

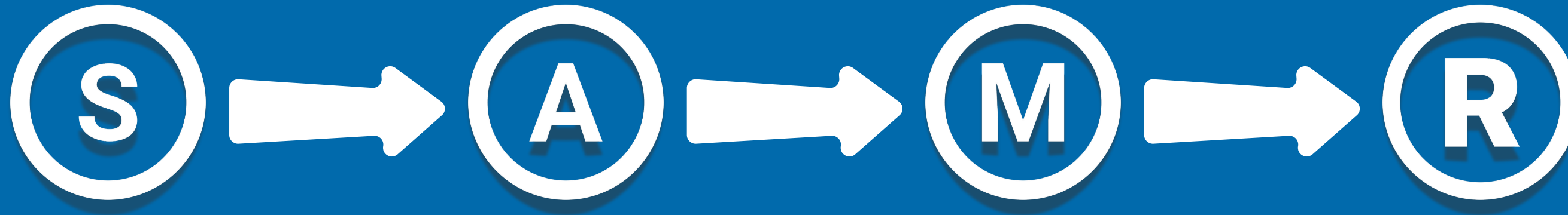
# Fort Smith Public Schools

## 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**

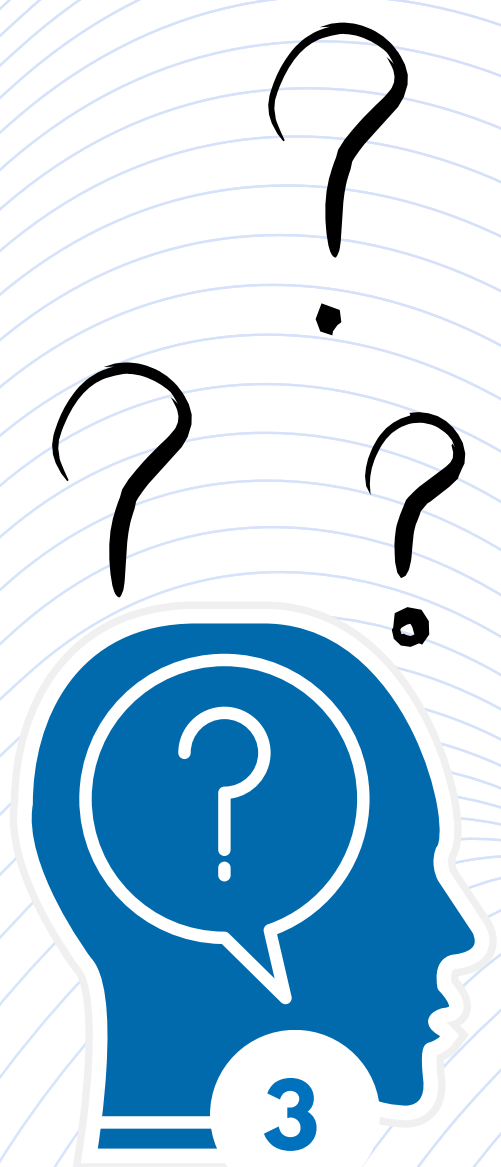
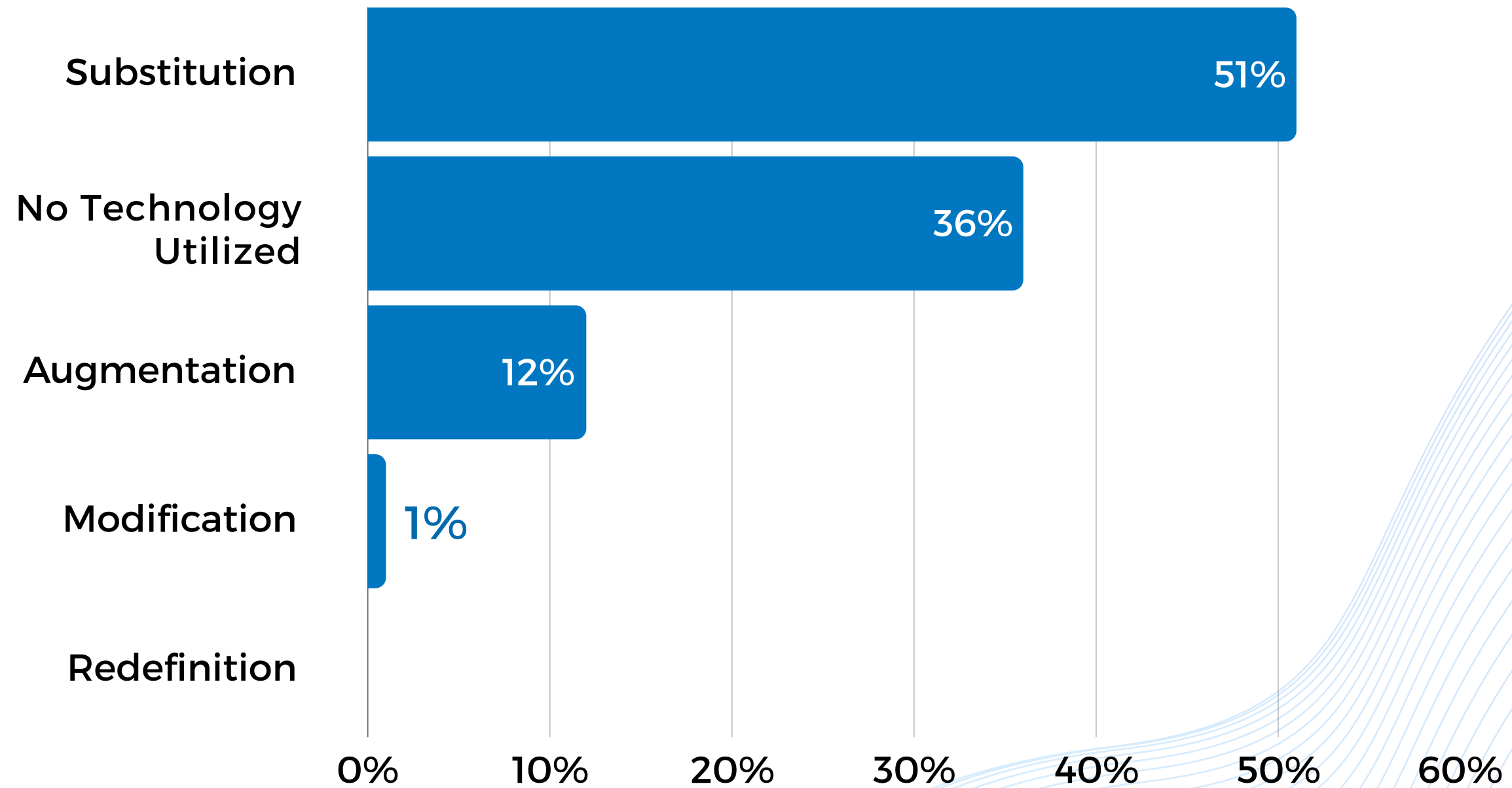
**TRANSFORMATION**

