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Teachers' and Students' Survey
and Classroom Walkthrough Results
Cell Phone Policy Waivers (Fall 2013 & Spring 2014)

JCPS Board Report

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Teachers' and Students' Surveys and Classroom Walkthrough Results

Cell Phone Policy Waivers (Fall 2013 & Spring 2014)

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Background Information

- Thanks to great principal and teacher leadership, eleven waiver-participating high schools supported the effort of obtaining pilot survey and classroom observation data associated with the cell phone policy waiver.
- The sample of teachers that completed the pilot survey and that were observed worked at schools with a waiver policy that allowed the use of cell phones in the classroom. In collaboration with colleagues from Computer Education Support, surveys and classroom observations were conducted.
- The teacher and student surveys included multiple sections, including demographic information, beliefs regarding cell phones in the classroom, and perceived benefits and barriers—we know that listening to the teacher and student “voice” is critical for the success of this initiative.
- Of the schools surveyed, five schools had both fall and spring teacher survey results (N = 203). A total of eight schools completed the spring student survey (N = 1,410).
- Classroom observations included paying attention to both teachers' and students' use of technology while making sure to observe different content areas and various parts of the lesson delivery process (n = 178 fall observations; n = 316 spring observations).

Evaluation Design

- Key stakeholders (e.g., district leaders, school administrators, teachers, students, and parents) were engaged in the design, implementation, and interpretation of findings.
- This participatory action research framework was designed to increase the district's capacity in various ways, including: (1) increase buy-in of school personnel; (2) develop plans based on formative and summative evaluation findings for continuous improvement; and, (3) create an infrastructure for possible expansion and sustainability after the waiver ends.
- Evaluators gathered available secondary data as well as collected primary-source data on project implementation through a variety of qualitative and quantitative measures.
- The evaluator worked with the project staff to ensure that these data are collected, stored, reported, and shared in appropriate manners for intended audiences.
- Findings were triangulated across data sources (e.g., classroom observations, surveys for students and teachers) to identify patterns, trends, or discrepancies among methods or stakeholder groups.

Evaluation Findings

Survey – Teachers and Students:

- Teacher support of cell phones use in the classroom decreased (-13%) from fall (56%) to spring (43%); however, the vast majority (95%) of the students surveyed in the spring were supportive of cell phone use in the classroom.
- Likewise, the perception that cell phones can support student learning decreased (-19%) among teachers between fall (61%) and spring (42%); however, most students (92%) expressed that cell phones can support their learning.

Academic Benefits:

- From a teacher perspective, various categories indicated a decrease:
 - (a) Student engagement (67% vs. 35%)
 - (b) Student motivation (63% vs. 27%)
 - (c) Increasing communication (58% vs. 36%)
 - (d) Increasing collaboration (48% vs. 28%)
 - (e) Providing for differentiation of instruction (69% vs. 45%).
- In contrast, from a student perspective, approximately three-quarters of students (ranging from 70% to 81%) believe that cell phone use in the classroom is beneficial:
 - (a) Student engagement (70%)
 - (b) Student motivation (77%)
 - (c) Increasing communication (78%)
 - (d) Increasing collaboration (76%)
 - (e) Providing for differentiation of instruction (81%)

Impact on Discipline:

- Teachers remained cautious that cell phone use can have negative effects on classroom management such as increasing student distraction (92% vs. 88%) and student disruptions (81% vs. 83%).
- On the item related to the impact of the new cell phone policy on student referrals to the office, teachers still believe that the waiver has not negatively impacted this discipline indicator (83% vs. 67%).
- In fact, approximately a third of the teachers surveyed believe that it has positively reduced the referrals to the office (27% vs. 32%) and another third of teachers perceive a negative increase in the referrals to the office (18% vs. 32%).
- Students expressed about the same amount of agreement with the teachers in regards to the policy's impact on referrals to the office (positively reduces = 30%, negatively increases = 21%).
- In fact, the majority of students believe that the cell phone waiver has not negatively impacted the referrals to the office (79%).

Classroom Observations:

- In the fall, technology played a useful or essential role for learning in 38% of the classrooms observed; however, an increase in the usefulness or essential role for learning was noted in 42% of the classrooms observed in the spring.

Teachers:

- Teachers' use of technology was mostly associated with the use of computers in the fall and in the spring (51% and 55%, respectively). The cell phone use for instruction was rarely observed with teachers (less than 1%).
- In general, of the classrooms observed, 22% in the fall and 19% in the spring had no use of technology by teachers.

Students:

- Students' use of technology was mostly associated with using non-network accessible devices in the fall as well as in the spring (26% and 23%, respectively).
- For students, when compared to the fall, the cell phone use was twice as high in the spring (4% and 8%, respectively).
- In general, of the classrooms observed, 64% in the fall and 62% in the spring had no use of technology by students.

Evaluation Implications

- We need to continue improving implementation at the current school sites without necessarily expanding the program to other schools. It will help if buy-in from the entire staff is obtained at the participating schools so that there is a commitment to integration of technology in the classrooms and the on-going PD work from CES
- Computer Education Services provided professional development to keep cell phones from being a distraction or a source of disciplinary actions while starting the process of supporting generic and subject-specific training and resources. Unfortunately, only 4% of the participating teachers were part of this training effort.
- In general, the pilot year findings of the survey of the five waiver-schools, who participated in both the fall and spring surveys, suggest a decrease in teacher endorsement of the cell phone waiver policy. In contrast, the vast majority of students indicated support of the use of cell phones in the classroom—students like to have the flexibility of using their own device and seems to help with classroom engagement.
- Regardless of this project, we still should continue to promote the integration of technology in the classrooms. Only about two-thirds of the teachers observed and only about a third of student observed were using some technology tool.
- The important concept of technology natives (i.e., students) vs. technology immigrants (i.e., teachers) might need to be revisited since it has implications for the integration of technology into the teaching-and-learning activities.

Addendum

List of High Schools on the Telecommunication Devices Waiver Requests (JCBOE 9/9/2013)

1. Ballard
2. Fairdale
3. Iroquois
4. Manual
5. Seneca
6. Southern
7. Valley
8. Waggener

Additional High Schools on the Telecommunication Devices Waiver Requests

1. Doss
2. Moore
3. PRP

Total Number of Participating Schools = 11

Summary Table with Number of Survey Participants in the Fall and Spring (2013-2014)

School Name	Teachers			Students
	Fall	Spring	Total	Spring
Ballard High	1	11	12	43
Doss High	N/A	13	13	69
Fairdale High	10	30	40	55
Iroquois High	11	0	11	0
Manual High	17	0	17	0
Moore Traditional	N/A	65	65	506
PRP High	N/A	32	32	165
Seneca High	9	51	60	60
Southern High	24	39	63	70
Valley High	0	48	48	359
Waggener High	4	24	28	0
TOTAL	76	313	389	1327

Professional Development for Schools on the Telecommunication Devices Waiver Requests

Date	Class	Hour	Count	Format	Location
10/10/2013	13-1453563: Quick Tips for Classroom Operations with BYOD	1	6	Online	District Wide
12/3/2013	Utilizing Telecommunication Devices in Instruction	1	20	Face to Face	Waggener
2/6/2014	13-1455386: BYOD: Classroom Operations	1	5	Face to Face	District Wide
2/13/2014	13-1455389: BYOD: Digital Citizenship	1	6	Face to Face	District Wide
2/18/2014	Digital Citizenship BYOD	1	Full Faculty	Face to Face	Waggener
2/20/2014	13-1455390: BYOD: In Classroom Polling	1	4	Face to Face	District Wide
2/24/2014	13-1455391: BYOD: In Classroom Back Channeling	1	5	Face to Face	District Wide
3/12/2014	13-1455392: BYOD: QR Codes in the Classroom	1	8	Face to Face	District Wide
3/20/2014	13-1455393: BYOD: Publishing to the Web	1	5	Face to Face	District Wide

Participants

- There are approximately 853 teachers in BYOD schools, but only 34 teachers (four percent) attended the PD sessions.
- The participants came from 14 different schools. Seventy-one percent of the teachers were from BYOD high schools, 24% were from high schools who did not have a BYOD policy and six percent were from a middle school without a BYOD policy. There were three schools (out of 11 BYOD schools) where no one from the school attended a PD.

Results

- Teachers revealed the greatest benefits of BYOD PD is gaining tools for instruction, preparing students for the future and changing world, and increasing their engagement.
- The biggest barrier revealed in the study is that teachers are hesitant about managing BYOD and want more PD on that topic.
- The follow up survey indicated that participants said their attitude changed positively towards BYOD because of the PD. If a PD session can help teachers think more positively towards this initiative, it would be useful to get more teachers involved in the PDs, so it could have an effect on their implementation. Of the participants who did want follow up sessions, half wanted more on instructional resources and the other half wanted more sessions on management.

