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CONTEXT:

To demonstrate my working knowledge of the SAMR model of technology integration in the TK-12 classroom I have created an artifact that takes an existing non-technology based unit and integrated technology that both enhances and transforms learning.

LEARNING OUTCOME:

This artifact addresses the following Learning Outcome from the *Educational Technology* class.

EdT-03. Demonstrate a working knowledge of the SAMR model of technology integration in the TK-12 classroom.

REFLECTION:

The SAMR Unit demonstrates my mastery of the learning outcome through the application of my knowledge of the various levels of the SAMR model of technology integration as represented in the design of the activities and lessons. Although the directions were to include two SAMR lessons, one at the Substitute/Augmentation level and one at the Modification/Redefinition level, I ended up including six different activities that spanned from Substitution to Modification. The lessons and activities incorporate a variety of technology tools, that are built upon and reinforced as the unit is taught. The critical digital literacy skills of copying/pasting, word processing, file management, saving, collaborating, synthesizing information from multiple resources, and presentation skills.

As I began my groundwork for this unit, I reached out to the Curriculum and Instruction department to learn about the types of pacing guides or curriculum units available at the district level. As I suspected, the district does not have a formal curriculum. We are in transition to adopting new textbooks for the core subjects over the next four years and for the past two years, there has been little direction from the district as it relates to curriculum. Next, I reached out to the 96 teachers that are part of my 1:1 mobile device cohort and asked if any would be willing to share a unit that they planned to teach this year or start the year off with next year. I explained what I would like to do with the curriculum and how I would provide a follow up training on SAMR for all interested and use the artifact as an example. Within 20 minutes, I had over a dozen responses and settled on the second grade unit. I chose to go to these teachers not only because I have a positive working relationship with each, but also because each has access to technology in their classrooms and would be able to best use the unit that I developed as a result of this assignment. I selected a second grade unit on maps because it is a grade level that I have not taught since student teaching and I saw an opportunity to bring literature into the unit as a launching point.

As I started developing the map unit, I realized that I did not have access to the actual book *Me on a Map,* but was aware of it as a resource for young children, so I went to YouTube to see if I could find a reading of the story. YouTube is a challenge in our district in terms of what students are able to see, so a teacher directed viewing of the video seemed appropriate considering our network challenges. As I developed the rest of the unit, I considered the technology skill levels of the students, strategies for engaging them with the content, and a variety of end products that can be shared digitally outside the classroom. I created the unit as I would teach it if I were a second grade teacher with access to technology in the classroom.

As I assigned different SAMR levels to the activities, I ended up changing from my initial assigned level. For example, I believed that most of the activities were at the Substitution level with one at the Augmentation and one at the Modification levels. After reviewing the visual from the slideshow provided to us in class and doing more research around SAMR (https://goo.gl/4SkgZ), I readjusted my levels on the activities and my understanding of the lower levels of SAMR. The Substitution level is simply that - a substitution for paper and pencil, while the Augmentation level goes deeper by replacing the non-technical activity with a technology tool designed for the task. Previously, in my mind, I would have placed most everything in the Substitution level and to move to the Augmentation level would have required a more sophisticated use of technology by students. For me, this was an "a-ha" moment as I realized that the move from Substitution to Augmentation was not nearly as large of an integration jump as I had previously thought.

I really enjoyed this opportunity to re-design a curriculum unit for this assignment. Always a teacher, I love curriculum design and had fun with the challenge of incorporating the technology tools that students have access to, the skills they should be learning at this grade level, and the content into this unit. The unit I created shows a progression of technology skills and an understanding of the content.

As a CTO, it is important that I have an understanding of not only what technology is available, but how it will be used by teachers and students. Understanding SAMR and the development of digital literacy skills is essential for me in my position to make sound decisions about the types of technology and digital tools that are purchased for classroom use. What teachers and students need for teaching and learning should drive the decisions around the acquisition of technology. This artifact helped me develop a stronger understanding of what constitutes a lesson or activity at each of the different levels of the SAMR model for technology integration and how each level calls for different tools or a different application of a single tool. Working with a second grade unit, a grade level I've only taught in student teaching many years ago, I had to think about what the students are capable of doing, what technology skills they have already practiced and needed to be reinforced, and how to organize the multiple step process for using some of these tools so as not to create confusion. This level of curriculum design was something that I have talked to teachers about, but having completed this artifact, it gave me a greater appreciation of the amount of planning and the time needed for planning that takes place for using technology in a purposeful way with students. As a CTO, having this thorough understanding of SAMR and recognizing and anticipating the needs of teachers allows me to better support classrooms through training, mentoring and coaching as well as vetting apps and software and purchasing equipment.