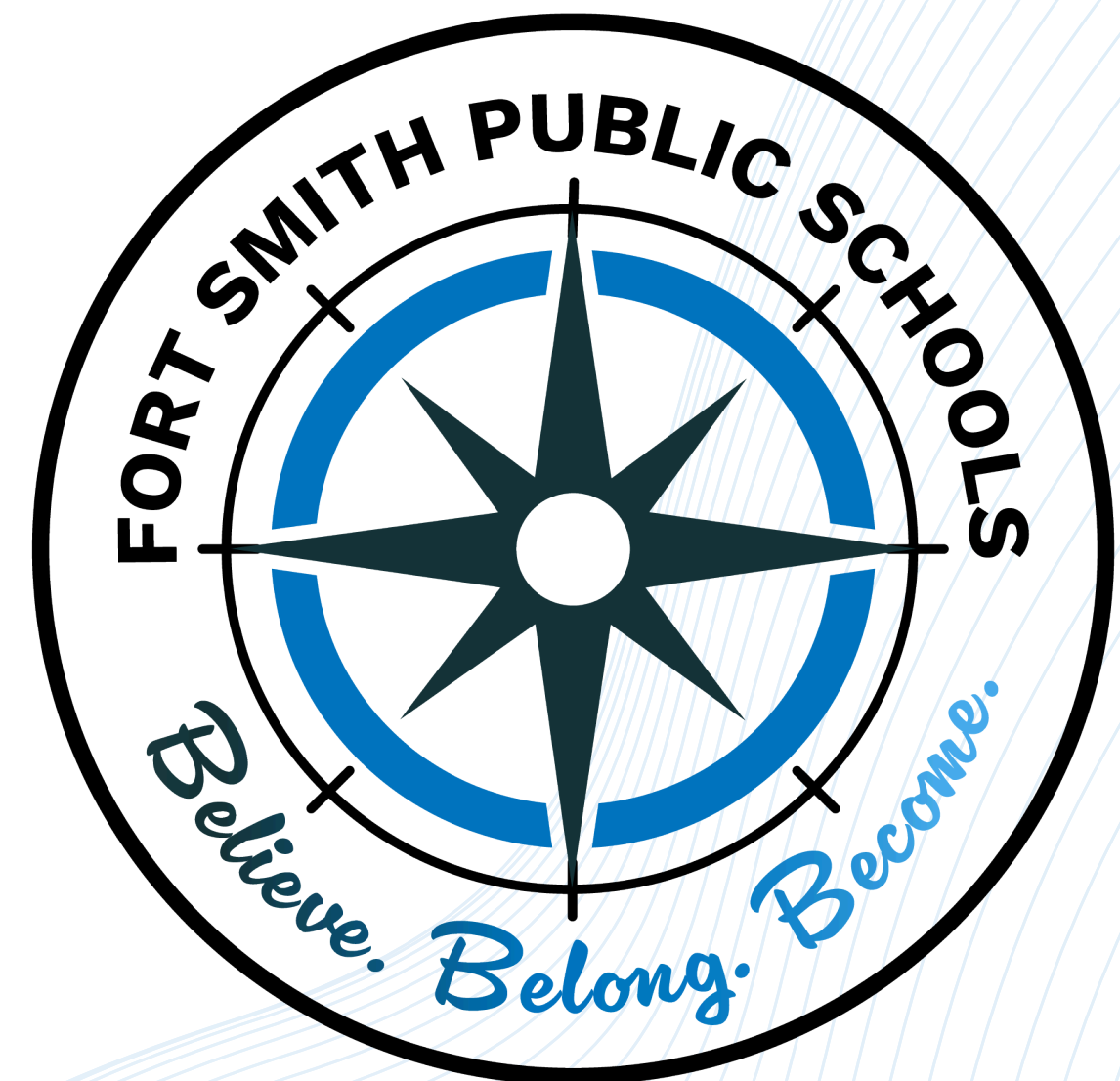


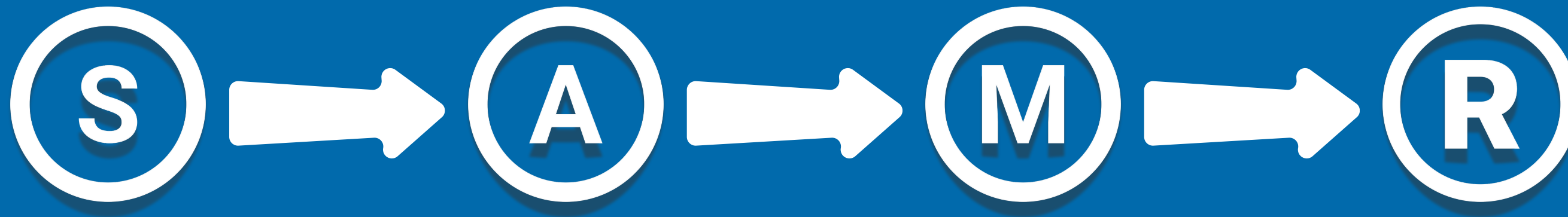
Fort Smith Public Schools

Developing a Model SAMR School

Presented by Dr. Kimberly Starr



LEVEL OF TECHNOLOGY INTEGRATION



SUBSTITUTION

Technology acts as a direct substitute with no functional change.

AUGMENTATION

Technology acts as a direct substitute with functional improvement.

MODIFICATION

Technology allows for significant task redesign.

REDEFINITION

Technology allows for the creation of new tasks previously inconceivable.