Teachers' Use of the Cell Phone for School-Work in the Classrooms

1. send/receive text message
2. send/receive email
3. send/receive tweet
4. use the Internet
5. access the Internet
6. take a picture
7. post a picture online
8. record a video
9. watch a video
10. post a video online
11. record audio
12. post audio online
13. play music
14. play a podcast
15. play a game
16. use clock/alarm/timer
17. use calendar
18. use calculator
19. use a social networking site (ex. Pinterest, Facebook)
20. download an app
21. use educational apps
22. scan QR codes
23. create QR codes
24. create/administer a survey (ex. Polleverywhere, SurveyMonkey)

The top teachers' use of the cell phone in the classroom were:

1. Text messages
2. E-mail
3. Internet access and use
4. Taking pictures
5. Clock timer
6. Calendar
7. Calculator

Students' Use of the Cell Phone for School-Work in the Classrooms

1. send/receive text message
2. send/receive email
3. send/receive tweet
4. access the Internet
5. take a picture
6. post a picture online
7. record a video
8. watch a video
9. post a video online
10. record audio
11. post audio online
12. play music
13. play a podcast
14. play a game
15. use clock/alarm/timer
16. use calendar
17. use calculator
18. use a social networking site (ex. Pinterest, Facebook)
19. download an app
20. use educational apps
21. scan QR codes
22. create QR codes
23. create/administer a survey (ex. Polleverywhere, SurveyMonkey)

The top students' use of the cell phone allowed by the teachers were:

1. Internet access and use
2. Clock timer
3. Calendar
4. Calculator
5. Use of educational apps

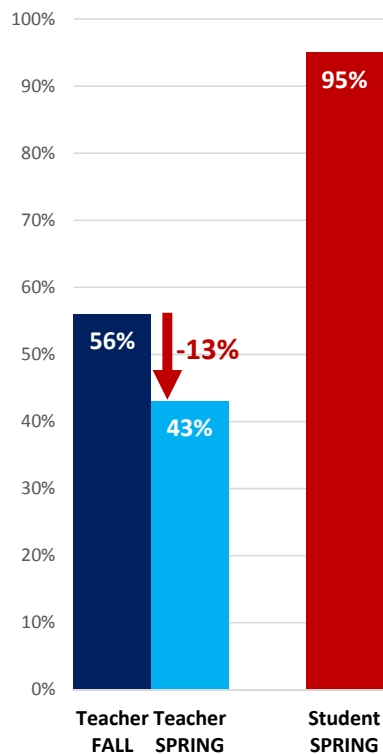
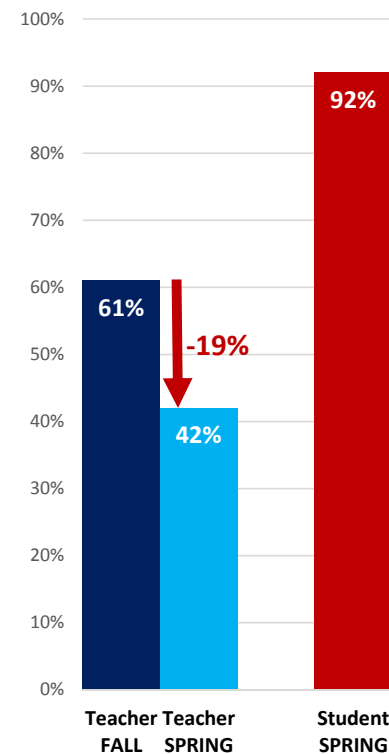
2013-14 Cell Phone Waiver Pilot Year

Stakeholder Survey Results

2013-14 Cell Phone Waiver Pilot Year

Stakeholder Survey Results

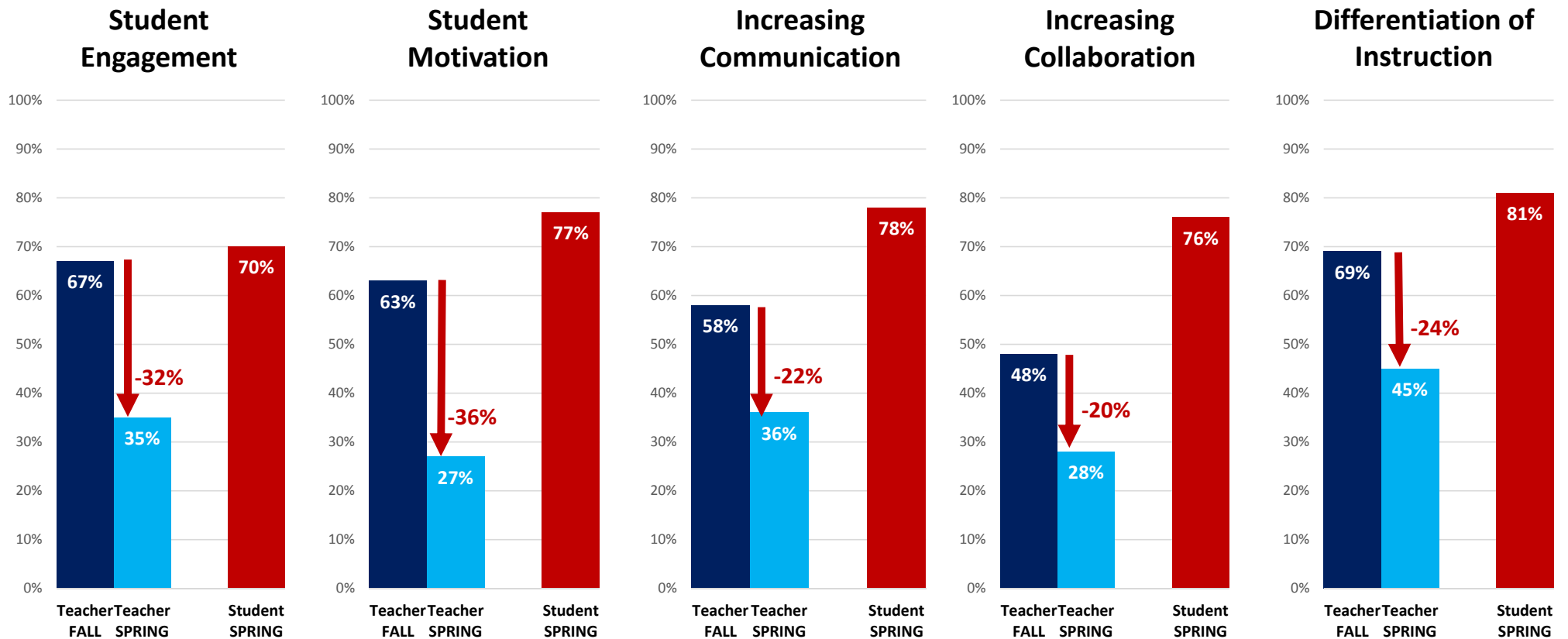
Teachers' & Students' Overall Perceptions

Supportive of Using Cell Phones in Classrooms**Believe Cell Phones Can Support Student Learning**

2013-14 Cell Phone Waiver Pilot Year

Stakeholder Survey Results

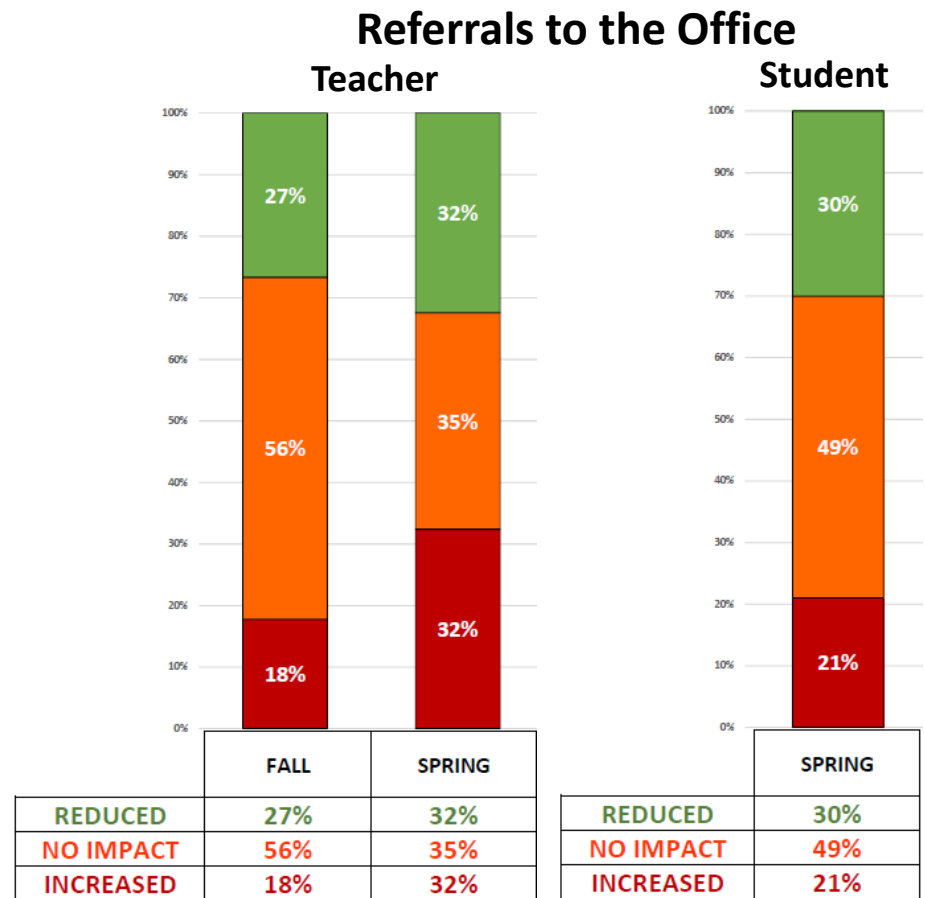
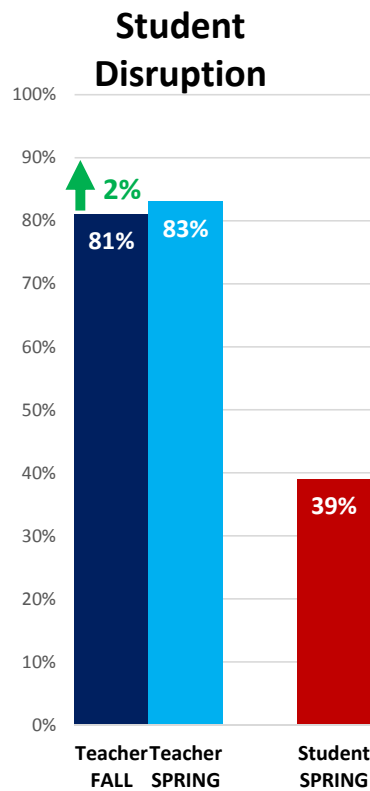
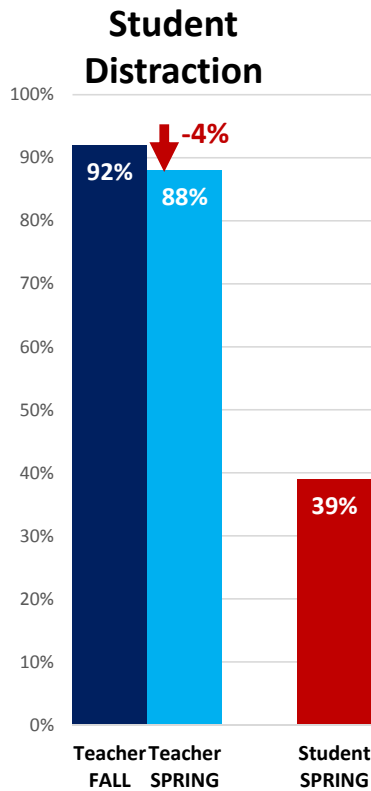
Academic Benefits



