Education Technology Profile Report

Name of Institution: Cuba-Rushford High School
City: Cuba-Rushford
State: NY
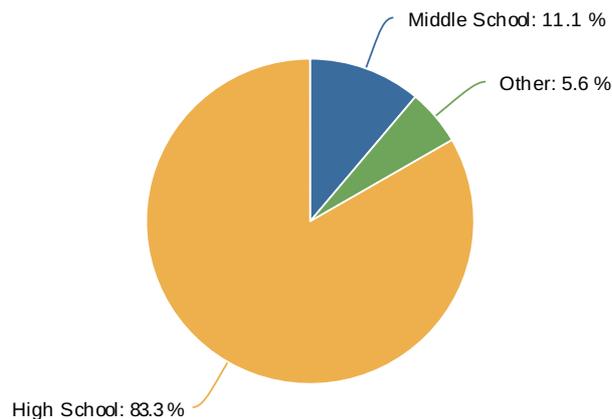Date Survey Closed: 09/27/2013
Number of Responses: 18

The survey that your faculty have just completed was designed to provide you with some general demographics of technology use and three key pieces of information:

- An overall profile of the levels at which faculty are using technology in their classrooms;
- The types of professional development that might best assist your faculty in enhancing their technology-based practice, broken down by tool groupings;
- The types of teaching-oriented professional activities that your faculty engage in outside the classroom, broken down by category.
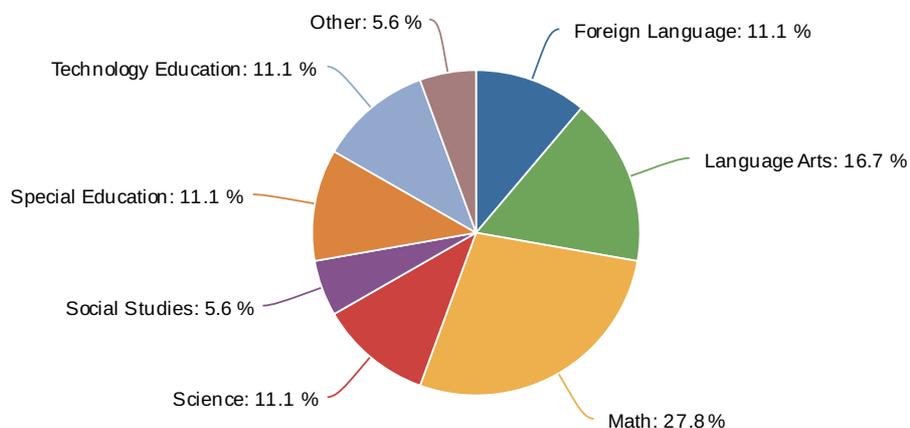
The information associated with this survey is only intended for informational purposes and for your internal use. Please do not distribute beyond the intended personnel within your institution.
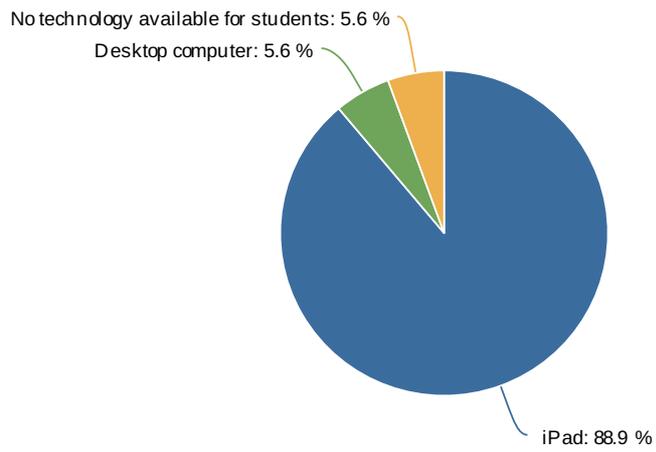
General Technology Demographics

Grade Level
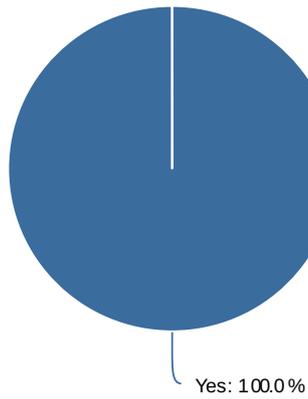

Middle School: 11.1 %
Other: 5.6 %
High School: 83.3 %

Subject Area

Other: 5.6 %
Technology Education: 11.1 %
Foreign Language: 11.1 %
Language Arts: 16.7 %
Special Education: 11.1 %
Math: 27.8 %
Social Studies: 5.6 %
Science: 11.1 %