# CMSI AUDIT FINDINGS

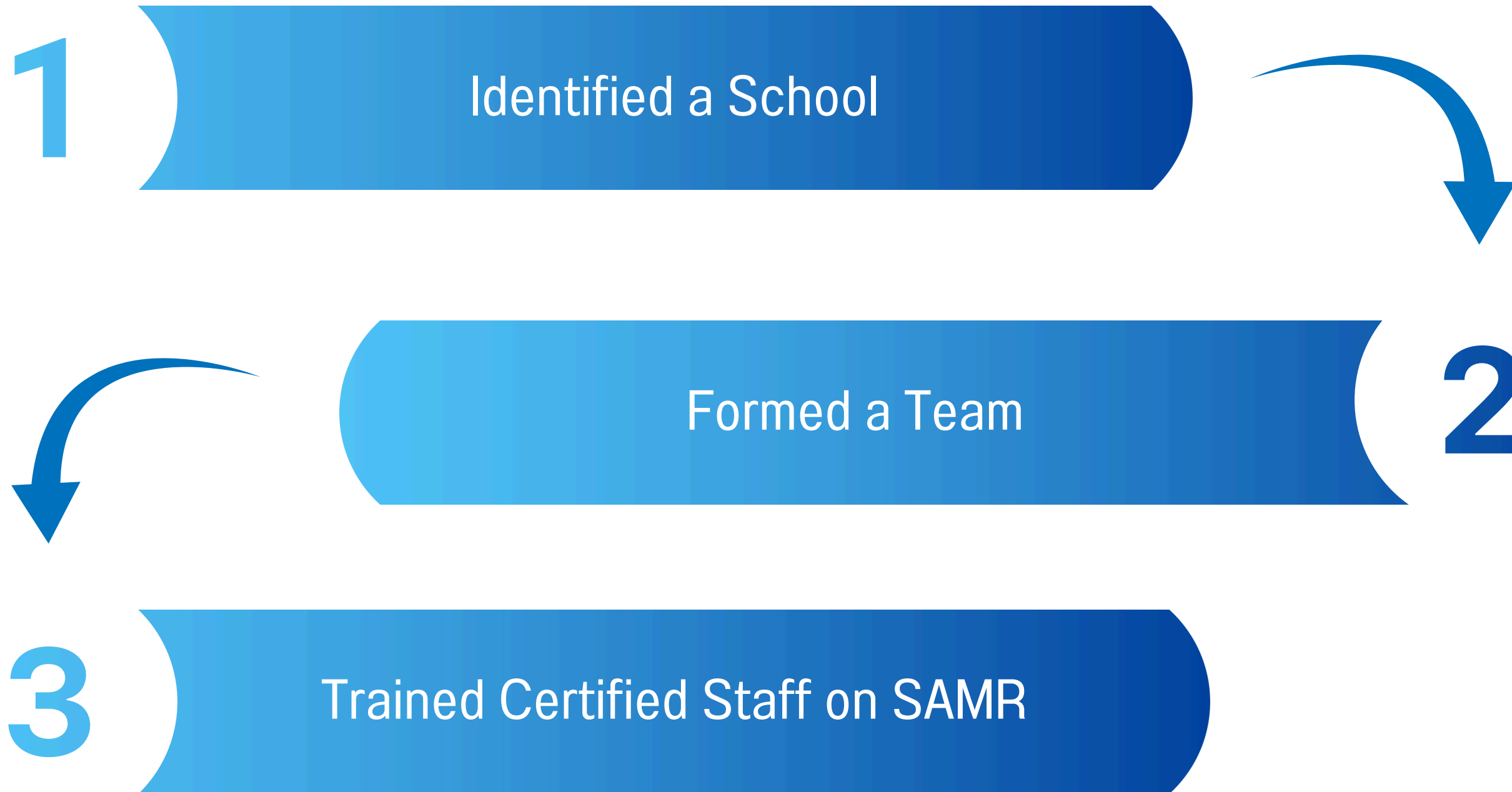
WHY?