2013-14 Cell Phone Waiver Pilot Year

Stakeholder Survey Results

Impact on Discipline



2013-14 Cell Phone Waiver Pilot Year

Walk-Through Results

2013-14 Cell Phone Waiver Pilot Year

Walk-Through Data

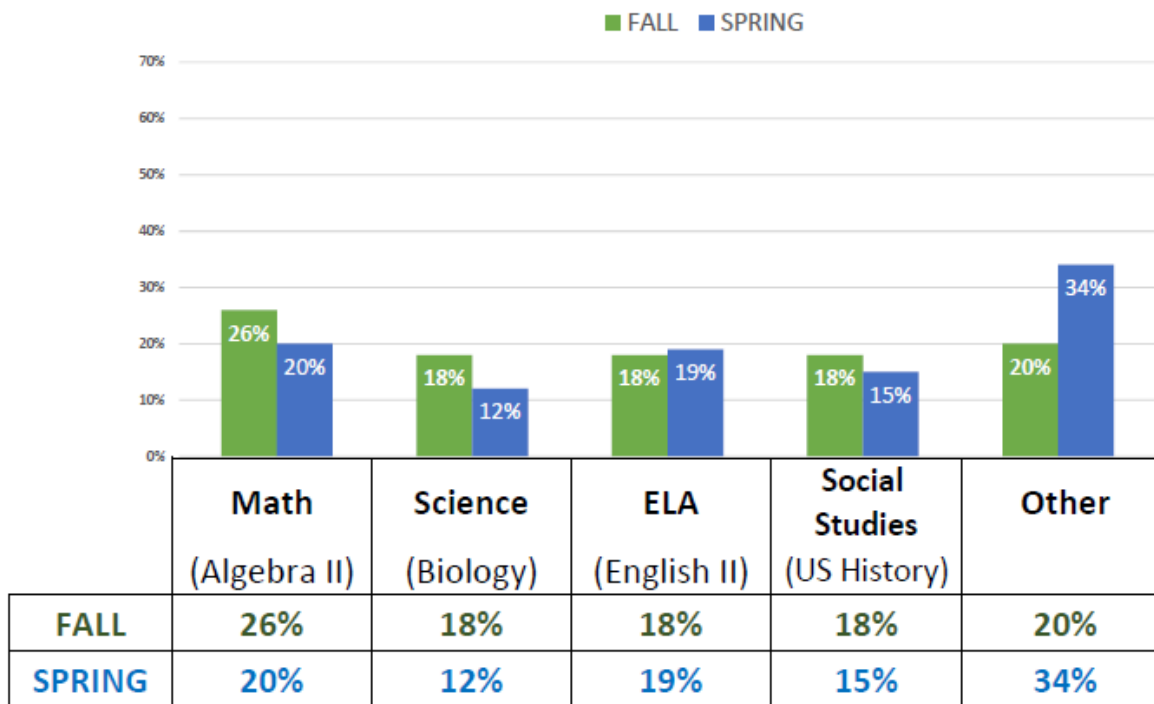
Overview

	Classrooms Visited	Observations Occurred
FALL	179	Oct 15, 2013 - Oct 17, 2013
SPRING	316	Jan 1, 2014 -April 2, 2014

