

Document the spaces, tools, conditions, and needs shaping daily learning work.

Teacher / Team:	Grade / Course:	Date:
School / Building:	Primary Room / Space:	Review Period:

Spaces & Tools

Space / Room	Primary Learners	Display / AV	Digital Tools	Constraints / Needs
Space Supports ☐ Whole group ☐ Small group ☐ Independent work ☐ Project / making	Common Constraints ☐ Noise ☐ Device access ☐ Connectivity ☐ Storage / setup time	Learner Supports ☐ Accessibility ☐ Visual supports ☐ Translation ☐ Behavior / SEL		

Immediate Environment Notes / Needs

Consolidated view of resources currently in use.

Teacher / Team:		Grade / Course:		Subject / Program:		Date:	
#	Resource Name	Type	Grade / Course	Primary Use	Access / Location	Notes	
1							
2							
3							
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TEACHER RESOURCE RECORD SET

One resource at a time: capture what the resource is, what it is for, and what learning value the teacher sees.

Resource Name:	Subject:
Company or Product Name:	Grades:
Subproduct Name:	Version / Edition:
Subscription Dates:	Record No.:
License Level:	Last Review

Quick Classification

☐ Core instruction ☐ Supplemental practice ☐ Intervention ☐ Enrichment / extension	☐ Assessment ☐ Content library ☐ AI-enabled tool ☐ Teacher-created	☐ Publisher-created ☐ Open source / OER ☐ Unknown source
☐ Other (describe)	Audience ☐ Student-facing ☐ Teacher-only ☐ Family-facing ☐ Admin / staff ☐ Other	Access ☐ Student login ☐ SSO ☐ Class code / QR ☐ Shared access ☐ Parent access

Resource Description / Usefulness

Instructional Fit Questions

Teacher Evidence Question	Y	N	Notes / Evidence
What is the primary purpose : core instruction, practice, intervention, enrichment, assessment, creation, or workflow support?			
Does the resource teach content, provide practice, assess learning, or mostly organize work?			
What teacher action is required before learners can use this resource effectively?			
Which learners benefit most, and which learners may struggle without support?			
Is the underlying content reliable , custom-made, open-source/OER, publisher-created, teacher-created, AI-made, or unknown?	☐	☐	
Does academic standards alignment appear real , partial, shallow, vendor-claimed, or difficult to verify?	☐	☐	

TEACHER RESOURCE RECORD SET

Capture what the teacher must to do assign, teach, monitor grade, interpret and follow up.

Resource Name *Page 2* :

Teacher Workflow Questions

Teacher Evidence Question	Y	N	Notes / Evidence
Can the teacher assign this to individual learners, small groups, and/or whole class?	☐	☐	
Does assignment require manual grouping, uploads, standards tagging, sequencing, or multiple setup steps?	☐	☐	
Can assignments be reused, copied, scheduled, differentiated, locked/unlocked, or partially assigned?	☐	☐	
How much time does the teacher spend preparing, assigning, supporting, grading, and following up?			
Does the teacher have to manually monitor progress, interpret data, or reassign remediation?	☐	☐	
Does grading happen manually, automatically, by rubric, by AI, or by teacher override?			

Observed Learner Input Modes

☐ Typing	☐ Highlighting	☐ Matching	☐ Manipulatives
☐ Digital drawing	☐ Annotation	☐ Sorting	☐ Co-editing
☐ Drag-and-drop	☐ Voice/audio	☐ Sequencing	☐ Group workspace
☐ Check marking	☐ Image/video upload	☐ Math notation	☐ Internal messaging

Instructional Flow Pattern — Choose One

Flow Notes / Process Sketch

Pattern	When Used	Teacher Role	Start → steps → learner action → teacher action → evidence/output → follow-up. Use this space to write or draw the one flow pattern.
☐ Whole group instruction ☐ Small group rotation ☐ Independent practice ☐ Homework extension ☐ Intervention support ☐ Enrichment activity ☐ Assessment workflow	☐ Before lesson ☐ During lesson ☐ After lesson ☐ Weekly routine ☐ Unit review ☐ As needed	☐ Model ☐ Coach ☐ Monitor ☐ Score /review ☐ Conference ☐ Differentiate	

Teacher Time-to-Value Note

Note teacher setup time, learner completion time, grading time, hidden workload, and whether the learning value is worth the time required.

