

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 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; and

(c) Advanced degree candidates must complete the following requirements at the appropriate level:

1. Master's Degree level: a minimum of twelve (12) 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 educator. All twelve 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 twelve semester hours may be satisfied through a thesis directly focused on the content of a certificate field held by the educator; or

2. Specialist or Doctoral degree level: a minimum of nine (9) 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 educator. All nine 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, or these hours may be satisfied through work on a thesis, research project or dissertation directly focused on a content field held by the educator;

3. 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:

(i) Visionary Leadership. Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization

as indicated in the following:

(I) Candidates facilitate the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership;

(II) Candidates facilitate the design, development, implementation, communication, and evaluation of technology-infused strategic plans;

(III) Candidates research, recommend, and implement policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school, district,

state, and federal technology plans and guidelines. Funding strategies may include the development, submission, and evaluation of formal grant proposals; and

(IV) Candidates research, recommend, and implement strategies for initiating and sustaining technology innovations and for managing the change process in schools.

(ii) Teaching, Learning, & Assessment. Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment as indicated in the following:

(I) Candidates model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards;

(II) Candidates model and facilitate the use of research-based, learner-centered strategies addressing the diversity of all students;

(III) Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences;

(IV) Candidates model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills; processes; and mental habits of mind;

(V) Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals;

(VI) Candidates model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences;

(VII) Candidates model and facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources; and

(VIII) Candidates model and facilitate the effective use of digital tools and resources to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning.

(iii) Digital Learning Environments. Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments as indicated in the following:

(I) Candidates model and facilitate effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources;

(II) Candidates effectively manage digital tools and resources within the context of student learning experiences;

(III) Candidates develop, model, and facilitate the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators;

(IV) Candidates facilitate the use of adaptive and assistive technologies to support individual student learning needs;

(V) Candidates troubleshoot basic software and hardware problems common in digital learning environments;

(VI) Candidates collaborate with teachers and administrators to select and evaluate digital tools and resources for accuracy, suitability, and compatibility with the school technology infrastructure; and

(VII) Candidates utilize digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community.

(iv) Digital Citizenship & Responsibility. Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility as indicated in the following:

(I) Candidates model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers;

(II) Candidates model and facilitate the safe, healthy, legal, and ethical uses of digital information and technologies; and

(III) Candidates model and facilitate the use of digital tools and resources to support diverse student needs, enhance cultural understanding, and increase global awareness.

(v) Professional Learning & Program Evaluation. Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning as indicated in the following:

(I) Candidates conduct needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs;

(II) Candidates develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment; and

(III) Candidates design and implement program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

(vi) Candidate Professional Growth & Development. Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences as indicated in the following:

(I) Candidates demonstrate continual growth in knowledge and skills of current and emerging technologies and apply them to improve personal productivity and professional practice;

(II) Candidates regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences; and

(III) Candidates engage in appropriate field experiences to synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards.

Authority O.C.G.A. § 20-2-200