## EXHIBIT 3.3.4: LEVEL OF TECHNOLOGY USE

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# Process.....



# 4

## 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher is effectively facilitating learning through technology rather than simply using it as a tool for direct instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students engage with technology in a way that fosters discussion, collaboration, creativity, and/or critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology supports differentiated instruction, providing accessibility for all learners and enhancing individualized learning paths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of technology allows students to achieve a deeper understanding of the learning objective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology use provides specific, timely, and constructive feedback to extend learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students use technology safely and appropriately, following established district and classroom protocols.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# 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)*

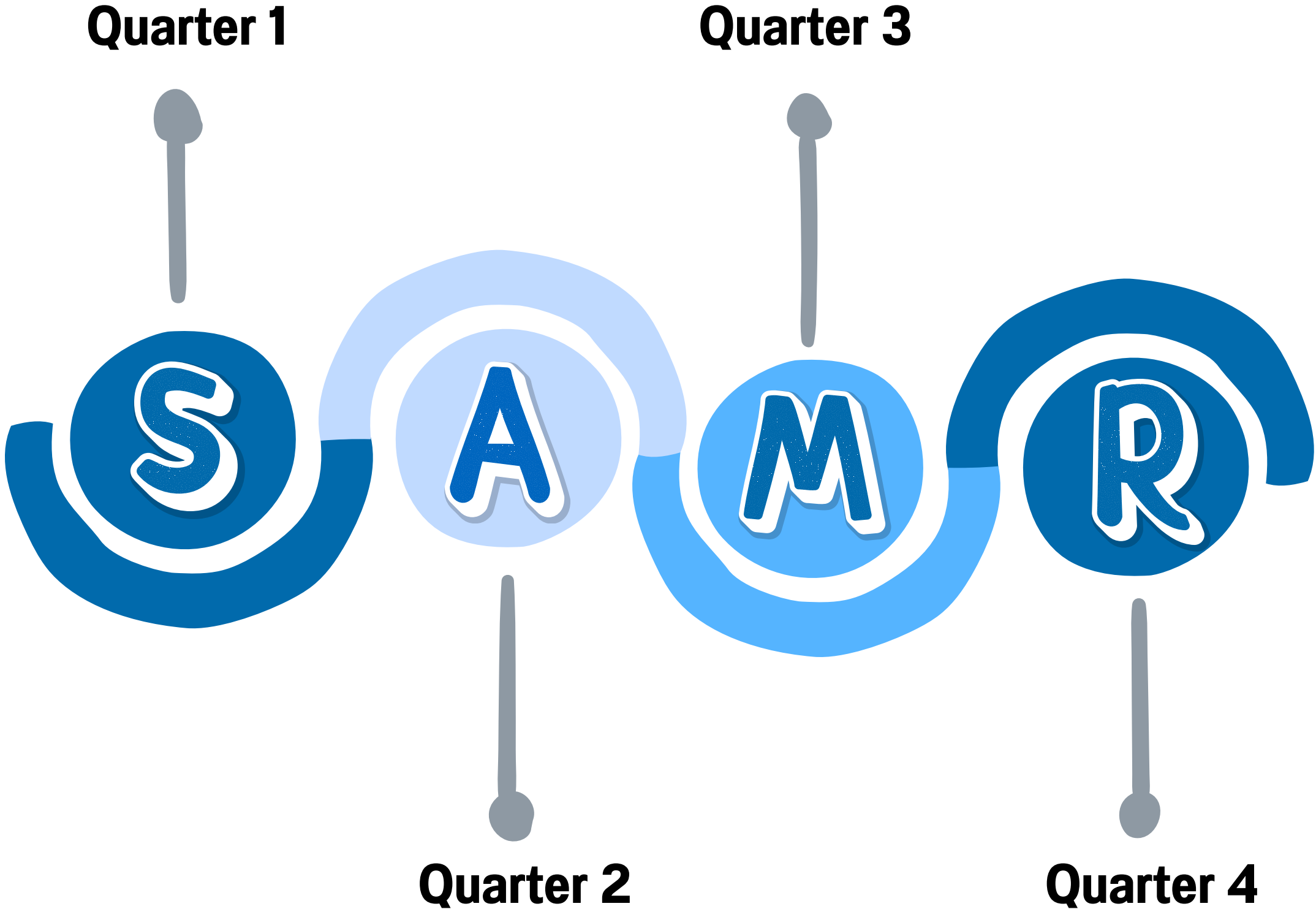
Set an Implementation Timeline

# 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.

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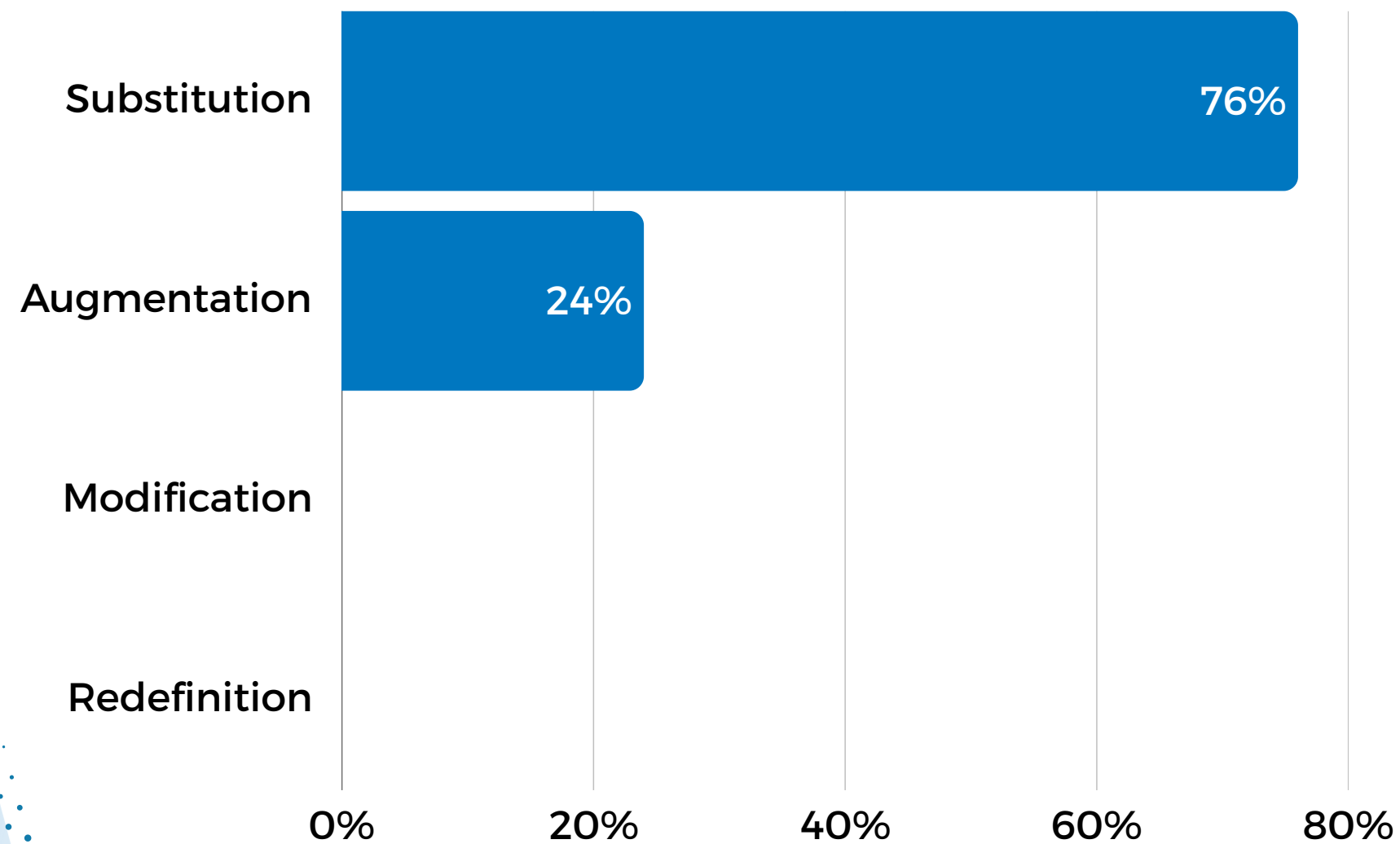
# DATA



