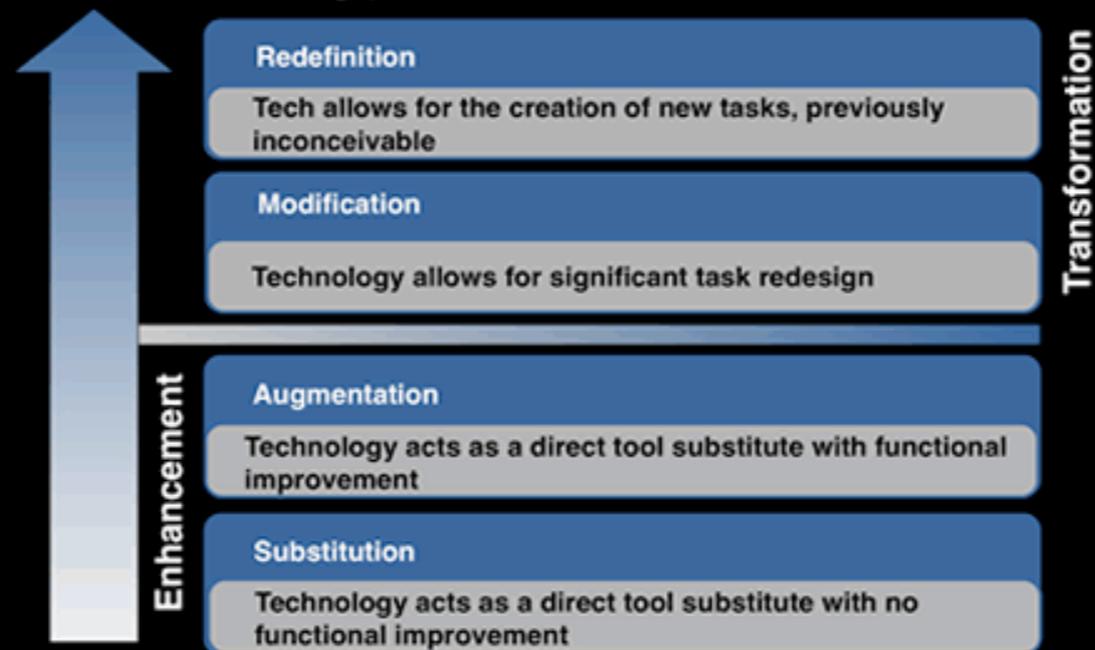


# SAMR

*Redefining Practice Along A Continuum*

## Technology in the classroom





# Mission

The mission of Farmington Area Public Schools, the center of inspiration and the cultivation of ideas, is to ensure each student reaches his or her highest aspirations while embracing responsibility to community through a system distinguished by:

## CONSIDERATIONS

- ❖ *What elements of our Strategic Plan are echoed in the video?*
- ❖ *How does our Strategic Plan ask us to redefine learning in our classrooms?*
- ❖ *How do iPads make this vision a reality for you and your students today?*

- Supporting individuality while understanding our interdependence
- Developing wisdom and integrity of each individual
- Nurturing the will to succeed in each student
- Customized learning environments
- Deep community collaboration

Strategy #1:

Strategy #2:

Strategy #3:

Strategy #4:

Strategy #5:

Strategy #6:

Strategy #7:

## Chapter 1

# ENTER SAMR

The SAMR Model, developed by Dr. Ruben Puentedura, is a continuum that provides educators a tool to measure how technology is impacting their classroom practice.

