

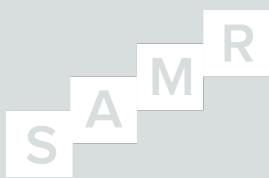
Jan 1, 2020 to Present

SAMR REPORT

SAMR

NANUET UNION FREE SCHOOL DISTRICT

SUBSTITUTION
AUGMENTATION
MODIFICATION
REDEFINITION

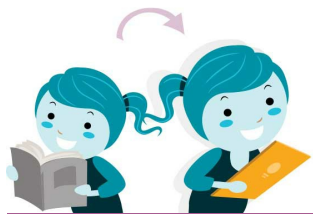


SAMR is a model that assesses teachers' readiness to transform the classroom using digital technologies.

Created by Ruben Puentedura, the SAMR model asks teachers if they are leveraging technology to plan and implement "highly effective learning that was previously inconceivable in traditional classrooms." Specifically, SAMR provides teachers, schools, and districts with a reflective tool to monitor technology integration implementation.

With SAMR, leaders can assess whether use of technology in the classroom serves as substitution (S), augmentation (A), modification (M), or actual redefinition (R) of a learning task. Importantly, performance at the higher areas of the spectrum, namely modification and redefinition, requires teachers to integrate multiple skills and strategies simultaneously. Primarily, progress along the SAMR continuum requires a close inspection of the 4Cs in the classroom—critical thinking, communication, collaboration, and creativity—all outcomes that have the potential for redefining the ways in which teachers and students integrate technology for learning.

It is important to note that teachers progress at different rates along the SAMR continuum, and many teachers actually teach lessons that fall into several different categories in a given week or semester. However, as teachers spend more time engaging students in the redefinition of learning, technology becomes both more necessary and more invisible. SAMR is a model that assesses teachers' readiness to transform the classroom using digital technologies. It recognizes the evolution required to reimagine learning for today's students.



SUBSTITUTION

TECH ACTS AS A DIRECT TOOL SUBSTITUTE, WITH NO FUNCTIONAL CHANGE.

Example: Using iBooks to read, annotate and make notes.

21%



AUGMENTATION

TECH ACTS AS A DIRECT TOOL SUBSTITUTE, WITH FUNCTIONAL IMPROVEMENT.

Example: Using the Speak function and then exporting notes and annotations as the basis for writing.

37%



MODIFICATION

TECH ALLOWS FOR SIGNIFICANT TASK REDESIGN.

Example: Turning the activity into a social writing task where outcomes are shared and open to peer comment and review.

13%



REDEFINITION

TECH ALLOWS FOR THE CREATION OF NEW TASKS, PREVIOUSLY INCONCEIVABLE.

Example: Writing becomes a multimedia project with hyperlinked choices for the reader and retaining social aspect of task.

4%

PERCENTAGE OF YOUR TEACHERS THAT ARE IN EACH CATEGORY

CONTRIBUTING FACTORS

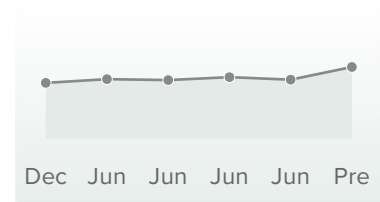
Proficient, advanced, or exemplary access serve as readiness factors for moving along the SAMR continuum, but access is not sufficient for growth. Further, other conditions in your organization, can affect your SAMR score, including:

PROFICIENT



PROFESSIONAL LEARNING FOR TEACHERS

Professional learning is a need for your organization. Providing your teachers with high quality professional development can help them transfer online skills to the classroom setting.

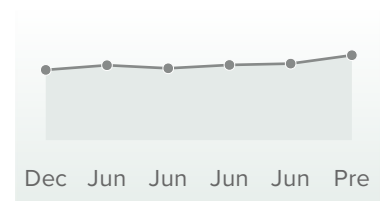


ADVANCED



SUPPORT

Weak technology support can make teachers weary of trying new technologies in the classroom. Providing timely, educative support is a precursor to systemic classroom change in an organization.