ENHANCEMENT

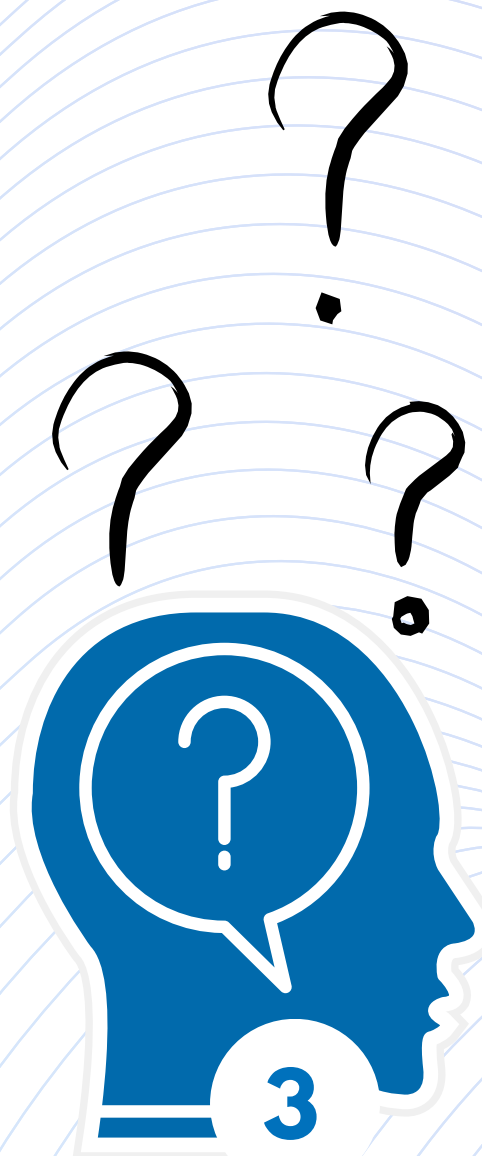
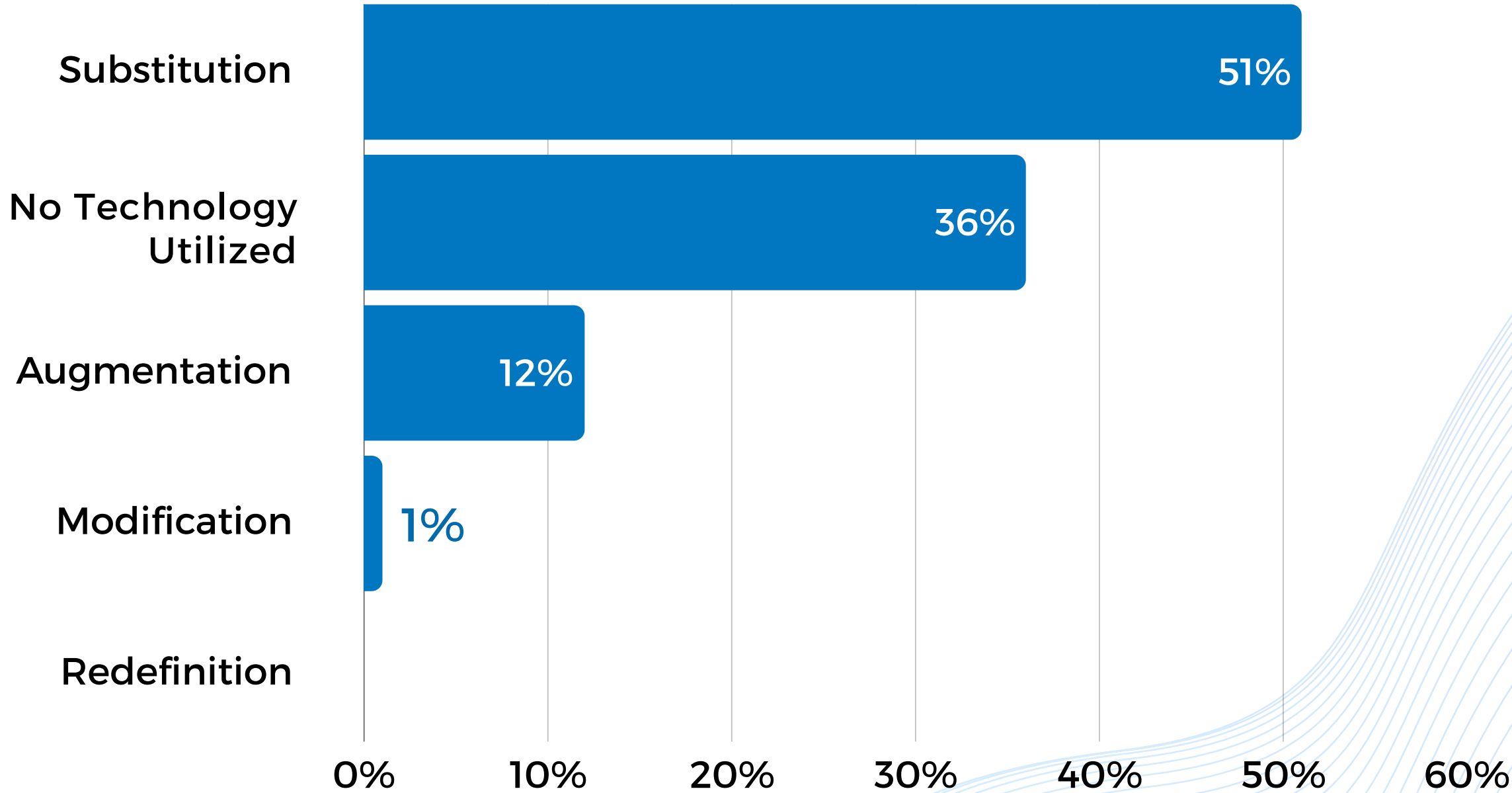
TRANSFORMATION