**Redefinition:** Technology allows for the creation of new tasks, previously inconceivable

**Modification:** Technology allows for significant task redesign

**Augmentation:** Technology acts as a direct tool substitute with functional improvement

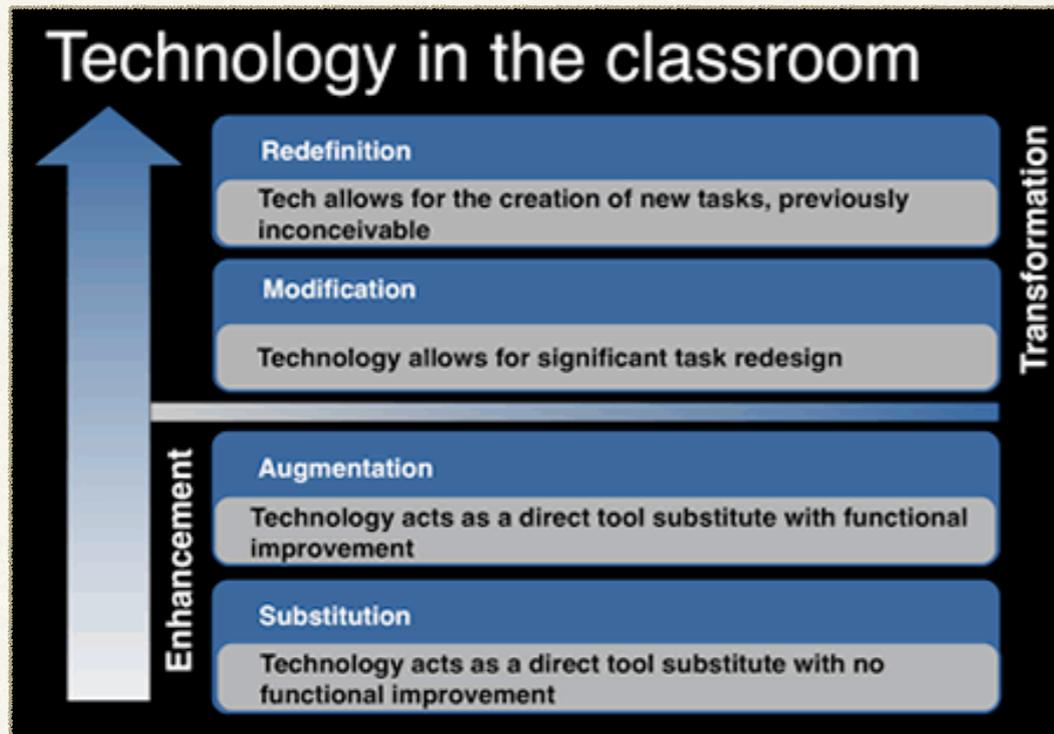
**Substitution:** Technology acts as a direct tool substitute with no functional improvement



## SECTION 1

# Purpose

Today's experience will provide an opportunity to collaborate with colleagues around the SAMR model.



### DIRECTIONS

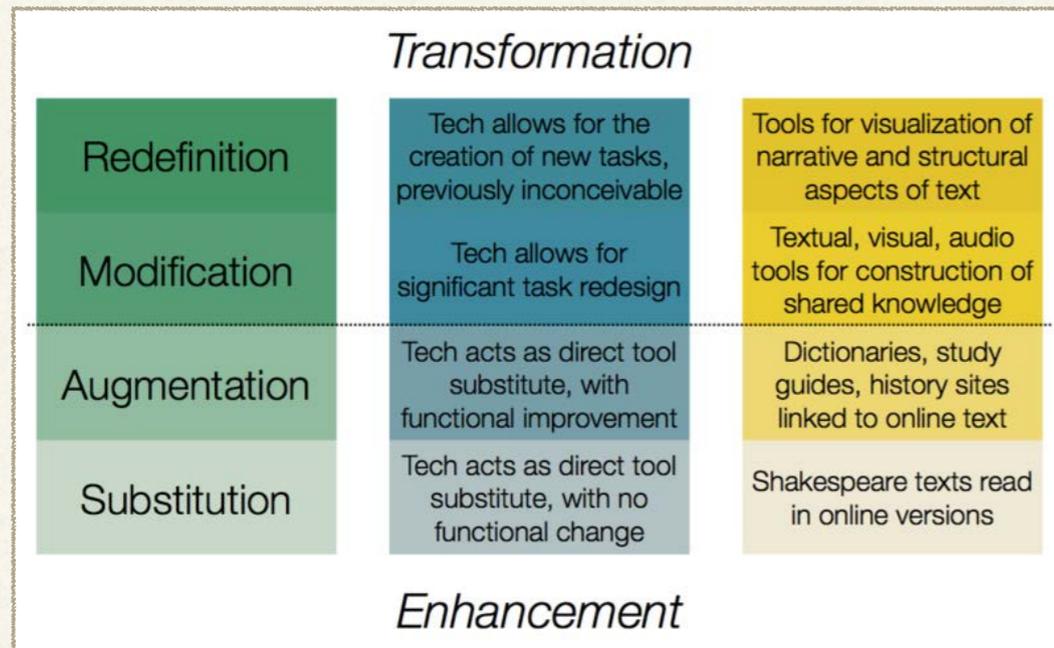
- ❖ *As we move throughout the course of the day, please consider the following:*
  - ❖ *Where does my experience today rate on the SAMR continuum?*
  - ❖ *Where does my practice land most on the SAMR continuum?*