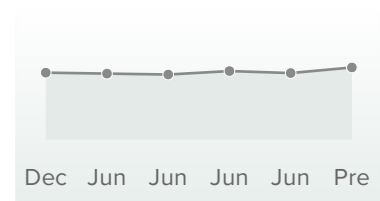


PROFICIENT

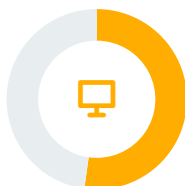


TEACHERS KNOWLEDGE OF DIGITAL CITIZENSHIP

Teachers' knowledge of digital citizenship topics is a need for your organization. If teachers are not comfortable digital citizens themselves, then they will be less likely to provide effective instruction on this topic.

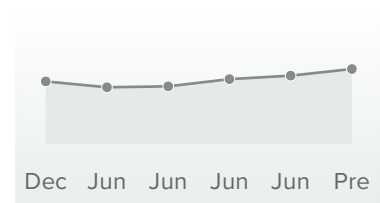


PROFICIENT



ASSESSMENT

Teachers in your organization do not engage in digital assessment regularly. Frequent opportunities for digital assessment increase students' access to timely feedback, one of the most critical factors for accelerating student achievement according to the research.

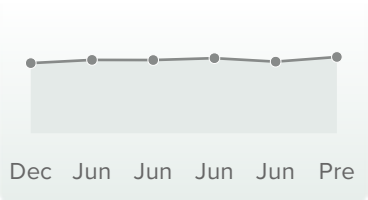


PROFICIENT



TEACHER ONLINE SKILLS

Teacher online skills are an area of need for your organization. If teachers do not have sufficient online skills, then they cannot effectively transform the classroom with digital technologies.



Score Legend



Beginner



Substitution



Augmentation

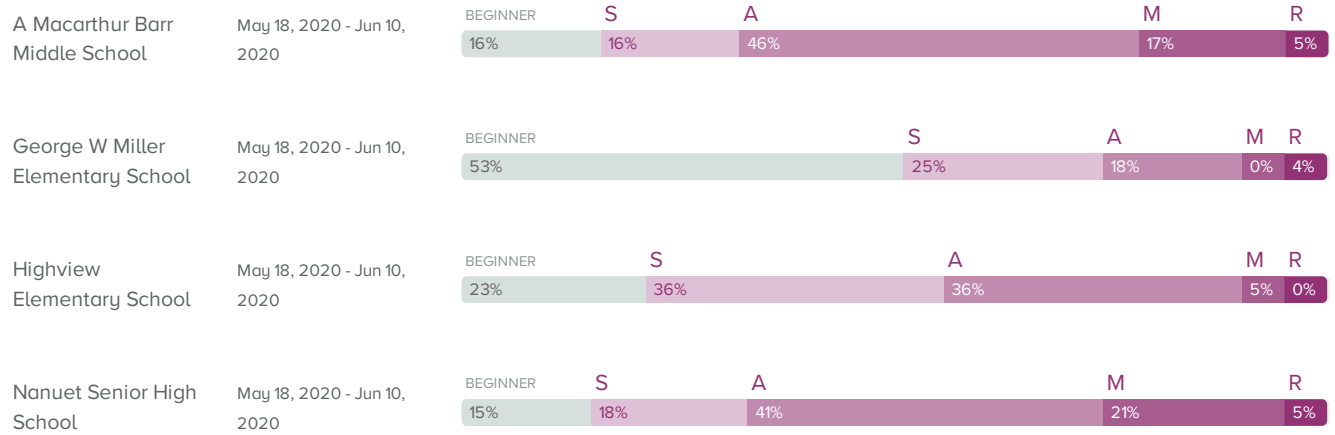


Modification



Redefinition

School-by-School Analysis



Score Legend



Beginner



Substitution



Augmentation



Modification



Redefinition