CMSI AUDIT FINDINGS

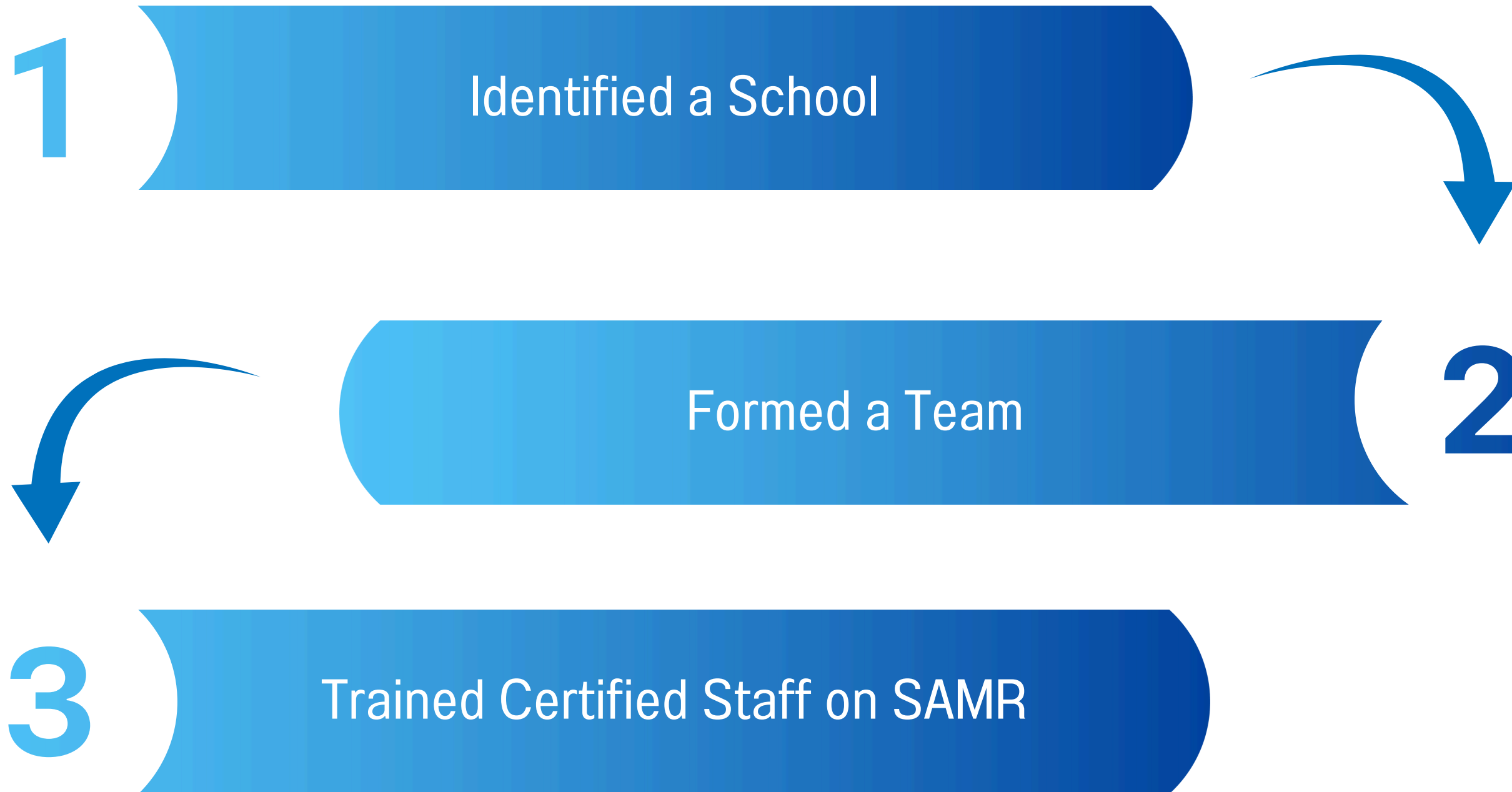
WHY?

EXHIBIT 3.3.4: LEVEL OF TECHNOLOGY USE

Page 101



Process.....



Identified Walkthrough Questions based on SAMR

SAMR
LEVEL



STUDENT
ENGAGEMENT



INSTRUCTIONAL
USE



SAMR LEVEL

- Substitution: Technology directly substitutes traditional tools with no significant change in functionality (e.g., using a word processor instead of paper).
- Augmentation: Technology replaces traditional tools but adds functional improvement (e.g., using Google Docs for real-time collaboration).
- Modification: Technology is used to substantially modify the learning task (e.g., interactive simulations, digital storytelling).
- Redefinition: Students are engaging in tasks that would be impossible without technology, leading to deeper learning or global connections.
- Technology is not being used.

STUDENT ENGAGEMENT

	Observed	Not Observed	Not Applicable
All or Most students are actively engaged in meaningful, technology-driven tasks that enhance learning.	☐	☐	☐
The teacher is effectively facilitating learning through technology rather than simply using it as a tool for direct instruction.	☐	☐	☐
Students engage with technology in a way that fosters discussion, collaboration, creativity, and/or critical thinking.	☐	☐	☐
Technology supports differentiated instruction, providing accessibility for all learners and enhancing individualized learning paths.	☐	☐	☐

INSTRUCTIONAL USE

	Observed	Not Observed	Not Applicable
Technology integration is aligned with the lesson’s learning objective and reflects effective use according to the SAMR model.	☐	☐	☐
Students use technology in ways that are appropriate for their developmental level and are aligned with the skills they should be learning at their age.	☐	☐	☐
The use of technology allows students to achieve a deeper understanding of the learning objective.	☐	☐	☐
Technology use provides specific, timely, and constructive feedback to extend learning.	☐	☐	☐
Students use technology safely and appropriately, following established district and classroom protocols.	☐	☐	☐

Then...

5 Created a Walkthrough Look For Document

6 Gathered Baseline Data

7 Trained Staff on the Walkthrough Tool and Look Fors



While...

Trained Teachers on Integrating Technology in the Classroom

Created a Coaching Model for Training
(see *EdTech Coaching SAMR document*)

