

Examples of Selection Criteria for Edtech Tools and Programs

| Area of Selection Criteria | “Looks Fors” | “Watch Out Fors” |
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| Mission-driven organization | Mission is clearly identified and centered on student learning | Mission is neither directly related to education nor focused on student learning |
| Student privacy | Stated student privacy policy Evidence of COPPA and FERPA compliance Evidence of EU-US Privacy Shield Framework compliance | Minimal evidence of commitment to student privacy or online safeguards |
| Research-based content | Content is aligned to standards and best practices in K–12 education Clear horizontal and vertical trajectories to scaffold and personalize learning Alignment to ISTE Standards | Content is random and lacks clarity in design Little to no evidence of basis of research or alignment to standards of practice |
| Provides reporting | Ability to record, track, and report on student learning over time | No ability to monitor and report on progress |
| Contributes to the body of research in education and edtech | White papers Case studies Participation in qualitative/quantitative research studies | No evidence of conducting or participating in research |
| Values teacher and student feedback | Seeks out and reports on teacher/student feedback Product informed by feedback Engages with teachers on social media Teacher ambassador programs | Feedback and teacher-centric engagements not evident |
| Supports sustained use | Mobile friendly Integrations with LMS Pathways to sustained use over time detailed Certifications and partnerships | Designed for single-instance use Lacks ability to effectively integrate into current instructional practices |
| Commitment to equity and access | Clear commitment to equity, access, and personalized learning | Bias is present Equity and access are not clearly addressed |
| Focus on creation | Ability for students to create, collaborate, curate, and express ideas and understandings Student agency and choice Emphasis on student engagement | Focus on student consumption of information Students not able to have choice or options Emphasis on compliance |
| Opportunity for students to take action | Opportunity for students to take action on passions or beliefs Opportunity for students to share perspectives and get feedback on ideas Opportunity to connect at local and global levels | Content is static and lacks ability for students to act and/or interact |
| Commitment to sustainability and social good | Commitment to giving and social good | No clear commitment to giving or social good |
| Professional development (PD) opportunities for educators | Teachers are supported with PD Webinars, videos, blog posts, Twitter chats, onsite trainings | Professional development is not addressed |

From *Teach Boldly: Using Edtech for Social Good*, by Jennifer Williams



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