### *Review 1.1 SAMR Check*



# Group Exchange

In small groups you will identify where each example falls on the SAMR continuum. As you explore, think of how each sample could be altered to move it along the SAMR continuum.



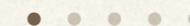
## DIRECTIONS

- ❖ *Break into small groups.*
- ❖ *Explore the Samples Provided in Gallery 1.1.*
- ❖ *Discuss where each sample falls on the SAMR continuum.*
- ❖ *Post your findings by completing the Google Form found in Interactive 1.1.*
- ❖ *Review the results of your colleagues found in Interactive 1.2.*

### *Gallery 1.1 SAMR Small Group Samples*

*M. Smith is a classroom teacher who teaches writing. Some time ago, the primary mode for writing in class was pencil/pen and paper.*

*SAMR Continuum Samples*



*Interactive 1.1 Small Group  
SAMR Sample Post*



*Charles*

*Interactive 1.3 Small Group  
SAMR Sample Post*



*Caleb*

*Interactive 1.6 Small Group  
SAMR Sample Post*



*Charles*

*Interactive 1.7 Small Group  
SAMR Sample Post*



*Caleb*

*Interactive 1.2 Small Group  
SAMR Sample Post*



*Dan*

*Interactive 1.4 Small Group  
SAMR Sample Post*



*Brianna*

*Interactive 1.5 Small Group  
SAMR Sample Post*



*Dan*

*Interactive 1.8 Small Group  
SAMR Sample Post*



*Brianna*

Think about the example of Redefinition in the series of samples you viewed in [Gallery 1.1](#).