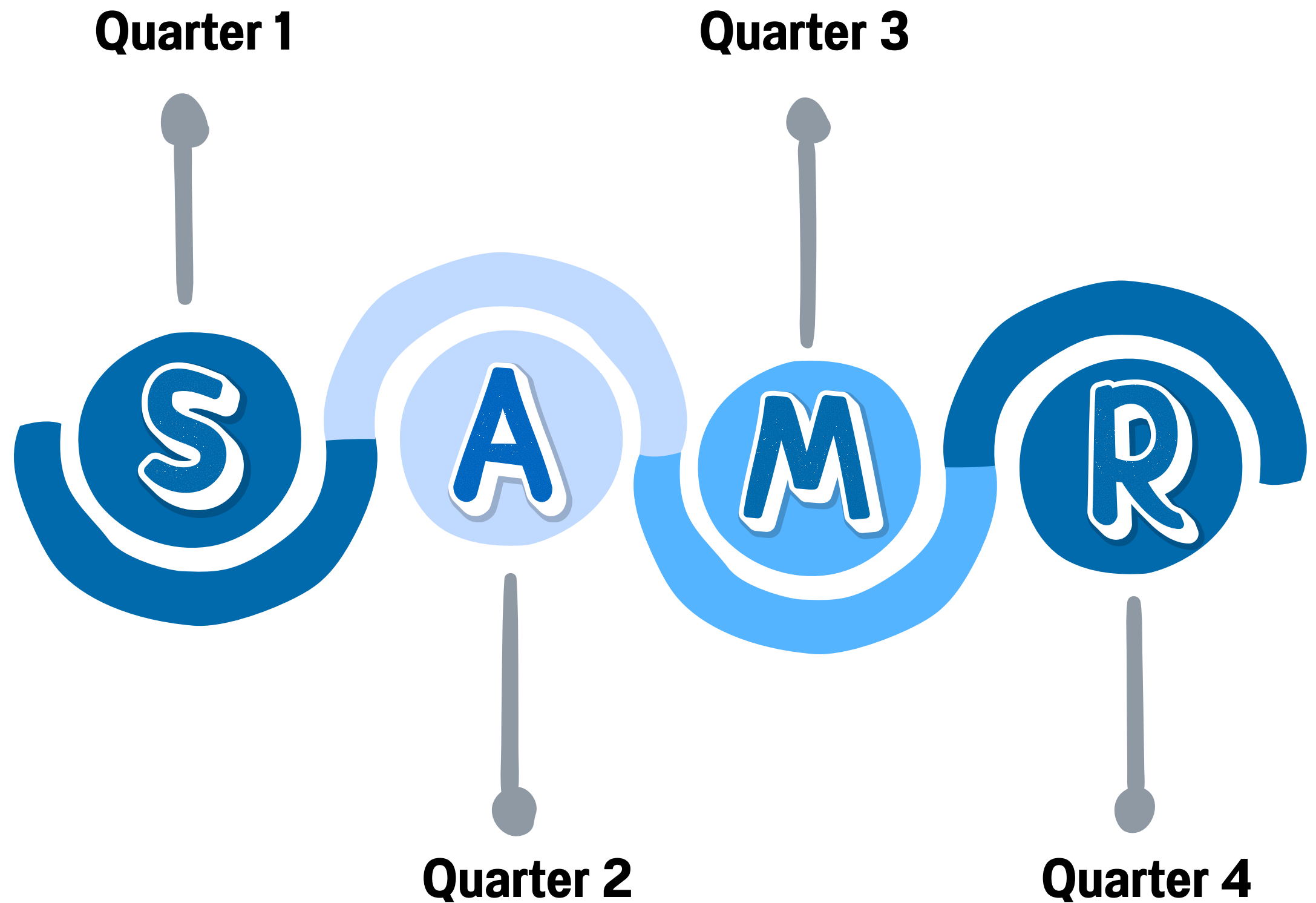
Set an Implementation Timeline

IMPLEMENTATION TIMELINE

**TILLES
ELEMENTARY**



**GRADES
3,4,5**



Additionally

Technology Integration Specialists

Conducting **EdTech Coaching** cycles with staff throughout the district.

- Training on integrating technology in the classroom; aligning with SAMR.
- 6 session cycles and mini cycles.
- Individuals and Cohorts (e.g. grade level or subject matter).



Adam Elliott

Beard
Belle Point
Howard
Kimmons
Tilles

Morgan Karsten

Ballman
Barling
FSVA
Morrison
Southside
Spradling



Terri Freeny

Bonneville
Carnall
Darby
Euper Lane
Park



Angie Williams

Chaffin
Cook
Orr
Peak
Sunnymede
Sutton



Tracie Weaver

Cavanaugh
Fairview
Northside
Ramsey

EdTech Coaching Cycle Survey Results



100% of Principals said

- the cycles aligned with their schools' instructional goals and priorities.

100% of Teachers said

- they felt supported by their Technology Integration Specialist.
- they felt confident in their ability to apply the skills they developed.

95% of Principals and **97%** of Teachers said

- they felt the cycles were effective in helping them integrate technology into the classroom.

91% of Principals and **97%** of Teachers

- recommend continued or expanded EdTech coaching cycles.

87% of Principals said

- they observed improvements in teaching practices and student engagement.

