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Technology Integration Checklists for Educators

3 Print-Ready Checklists | Pre-Lesson · In-Class · Post-Lesson Reflection

Checklists: 3 total	**Use Case:** K–12 All Subjects	**Format:** Print or digital PDF	**Frameworks:** SAMR · ISTE · TPACK

These three checklists walk you through every stage of technology integration — from choosing the right tool before the lesson, to managing the classroom during it, to evaluating and improving your practice afterward. Print each one or fill in digitally.

CHECKLIST 1 · Pre-Lesson Technology Integration Planning

Complete this checklist before you finalize any lesson that uses technology. If you cannot check most boxes in each section, reconsider whether the technology is the right choice.

A | Learning Objective & Alignment

■ I have a clear, measurable learning objective for this lesson	■ The lesson is aligned to applicable standards (CCSS, NGSS, state, ISTE)
■ The technology directly supports — not distracts from — the objective	■ I have identified the SAMR level I am targeting (Modification or Redefinition preferred)
■ I can explain in one sentence why this tool is the best choice for this goal	■ The technology adds a learning benefit not achievable without it

B | Tool Selection & Technical Readiness

■ I have tested the tool on a school device and the school network	■ The tool is age-appropriate and complies with COPPA (under 13 = parental consent)
■ The tool works in the school's browser (check firewall/blocked domains)	■ I have a tech-free backup activity ready if technology fails
■ All students have the necessary accounts or access credentials	■ Device batteries are charged or charging is available
■ I know how long setup/login will take and have planned for it	■ I have communicated any student data or privacy implications to parents if required

C | Differentiation & Accessibility

- ■ The tool is accessible to students with IEPs (check required accommodations)
- ■ ELL students have support materials (visual aids, home-language option if available)
- ■ The tool offers text-to-speech or other accessibility features for struggling readers
- ■ Students can work at their own pace within the activity
- ■ I have a differentiated version of the task for advanced learners
- ■ I have a simplified version ready for students who need scaffolding

D | Assessment Planning

- ■ I know what evidence of learning I will collect during the lesson
- ■ I have a formative assessment built into or alongside the technology activity
- ■ Students know the success criteria before they begin
- ■ I have a rubric or scoring guide ready for any summative product
- ■ The technology produces a visible record (screenshot, doc, recording) I can review

Quick decision test: Ask yourself — does this technology make it EASIER for students to reach the learning objective, or just more entertaining? If the honest answer is 'just more entertaining,' go back to Section A.

CHECKLIST 2 · In-Class Technology Implementation

Use this checklist on the day of your technology-integrated lesson. Keep it on your desk for quick reference as you teach.

A | Before Students Arrive

- ■ Devices are distributed, charged, and ready
- ■ Teacher demonstration is loaded and tested on the projector
- ■ Nearpod/Pear Deck/Quizizz session is live and the join code is displayed
- ■ Google Classroom / LMS assignment is published and accessible
- ■ Backup paper activity is on hand just in case
- ■ Tech helpers or student 'experts' are identified for common troubleshooting

B | During the Lesson — Student Engagement

- ■ Students know the learning goal before touching devices
- ■ I have given a clear, step-by-step tech introduction before releasing students
- ■ Students are on task with the correct tool/platform (not on unrelated sites/apps)
- ■ I am circulating the room — not sitting at the teacher desk
- ■ I am monitoring engagement data (Nearpod dashboard, Sheets, Seesaw) in real time
- ■ Collaboration is structured — students know their roles in partner/group work
- ■ I am asking probing questions, not just troubleshooting tech problems
- ■ Pacing is on track — I am monitoring time and have a plan if we run over

C | Common Troubleshooting Quick-Fixes

Student can't log in	Check caps lock, have them use 'Forgot password', pair with a classmate
Site is blocked	Submit IT request NOW, switch to backup activity, test next time before class
Device won't load the page	Refresh, clear cache, try incognito mode, restart Chrome
Lesson runs too long	Set a timer visible to students, cut to the 2–3 most important tasks
Students off-task on devices	Use GoGuardian or classroom monitoring if available; use a visible timer; proximity works

D | Closure

- ■ Students have submitted their work / saved their progress
- ■ Devices are closed or put away before closure discussion begins
- ■ Exit ticket or formative check is collected
- ■ Students can state what they learned — not just what they did
- ■ I have set expectations for what happens to this work next (shared? graded? displayed?)

CHECKLIST 3 · Post-Lesson Reflection & Continuous Improvement

Complete this within 24 hours of the lesson while it is still fresh. Honest reflection is how good technology integration becomes great technology integration. Keep completed reflections in a teaching journal or folder for professional review.

A | Learning Outcomes

- ■ Students achieved the learning objective (evidence: _____)
- ■ The technology supported — not distracted from — the learning goal
- ■ Formative assessment data showed students understood the content
- ■ All students were able to access and use the technology successfully
- ■ The differentiation strategies I planned were effective

B | Written Reflection Prompts

What worked well?

What aspect of the technology use was most effective? Why?

_____

_____

What would you change?

If you taught this lesson again tomorrow, what one thing would you do differently?

_____

_____

Student engagement

Were students engaged with the learning, or just engaged with the technology? How do you know?

_____

_____

Unexpected outcomes

Did anything happen — positive or negative — that you did not anticipate?

_____

_____

SAMR evaluation

At what SAMR level did this lesson actually land? What would it take to move it one level higher?

_____

_____

Accessibility

Did all students have equitable access? Were any students disadvantaged by the technology?

_____

_____

Next steps

What is your next action as a result of this lesson? (reteach, enrich, modify the tool, change the workflow)

_____

_____

C | Professional Growth Actions

- ■ I shared what worked with at least one colleague
- ■ I saved a strong student example for professional portfolio / curriculum documentation
- ■ I identified one specific skill to improve for next time
- ■ I updated my lesson plan file with reflection notes for future use
- ■ I submitted this lesson for instructional coaching feedback (if applicable)
- ■ I contributed an example or reflection to the school edtech community / PLC

Remember: great technology integration is built one reflective lesson at a time. Teachers who keep reflection notes improve their practice 3–5x faster than those who don't. File this checklist with your lesson plan and refer to it next time you teach this content.