

505-3-.64. Instructional Technology Program

Discussion:

It is proposed that GaPSC 505-3-.64 Instructional Technology Program dated January 1, 2021, be REPEALED and that a new rule with the same number be INITIATED. The new rule addresses the following standards adapted from the standards published in 2024 by the International Society for Technology in Education (ISTE).

(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, local units of administration (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 Five-Year Induction, Standard Professional, Performance-Based Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate is required for program admission.
- (b) The program shall 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 2024 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 apply teaching practices made possible by technology, explore promising innovations, 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 access for all to technology, high-quality digital content, and learning

opportunities to meet the 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 to 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 build appropriate communities online;
 - (ii) Foster digital literacy by encouraging curiosity, reflection, and the critical evaluation of digital resources;
 - (iii) Mentor students in safe, legal, and ethical practices with digital tools and content; and
 - (iv) Model and promote management of personal data, digital identity, and protection of student data.
4. Collaborator. Educators dedicate time for collaborating with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. 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 to 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) Use technology to convene and empower a broad community including families, school leaders, and mentors to help students achieve their learning goals.
5. Designer. Educators design authentic, learner-driven activities and opportunities that use technology to accommodate learner variability. 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 incorporate technology to advance student outcomes and develop opportunities for students to apply their knowledge; and
 - (iii) Apply evidence-based instructional design principles to create innovative and equitable digital learning environments that 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 digital platforms, virtual environments, hands-on makerspaces or in the field;

- (iii) Create learning opportunities that challenge students to use a design process and 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 assessment and other qualifying quantitative and qualitative data to guide progress, personalize learning, and communicate feedback to education stakeholders in support of students reaching their learning goals.
- 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.