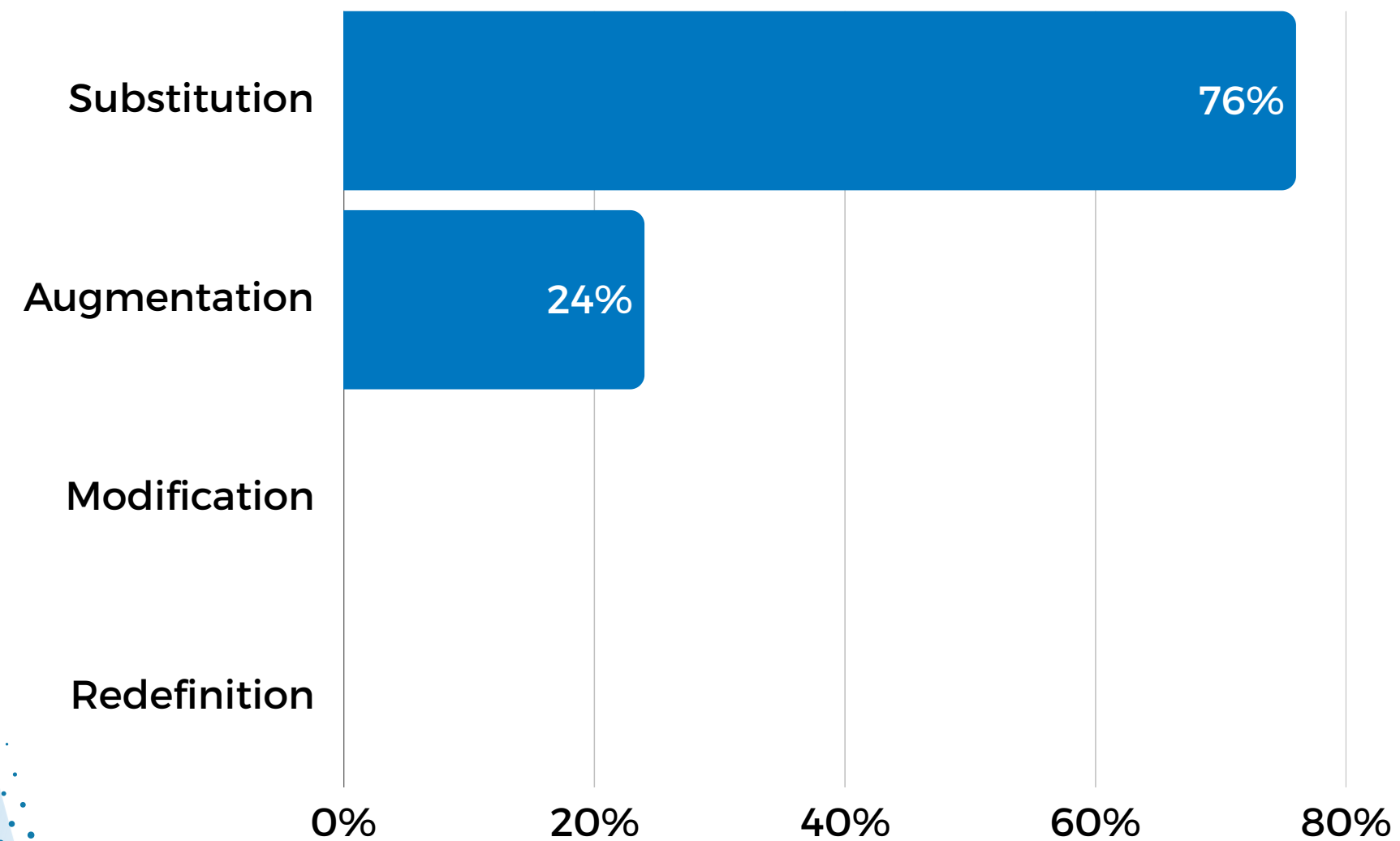
DATA



SAMR LEVEL

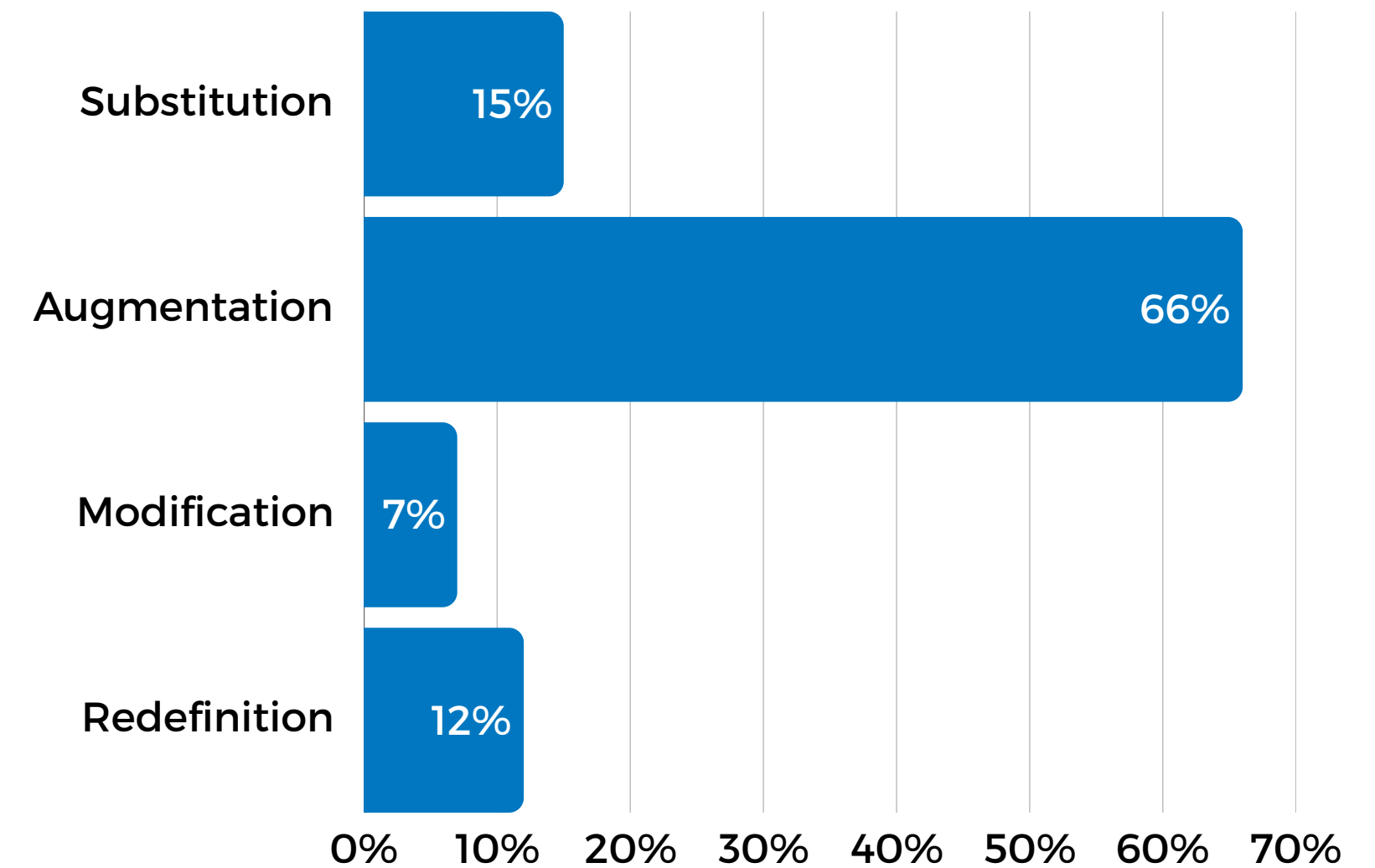
Baseline Data

Before October 16, 2024



Current Data

After October 16, 2024

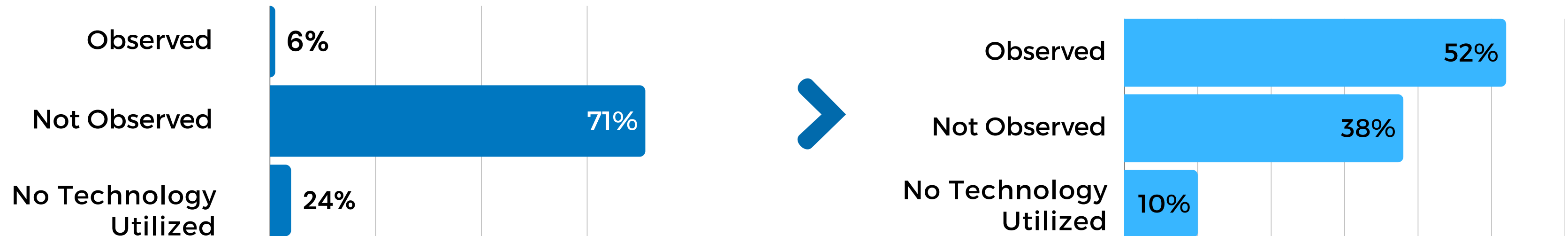


High Student Engagement

All or Most students are actively engaged in meaningful, technology-driven tasks that enhance learning.

