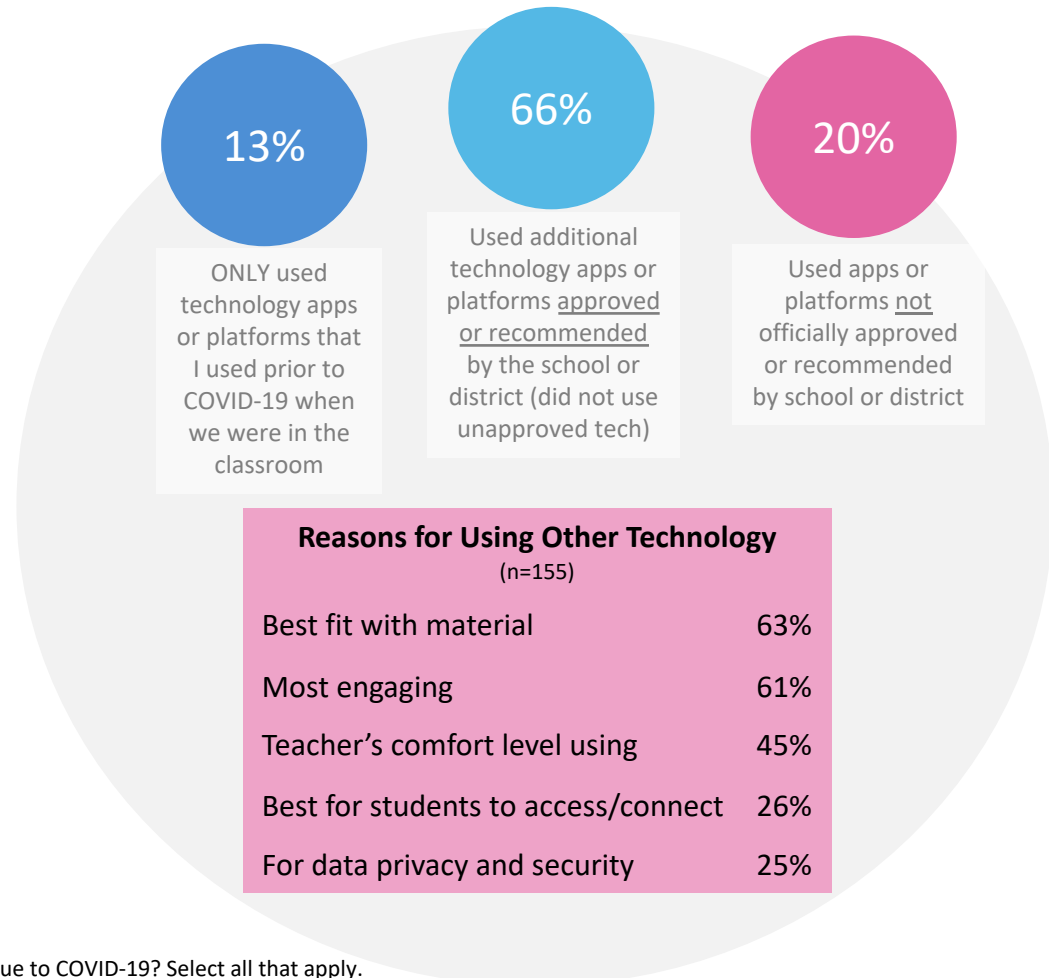
“ If students were not feeling strong in something, we would provide other links for them to use to learn.  
(6-10<sup>th</sup> grade teacher)

We had a mandate to use [one videoconferencing platform]. But I found out that some students have passwords that expired during that period of time. And so they couldn't access [the platform], and the wait time for IT Help was weeks. So I used [other platforms]. **I just had to make a professional judgment and say I'm going to use this with this student because it is important for their learning.**  
(6-10<sup>th</sup> grade teacher)

**Our school provided a lot of tools but personally I think our students were overwhelmed with distance learning that it was not the right time to introduce anything new.** (6-10<sup>th</sup> grade teacher) ”

## Teacher Use of School-Approved Technology During COVID-19

Base: received guidance (n=757)



Q23: Which of the following describes the technology apps and platforms you used with your students during remote schooling due to COVID-19? Select all that apply.  
Q24: Which, if any, of the following best describes the reasons you used technology that was not officially approved by the school or school district? Select all that apply.