Primary Learning Technology Tools

No technology available for students: 5.6 %

Desktop computer: 5.6 %

iPad: 88.9 %

Technology Available as One-to-One Device

Yes: 100.0 %

Students Take Technology Home

No: 5.6 %

Yes: 94.4 %
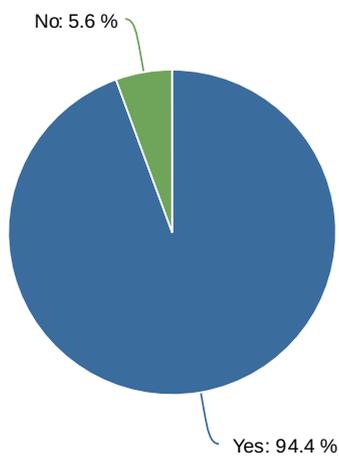
SAMR Analysis

The conclusions for the second section of the report are drawn from Dr. Ruben Puentedura's SAMR model, which outlines four tiers for the use of technology in the classroom:

- **Substitution:** The new technology is used as a direct substitute for an older tool, with no change in the tasks undertaken by students or how these tasks are accomplished using the new toolset. At this level, no noticeable improvements in student outcomes are recorded.

- **Augmentation:** The new technology substitutes for an older tool, with no change in the tasks undertaken by students. However, features of the new technology are used to improve how these tasks are carried out by students, such as by making the tasks easier or faster to accomplish or by providing additional features not previously available. At this level, small improvements in student outcomes are recorded.

- **Modification:** The tasks to be undertaken by students are significantly redesigned in order to achieve new educational goals. The redesign is made possible by features of the new technology, not available before. At this level, noticeable improvements in student outcomes are recorded.

- **Redefinition:** Older tasks are replaced in part or in whole by newer tasks in order to achieve previously unattainable educational goals. The new tasks are made possible by features of the new technology, not available before. At this level, strong improvements in student outcomes are recorded.

While a full determination of the habitual SAMR level of a teacher's practice requires classroom observation and conversations with both faculty and students, the current questionnaire has been found to be a good proxy. The scoring methodology was developed and refined in test survey sessions with Apple Distinguished Educators (ADEs) and validated by comparing scores to narrative answers given by the ADEs describing their classroom practice. The level of an individual teacher's practice might potentially be slightly higher or lower than predicted by the questionnaire; however, noticeable discrepancies between questionnaire results and described practice were only observed in fewer than 1% of the responses.

The overall percentages of SAMR practices by faculty in your school are as follows:


Teacher SAMR Practices
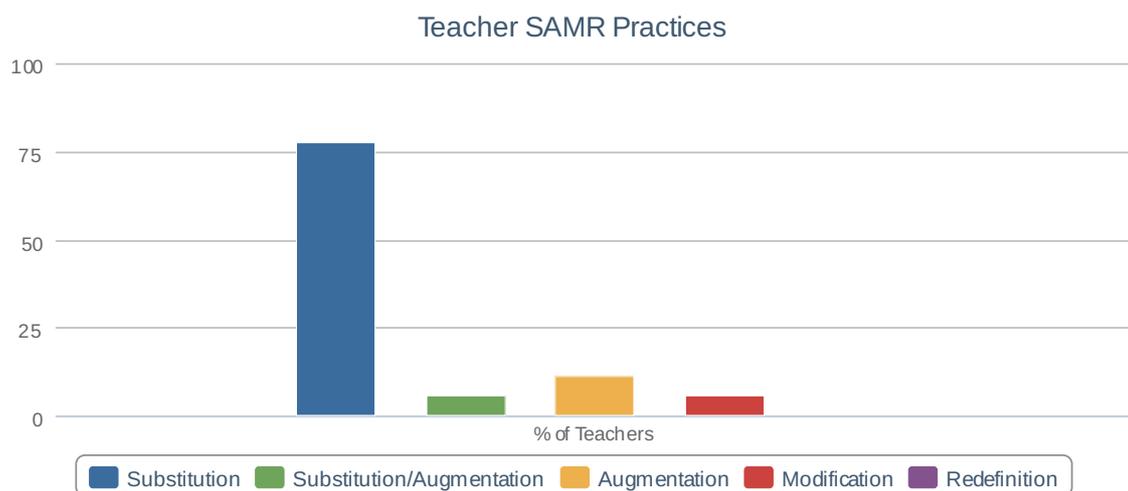
Levels of Professional Development

It is important to realize that all four levels of SAMR practice can make valuable contributions to the work of an institution; however, large improvements in student outcomes are not observed until the upper levels are reached. Hence, it is desirable for faculty to progressively develop their practice to reach these upper levels. It is also worthwhile to identify the categories and levels of professional development that will prove most useful to educators, in order to assist them in reaching these levels. The current questionnaire identifies three levels of professional development best suited to faculty:

- **Level 1:** Corresponds to the APD Foundations workshops. Focused on technology skills, these foundational workshops help faculty become confident and comfortable integrating Apple products into their teaching strategies.

- **Level 2:** Corresponds to the APD Curriculum workshops. These workshops focus on curricula, content design, and instruction with all Apple products.

- **Level 3:** Corresponds to the APD Support and Leadership workshops. These offerings support faculty and administrators in technology visioning, planning, and building capacity.