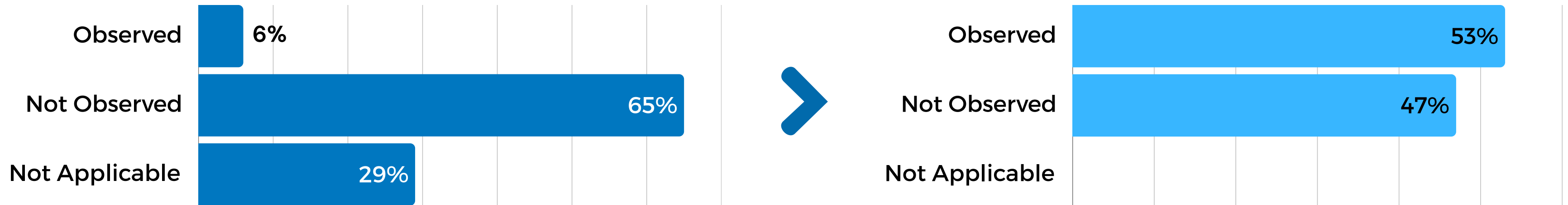


The teacher is effectively facilitating learning through technology rather than simply using it as a tool for direct instruction.

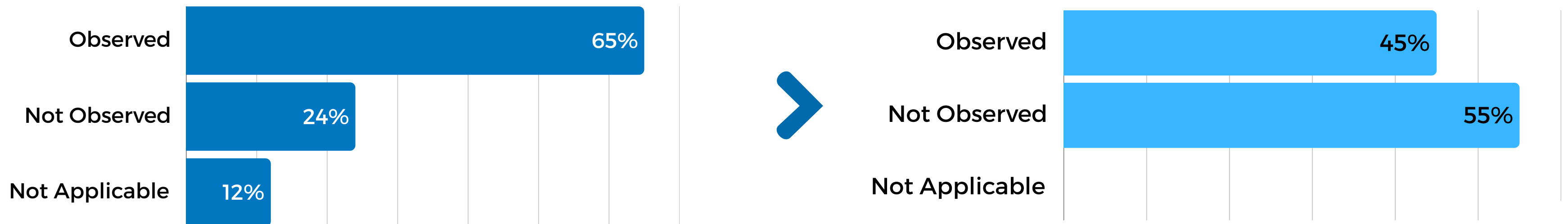


High Student Engagement

Students engage with technology in a way that fosters discussion, collaboration, creativity, and/or critical thinking.

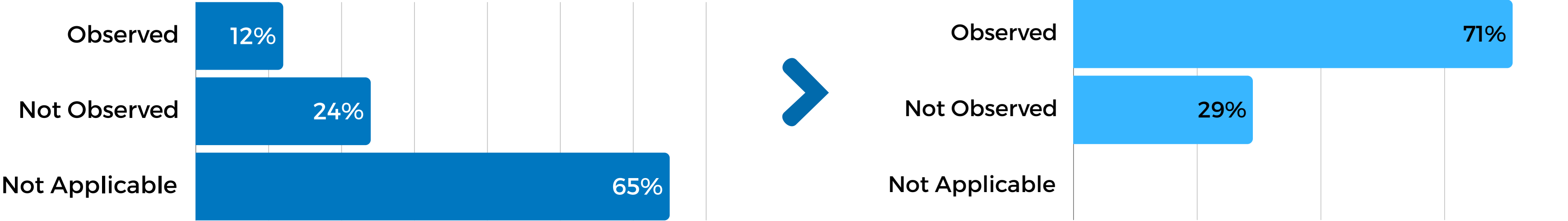


Technology supports differentiated instruction, providing accessibility for all learners and enhancing individualized learning paths.

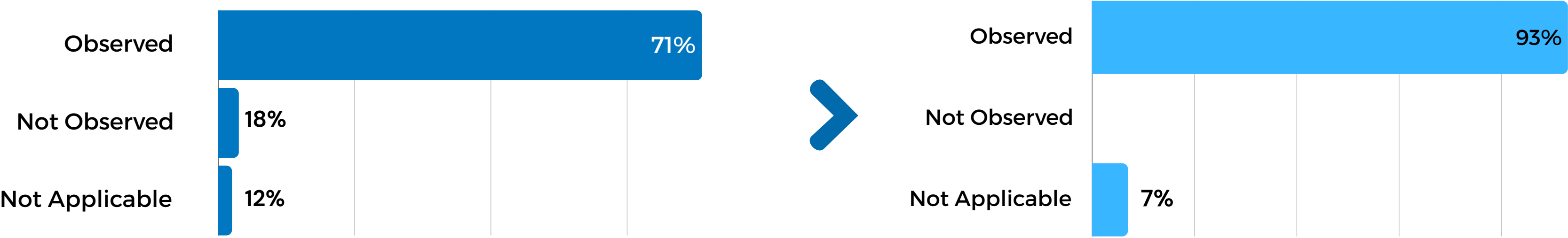


Instructional Use

Technology integration is aligned with the lesson's learning objective and reflects effective use according to the SAMR model.