# SAMR LEVEL

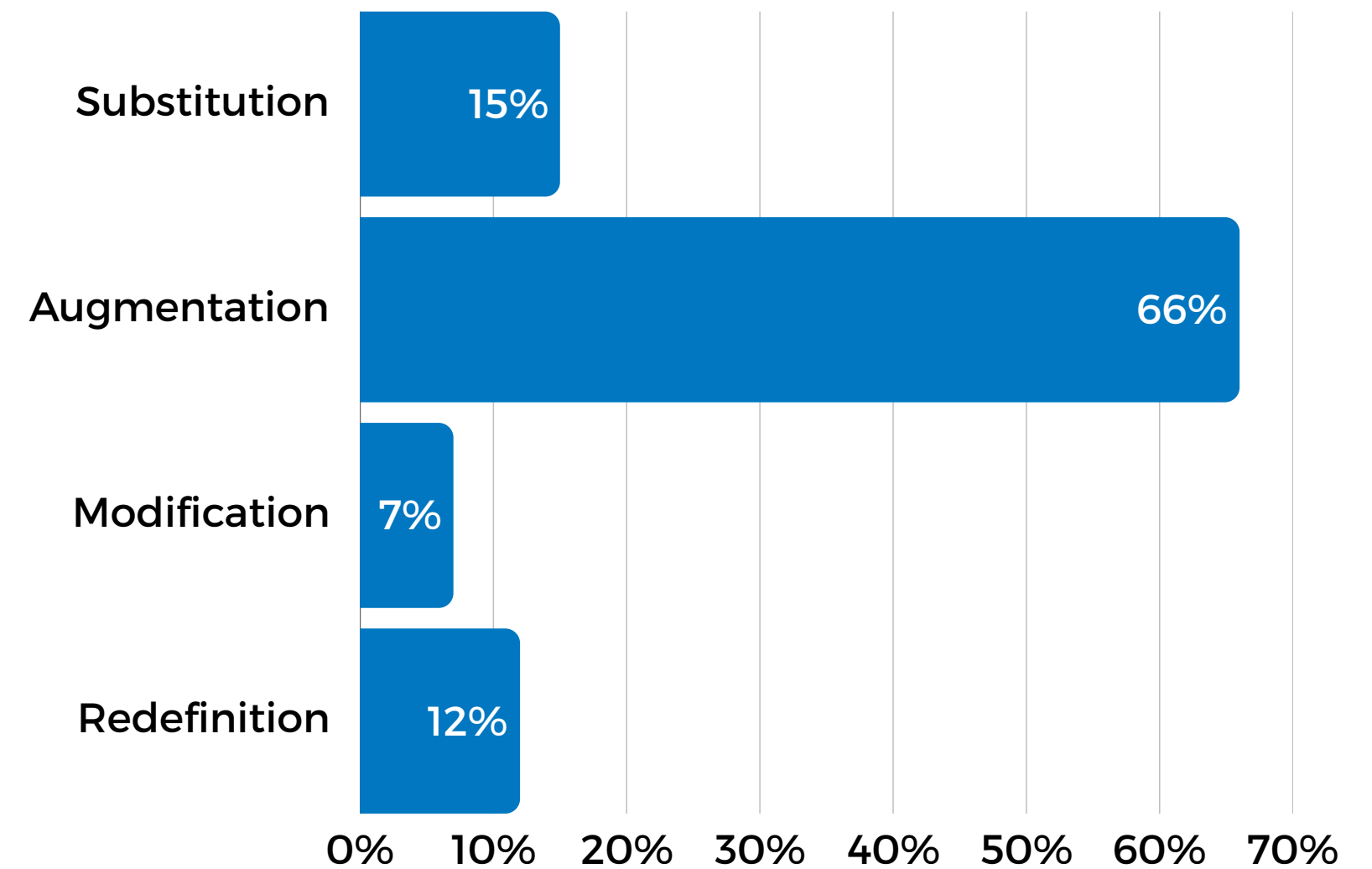
## Baseline Data

Before October 16, 2024



## Current Data

After October 16, 2024

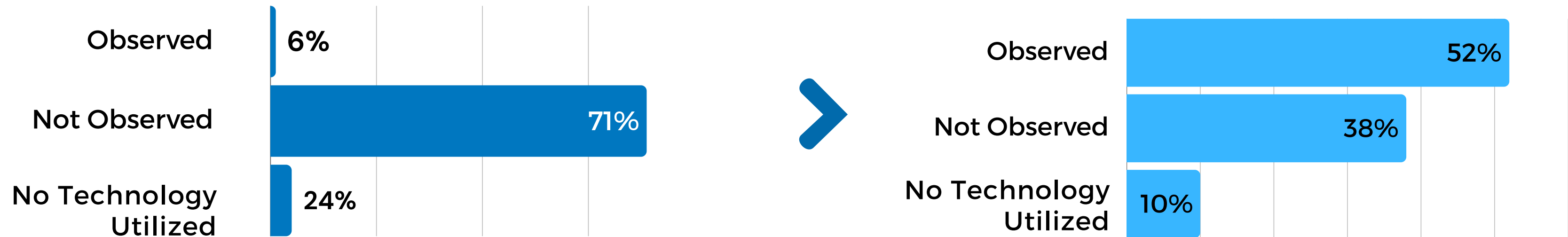


# High Student Engagement

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

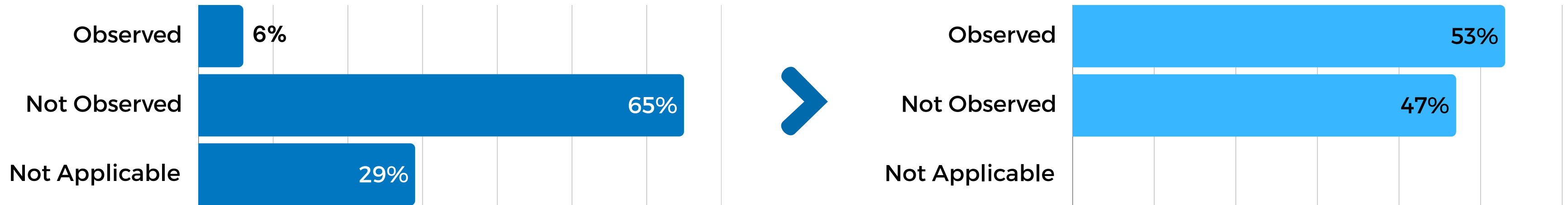


