



GACE® Instructional Technology Assessment (302) Curriculum Crosswalk

Required Coursework Numbers

Subarea I. Program Development, Implementation, and Evaluation (19%)															
<i>Objective 1: Leads the development and implementation of a shared vision for the use of technology</i>															
A. Collaborates with stakeholders to identify goals, objectives, and methods for achieving a shared vision and strategic plan for the use of technology															
B. Uses multiple sources of data to inform the development of a vision and strategic plan; e.g., student performance data, district demographics, analysis of needs, surveys, infrastructure requirements															
C. Aligns the vision and strategic plan with the policies, practices, and goals of governing entities and district, state, and federal technology plans and guidelines															
D. Promotes the implementation and ongoing support of the vision and strategic plan among stakeholders															
E. Gathers, organizes, and analyzes information to assess progress in achieving the vision and strategic plan															
F. Applies knowledge of leadership skills in school and community contexts to facilitate the development and implementation of the vision and strategic plan; e.g., group dynamics, team building, change process															

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G. Knows alternate means of funding for supporting the implementation of the strategic plan; e.g., grants, donations, corporate sponsorships																		
H. Designs and implements advocacy strategies for the communication and promotion of instructional technology programs																		
<i>Objective 2: Develops and evaluates technology-based professional learning programs</i>																		
A. Knows how to conduct a needs assessment; e.g., identifying a purpose, selecting data collection methods, synthesizing results																		
B. Uses multiple sources of data to conduct needs assessments; e.g., standards comparisons, student assessment results, inventories																		
C. Uses the results of needs assessments to inform the content and delivery of technology-related professional learning programs.																		
D. Develops and implements technology-based professional learning that aligns with district, state, and national professional learning standards; e.g., Georgia Technology Standards for Teachers, International Society for Technology Education Standards (ISTE), Learning Forward																		
E. Applies adult learning theory in individual and group professional development settings																		
F. Identifies and addresses barriers to effective professional learning among adult learners; e.g., level of prior knowledge, level of motivation, cyber phobia																		

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G. Monitors and adjusts professional learning in response to learner feedback															
H. Uses the results from professional learning programs to evaluate the effectiveness of the programs and to inform future programs; e.g., teacher content knowledge, pedagogical skills, student outcomes															
Subarea II. Teaching, Learning, and Assessment (30%)															
A. Applies district, state, and national standards to instructional and program planning; e.g., Georgia Instructional Technology Standards, ISTE Standards															
B. Applies research-based best practices to instructional design, learning experiences, and the use of digital tools and resources															
C. Models and facilitates the use of a variety of digital tools and resources; e.g., audio and video components															
D. Coaches teachers in and models the design and implementation of authentic learning experiences using digital tools and resources; e.g., researching real-world problems, assuming professional roles, collaborating with others															
E. Coaches teachers in and models instructional activities that develop complex cognitive processes; e.g., problem solving, metacognition, critical and creative thinking															

Required Coursework Numbers

F. Models and facilitates the appropriate use of technology to differentiate instruction that meet the needs of learners with diverse learning styles, strengths, needs, and abilities															
G. Coaches teachers in and models how to use technology for collaborative teaching and learning strategies; e.g., cooperative learning, interdisciplinary units, co-teaching, distance learning															
H. Knows strategies for searching, retrieving, and interacting with information; e.g., Boolean logic, controlled versus natural language, keyword and phrase searching															
I. Models and facilitates the use of digital tools and resources to collect, analyze, interpret, and communicate student achievement data															
J. Uses digital assessment tools and resources to inform the instructional process; e.g., student response systems, online assessments, computer-based assessments															
<i>Objective 2: Creates and supports digital age learning environments</i>															
A. Applies the principles and strategies of classroom management appropriate for digital learning settings; e.g., routines and procedures, positive learning environment, arrangement of space															
B. Prepares and maintains a variety of digital tools and resources for teacher and student use															

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C. Provides support to students, faculty, staff, and administrators in the use of digital tools and resources; e.g., basic troubleshooting, instruction on use, mentoring															
D. Collaborates with teachers to determine the appropriate extent, level, or type of technology integration for meeting specific learning objectives															
E. Develops, models, and facilitates the use of online and blended learning, digital content, and learning networks															
F. Facilitates the use of adaptive and assistive technologies; e.g., voice-to-text, assistive listening systems, concept mapping software															
G. Provides basic troubleshooting for software and hardware problems common in digital learning environments															
H. Assists students and teachers in the use of digital communication and collaboration tools to communicate locally and globally															
I. Knows how to use software and hardware, operating systems, and networking components in a variety of settings; e.g., classrooms, laboratories, offices															