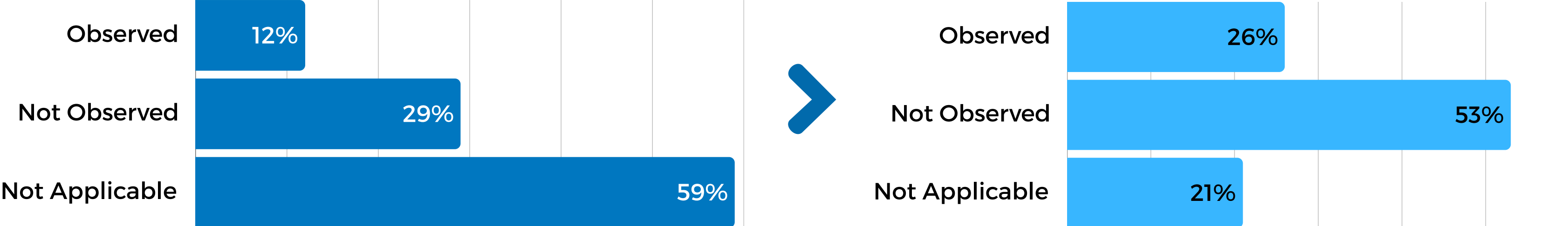


Students use technology in ways that are appropriate for their developmental level and are aligned with the skills they should be learning at their age.

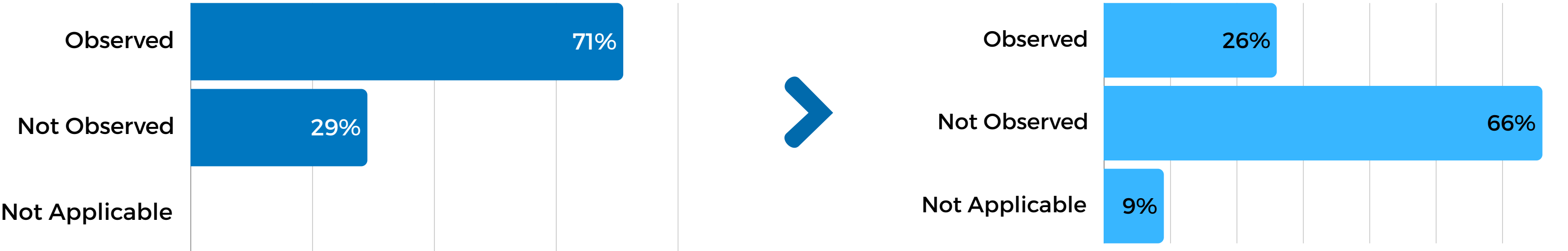


Instructional Use

The use of technology allows students to achieve a deeper understanding of the learning objective.

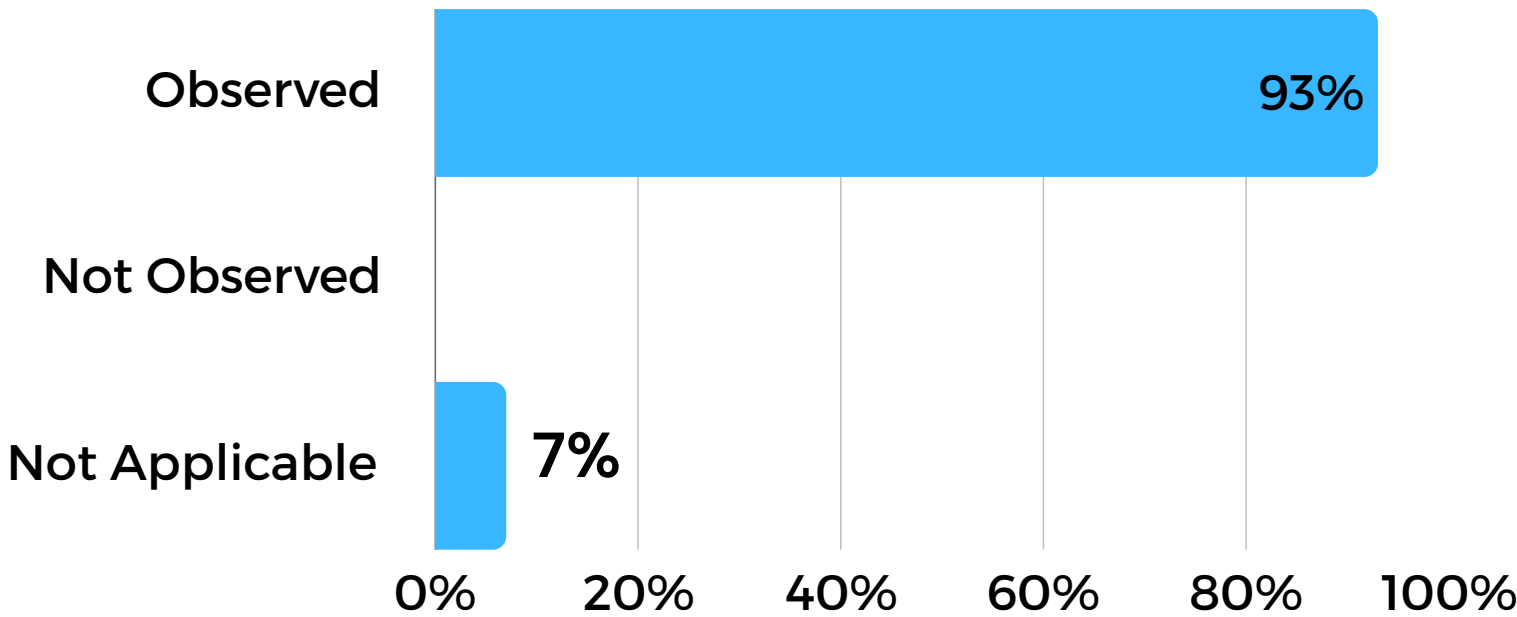
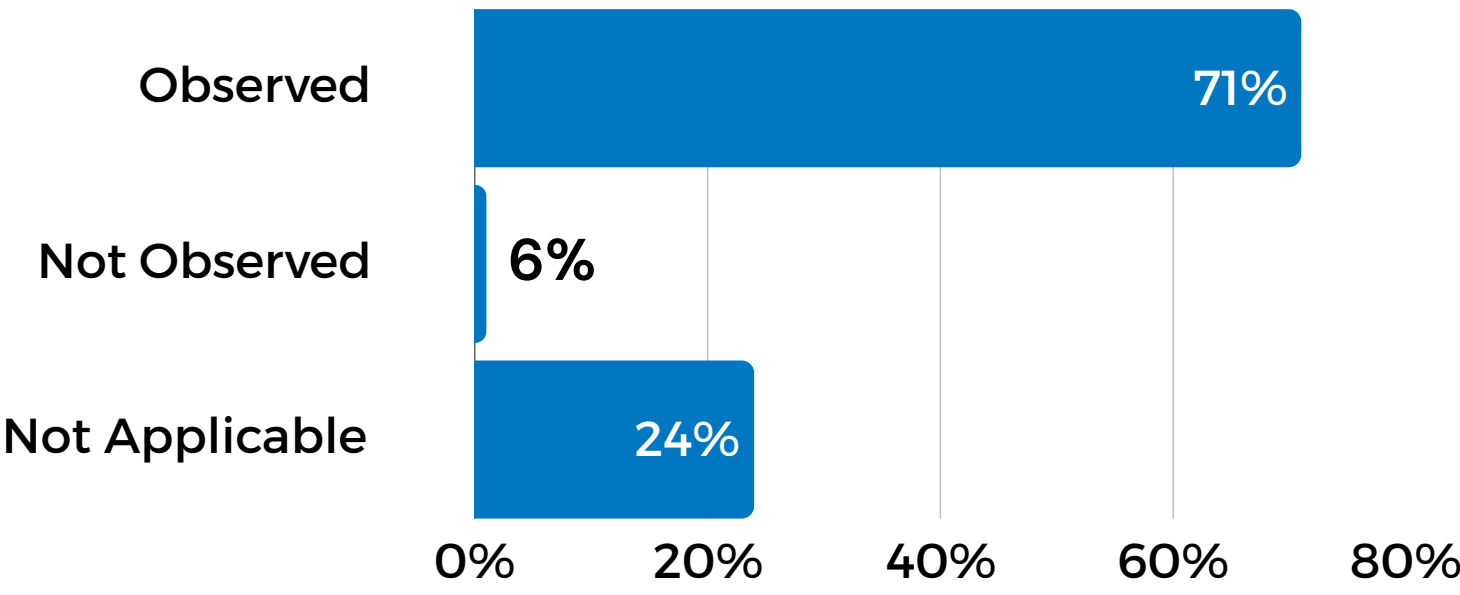