The teacher is effectively facilitating learning through technology rather than simply using it as a tool for direct instruction.

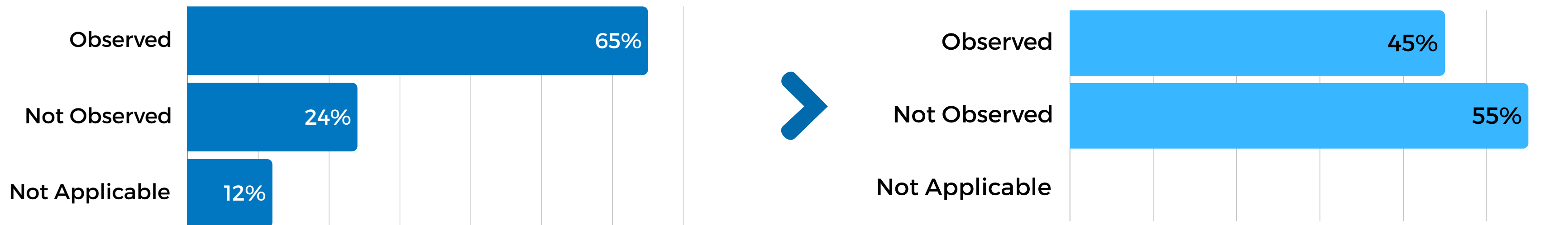


# High Student Engagement

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



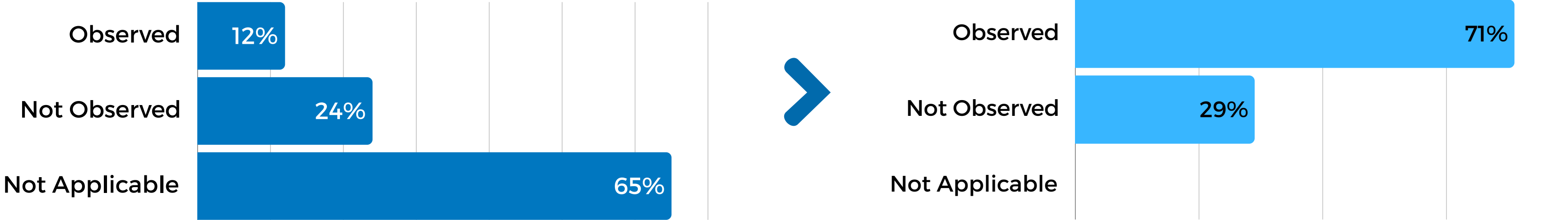
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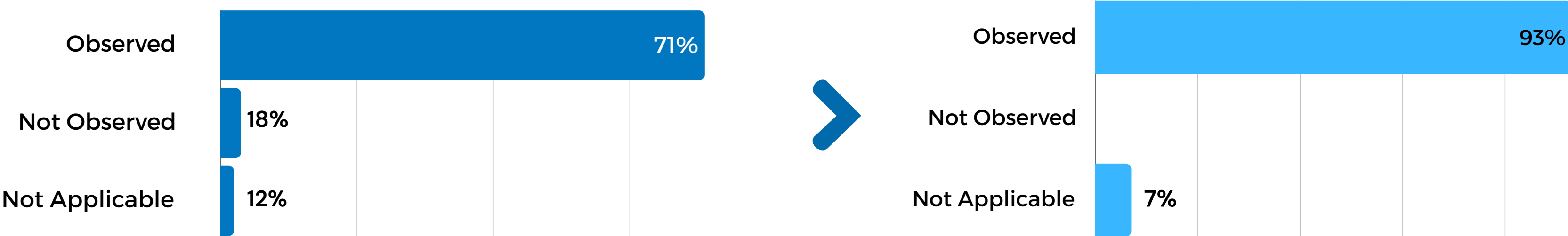


