

# Make an **IMPACT**

Use this guide when you're tempted to try a new tool or designing a lesson. It helps cut through the noise and make sure any tech or strategy supports real learning, not just digital novelty.

## What do I want students to know, do, or understand?

- ☐ What standard or skill am I targeting? \_\_\_\_\_
- ☐ What thinking or behavior do I want to see from students?  
\_\_\_\_\_

## What should students be doing during this lesson? Choose tools that match the action you want students to take.

- |  |   |
|--|---|
| <input type="checkbox"/> Investigating | <input type="checkbox"/> Synthesizing           |
| <input type="checkbox"/> Designing     | <input type="checkbox"/> Creating something new |
| <input type="checkbox"/> Discussing    | <input type="checkbox"/> Reflecting or revising |
| <input type="checkbox"/> Practicing    |   |
| <input type="checkbox"/> Other: _____  |   |

## Ask yourself these questions. Tools should add value, not just volume.

- Does it enhance or replace a task students already do well without tech?
- Does it give me and my students useful feedback?
- Will it help students show what they know in a new or deeper way?
- Will this take more time to teach than it's worth?

## Before you commit, ask yourself these questions. If it creates more chaos than clarity, it's not the right fit (yet).

- ☐ Can this tool be reused across units or subjects?
- ☐ Is it easy for students to access and use independently?
- ☐ Does it support classroom systems I already have in place?

## When your tech choices align with broader systems, they last longer and matter more. For your last pre-check, ask yourself if this tool:

- ☐ Align with grade-level standards or instructional priorities?
- ☐ Reinforce digital citizenship, collaboration, or creative thinking?
- ☐ Support district goals or initiatives (like UDL, PBL, literacy, etc.)?