Materials, Location & Access Notes

Materials Included	Location / Link	Username / Login	Password / Class Code / Special Instructions

SECURITY REMINDER: Store this page securely if credentials are recorded.

TEACHER RESOURCE RECORD SET

Capture age fit, navigation, physical interaction, language support, input modes, and collaborative features.

Resource Name *Page 3*:

Teacher Instructional Responsibility Questions

Teacher Evidence Question	Y	N	Notes / Evidence
Which parts must the teacher explicitly teach, model, explain, or discuss before use?			
Does the resource check for understanding during learning or only after completion?	☐	☐	
Does the resource identify misconceptions, prerequisite skill gaps, or remediation pathways?	☐	☐	
Does the resource sequence learning coherently, or must the teacher build the sequence?	☐	☐	
Can the resource summarize multiple assigned parts into one usable teacher view or dashboard?	☐	☐	

Learner UI/UX Evidence Questions

Is navigation age-appropriate for the intended learners?	☐	☐	
Are buttons, checkboxes, touch targets, drag/drop areas, and spacing usable for small hands/fat fingers if necessary?	☐	☐	
Does it work well with touch, swipe, stylus, trackpad, mouse, and point-and-click?	☐	☐	
Are modals, pop-ups, cancel options, modal closing, back paths, and error recovery clear?	☐	☐	
Is the interface modern, readable, visually organized, and low enough in cognitive load?	☐	☐	
Do animations, moving parts, flat/static elements, or media choices improve learning rather than distract?	☐	☐	

Access, Input & Collaboration Questions

Does the resource provide reliable language translation for instructions, content, feedback, or family-facing text?	☐	☐	
Does the resource provide pop-up definitions, vocabulary supports, glossary, pronunciation, or contextual examples?	☐	☐	
Can learners respond through drawing, drag/drop, check marking, highlighting, annotation, audio, images, matching, sorting, or sequencing?	☐	☐	
Does the resource support note-taking, highlighting, bookmarks, active reading, or annotation inside books/modules?	☐	☐	
Does it support co-editing, group assignments, individual assignments, shared workspaces, internal messaging, or teacher-visible collaboration?	☐	☐	

TEACHER RESOURCE RECORD SET

Capture data outputs, AI behavior, privacy/security observations, auditability, external link risk, and possible overlap.

Resource Name Page 4:

Data, Assessment & Dashboard Questions

Teacher Evidence Question	Y	N	Notes / Evidence
Does the resource provide formative checks before final grading?	☐	☐	
Does it provide summative assessment, formal scoring, or teacher-trustworthy grading evidence?	☐	☐	
Does the teacher see completion, score, time-on-task, attempts, item analysis, standards mastery, skill mastery, or error patterns?	☐	☐	
Does the dashboard show actionable evidence or mostly raw usage/completion or none?	☐	☐	
Does it show growth, before/after evidence, attendance, attention-over-time, idle time, re-entry, or engagement signals?	☐	☐	

AI, Privacy, Security & Maintenance Questions

If AI tutoring is present, does it assist without giving answers or completing learner work?	☐	☐	
Can AI refer the learner back to the teacher or escalate when human help is needed?	☐	☐	
Are restricted words/outputs, chat logs, teacher visibility, agent limits, and auditability clear?	☐	☐	
Is student identity, student work, behavior data, or assessment data used by the vendor or AI system?	☐	☐	
If outside links are used, does the provider check links and protect learners from broken or unsafe links?	☐	☐	

Possible Overlap List

Possible Overlapping Resource	Why It Might Overlap	Same Purpose?	Notes
		☐ Yes ☐ No ☐ Unsure	
		☐ Yes ☐ No ☐ Unsure	
		☐ Yes ☐ No ☐ Unsure	

Teacher Recommendation

☐ Keep ☐ Keep but clarify use ☐ Compare with another resource ☐ Replace / retire possibility	☐ Needs Academic Officer review ☐ Needs Tech review ☐ Needs cost review ☐ Investigate further
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