## **3: Close digital divide while protecting privacy**

# Technology Access Before and During COVID-19

- Twice as many teachers report that their school provides devices for students to use at home compared to before remote learning due to COVID – devices are primarily going to students that do not have one.
- Access to computers and other devices varies starkly across income groups.

School provides tablets, laptops, or Chromebooks to students for use at home

	Pre-COVID/typical		During COVID-19	
<b>Provided to all or some (based on need)</b>	<b>43%</b>	<b>86%</b>	<b>Provided to all or some (based on need)</b>	
All students	30%	40%	All students	
If do not have one	13%	46%	If do not have one	
<b>No, not provided</b>	<b>55%</b>	<b>13%</b>	<b>No, not provided</b>	

## Access to Technology at Home

	Base Sample (n=1227)	Hispanic (n=530)	Afr. Amer. (n=522)	Income: <\$50K (n=465)	Income: \$50K - \$100K (n=445)	Income: >\$100K (n=304)
<b>A computer or tablet used only by your child (not shared with others)</b>	68%	66%	68%	59%	73%	73%
<b>A computer or tablet shared with others</b>	52%	54%	53%	47%	55%	58%
<b>A printer to print out school materials or completed work</b>	56%	54%	48%	43%	65%	65%
<b>A television with access to network TV</b>	60%	56%	62%	53%	63%	68%
<b>Consistent, reliable access to the internet at home</b>	74%	73%	68%	68%	79%	78%
None of these	3%	3%	2%↑	5%	2%	1%

Q14: When it comes to your students' education and learning prior to COVID-19, how important is educational technology—programs or technological devices designed to help teach and/or reinforce a subject?

Q40: When it comes to your students' education and learning during remote schooling as a result of COVID-19, how important was educational technology?

Q15: During remote schooling that took place due to COVID-19 at the end of this past school year, did your school provide tablets, laptops, or Chromebooks to students for their use at home?

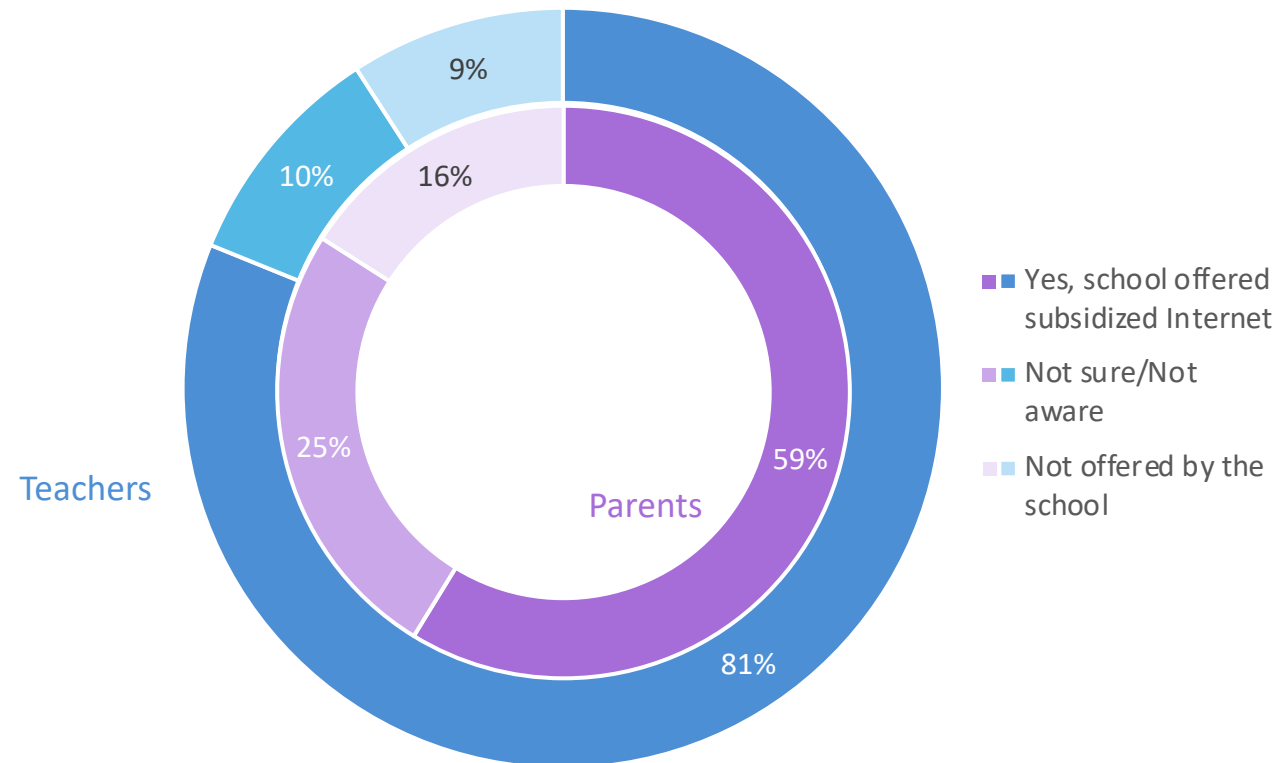
Q16: Does your school typically provide tablets, laptops, or Chromebooks to all students for their use at home (i.e., provides students access to these devices during normal school years)?

