

Spring 2014 1:1 Pilot Formative Memo – Executive Summary

The Friday Institute for Educational Innovation provided feedback on the first year of Hamilton County's 1:1 technology pilot program. Major findings were drawn from surveys, focus groups, interviews, and classroom observations. Reports from principals, teachers, and students suggested that participation in the pilot program has resulted in improved student engagement, collaboration, and ownership of their learning. The [full six-page memorandum](#) is available online.

Student Impact

Student engagement has improved as a result of the initiative, reflected by two-thirds of both teachers and students. An unanticipated and welcome result is that teachers note **students have assumed greater responsibility** for their devices and their work. Teachers and principals agree that students are becoming **more independent learners** and students reported greater confidence in their ability to learn. A larger majority (86%) of teachers say students have improved collaboration and technology skills, but were **unsure if these would result in gains on TCAP**.

Teacher Impact

1:1 has helped teachers enhance their practice for managing materials and giving more frequent and timely feedback to students. Teachers are **collaborating more within and across schools** and participating more in professional learning communities. 71% of teachers say they **now place greater emphasis on** students' use of technology and **student-centered approaches to instruction**. **Project-based learning is in various stages**; while most teachers say they are better prepared to teach in a 1:1 PBL environment, many fewer say their knowledge is "good" or "very good."

Strategies & Supports

Teachers and principals cited **planning with stakeholders for 1:1 implementation as key to success**, including reducing teacher anxiety and student misuse of devices. Staff described **informal support and learning opportunities as very useful**, in particular, classroom observation within and outside of their schools. **Teachers engaged students** to learn tips and solve technical issues. While professional development was limited, it was rated as effective. **91% of teachers and 100% of principals agreed school or district administrators supported changes related to technology**, and appreciated flexibility and autonomy in the pilot implementation.

Challenges & Recommendations

Teachers and principals need greater support, both technical and instructional, to make the most of 1:1 and PBL. Staff reported that lack of time and notice for planning made the pilot difficult and recommended more planning in the summer for teachers. Professional development should shift from device management to instructional strategies and teachers are seeking more opportunities to learn. Wifi access continues to be an issue; in schools, signals are inadequate and useful websites are restricted, while at home, access is limited. Lack of local control over things such as passwords and cloud-based services creates disruptive loss of instructional time and frustration.