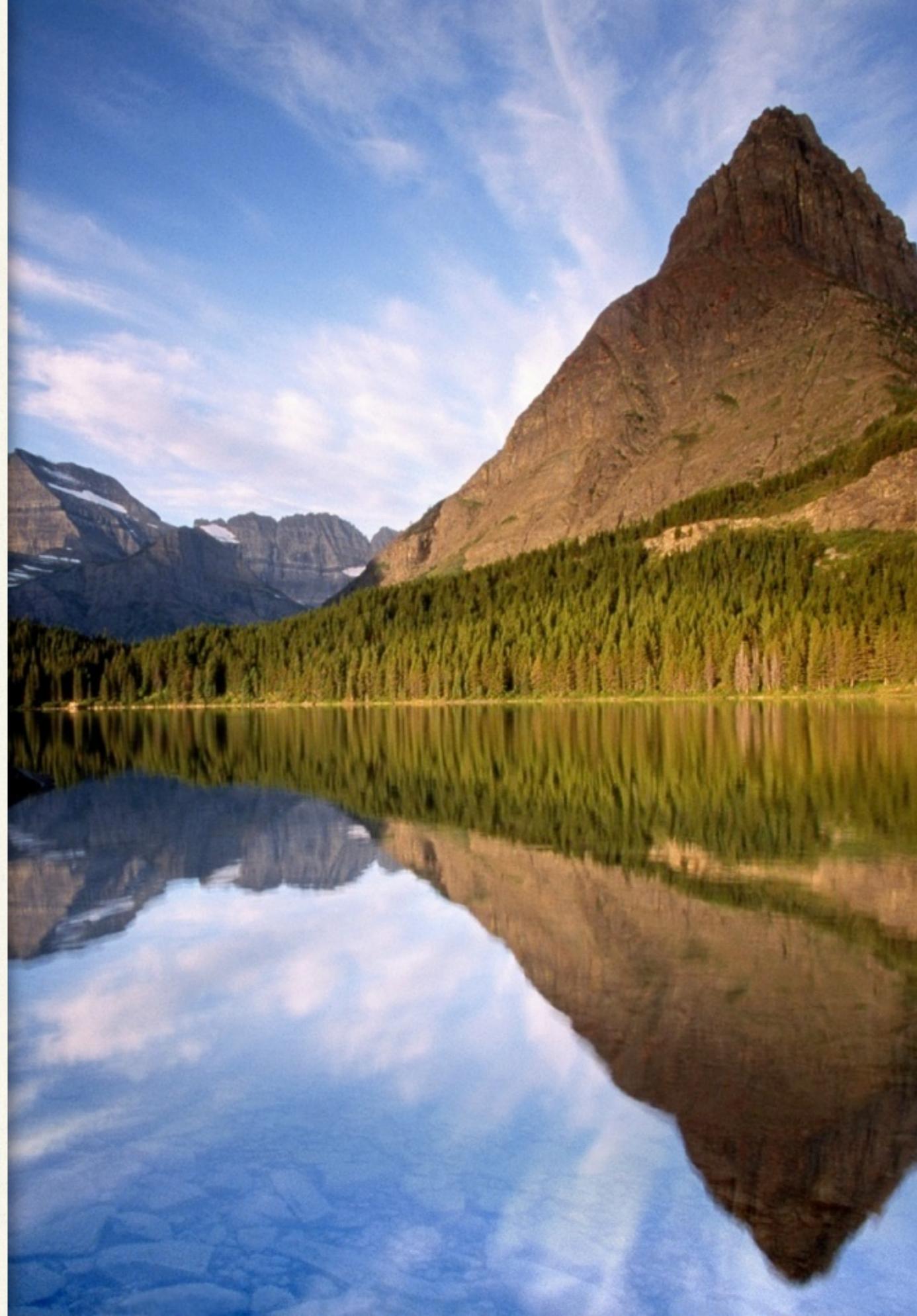
- What sets Redefinition apart from the other examples?

