

## The goals of the project are...

1. To define what graduates in 37 distinct teaching roles should know and be able to do with technology, through ongoing online conversations hosted by panels of experts on the use of technology in each teaching role.
2. To improve the effectiveness of teacher education programs by:
  - establishing a nationally recognized assessment and certification process to recognize professionals who demonstrate their ability to use technologies effectively, and
  - developing and managing tools teacher educators can use to model the effective use of technology in their own teaching.
3. To provide tools and learning opportunities for teachers that help them:
  - make good decisions about technology use, and
  - develop the skills and knowledge they need to use technologies effectively.

### Willing to lend a hand?

**Do you have expertise to share?  
Please visit our website and let us know what **YOU** think teachers should know and be able to do with technology.**

<http://aect.org/pt3>

### