

CRES SAMR Model Training:
Effective Use of 1:1 Devices in Elementary Curriculum

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Executive Summary

The CRES SAMR Model Training: Effective Use of 1:1 Devices in Elementary Curriculum was developed to address a need identified by the Vice Principal of CRES. CRES' school district will be implementing the elementary section of their digital conversion plan in the Fall of 2018, which will provide classroom sets of 10 devices for the preschool and Kindergarten classrooms, 1:1 iPads for first through third grade, and 1:1 Chromebooks for fourth and fifth grades. All elementary school teachers will also be assigned a Chromebook. Having recently completed a class on the Substitution, Augmentation, Modification, Redefinition (SAMR) model, the CRES Vice Principal saw the need to provide training to teachers at CRES so they are equipped with the tools to create higher-level thinking, project-based learning activities utilizing the technology resources that will be available to them.

Nearpod will be used to deliver the training due to its compatibility with the iPads, Chromebooks, and desktop computers that are available to teachers at CRES. The school division has also recently purchased Nearpod for all teachers Preschool through 12th grade. Using Nearpod for this training activity will serve a double purpose, allowing teachers to become more familiar with the program as they work through their own training.

Introduction

CRES is an elementary school in a school district that is in the process of digital conversion. In the fall they will be transitioning to 1:1 devices for students. Preschool and

Kindergarten classrooms will receive class sets of 10 iPads. First and Second grade classrooms will receive 1:1 ratio classroom sets of iPads. Fourth and Fifth grade classrooms will receive 1:1 ratio classroom sets of Chromebooks. Elementary school teachers will all receive Chromebooks. Over the past 4 years the school division has had pilot programs at the middle school, high school, and elementary school level (CRES teacher, personal communication, February 2018). They have already implemented device distribution at the middle and high school level with success. CRES is an elementary school with approximately 630 students preschool through 5th grade with approximately 29 grade level teachers, 5 specials teachers, and 11 resource/specialty teachers (CRES Office Staff, personal communication, February 2018). CRES has been open now for 10 years. They have a very cohesive community at the school. Many of the teachers in the building have been teaching less than 15 years. Currently there are iPad carts and Chromebook carts available to teachers to check out and use with their class. There are two computer labs with Macs. Teachers in the building all have Mac desktop computers that they use on a regular basis (CRES Computer Lab Teacher, personal communication, February 2018). Parent opinion on a large scale is unknown, but generally can be said to be open to this initiative.

The Vice Principal at CRES identified a need for faculty training on the integration of technology in a meaningful way, more specifically having projects and activities where technology is used at a higher level than simply replacing the paper and pencil with a device. She has expressed a desire for instruction specifically on the Substitution, Augmentation, Modification, Redefinition (SAMR) model (CRES Vice Principal, personal communication, February 2018). According to Kirkland (2014),

“designing a rich learning task is a challenge for any teacher, and trying to synthesize the dynamic world of technology into the mix adds an extra element of risk and uncertainty” (p. 17). Kirkland goes on to suggest that the SAMR model can be used as a filter to assess learning tasks. This series of training modules work to give the teachers at CRES the tools they need to confidently and meaningfully integrate their technology resources into their instruction in transformational ways.

The make-up of the faculty and staff of CRES is diverse. There are different levels of experience in teaching as well as different comfort levels with the use of technology and integrating it into classrooms. Some teachers also disagree with the use of 1:1 devices in school (Survey Results, February 2018). Due to these factors, the training needs to be sure to take into account the personal biases teachers may have already. The time of a teacher is limited and cannot be taken advantage of or misused. This needs to be taken into account while developing training. Teachers need to feel like the time they are spending on training is worthwhile and an effective use of their time.

With consent of the building’s vice principal, the designer developed a survey to gain information from the teachers in the building to include how long they have been teaching, their overall feelings towards the digital conversion coming to their school, their current comfort level with technology and its integration into their classroom, as well as their current level of technology integration into their lessons. The survey was administered via email using a Google Form. At the time of the project proposal, approximately 43% of the teachers in the building had submitted a response. 21% of those who responded are not looking forward to the introduction of class sets and 1:1 devices due to concerns with too much screen time, seeing the need to use funds spent on

devices in other ways, and concerns about the effects of radiation from devices on the health of young students. Those who are excited about the new initiative are looking forward to having another tool to use with students, believe it will make integrating technology into lessons easier because there will no longer be a need to reserve a cart, believe it will positively change the engagement level of students, believe it will help students with special needs access the curriculum in a more meaningful way, and believe it will enhance students’ learning. The majority of the teachers who responded are using technology in their classrooms at varying degrees ranging from multiple times a day to about once a year. The majority of those who responded are integrating technology into their lessons a few times a week (36.6%). When allowed to check all applicable responses, teachers who responded indicated that they currently use technology in the classroom in the following ways:

Play games as a reward.	36.8%
Practice, do content related drills.	57.9%
Complete work that they would otherwise complete with paper and pencil (ex: typing a report, just text)	26.3%
Enhance their work that they would otherwise do with paper and pencil (ex: typing a report, embedding graphics, using a digital means to turn it in)	47.4%
Work collaboratively with one another on a project.	47.4%

Project-based learning that includes collaboration and/or research outside of resources students have in the classroom.	57.9%
N/A	10.5%

73.6% of teachers who completed the survey chose a statement declaring a level of comfort with technological devices and implementing technology in their classroom and that they had started to look at the possibilities (Survey Responses, February 2018).

From teacher responses, it is evident that most teachers who responded to the survey will be able to see aspects of the SAMR model in their instructional strategies already. This training will help them realize what they are already doing and how to further enhance that. An instructional goal, “to provide training to teachers in the SAMR model so that they are comfortable effectively integrating technology that requires higher-level thinking into their weekly instruction with an emphasis on project-based learning” was determined based on the information provided by stakeholders and was approved by the Vice Principal of CRES in March 2018.

Self-paced Nearpod instruction was chosen to allow for independent, asynchronous learning. Each module will end with group collaboration to allow for the expansion and application of the learned material. While there are some small elements of the Instructivist Approach in these training modules, the majority of the training module uses the Constructivist and Connectivist Approaches in instructional strategy choices (Ertmer et al., 2014, p. 158). Nearpod is also compatible with the devices (iPads and Chromebooks) that teachers will have access to and will be using in their classroom serving a double purpose; learners will get additional practice and become more

comfortable with technology resources available to them while receiving training on the SAMR model. There are itinerant technology resource teachers (ITRTs) in place within the school district who are able to provide support in Nearpod and with iPads and Chromebooks. The training coordinator will also be available via email during asynchronous instruction and in person during the synchronous, collaboration time.

Key stakeholders and contacts at CRES include:

- Administrators
- Faculty/Staff
- Students
- Parents
- Community Members
- School Board
- ITRT/Technology Department
- Superintendent/Central Office

Learner Analysis

CRES is an accredited public school in the state of Virginia whose teachers are required to meet licensure standards set forth by the Department of Education. All teachers have a 4-year degree and have been working to continue their education to be able to renew their teaching licenses every five years. Many teachers at CRES have graduate level work completed and some have Masters degrees. Training on various applications available to teachers in their school district have been available during school and county led professional development as well as technology conference opportunities over the summer led by the school district's ITRTs. All teachers regularly

use their Mac desktop computers. Most teachers in the building also regularly use SmartBoards and document cameras. Each grade level class has a computer lab time every week and there are technology carts that are available for teachers to check out to use in their classroom. While there are varying levels of digital literacy among the teachers at CRES, all have a basic skills and access to resources to help if help is needed. In the survey mentioned above, teachers were asked how they learn best. Of the teacher who responded, 68.4% said that they learn best when they can sit down and concentrate on what they need to do on their own. Others indicated working well in small groups, a combination of independent work and small groups, and hands on/psychomotor learning activities (Survey Responses, February 2018).

Performance & Learning Context Analysis

CRES' teachers are the learners for this training module. Through a survey conducted earlier this year, learners indicated that they learn best working independently with some group collaboration once they have an understanding of the material. With this in mind, the chosen media for these modules will allow for a flexible learning context. Learners will be able to complete the Nearpod modules from various physical locations, the only requirement being that they have a device such as a computer, iPad, or other device with internet capabilities and the Nearpod app or a web browser. This flexibility addresses the time constraints of our learners and will allow them to complete the module when they are able to during planning periods, teacher workdays, in-service days, or before or after school. Group collaboration will be scheduled during early release professional development days built into the school calendar already (Appendix A). Using time that the learners already have set aside for professional development will help

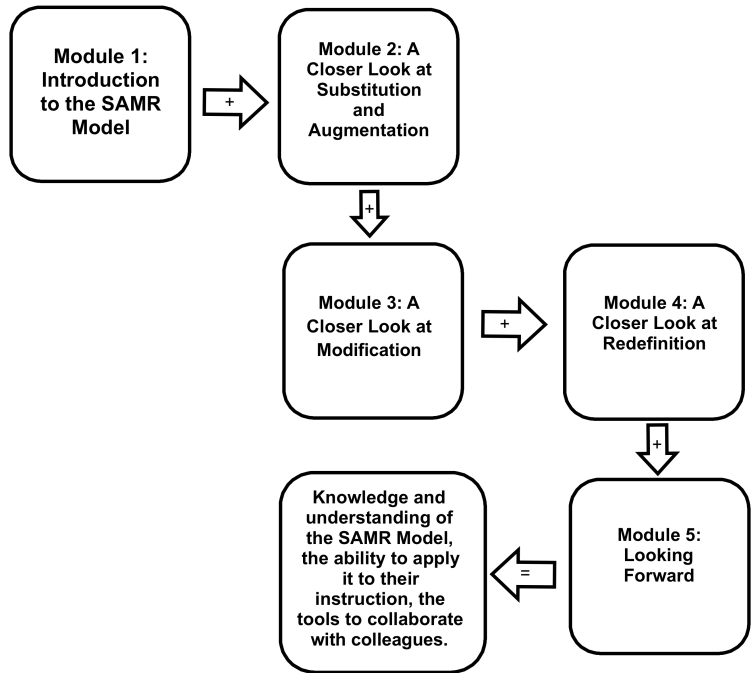
ease any resentment that additional training may foster. Completing their training on tools they will be using in their instruction will also help learners feel more at ease with the implementation of digital conversion at the elementary level if they are not already confident in their use of these tools.

By utilizing the chosen media, this training module works to support learners and prepare them to use what they have learned in their performance context; their classrooms. Using Nearpod and the devices that are compatible with Nearpod gives learners additional exposure to tools they have in their classrooms. Module content and group collaboration activities allow learners to apply the information they learn about the SAMR model to their specific grade level and begin plans and preparation for use of the SAMR model in their instruction in their classrooms.

Content Analysis

The overall goal of this series of five modules is “to provide training to teachers in the SAMR model so that they are comfortable effectively integrating technology that requires higher-level thinking into their weekly instruction with an emphasis on project-based learning.” This goal was developed after conversations with the Vice Principal of CRES. Content for these modules were collected from the Vice Principal, the Subject Matter Expert (SME), and by research done by the design and development team. The five modules build upon one another containing their own related objectives that work towards the overall goal mentioned above. They are designed to reinforce the levels of the SAMR model in a way that learners are able to reflect upon them, identify them in what they are already doing in their classrooms, and look to the future and how they can apply them to future project-based assignments. See the figure below for a basic flow of

the modules. See Appendix C for a more detailed outline and Appendix D for a teacher handout that will be shared through the school district’s email system via Google docs.



Aligned Learning Outcomes, Instructional Strategies & Assessments

At the beginning of module one, a quick pre-assessment is completed to determine if learners are familiar with the SAMR models and the definitions of its four levels. Learners are also asked, once definitions are presented to them, to reflect upon some of their current instructional activities to determine how those activities would be assigned according the SAMR model to include the reason behind the classification. Throughout the modules learners are asked to reflect on case studies as well as their own instruction and projects, determine how it would be classified according the SAMR model, and brainstorm on how it could be adjusted to reflect a different level of the SAMR model. Each module has a self-paced learning activity through Nearpod that

should take approximately 15-30 minutes to complete and includes a collaboration component that will be completed during professional development time already included in the school calendar. These collaboration sessions should take approximately 30-45 minutes each. This provides learners with rich learner-to-content and learner-to-learner opportunities. The training coordinator is available via email at anytime and in person during the collaboration components to satisfy any learner-to-instructor needs.

Collaboration groups will be assigned based on grade level teams. Specialty teachers will be their own group, reading specialists and ELL teachers will be grouped with a grade level they work with, evenly dispersed. Special Education teachers will work with the grade level they will be spending the highest percentage of their day with for the 2018-2019 school year. Groups will take notes on their responses in a Google doc shared with the whole team, the administrators, and the training coordinator.

Collaboration will occur during professional development time set aside by the county.

At the completion of the modules and group collaboration sessions, teachers will be regrouped into vertical articulation groups to share and discuss ideas. Vertical articulation groups will take notes on their discussion in a Google doc shared with the whole team, the administrators, and the training coordinator.

Learning Outcome	Assessment	Instructional Strategy
CRES teachers will be able to identify and define the SAMR Model and its 4 components.	Nearpod activities to include fill in the blank and matching activities testing their knowledge of vocabulary definitions.	Instructivist Approach
CRES teachers will be able to look at their current instructional methods and identify examples of Substitution, Augmentation, Modification, and/or Redefinition that they are	Nearpod free response questions.	Constructivist Approach

already implementing.		
CRES teachers will be able to use the information learned to discuss and plan with their grade level/resource team.	Product produced by groups as they work on their collaboration activities at the end of each module. Results of collaboration will be recorded in a shared Google doc.	Connectivist Approach
CRES teachers will be able to assess case studies to identify aspects of the SAMR model and make recommendations on further substitution and augmentation.	Nearpod free response questions.	Constructivist Approach
CRES teachers will be able to apply their knowledge of the SAMR model to enhance their instructional plans.	Nearpod free response questions.	Constructivist Approach
CRES teachers will collaborate with their grade level/resource team to create a team goal for the 2018-2019 school year that includes the SAMR model.	Product produced by groups as they work on this specific collaboration activity at the end of module five. Product of collaboration will be recorded in a shared Google doc.	Connectivist Approach
CRES teachers will collaborate with their grade level/resource team to plan a project-based activity using modification and/or redirection for the 2019-2020 school year.	Product produced by groups as they work on this specific collaboration activity at the end of module five. Product of collaboration will be recorded in a shared Google doc.	Connectivist Approach
CRES teachers will be able to use the information learned to share and discuss with their vertical articulation groups how their grade level plans on using the SAMR model to help them with the implementation of the digital conversion in their school.	Product produced by groups as they work on this specific collaboration activity at the end of module five. Product of collaboration will be recorded in a shared Google doc.	Connectivist Approach

Media Plan

The general focus of this training is ultimately to provide learners with knowledge that will help them regularly integrate technology into their lessons in a meaningful way that also supports high-level thinking. In order to present this training in a meaningful way to learners, the media choices have been carefully considered. CRES' school district has recently purchased Nearpod for the entire school division. Recently, an announcement has also been made that preschool through third graders will be using iPads and fourth and fifth graders will be using Chromebooks as the digital conversion initiative will be implemented in elementary schools in the fall. With these things in mind, this short series of modules will be created using Nearpod. By creating these training modules in Nearpod, learners become more familiar with a program that is available to them as CRES teachers. Nearpod is also accessible on various devices to include iPads, the Nearpod website (Chromebooks), and other personal devices such as smart phones. This media selection will give learners the opportunity to familiarize themselves with their new Chromebooks and get to know the device their grade level will be using while they complete their training. It will also give them the versatility to complete the training wherever they have access to the internet giving them flexibility to complete the modules as they are able. Nearpod has the ability to embed a variety of media and interactive activities into instruction to include assessments. The only anticipated limitation at this time is that once a code is generated, it expires in a specific amount of time. I have heard an update from Nearpod, however, that they are working on a feature that would allow the instructor to choose how long the code is valid for. iPads and Chromebooks have built in accessibility features that can be accessed to help learners if needed. In addition to having teachers in the building who are able to provide support

for their peers if needed while using these technologies, the school district has ITRTs who are available every day to help if issues arise or learners have questions or need help.

Implementation & Evaluation Plan

This series of five training modules and collaboration sessions will begin Fall 2018. Utilizing built in professional development time, CRES teachers will be introduced to the training series to include an outline of timelines and due dates. A proposed draft of the implementation schedule can be found in Appendix B. The building administrator or the training coordinator (to be determined by building administrator) will ensure each Nearpod lesson is activated and the appropriate code is sent out to all learners by each start date. Teacher handouts and Nearpod access codes will be sent out to learners through a shared Google drive folder created for this training. Technical support will be available for all learners through the school district's ITRTs and will also be available by contacting the training coordinator. The training coordinator, who is available via email throughout the training timeframe and in person during scheduled collaboration sessions, will provide instructional support as well. Learners are encouraged to use each other as resources as well during this training process.

As we prepare for the training in the Fall, the training modules will be reviewed by the Vice Principal of CRES and may be reviewed by a select group of CRES teachers as well. Feedback from the reviews will be discussed with the Vice Principal of CRES and revisions to the training modules will occur before implementing the training in the Fall.

During the first meeting where the training is introduced and the following meeting where the first collaboration session will take place, we will be able to determine

the initial reaction of the learners to the learning experience, which falls under Level I, Learner Reaction in Kirkpatrick's four-level evaluation model. Throughout the five training modules, there are free response questions and group collaboration projects that fall under Kirkpatrick's second level of evaluation, Learning. This instruction takes place over the course of six months and includes many self reflection and group collaboration activities giving the training coordinator and building administrators a glimpse into the thought process of the learners allowing them to see changes in the learner's lesson development which will illustrate Kirkpatrick's third level of evaluation, Behavior. With the use of embedded Nearpod activities and Google docs to record the results and products of the collaboration discussions, learner progress and growth will be able to be documented and reported to the building administrators to indicate whether or not the learning experience justifies the time and resources that has been spent on it which fall under Kirkpatrick's fourth level of evaluation, Results (Larson & Lockee, 2014, p. 11).

References

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Appendix B

SAMR Model Training Timeline and Due Dates

Activity	Start Date	Due Date
Module Introduction Meeting	September 21, 2018 (Early Release PD day)	September 21, 2018
Nearpod Module 1	September 21, 2018 (Early Release PD day)	October 11, 2018
Module 1 Collaboration Groups	October 12, 2018 (Early Release PD day)	October 12, 2018
Nearpod Module 2	November 14, 2018	December 13, 2018
Module 2 Collaboration Groups	December 14, 2018 (Early Release PD day)	December 14, 2018
Nearpod Module 3	January 2, 2019	January 17, 2019
Module 3 Collaboration Groups	January 18, 2019 (Early Release PD day)	January 18, 2019
Nearpod Module 4	February 6, 2019	February 28, 2019
Module 4 Collaboration Groups	March 1, 2019 (Early Release PD day)	March 1, 2019
Nearpod Module 5	March 13, 2019	April 11, 2019
Module 5 Collaboration Groups	April 12, 2019 (Early Release PD day)	April 12, 2019
Vertical Collaboration Groups	April 12, 2019 (Early Release PD day)	April 12, 2019

Appendix C

Module Content Outline

Learners will complete modules, in Nearpod, independently by the due date set by the administrator (suggested timeline in Appendix B). Collaboration groups will be assigned based on grade level teams. Specialty teachers will be their own group, reading specialists and ELL teachers will be grouped with a grade level they work with, evenly dispersed. Special Education teachers will work with the grade level they will be spending the highest percentage of their day with for the 2018-2019 school year. Groups will take notes on their responses in a Google doc shared with the whole team, the administrators, and the training coordinator. Collaboration will occur during professional development time set aside by the county. At the completion of the modules and group collaboration sessions, teachers will be regrouped into vertical articulation groups to share and discuss ideas. Vertical articulation groups will take notes on their discussion in a Google doc shared with the group, the administrators, and the training coordinator.