## *Chapter 2*

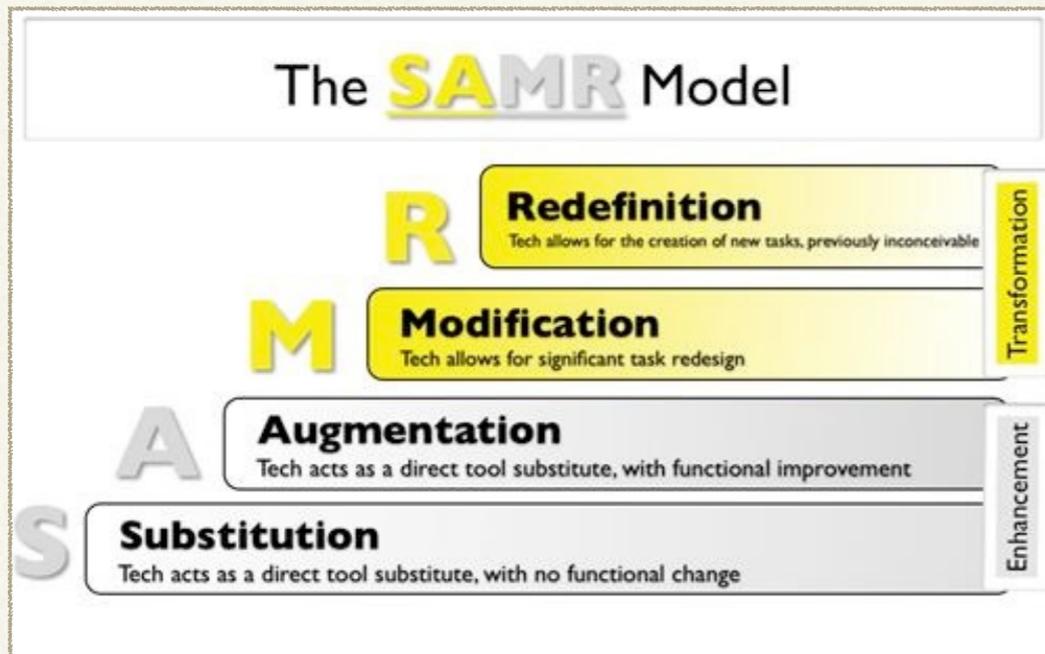
# REFLECTION

Consider the ways you currently infuse technology into the learning that occurs in your classroom.

- In what ways have you found easy substitutions?
- How have students responded to the ways you have Augmented or Modified your practice?
- Have you reached the point of Redefinition?
- How will your students benefit from these enhanced experiences?



# Independent Reflection



## DIRECTIONS

- ❖ *Identify three examples of your classroom practice that involve technology.*
- ❖ *Determine where they fall on the SAMR continuum.*
- ❖ *Using your designated Interactive to post your three examples in the WallWisher discussion.*

*Interactive 2.1*



*Charles*

*Interactive 2.3*



*Caleb*

*Interactive 2.2*

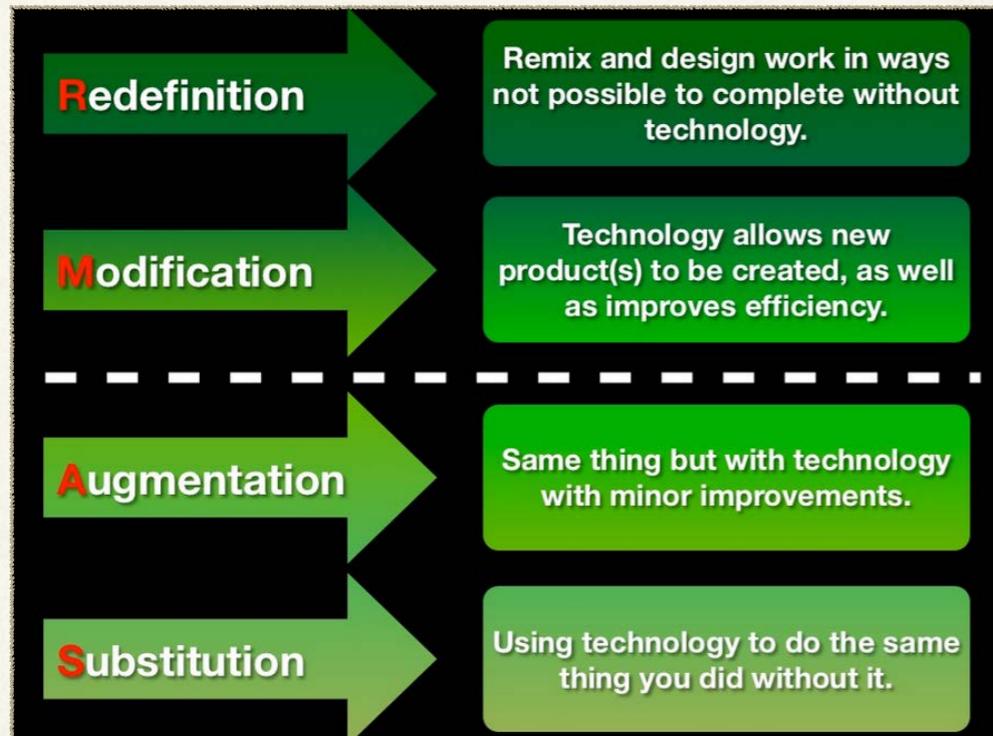


*Dan*

*Interactive 2.4*



*Brianna*



### DIRECTIONS

- ❖ *Share the examples that you generated during your independent reflection with your group.*
- ❖ *Be prepared to share the highlights of your group discussion.*