# Instructional Use

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

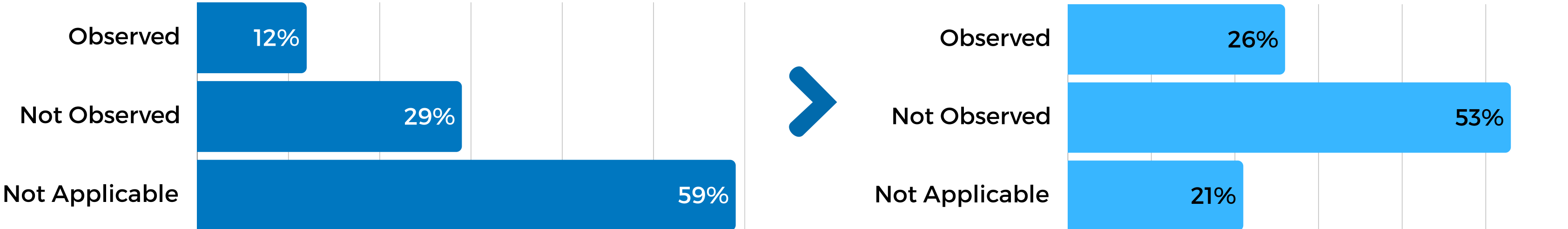


**Students use technology in ways that are appropriate for their developmental level and are aligned with the skills they should be learning at their age.**