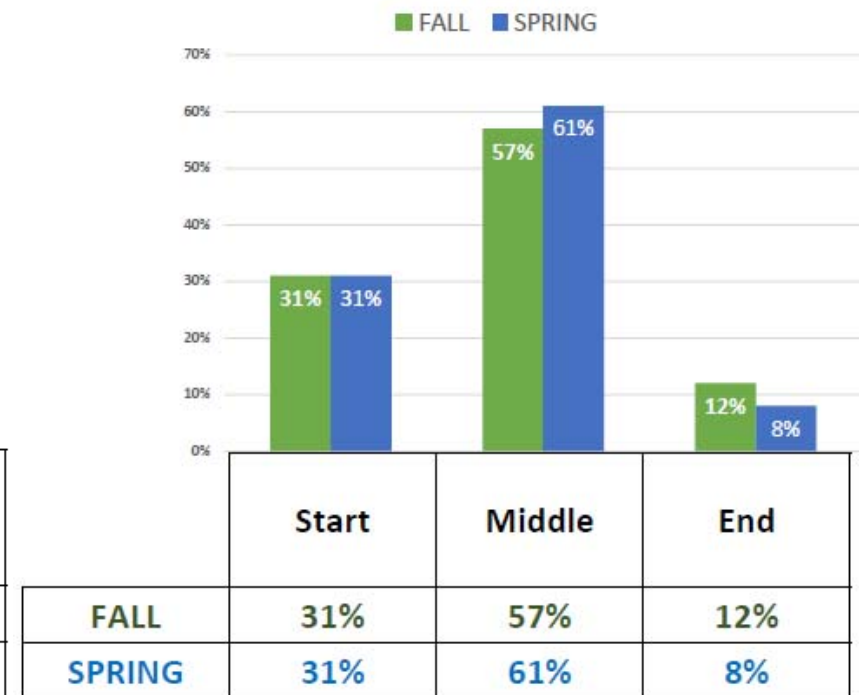
2013-14 Cell Phone Waiver Pilot Year

Walk-Through Results

Content Areas (Courses) Visited



Lesson Part Observed

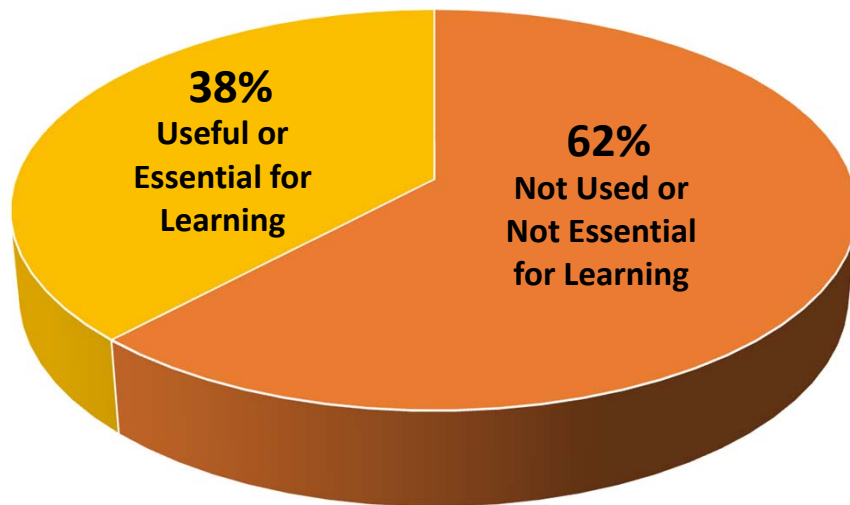


2013-14 Cell Phone Waiver Pilot Year

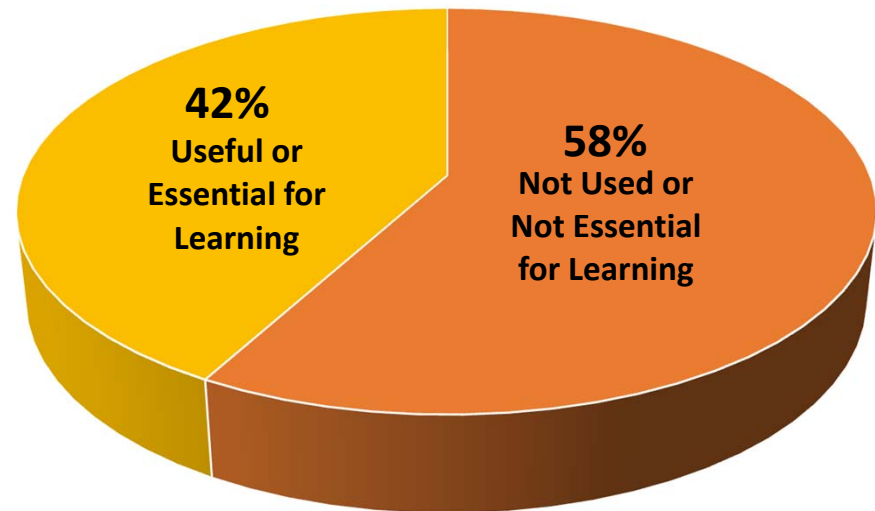
Walk-Through Results

Essential Use of Technology

FALL



SPRING

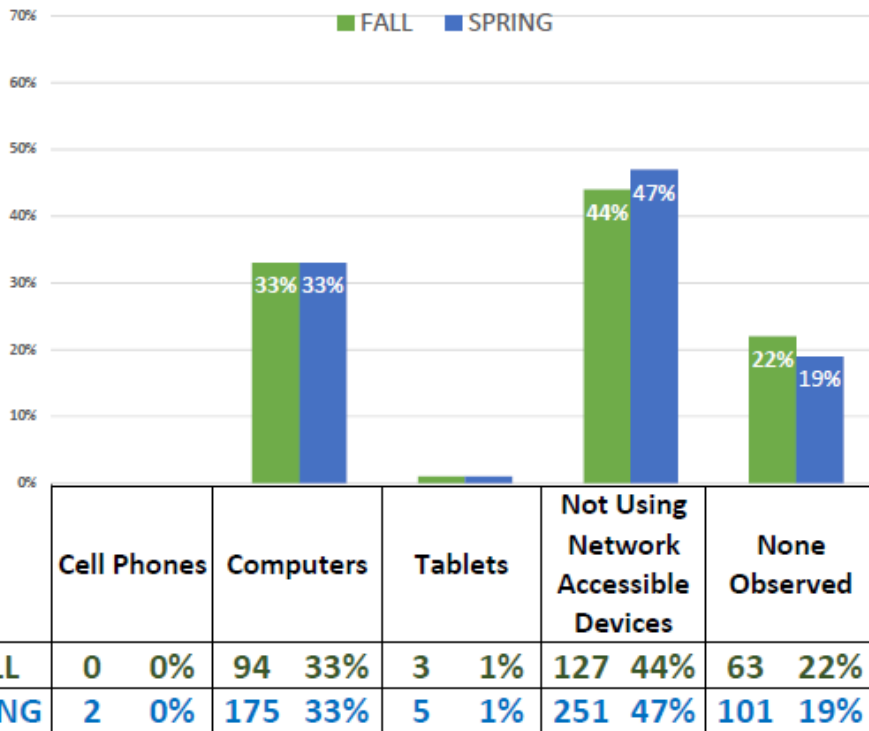


2013-14 Cell Phone Waiver Pilot Year

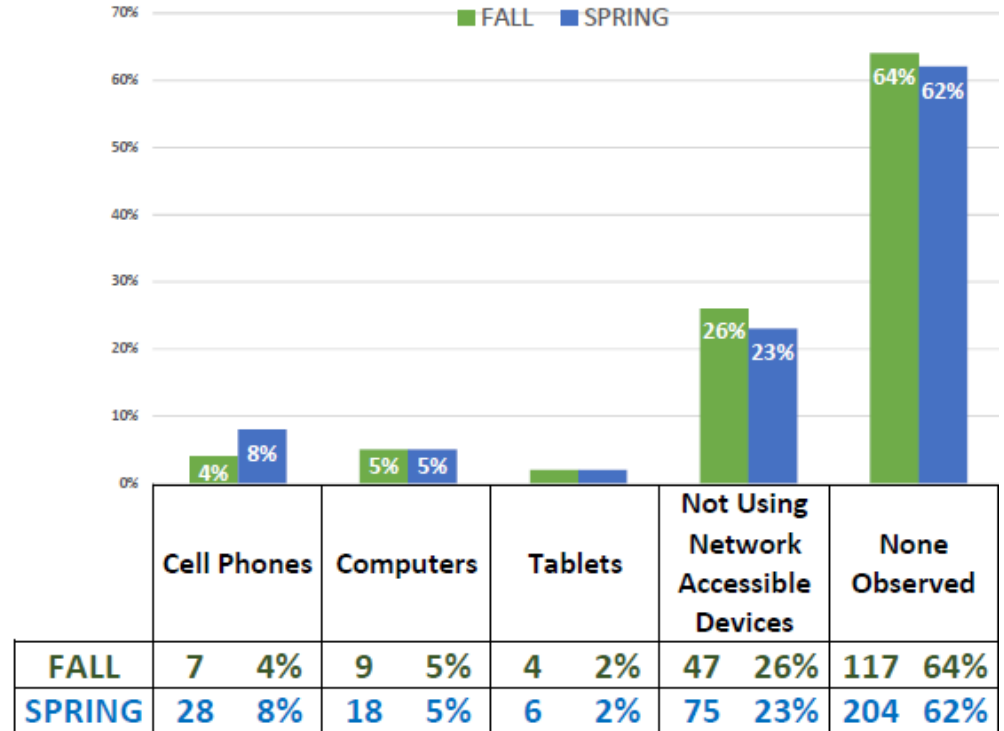
Walk-Through Results

Use of Technology

Teacher



Student

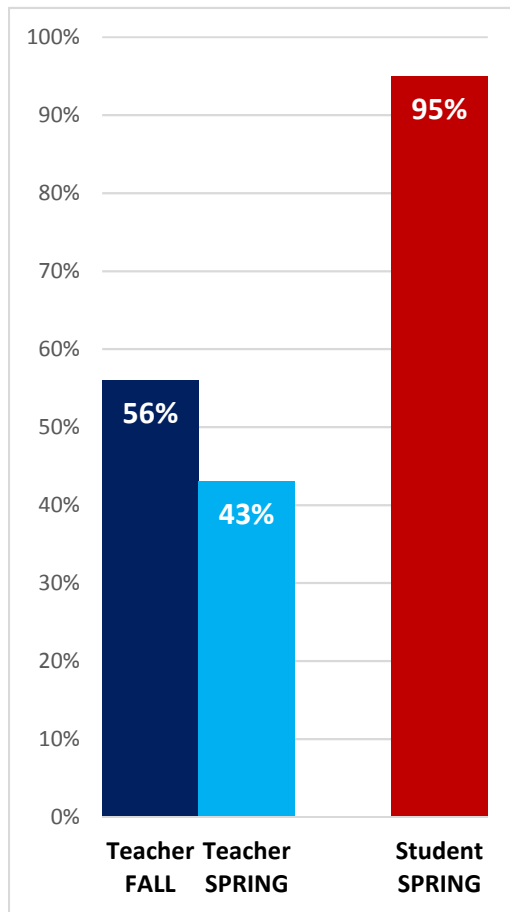


Not Using Network Accessible Devices includes: Calculators, Document Cameras, Projectors, Response Systems (Clickers), and Other

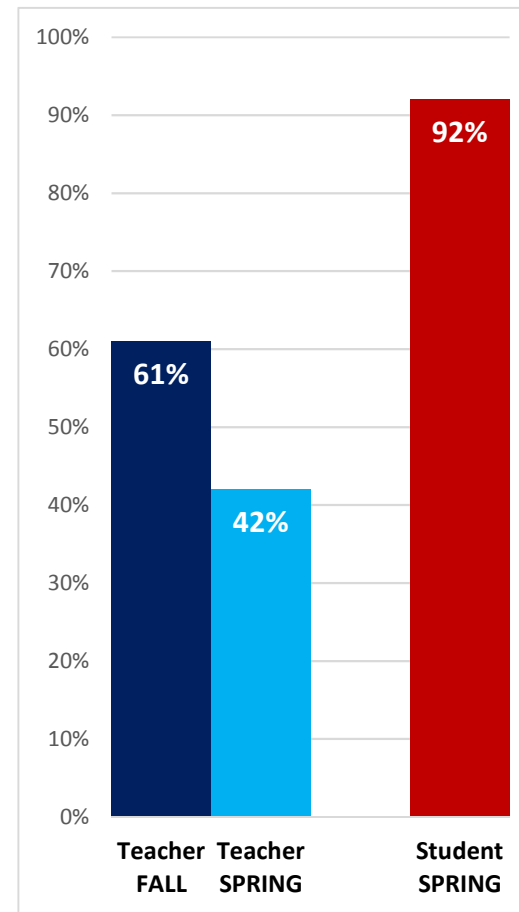
JEFFERSON COUNTY PUBLIC SCHOOLS
2013-14 CELL PHONE PILOT YEAR
STAKEHOLDER SURVEY RESULTS

DISTRICT

Supportive of Using Cell Phones in Classrooms



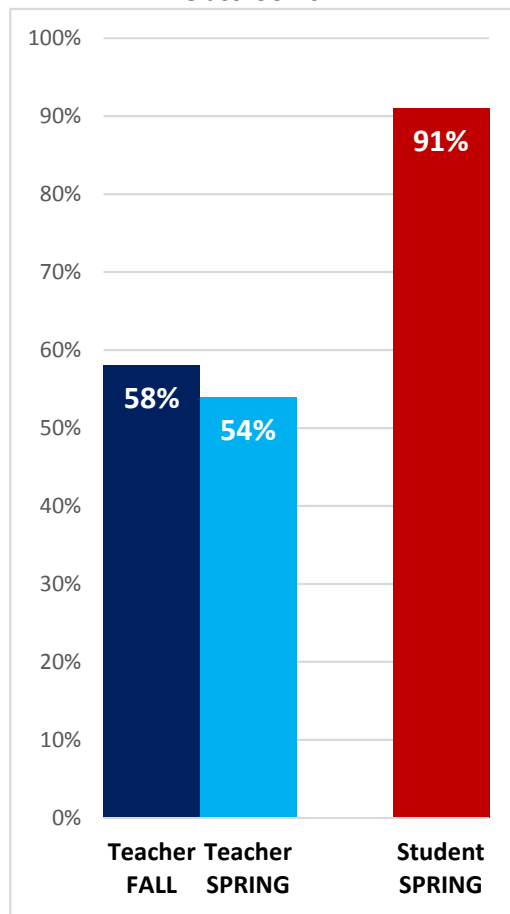
Believe Cell Phones Can Support Student Learning



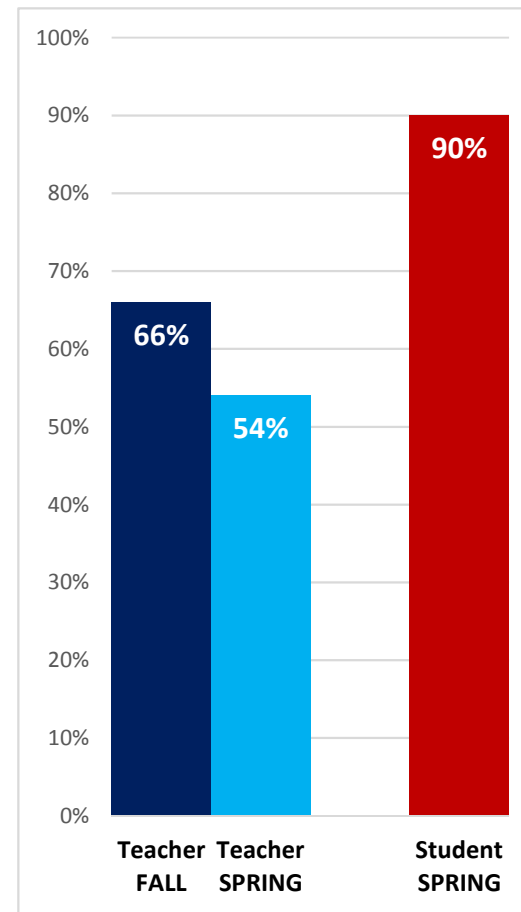
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2013-14 CELL PHONE PILOT YEAR
STAKEHOLDER SURVEY RESULTS