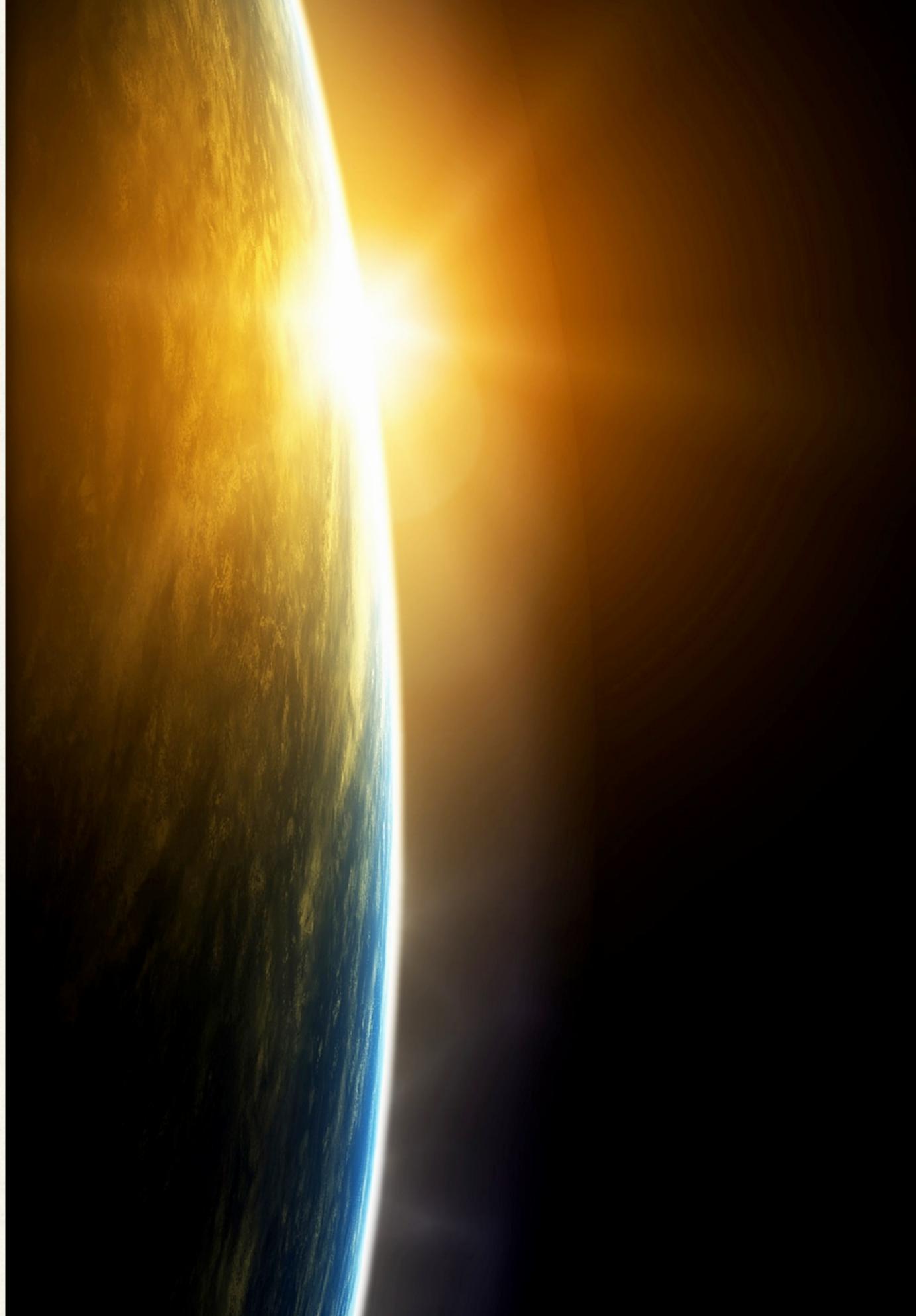
# Small Group Share



## *Chapter 3*

# WORKING ABOVE THE LINE

The jump from Augmentation to Modification requires significant task redesign and will allow for the incorporation of high levels of student engagement and creativity. Dr. Puentedura refers to this transition as, “Working above the line.” As you engage in this process, it is imperative to consider the original learning objectives, the purpose and audience for student products, and the students’ roles as emerging leaders in the classroom.