Technology use provides specific, timely, and constructive feedback to extend learning.



Instructional Use

Students use technology safely and appropriately, following established district and classroom protocols.

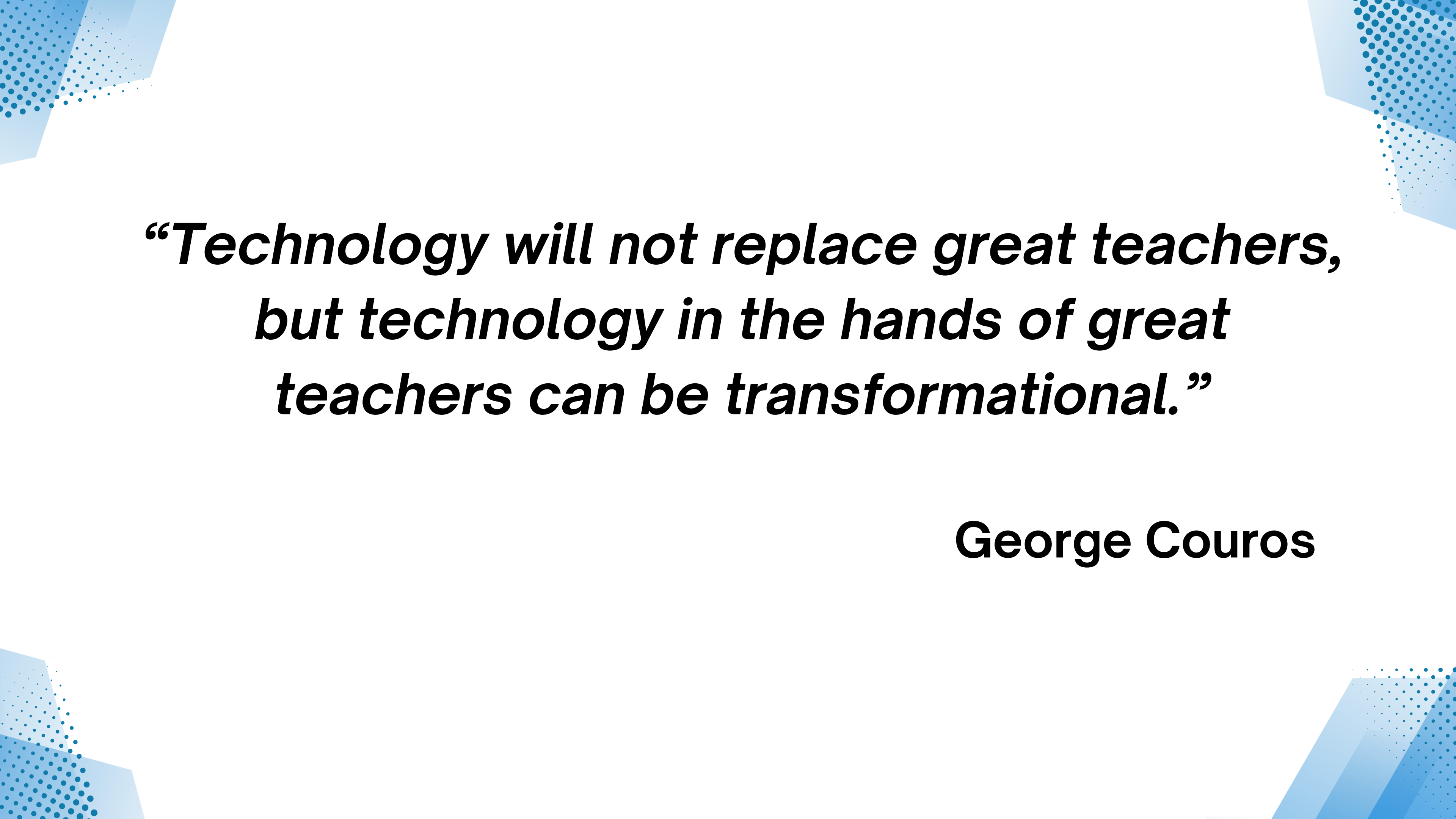


Next Steps

Continue Training Based on Coaching Model
and Walkthrough Data

Monitor and Adjust

Add Additional Schools/Cohorts in the Future



***“Technology will not replace great teachers,
but technology in the hands of great
teachers can be transformational.”***

George Couros