SOUTHERN HIGH SCHOOL

Supportive of Using Cell Phones in Classrooms



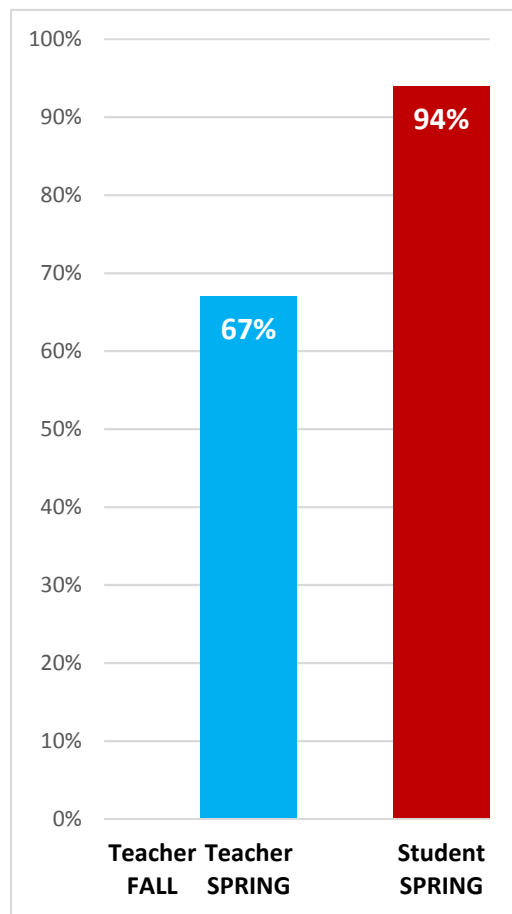
Believe Cell Phones Can Support Student Learning



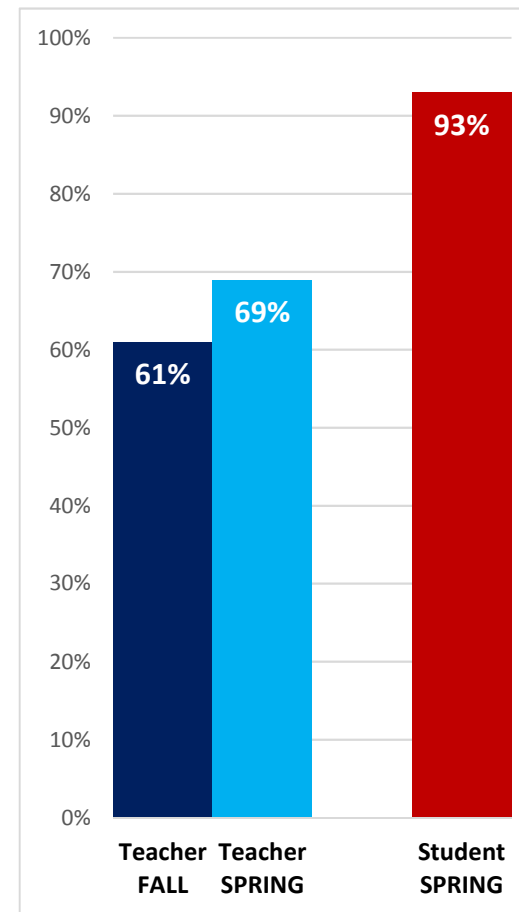
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2013-14 CELL PHONE PILOT YEAR
STAKEHOLDER SURVEY RESULTS

VALLEY HIGH SCHOOL

Supportive of Using Cell Phones in Classrooms



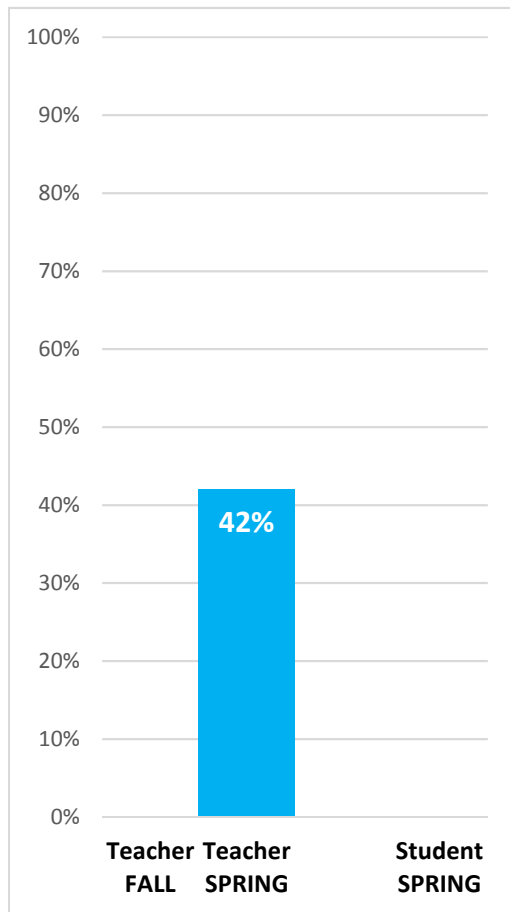
Believe Cell Phones Can Support Student Learning



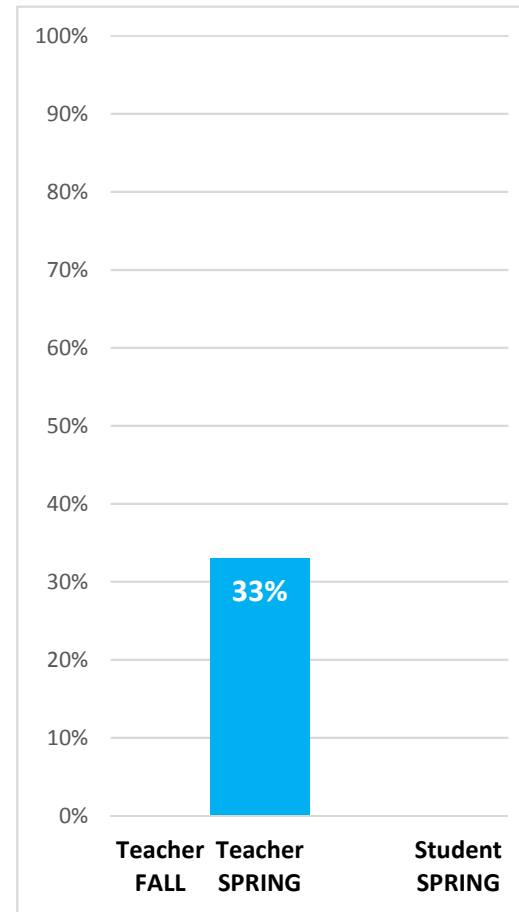
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2013-14 CELL PHONE PILOT YEAR
STAKEHOLDER SURVEY RESULTS

MAYME S WAGGENER HIGH SCHOOL

Supportive of Using Cell Phones in Classrooms



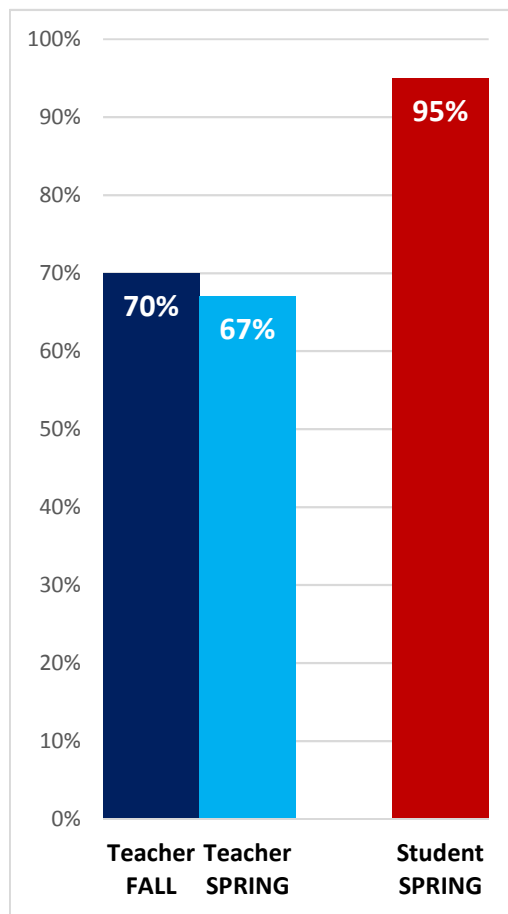
Believe Cell Phones Can Support Student Learning