## SECTION 5

# SAMR Samples



### DIRECTIONS

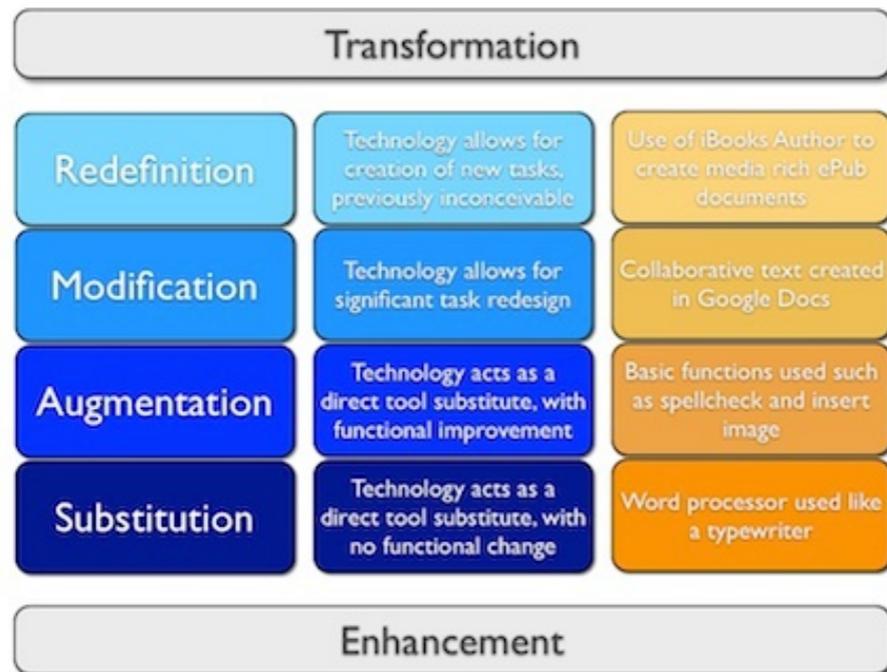
❖ *Open the SAMR Keynote*



❖ *Consider activities along the SAMR continuum in the context of:*

❖ *Learning objectives*

❖ *Connection to other activities within a unit or lesson.*



### SAMR: Fractions (3<sup>rd</sup> Grade)

*MN Standard 3.1.1—Understand meanings and uses of fractions in real-world and mathematical situations.*

1. Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or distances on a number line. For example: Parts of a shape (3/4 of a pie), parts of a set (3 out of 4 people), and measurements (3/4 of an inch).
2. Understand that the size of a fractional part is relative to the size of the whole. For example: One-half of a small pizza is smaller than one-half of a large pizza, but both represent one-half.
3. Order and compare unit fractions and fractions with like denominators by using models and an understanding of the concept of numerator and denominator.

ANALOG	SUBSTITUTION	AUGMENTATION	MODIFICATION	REDEFINITION
Find/Draw pictures of objects representing fractions (3/4 pepperoni pizza)	Using the iPad camera, take pictures of objects representing fractions in real life.	Use Notability or Educreations app to compose word problem directly onto the picture.	Create presentations (variety of programs) of multiple fraction pictures with summary explanations about the part/whole fractions.	Pictures of fractions without notation are posted to a picture gallery site. Students:
Hand write word problems for classmates to solve using the pictures.	Go-to-computer-lab-to-type word-problems.	Use Notability or Educreations app to compose word problem directly onto the picture.	Post picture-problems or presentations on blog post or Schoology so that multiple students can solve and comment.	<ul style="list-style-type: none"> <li>• Find fractions within pictures,</li> <li>• Categorize and organize the pictures on the website,</li> <li>• Record their thinking, justifying the rearrangements in relation to the grade-level benchmarks.</li> </ul>
Pair and share to solve word problems.		Pair share to solve the word problem directly on the iPads (Notability/Educreations).	Use app features to record student-thinking as they solve the word problems.	Public access to this website would allow submissions from anyone. Students then act as evaluators and curators, providing a fraction resource to a wide range of classrooms.
			Pair share to solve the word problem directly on the iPads (Notability/Educreations).	Tweet pictures of fractions to a teacher-created fractions in