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<i>Objective 3: Engages in professional growth and development</i>															
A. Knows the purpose and function of professional organizations relating to instructional technology; e.g., Georgia Educational Technology Consortium (GaETC), Georgia Association for Instructional Technology, International Society for Technology Education, Association for Educational Communications and Technology															
B. Accesses information on research, issues, and emerging trends relating to instructional technology and the digital world; e.g., Education Resources Information Center (ERIC), <i>Educational Technology Research and Development</i> , <i>Journal of Research on Technology in Education</i> , Galileo															
C. Interprets and applies research, issues, and emerging trends relating to instructional technology to a variety of educational situations and settings															
D. Participates in professional development practices to improve personal productivity and professional practice; e.g., learning communities, peer coaching, conferences and workshops															
E. Uses reflective practice to improve the ability to model and facilitate technology-enhanced learning experiences; e.g., portfolios, journals, critical incident analysis															
F. Knows information research skills to make informed decisions															

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G. Understands the instructional technology coordinator's role as a resource for parents/caregivers, school personnel, and members of the community for information relating to instructional technology															
H. Understands terminology, including jargon, relating to digital technology and the digital community; e.g., podcast, pop-up, cloud-based, Web 3.0															
Subarea III. Locating, Selecting, and Evaluating Digital Resources (15%)															
<i>Objective 1: Selects and guides others in the selection of digital resources and systems</i>															
A. Knows how to locate digital tools and resources; e.g., commercial vendors, professional journals, online resources															
B. Knows major educational technology awards; e.g., Best Educational Software Award (BESSIE), Association for Library Service to Children/Notable Computer Software, American Association of School Librarians, Best Websites for Teaching & Learning															
C. Assists faculty and administrators in locating and selecting digital tools and resources for educational use; e.g., instructional software and applications, learning management systems (LMS), online grade books															
D. Assists faculty, staff, and administrators in locating and selecting digital tools and resources for data and systems management; e.g., student information system, scheduling, admissions															

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E. Assists faculty, staff, and administrators in establishing and using communication and collaboration tools; e.g., teacher websites, email networks, smart phone applications															
<i>Objective 2: Evaluates and guides others in the evaluation of digital tools, resources, and systems</i>															
A. Uses standard review sources for digital tools and resources; e.g., <i>Children’s Technology Review, School Library Journal</i> , content specific professional journals															
B. Applies a number of criteria to evaluate digital tools and resources; e.g., accuracy, suitability, usefulness															
C. Applies a number of criteria to evaluate digital systems; e.g., functionality, technology specifications, pricing															
D. Uses a variety of methods to involve decision makers and end users in the evaluation of resources; e.g., pilot programs, vendor demonstrations, focus groups															
E. Uses a variety of tools to gather input from decision makers and end users on the effectiveness of resources; e.g., questionnaires, surveys, anecdotal records															
Subarea IV. Digital Citizenship (11%)															
<i>Objective 1: Models and promotes the equitable, ethical, and legal use of information and technologies</i>															
A. Identifies issues and barriers relating to equal access to digital tools, resources, and practices; e.g., digital divide, funding for technology, types of use															

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B. Models and promotes strategies for achieving equitable access to digital tools, resources, and practices; e.g., race and gender balance, loaner programs, bias-free evaluation criteria															
C. Models and promotes strategies for ensuring physical access to digital tools, workstations, and laboratories; e.g., compliance with the Americans with Disabilities Act (ADA), universal design, faculty and staff training															
D. Models and promotes appropriate behaviors associated with digital communication; e.g., netiquette, use of emoticons, texting															
E. Uses digital communication and collaboration tools to promote diversity, cultural understanding, and global awareness; e.g., voice over Internet protocol (VoIP), social networking, tweeting															
<i>Objective 2: Models and promotes safe and responsible use of digital information and technologies</i>															
A. Works with administrators to develop and implement policies and procedures relating to the use of technology in educational settings; e.g., acceptable use, bring your own device/tech (BYOD/BYOT)															
B. Understands safety and security issues relating to the use of digital technology; e.g., cyber bullying, identify theft, predation															

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C. Understands health issues relating to the use of digital technology; e.g., eye strain, neck pain, fatigue																		
D. Understands ethical issues relating to the use of and access to digital technology; e.g., plagiarism, privacy, file sharing																		
E. Understands laws relating to the use of and access to digital technology; e.g., Children’s Internet Protection Act (CIPA), Family Educational Rights and Privacy Act (FERPA), Georgia statutes, copyright																		
Subarea V. Analysis (25%)																		
<i>Objective 1: Program Development, Implementation, and Evaluation</i>																		
A. Knows how to use input from stakeholders, data, policies, and laws to plan, implement, and evaluate strategic technology plans																		
<i>Objective 2: Teaching, Learning, and Assessment</i>																		
A. Knows how to use a variety of digital tools and resources																		
B. Knows how to incorporate standards and best practices to instruct students and staff in the operation and use of a variety of digital tools and resources for instructional and managerial applications																		
<i>Objective 3: Locating, Selecting, and Evaluating Digital Resources</i>																		
A. Knows how to locate, select, and evaluate a variety of digital resources for educational use and data and systems management																		

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<i>Objective 4: Digital Citizenship</i>															
A. Knows strategies for and instructs others in achieving equitable access to digital tools and resources															
B. Knows and instructs others in the safe, ethical, and legal use of digital tools and resources															