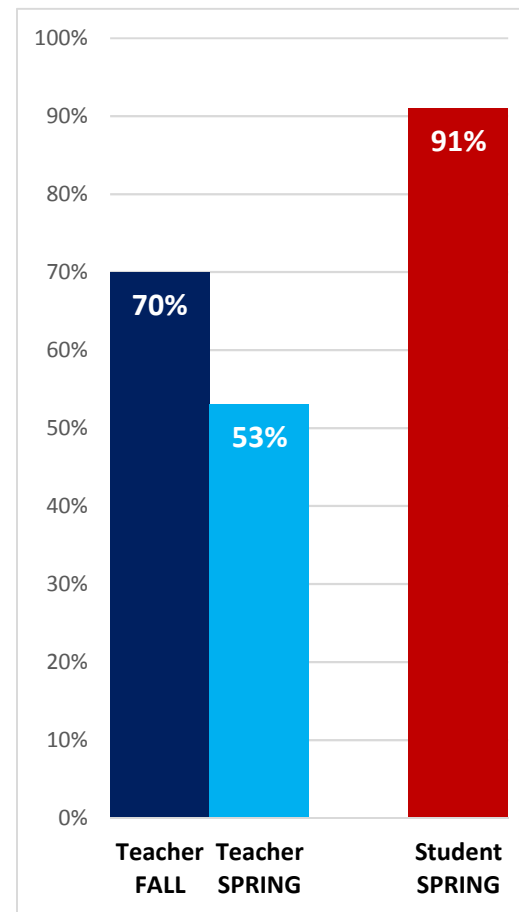
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2013-14 CELL PHONE PILOT YEAR
STAKEHOLDER SURVEY RESULTS

FAIRDALE HIGH SCHOOL

Supportive of Using Cell Phones in Classrooms



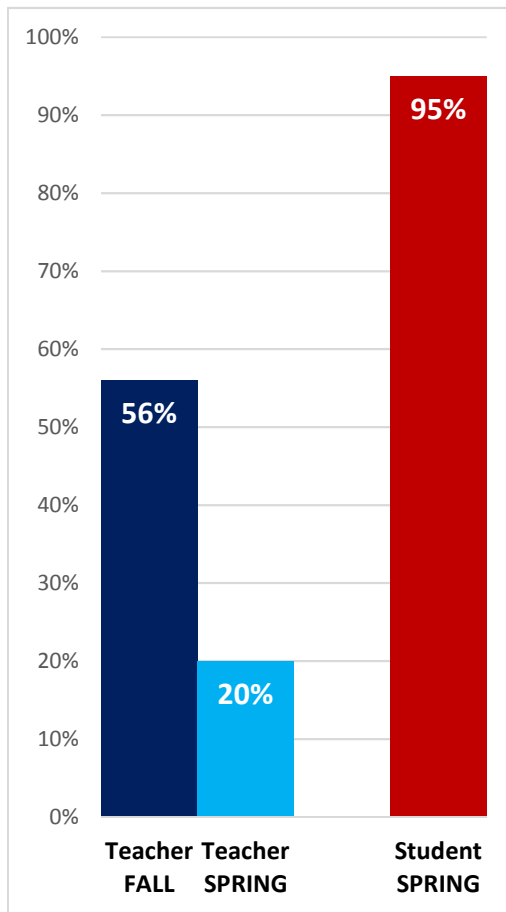
Believe Cell Phones Can Support Student Learning



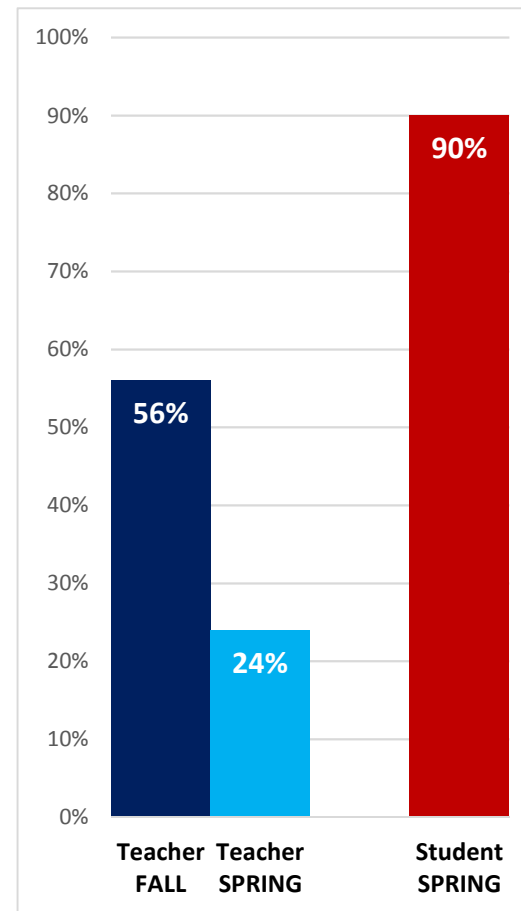
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2013-14 CELL PHONE PILOT YEAR
STAKEHOLDER SURVEY RESULTS

SENECA HIGH SCHOOL

Supportive of Using Cell Phones in Classrooms



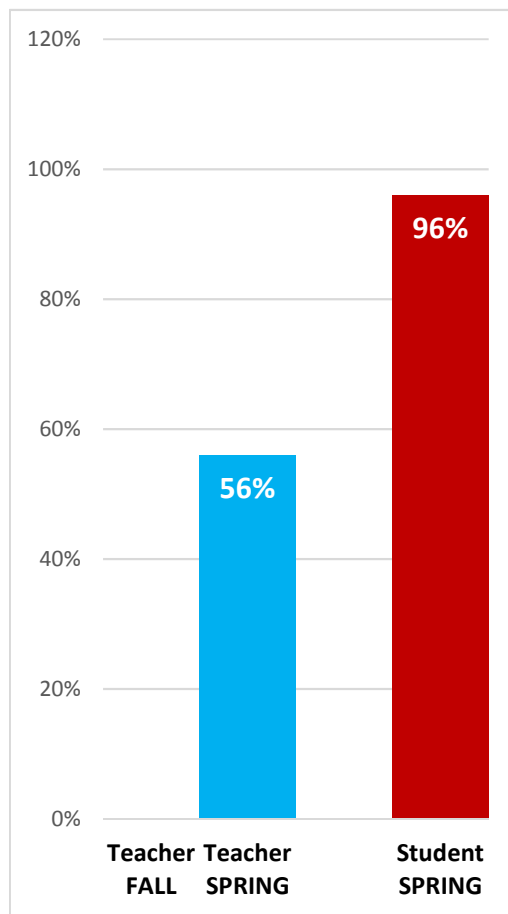
Believe Cell Phones Can Support Student Learning



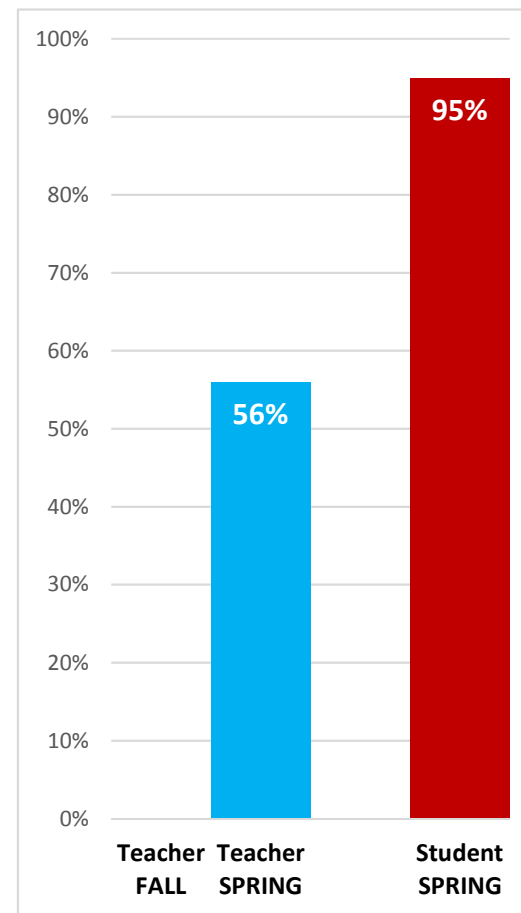
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2013-14 CELL PHONE PILOT YEAR
STAKEHOLDER SURVEY RESULTS

PLEASURE RIDGE PARK HIGH SCHOOL

Supportive of Using Cell Phones in Classrooms



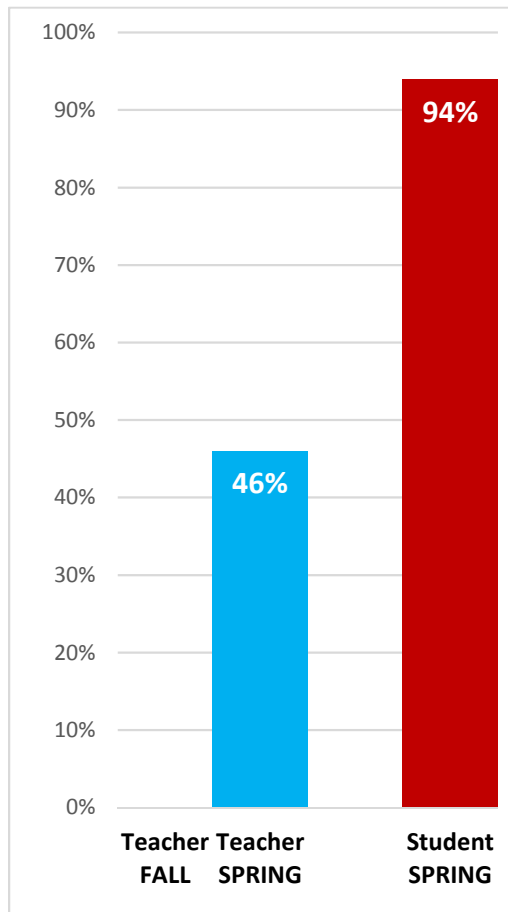
Believe Cell Phones Can Support Student Learning