# Challenge



## DIRECTIONS

- ❖ *Think of a current practice in your classroom that uses little technology or for which technology integration is at an Analog or Substitution level.*
- ❖ *Describe how this activity might move through the SAMR continuum:*
  - ❖ *Substitution*
  - ❖ *Augmentation*
  - ❖ *Modification*
  - ❖ *Redefinition*
- ❖ *What needs to happen in your classroom to make this a reality?*

Technology integration requires intentional planning. It is important to recognize the impact moving an activity up the levels has on the intended learning of the classroom.

**Know Objectives** - Objectives may morph as you move the activity up the levels.

**Plan the Value-Add** - A number of factors contribute to the value added to activities through technology integration (i.e. depth of learning, student choice and control, collaboration and connectedness, etc.)

**Recognize Opportunity Cost** - Moving up may not be appropriate for all activities in all contexts depending on a number of factors (i.e. time for activity, required training and preparation, learning focus, etc.)

## The SAMR Ladder: Questions and Transitions

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- **Substitution:**
  - What will I gain by replacing the older technology with the new technology?
- **Substitution to Augmentation:**
  - Have I added an improvement to the task process that could not be accomplished with the older technology at a fundamental level?
  - How does this feature contribute to my design?
- **Augmentation to Modification:**
  - How is the original task being modified?
  - Does this modification fundamentally depend upon the new technology?
  - How does this modification contribute to my design?
- **Modification to Redefinition:**
  - What is the new task?
  - Will any portion of the original task be retained?
  - How is the new task uniquely made possible by the new technology?
  - How does it contribute to my design?

<http://www.hippasus.com/rrpweblog/archives/2012/06/18/FocusRedefinition.pdf>

### Additional SAMR Examples

[Intro to SAMR](#)

[Substitution](#)

[Augmentation](#)

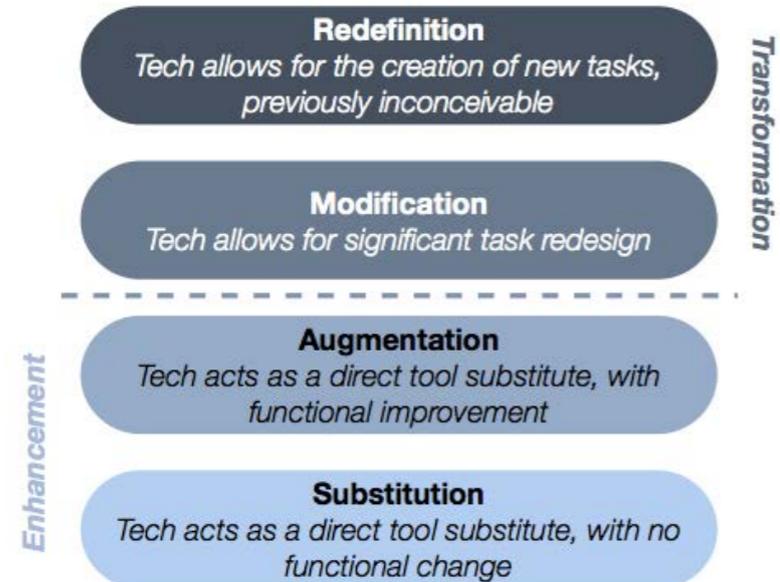
[Modification](#)

[Redefinition](#)

## SECTION 7

# Closure

### SAMR (Puentedura)



### DIRECTIONS

- ❖ *Considering how this process would be received by staff in your building, please respond to the Google Form found in Interactive 3.1.*

### *Interactive 3.1 Takeaways and Feedback*

