Article checklist

☐ Is this topic something our readers care about?
☐ Is the article written in an engaging style?
   Articles should be in active voice and have a conversational tone. Avoid academic language. We prefer first-person accounts.

☐ Is the article well organized?
   Articles should begin with an intro that grabs the reader and a summarizing paragraph near the top that encapsulates the point of the article. They should include examples and a conclusion that inspires the reader to take action.

☐ Are there specific, detailed examples of how the tools or techniques are used?
   Examples should be based on real classroom experiences.

☐ Does the article discuss lessons learned or the effect of the tool or technique on students and/or educators?

☐ If the author makes assertions, are they backed up by sound arguments and examples?
   Facts should be sourced.

☐ Does the author include the real first and last names of all people mentioned in the article as well as the names of schools and institutions and their locations?

☐ If the article mentions a product, is this author affiliated with the company or an educator writing on behalf of the company? Did the company give the product to the school or pay for installation?
   Articles should not be promotional or self serving. Any such conflict should be disclosed. Brand names should be eliminated if possible.

☐ What does the article do: solve a problem, improve student learning, save time, contribute to the essential conditions for meeting the NETS? (i.e., student-centered learning, equitable access, engaged communities, curriculum resources, assessment and evaluation, shared vision, etc.)
☐ Does the outcome require the technology application or does technology uniquely add something to the process?
☐ Is there evidence provided (anecdotal is fine) of improved student learning or improved efficiency?
☐ Is the idea replicable?