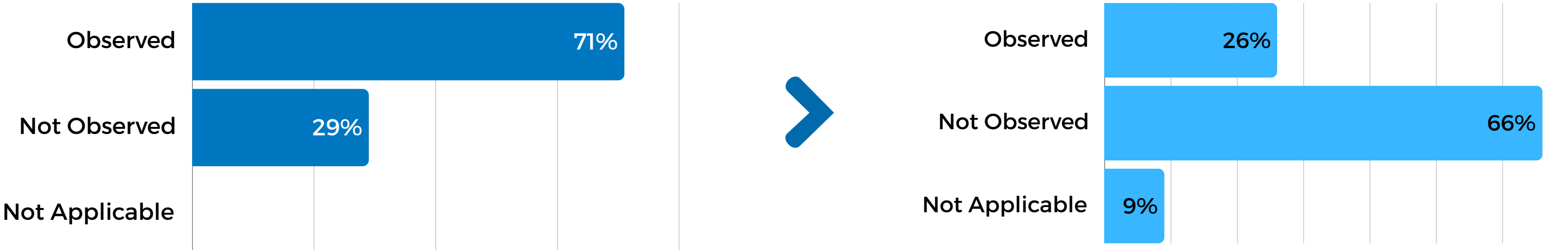


# Instructional Use

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

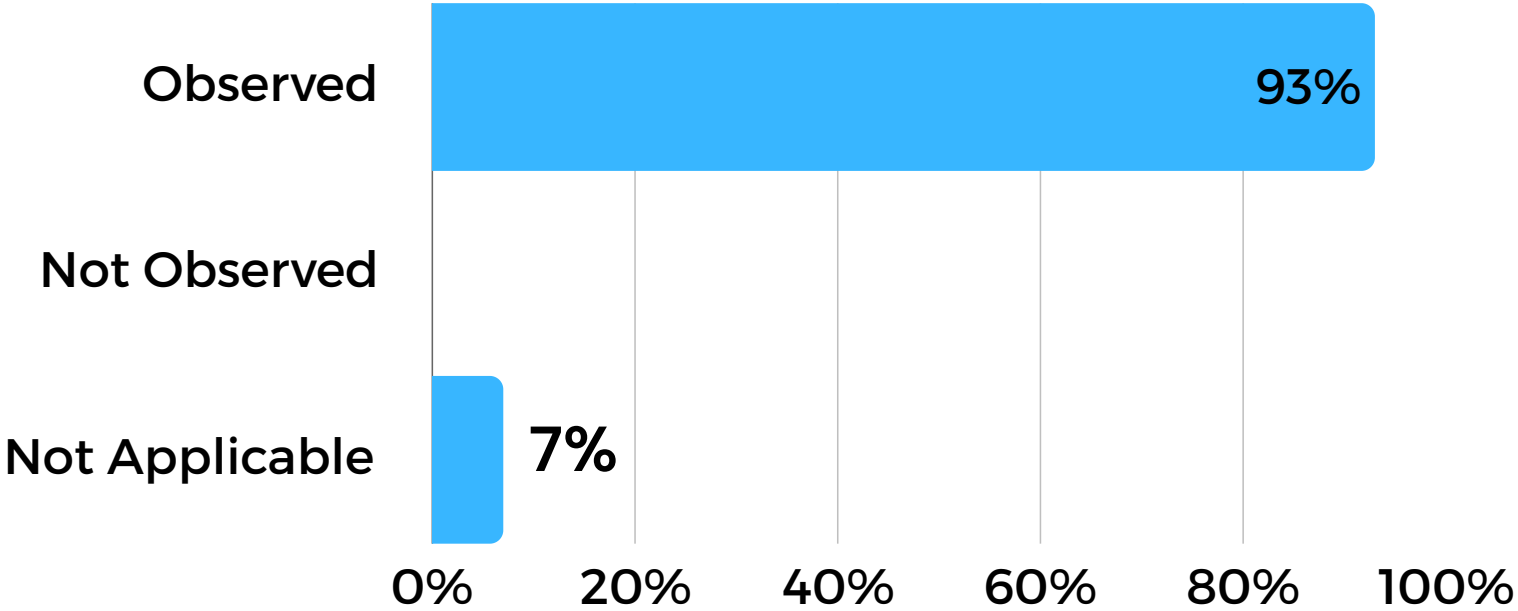
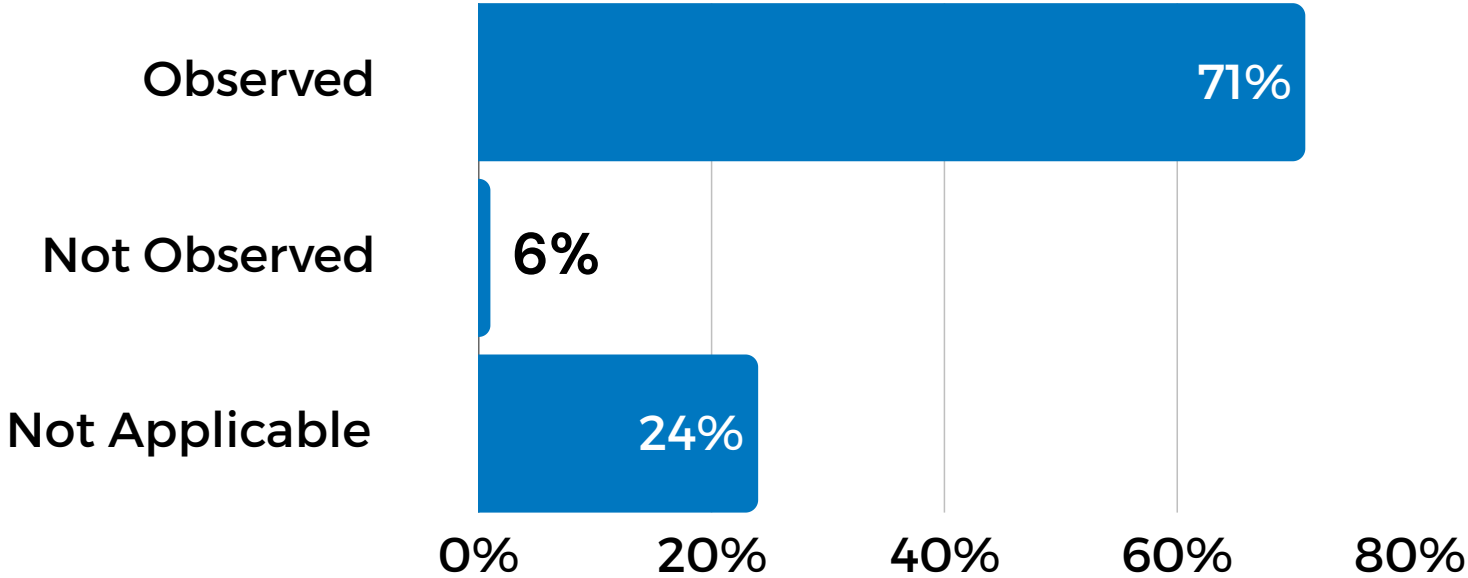


Technology use provides specific, timely, and constructive feedback to extend learning.



# 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**