Module 1: Introduction to the SAMR Model

Objectives:

1. CRES teachers will be able to identify and define the SAMR Model and its 4 components.
2. CRES teachers will be able to look at their current instructional methods and identify examples of Substitution, Augmentation, Modification, and/or Redefinition that they are already implementing.
3. CRES teachers will be able to use the information learned to discuss and plan with their grade level/resource team.

- Pre-Assessment, Nearpod fill in the blank activity with definitions.
- SAMR- Substitution, Augmentation, Modification, Redefinition
- SAMR Model in 120 seconds (Kirkland, 2014, p.18)
<https://www.youtube.com/watch?v=us0w823KY0g&feature=youtu.be>
- Nearpod matching activity with definitions of each component.
- Free response: The matching activity you just completed falls under which level of the SAMR model? Why?
- The SAMR model doesn't have to be complex. The SAMR model explained by puppets from an early education perspective:
https://www.youtube.com/watch?v=_PGL6NYk764
- Free response question: With Substitution, Augmentation, Modification, and Redefinition (SAMR) in mind, give an example of how you use various tools and resources available to you in your classroom. It is okay if you do not have examples for all 4 levels yet. Answer to the best of your ability.
- Padlet idea board for each component of the model, also accessible through handout all teachers will receive via Google docs.
- 1st teacher collaboration assignment given: Using the SAMR model as a filter, share and discuss project-based learning activities you already include in your instruction. Where in the SAMR model would you classify that project? Why? (Teachers are able to save module notes in their Google drive so they have access to this information once they complete the Nearpod Module).

Module 2: A Closer Look at Substitution and Augmentation

Objectives:

1. CRES teachers will demonstrate their ability to identify and define the SAMR Model and its 4 components.
 2. CRES teachers will be able to assess case studies to identify aspects of the SAMR model and make recommendations on further substitution and augmentation.
 3. CRES teachers will be able to use the information learned to discuss and plan with their grade level/resource team.
- Brain warm up: case study example. Identify what aspect(s) of the SAMR model it highlights. What can the teacher do to adjust the project to highlight a different aspect of the SAMR model?
 - SAMR model review: <https://www.youtube.com/watch?v=SC5ARwUkVQg>
 - Using videos to supplement learning falls under what SAMR level? Why? Does using a video presented to students in a Nearpod lesson instead of showing it on the Smartboard make a difference in which SAMR level you would categorize it as? Why?
 - The definition of Substitution with examples of the use of Substitution at various grade levels.
 - The definition of Augmentation with examples of the use of Augmentation at various levels.
 - Nearpod matching activity Substitution vs. Augmentation.
 - Free Response: Knowing the technology tools you and your students have in your classroom this year, what is one way you can use substitution in a project-based activity? What is one way you can use augmentation in a project-based activity? Why would you make these adjustments? Does it enhance the activity? How?

- Padlet idea board for each component of the model, also accessible through handout all teachers will receive via Google docs.
- 2nd teacher collaboration assignment given: Share your ideas for using substitution in a project-based activity. Create a Google doc (shared with your team, your administrators, and the training coordinator) to compile these ideas. At the bottom of the document, indicate what level of SAMR this assignment is using. (Teachers are able to save module notes in their Google drive so they have access to this information once they complete the Nearpod Module).

Module 3: A Closer Look at Modification

Objectives:

1. CRES teachers will demonstrate their ability to identify and define the SAMR Model and its 4 components.
 2. CRES teachers will be able to assess case studies to identify aspects of the SAMR model and make recommendations on further modification.
 3. CRES teachers will be able to use the information learned to discuss and plan with their grade level/resource team.
- Brain warm up: case study example. Identify what aspect(s) of the SAMR model it highlights. What can the teacher do to adjust the project to highlight a different aspect of the SAMR model?
 - SAMR Model Review: Explained by students:
<https://www.youtube.com/watch?v=OBce25r8vto>