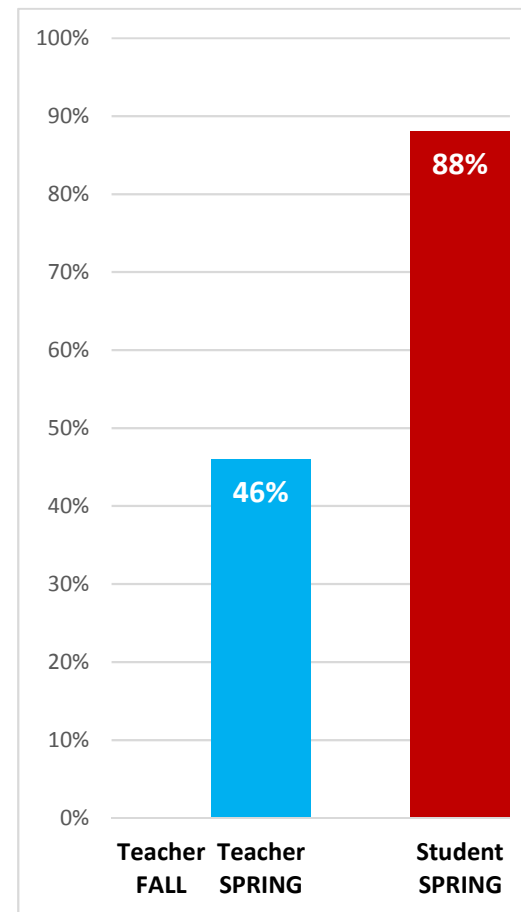
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2013-14 CELL PHONE PILOT YEAR
STAKEHOLDER SURVEY RESULTS

DOSS HIGH SCHOOL

Supportive of Using Cell Phones in Classrooms



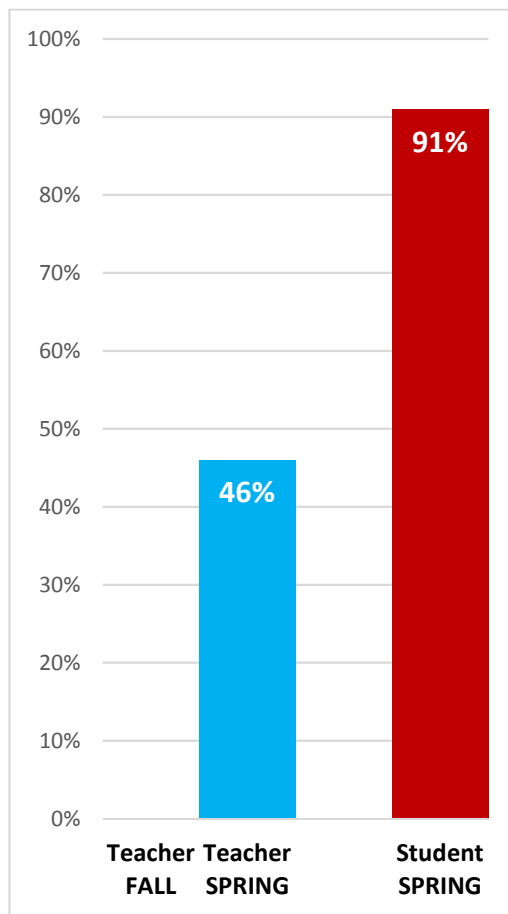
Believe Cell Phones Can Support Student Learning



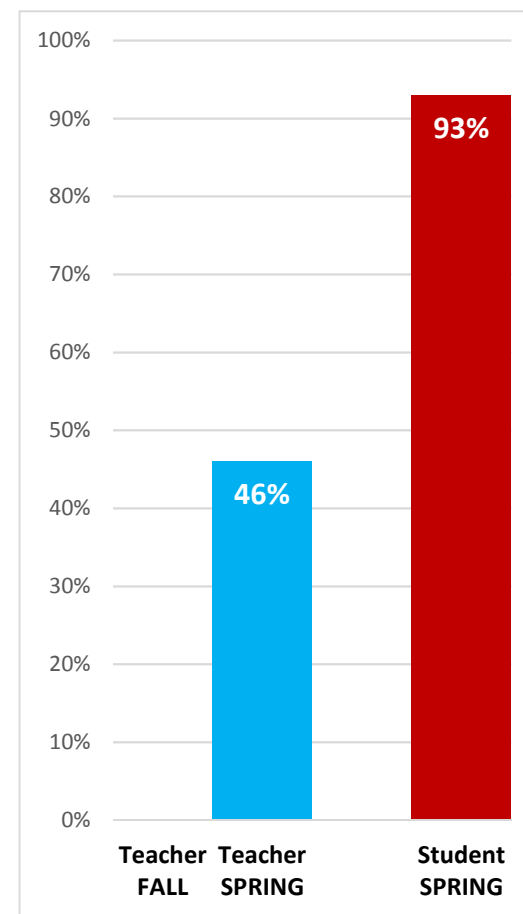
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2013-14 CELL PHONE PILOT YEAR
STAKEHOLDER SURVEY RESULTS

BALLARD HIGH SCHOOL

Supportive of Using Cell Phones in Classrooms



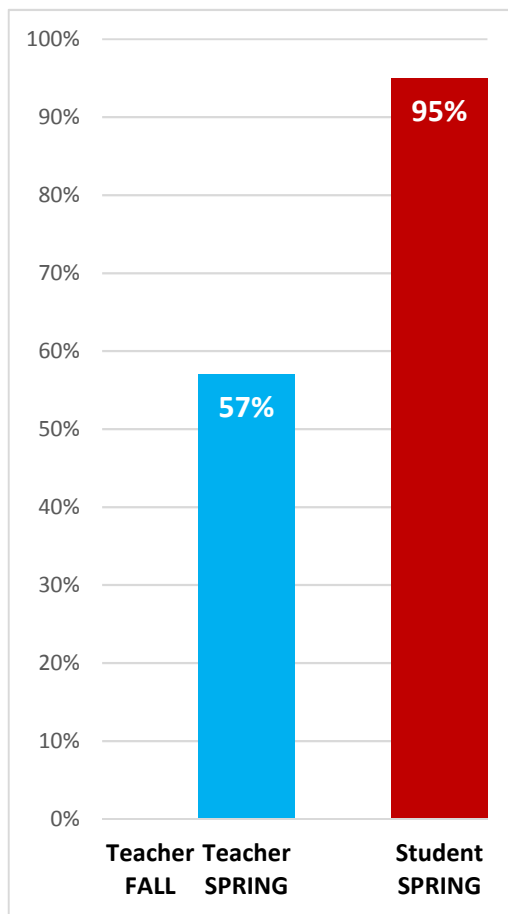
Believe Cell Phones Can Support Student Learning



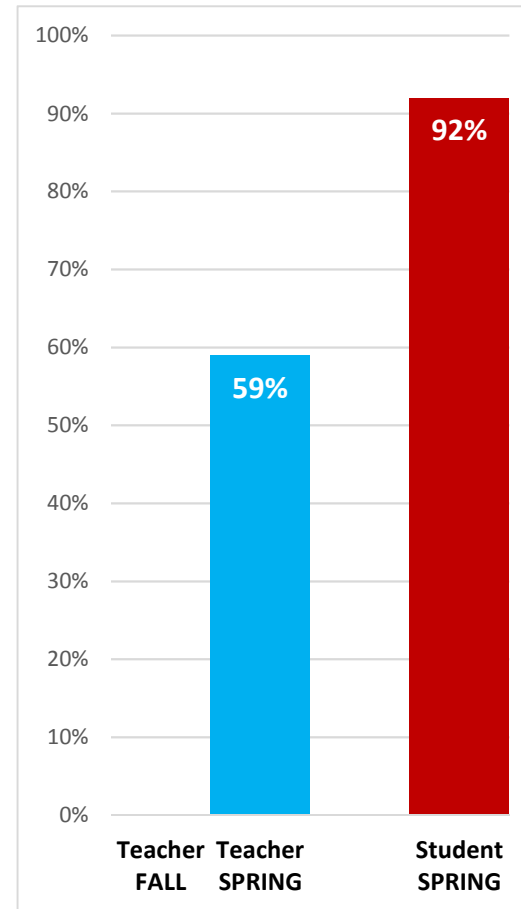
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2013-14 CELL PHONE PILOT YEAR
STAKEHOLDER SURVEY RESULTS

MOORE TRADITIONAL HIGH SCHOOL

Supportive of Using Cell Phones in Classrooms



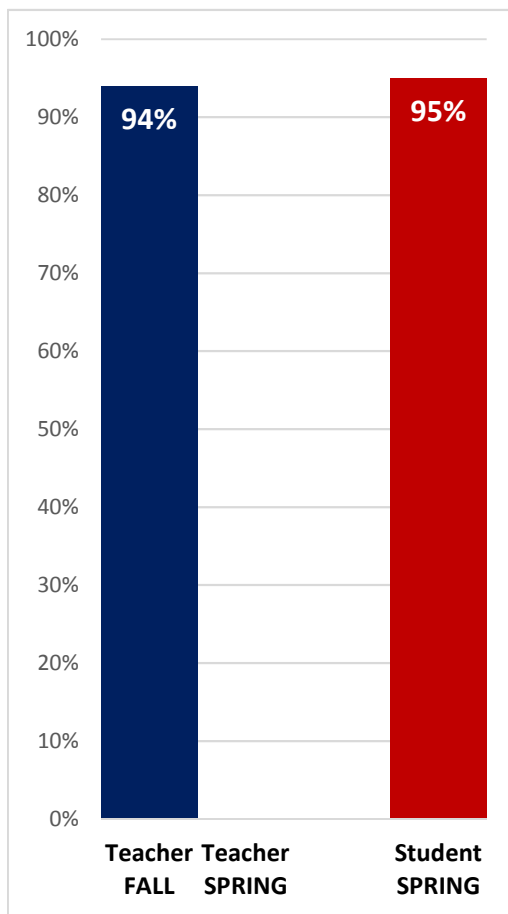
Believe Cell Phones Can Support Student Learning