Q 18 (Parent): Which of the following does your child have access to at home for schoolwork? Select all that apply.

# Awareness of Subsidized Internet Access for Students

- 8-in-10 teachers report being aware of subsidized internet offered in their district compared to 6-in-10 parents, with a greater share of parents not sure about whether the school/district is providing subsidized internet access (25% vs. 10%).

School or District Received Subsidized Internet Access, as Reported by Teachers and Parents:

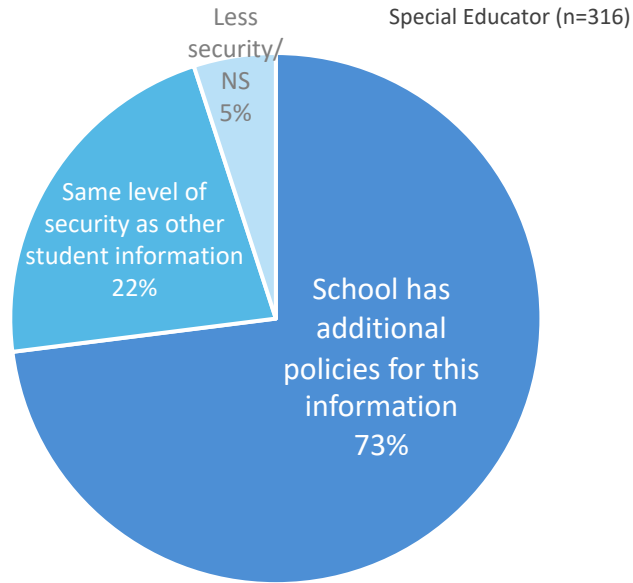


## **4: Build upon promising student privacy practices**

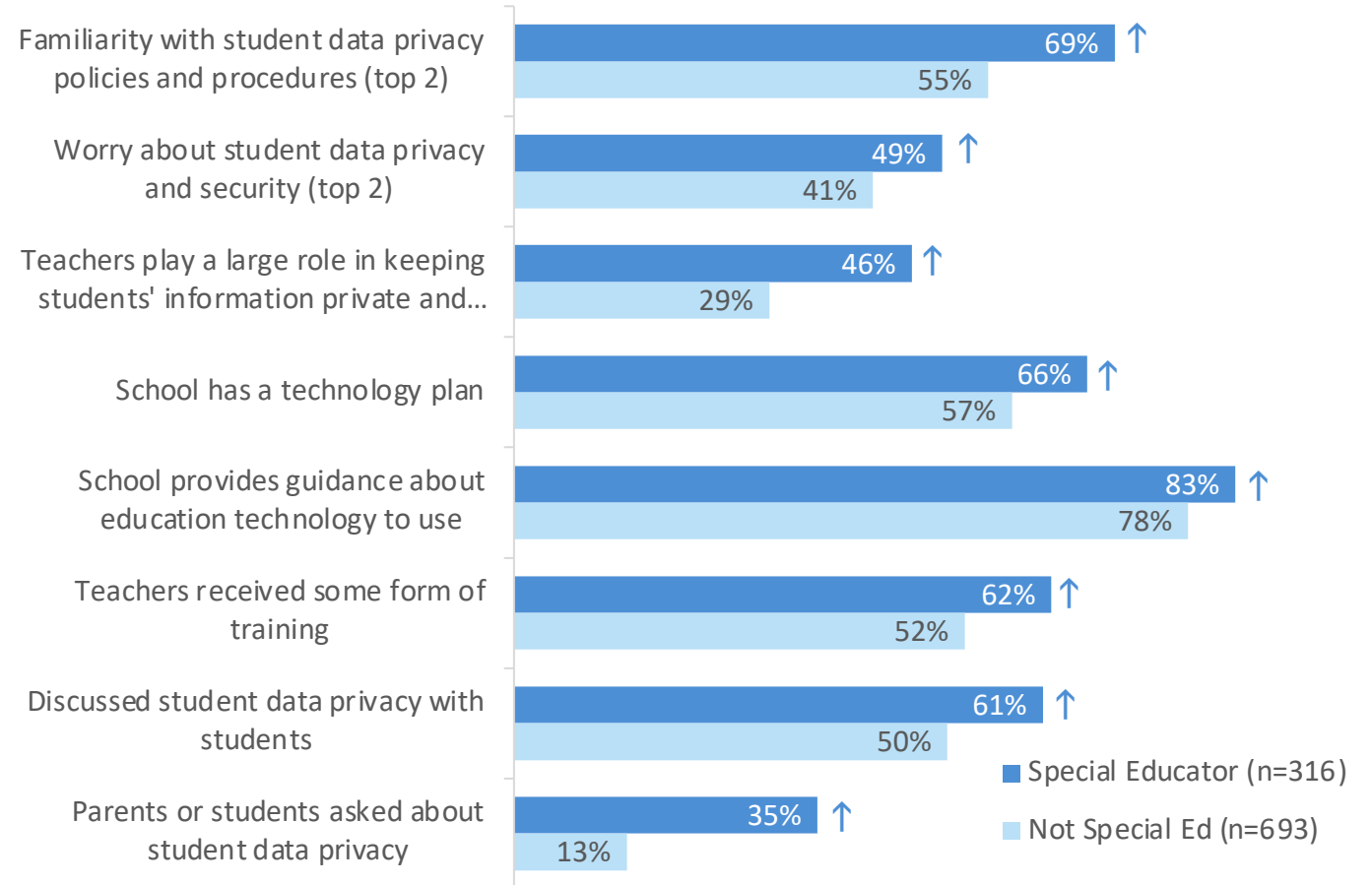
# Special Education: Teacher Awareness and Involvement

- A majority of special education teachers report that their school has heightened policies and procedures for the handling of student special education information and data, both electronic and hard copy.
- Special educators are generally more familiar with, concerned with, have more guidance and training on, and have more conversations about student data privacy with students and parents than other teachers do.

**How School Handles Information Associated with Special Education (i.e., IEPs and 504s)**



**Awareness and Involvement of Special Educators**



“As a special ed teacher, IEPs are some sensitive information. I know I’ve had colleagues get in trouble putting down private info about the parent or student in the IEP. This has made me self aware when I am typing up my paperwork that keep it to the disability, student goals, academic achievement.  
(6-10<sup>th</sup> grade teacher)

Now with distance learning, need to share IEP plans with other teachers; the concern is how might that spread into the wrong hands. You put it on the Google doc, and that can be hacked.” (3-5<sup>th</sup> grade teacher)

