

Checklist for Schools Selecting Technology to Support Personalized Learning

This checklist is a starting point for school and district leaders selecting technology to support personalized learning.

- What goals do you expect to accomplish for students, teachers, and the school by adopting this technology?
- What roles will technology play in tailoring learning? Automated adaptation of learning opportunities? Support for resource management? Support for integrating and using student data?
- How do you want the classroom to be organized in terms of space, time, and educator roles? Will it be a blended learning model? If so, which kind – station rotation, lab rotation, etc.?
- In what ways do you want students to empower students to exercise personal agency and responsibility for what they learn?
- How will students with disabilities and special needs, or who are English language learners, be provided access and support for working the technology?

To evaluate the technology and technology vendor with respect to your needs:

- Does the technology support a particular pedagogical orientation? Is this orientation consistent with the types of learning opportunities you want to provide your students?
- How well does the technology support students with disabilities and other special needs, or who are English language learners?
- What kinds of teacher training are necessary to implement the system well? What kinds of professional supports does the vendor offer educators?
- What are the technical requirements for implementing this technology? Does your school have sufficient infrastructure?
- What data reports are available to educators and administrators?
- Is this technology interoperable with other data systems or technologies in your school? How will you handle integrating activities and data from multiple systems?
- Are there any research or evaluation reports about the effectiveness of this technology? Are these findings applicable to your particular student population?
- How does the company ensure data privacy and security? Do its services comply with all state and federal statutes?

- What are the potential challenges and downsides of using this particular system?

To understand how the system works:

- What is the role of the teacher in implementing this system in the classroom?
- To what degree and in what ways can students make choices and self-regulate their own learning? Can they make choices that influence their own learning objectives, pathways, and/or pace? Can they seek help?
- What types of data will be collected about students and how will the data be used by the technology, the teacher, and/or the student to tailor learning experiences?
- What data are displayed on the product's dashboards for teachers, students, and administrators? Can the data be customized?
- If the system is competency based, how do students demonstrate competency and advance to new content?
- If applicable, how does the technology vendor determine what the learning trajectories should be? Does it use an empirical basis for this? Do the empirical data apply specifically to the types of students in your school?
- Does the technology provide feedback about engagement and/or "early warning" indicators? Does it tell you when students are spending too much or too little time on activities or when they are not progressing at a pace that will enable them to finish the course within the academic term?
- Does the system have ways for students to overcome frustration? Does it offer encouragement and reward persistence?