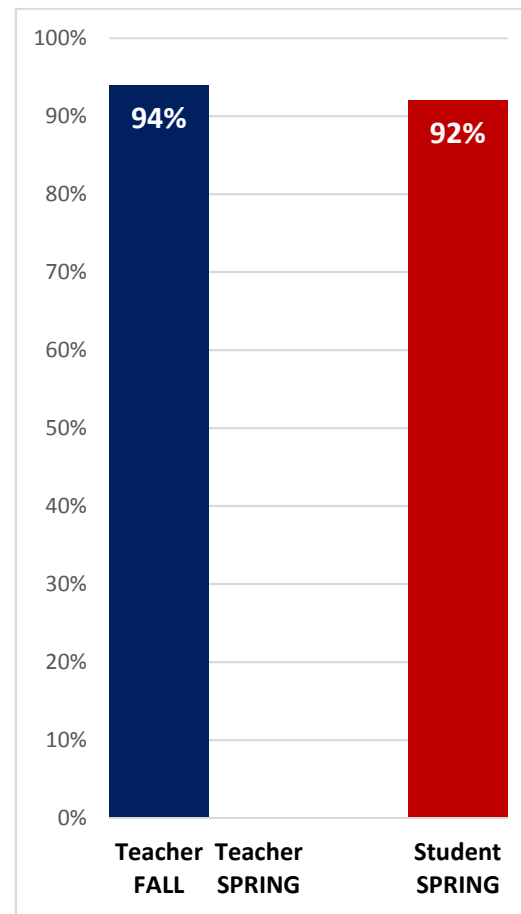
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2013-14 CELL PHONE PILOT YEAR
STAKEHOLDER SURVEY RESULTS

duPONT MANUAL HIGH SCHOOL

Supportive of Using Cell Phones in Classrooms



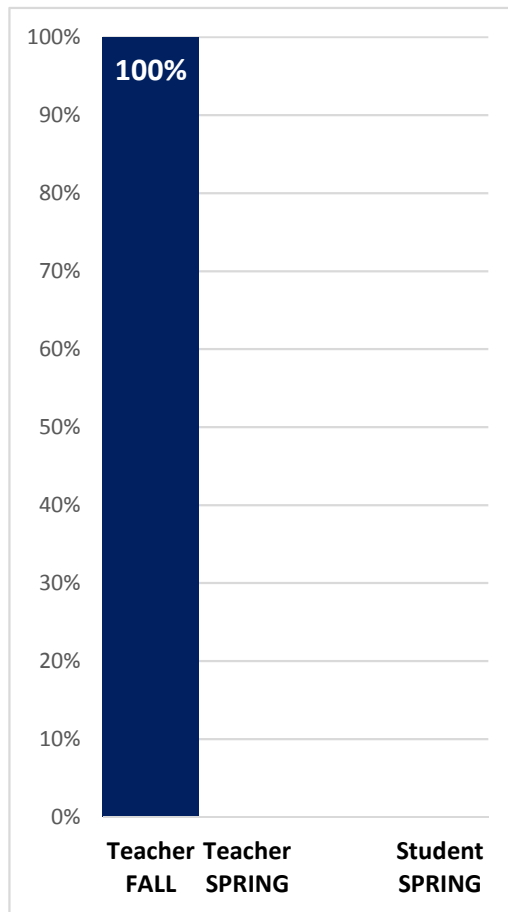
Believe Cell Phones Can Support Student Learning



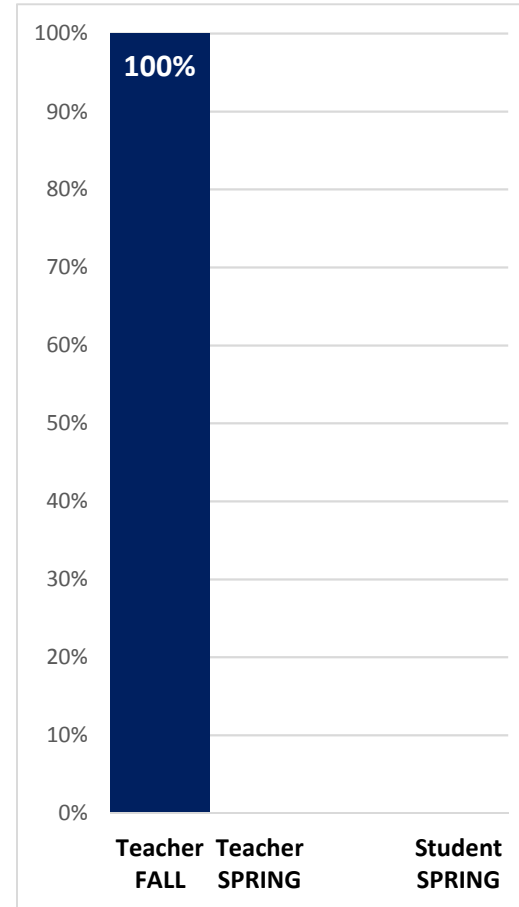
JEFFERSON COUNTY PUBLIC SCHOOLS
2013-14 CELL PHONE PILOT YEAR
STAKEHOLDER SURVEY RESULTS

IROQUOIS HIGH SCHOOL

**Supportive of Using Cell Phones in
Classrooms**



**Believe Cell Phones Can Support Student
Learning**



JEFFERSON COUNTY PUBLIC SCHOOLS
2013-14 CELL PHONE PILOT YEAR
STAKEHOLDER SURVEY RESULTS

Participation for Student Survey:

Location		cellPhonesInClassroom	cellPhonesStudentLearning
31 N	Valid	70	70
	Missing	0	0
33 N	Valid	359	368
	Missing	46	37
51 N	Valid	0	0
	Missing	0	0
57 N	Valid	55	55
	Missing	0	0
73 N	Valid	60	59
	Missing	0	1
75 N	Valid	165	164
	Missing	3	4
100 N	Valid	69	69
	Missing	0	0
105 N	Valid	43	43
	Missing	0	0
155 N	Valid	506	509
	Missing	34	31
200 N	Valid	0	0
	Missing	0	0
335 N	Valid	0	0
	Missing	0	0

Participation for Teacher Survey (Fall):

Location		cellPhonesInClassroom	cellPhonesStudentLearning
31 N	Valid	24	24
	Missing	0	0
33 N	Valid	0	0
	Missing	0	0
51 N	Valid	4	4
	Missing	0	0
57 N	Valid	10	10
	Missing	0	0
73 N	Valid	9	9
	Missing	0	0
75 N	Valid	0	0
	Missing	0	0
100 N	Valid	0	0
	Missing	0	0
105 N	Valid	1	1
	Missing	0	0
155 N	Valid	0	0
	Missing	0	0
200 N	Valid	17	17
	Missing	0	0
335 N	Valid	11	11
	Missing	0	0

Participation for Teacher Survey (Spring):

Location		cellPhonesInClassroom	cellPhonesStudentLearning
31 N	Valid	39	39
	Missing	0	0
33 N	Valid	48	48
	Missing	0	0
51 N	Valid	24	24
	Missing	0	0
57 N	Valid	30	30
	Missing	0	0
73 N	Valid	51	50
	Missing	0	1
75 N	Valid	32	32
	Missing	0	0
100 N	Valid	13	13
	Missing	0	0
105 N	Valid	11	11
	Missing	0	0
155 N	Valid	65	65
	Missing	0	0
200 N	Valid	0	0
	Missing	0	0
335 N	Valid	0	0
	Missing	0	0

JEFFERSON COUNTY PUBLIC SCHOOLS
2013/2014 ATTENDANCE/SUSPENSION TREND
2012-2013 TO 2013-2014

Non-Academic Data 2013-14

High School		# Suspension Days			# ISAP Days			# Unexcused Absence Days			# Excused Absence Days		
Location	School No	Current Year	Prior Year	Var	Current Year	Prior Year	Var	Current Year	Prior Year	Var	Current Year	Prior Year	Var
Atherton	18	421	527	(106)	200	195	5	5169	4757	412	5618	5682	(64)
Ballard	105	1619	1455	164	0	162	(162)	7447	6184	1263	9947	9507	440
Brown (H)	165	3	0	3	0	0	0	559	524	35	852	714	138
Butler	45	515	369	146	107	91	16	3049	2266	783	8308	7835	473
Central	179	211	225	(14)	307	174	133	5474	5368	106	3573	3716	(143)
Doss	100	1199	1062	137	788	480	308	11814	8929	2885	3503	3859	(356)
Eastern	7	1370	1613	(243)	0	0	0	7131	6231	900	7497	8303	(806)
Fairdale (H)	57	839	1113	(274)	212	377	(165)	10544	9646	898	4370	4882	(512)
Fern Creek (H)	12	1365	1778	(413)	465	730	(265)	11427	10279	1148	4894	5145	(251)
Iroquois	335	1388	2230	(842)	31	1005	(974)	13183	13049	134	3618	4440	(822)
Jeffersontown (H)	65	1109	1444	(335)	412	1173	(761)	10831	10164	667	5073	5115	(42)
Male	47	335	212	123	420	351	69	1874	1107	767	6916	6449	467
Manual	200	88	52	36	4	0	4	3958	3392	566	5576	5544	32
Moore (H)	155	1016	877	139	49	273	(224)	7614	6275	1339	3629	3226	403
PRP	75	1078	1972	(894)	1657	2256	(599)	11759	11950	(191)	9234	9504	(270)
Seneca	73	1565	1363	202	506	933	(427)	16319	12349	3970	5884	7047	(1163)
Shawnee	590	946	1435	(489)	594	1306	(712)	5784	4551	1233	2383	2185	198
Southern	31	1284	1336	(52)	172	709	(537)	10842	9769	1073	4513	5549	(1036)
Valley	33	1827	1360	467	1162	28	1134	13544	14596	(1052)	5492	5606	(114)
Waggener	51	1095	1135	(40)	12	126	(114)	8467	8566	(99)	3076	3314	(238)
Western (H)	84	1531	1840	(309)	0	108	(108)	8641	8791	(150)	2349	2380	(31)
	Total:	20804	23398	(2594)	7098	10477	(3379)	175430	158743	16687	106305	110002	(3697)
Cell Phone Schools Avg				(87)			(160)			981			(331)
Non-Cell Phone Schools Avg				(164)			(162)			590			(6)