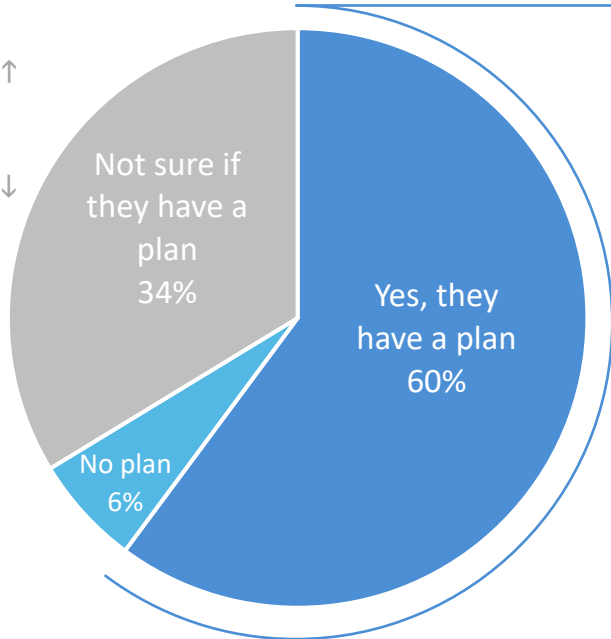
# School Technology Plan Awareness and Teacher Input

- 6-in-10 teachers report that their school has a technology plan addressing student data privacy and security.
  - Awareness of a technology plan is higher among more tenured teachers.
- Among teachers at schools with a tech plan, at least two-thirds are given the opportunity to give feedback to the school's plan.

## Does School have Technology Plan addressing Student Data Privacy & Security (n=1,009)

Years teaching

< 3 yrs	43%↑
4–9 yrs	35%
10–19 yrs	34%
20+ yrs	27%↓

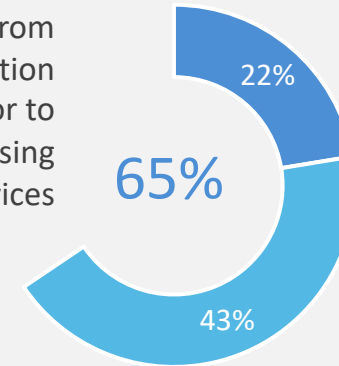


Years teaching

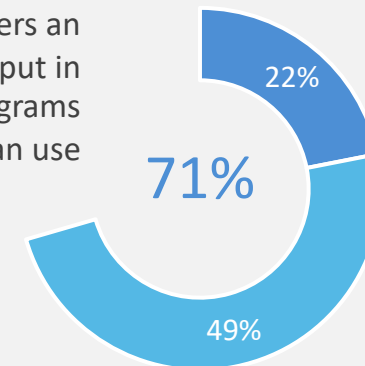
< 3 yrs	44%↓
4–9 yrs	58%
10–19 yrs	62%
20+ yrs	68%↑

Teachers at schools with technology plan (n=607)

School solicits input from teachers about the education technology plan prior to implementing/purchasing new online services



The school gives teachers an opportunity to give input in the selection of programs students can use



■ Strongly agree ■ Somewhat agree

“ I really don't want to have a say. I leave it up to them. I'm just here to teach. I'm not here to judge what tools are good or not. I only know what I am used to. (3-5<sup>th</sup> grade teacher)

