

505-3-.64 INSTRUCTIONAL TECHNOLOGY PROGRAM

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to serve in instructional technology roles in P-12 schools, LUAs, and other organizations, and supplements requirements in Rule [505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#).

(2) Requirements.

(a) A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate is required for program admission.

(b) The program may be offered at the Master's degree level or higher, or as a certification-only program for those holding advanced degrees.

(c) Candidates must complete a minimum of six (6) semester hours (or the quarter hours equivalent) of advanced level coursework focused on the content or content pedagogy of a certificate field held by the candidate. All six hours may be satisfied through advanced level content or content pedagogy courses in which candidates are required to demonstrate advanced skills related to their field of certification. Three of the six semester hours may be satisfied through a thesis (or equivalent culminating project) directly focused on the content of a certificate field held by the candidate.

(d) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the standards published in 2017 by The International Society for Technology in Education (ISTE):

1. Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. The program shall prepare candidates who:
 - (i) Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness;
 - (ii) Pursue professional interests by creating and actively participating in local and global learning networks; and
 - (iii) Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.
2. Leader. Educators seek opportunities for leadership to support student empowerment and success and to improve teaching and learning. The program shall prepare candidates who:
 - (i) Shape, advance, and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders;
 - (ii) Advocate for equitable access to educational technology, digital content, and learning opportunities to meet the diverse needs of all students; and
 - (iii) Model for colleagues the identification, exploration, evaluation, curation, and adoption of new digital resources and tools for learning.
3. Citizen. Educators inspire students to positively contribute and responsibly participate in

the digital world. The program shall prepare candidates who:

- (i) Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community;
 - (ii) Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency;
 - (iii) Mentor students in the safe, ethical, and legal practice with digital tools and protection of intellectual rights and property; and
 - (iv) Model and promote management of personal data and digital identity, and protect student data privacy.
4. Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems as indicated in the following: The program shall prepare candidates who:
- (i) Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology;
 - (ii) Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues;
 - (iii) Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams, and students, locally and globally; and
 - (iv) Demonstrate cultural competency when communicating with students, parents, and colleagues and interact with them as co-collaborators in student learning.
5. Designer. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability environments. The program shall prepare candidates who:
- (i) Use technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs;
 - (ii) Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning; and
 - (iii) Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.
6. Facilitator. Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students. The program shall prepare candidates who:
- (i) Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings;
 - (ii) Manage the use of technology and student learning strategies in a variety of environments such as digital platforms, virtual environments, hands-on makerspaces, or in the field;
 - (iii) Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems; and

- (iv) Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.
7. Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals. The program shall prepare candidates who:
- (i) Provide alternative ways for students to demonstrate competency and reflect on their learning using technology;
 - (ii) Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction; and
 - (iii) Use assessments and other qualitative and quantitative data to guide progress and communicate with students, parents, and education stakeholders to build student self-direction.
8. Coach. Educators plan, provide, and evaluate the impact of professional learning for educators and leaders to advance teaching and learning with technology. The program shall prepare candidates who:
- (i) Establish coaching relationships to support educators as they explore new instructional strategies and integrate technology to improve student learning;
 - (ii) Design and implement professional learning based on needs assessments and the theories and frameworks for adult learning;
 - (iii) Evaluate the impact of professional learning and continually reflect on how to improve coaching and professional practice; and
 - (iv) Foster educator participation in professional learning networks to help them connect with other educators and stay abreast of current and emerging technologies and innovations.