- Free response: Now that you are more familiar with the SAMR model, how would you define the modification level of the model? Give an example in your definition.
- The definition of Modification with examples of the use of Modification at various grade levels.
- Free response: Knowing the technology tools you and your students have in your classroom this year, what is one way you can use modification in a project-based activity? Why would you make these adjustments? Does it enhance the activity? How?
- Padlet idea board for each component of the model, also accessible through handout all teachers will receive via Google docs.
- 3rd teacher collaboration assignment given: Share your ideas on how you can use modification in a project-based activity in your classroom. Pick one and work together create a lesson plan draft using a Google doc. Place the document in the folder marked “Module 3” in the shared folder for this training series. Take time to look through other groups lesson plans and leave comments using the comment function in Google documents. In your group discuss with your group what level of SAMR you would categorize this activity. Why? (Teachers are able to save module notes in their Google drive so they have access to this information once they complete the Nearpod Module).

Module 4: A Closer Look at Redefinition

Objectives:

1. CRES teachers will demonstrate their ability to identify and define the SAMR Model and its 4 components.
 2. CRES teachers will be able to assess case studies to identify aspects of the SAMR model and make recommendations on further redirection.
 3. CRES teachers will be able to use the information learned to discuss and plan with their grade level/resource team.
- Brain warm up: case study example. Identify what aspect(s) of the SAMR model it highlights. What can the teacher do to adjust the project to highlight a different aspect of the SAMR model?
 - SAMR Model Review: https://www.youtube.com/watch?v=Og_S_E7UmPQ
 - The definition of Redefinition with examples of the use of Redefinition at various grade levels.
 - Free Response: Knowing the technology tools you and your students have in your classroom this year, what is one way you can use redefinition in a project-based activity? Why would you make these adjustments? Does it enhance the activity? How?
 - Padlet idea board for each component of the model, also accessible through handout all teachers will receive via Google docs.
 - 4th teacher collaboration assignment given: You have spent a lot of time the past few months exploring and discussing the SAMR model. Work with your group to create a 2-5 minute video that explains the SAMR model to others. You may use any combination of apps available to you to complete this video. Upload the completed video to the folder marked “Module 4” in the shared Google folder for

this training series. In your group, discuss what level of the SAMR model you would classify this assignment. Why? (Teachers are able to save module notes in their Google drive so they have access to this information once they complete the Nearpod Module).

Module 5: Looking Forward

Objectives:

1. CRES teachers will be able to apply their knowledge of the SAMR model to enhance their instructional plans.
 2. CRES teachers will collaborate with their grade level/resource team to create a team goal for the 2018-2019 school year that includes the SAMR model.
 3. CRES teachers will collaborate with their grade level/resource team to plan a project-based activity using modification and/or redirection for the 2019-2020 school year.
 4. CRES teachers will be able to use the information learned to share and discuss with their vertical articulation groups how their grade level plans on using the SAMR model to help them with the implementation of the digital conversion in their school.
- Review SAMR model with elementary examples:
<https://www.youtube.com/watch?v=zZVUd7jZaS0>
 - We have been learning, discussing, and reflecting on the SAMR model extensively over the past few months. Now we're ready to think bigger. Let's take a look at how a 2nd grade teacher uses the SAMR model to help use technology

to help transform her literacy centers. Literacy Centers, SAMR model:

<https://www.youtube.com/watch?v=2ByH0qLDbC8>

- Padlet idea board for each component of the model, also accessible through handout all teachers will receive via Google docs.
- 5th Collaboration activity: Work with your grade level/resource group to (1) create a team goal related to the use of the SAMR model and technology resources available to you in your classroom instruction and activities and submit it using [this Google form to be inserted during development of module], (2) plan a project-based lesson that can be used later this year. Use the SAMR model to help create a transformative learning experience for your students using the technology available at your grade level. Use Google docs to write your lesson so it can easily be shared with your team.
- Vertical Articulation Activity: With your vertical articulation group, share your grade level team's goal. Discuss the different goals and use this time to share and collaborate.

Appendix D

Teacher Handout

Access of this handout will be given via Google docs through the county email.

Throughout this training module, please visit the link or QR code below to visit a Padlet designed to share ideas you have to use technology with the SAMR model in mind. Make sure that you look at the ideas of your colleagues as well. This will continue to be available even after training is complete to continue to be a place to collaborate in this way.



<https://padlet.com/jharris76/vaz2oq71iuyq>