The percentages of faculty at each of these three levels, in key toolset categories, are as follows:

PD Levels Best Suited for Teachers

Level 1 - Foundations   Level 2 - Curriculum   Level 3 - Support
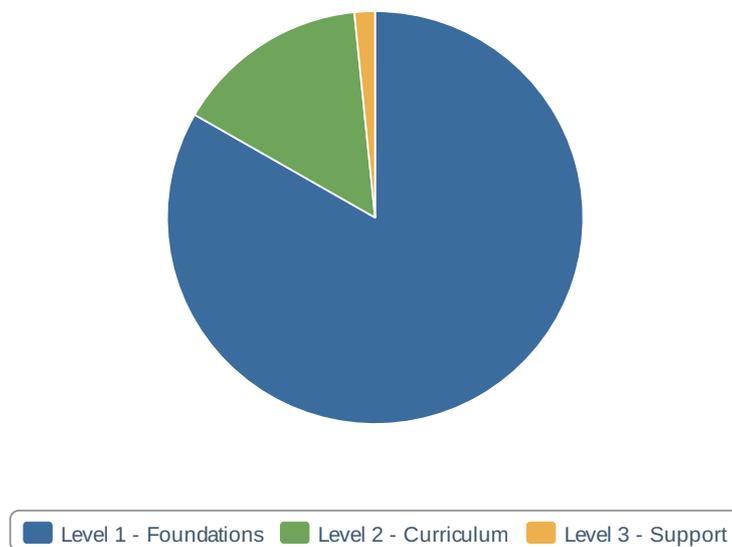
	Level 1	Level 2	Level 3
Social	83.3%	16.7%	0.0%
Mobile	83.3%	11.1%	5.6%
Data Analysis	83.3%	16.7%	0.0%
Visualization	88.9%	11.1%	0.0%
Media	88.9%	11.1%	0.0%
Digital Storytelling	77.8%	16.7%	5.6%
Educational Gaming	77.8%	22.2%	0.0%

Toolset Categories

Level 1 - Foundations   Level 2 - Curriculum   Level 3 - Support
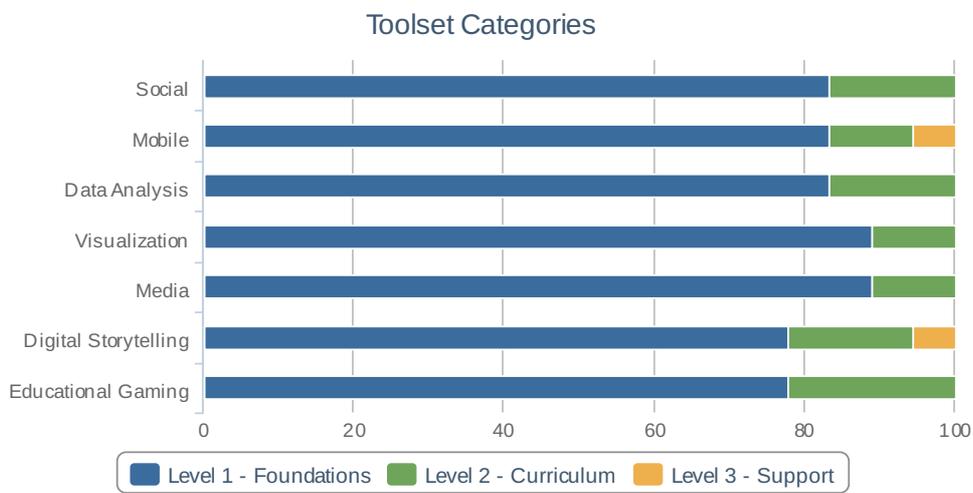
Professional Engagement

Finally, the results of this survey can help you address sustainability of ongoing professional development in your school. While Apple's Professional Development products can both support and assist you in this process, sustainable professional development requires that faculty be integrated into a range of scenarios and projects that extend beyond the reach of their individual classrooms. The greater their involvement, the more likely it is that projects will succeed, and that the use of professional development resources will be more efficient. The following results from the survey provide a profile of these activities in your school:

	No Role	Minor Role	Significant Role	Crucial Role
Serve on Committees	55.6%	11.1%	22.2%	11.1%
Work on Teams	22.2%	33.3%	33.3%	11.1%
Participate in Online Networks	38.9%	44.4%	5.6%	11.1%
Access Online Resources	5.6%	38.9%	44.4%	11.1%
Contribute to Online Resources	27.8%	50.0%	11.1%	11.1%
Develop Flipped Classroom Materials	50.0%	38.9%	5.6%	5.6%
Communicate with Parents	16.7%	50.0%	22.2%	11.1%

Next Steps

Apple Professional Development workshops can help you integrate Apple products into your curriculum and overall student environment for a richer learning—and teaching—experience. They provide for the ongoing learning of educators and the sustainability of professional development in your institution.

Learn more about Apple Professional Development (APD) offerings and download a copy or the current APD catalog. Visit www.apple.com/education/professional-development.

We are happy to assist you in planning your next steps using Apple technologies and solutions for teaching and learning. Please call 1-800-800-2775 to speak with your Apple Education representative.