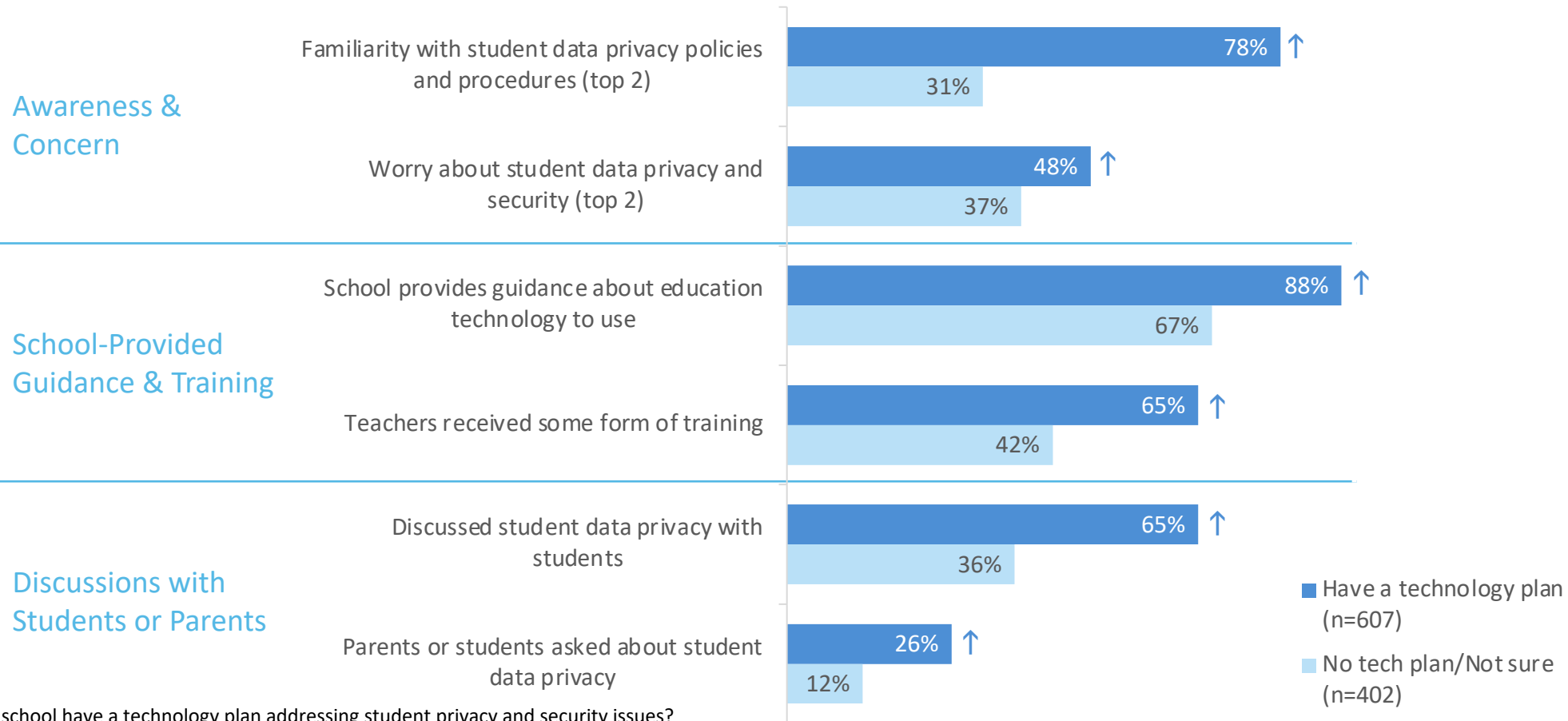
In our district, they allowed 'X' funds to be used for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grades. We had a cut in budget this year, but in previous years they have asked what we would put on our wish list. Does it align with safe standards, the user interface, etc. (3-5<sup>th</sup> grade teacher)

Q27: Does your school have a technology plan addressing student privacy and security issues?

Q29: How much do you agree or disagree with the following?

# Schools with Tech Plan: Teacher Awareness & Involvement

- Teachers at schools with a technology plan are more likely to be “plugged in” on student data privacy and security in a variety of ways – from awareness and concern to receiving training and guidance from the school.



Q27: Does your school have a technology plan addressing student privacy and security issues?

Q20: Generally speaking, does your school or school district provide guidance about technology apps or platforms that are approved for use in student instruction?

Q25: Overall, how much do you worry about the privacy and security of your students’ data and information that may be collected and stored by your school?

Q28: How familiar would you say you are with your school’s student data privacy policies and procedures?

Q32: In the last school year (2019-2020), did you discuss student data or information privacy with your students? Select all that apply.

Q33: In the last school year (2019-2020), did any of your students or their parents ask you about the student’s data or information privacy?

Q35: How, if at all, has your school or district shared student data privacy policies and procedures with you in your role as a teacher?

## Contact Us

*Center for Democracy & Technology,  
Student Privacy Project*

[StudentPrivacy@cdt.org](mailto:StudentPrivacy@cdt.org)

The Center for Democracy & Technology (CDT) is a non-profit (headquartered in Washington, DC) that advocates for global online civil liberties and human rights, driving policy outcomes that keep the internet open, innovative, and free. The Student Privacy Project works to advance strong privacy practices and policies that protect the rights of students and families. If you want to learn more about CDT and our work, please visit our website: <https://cdt.org/>.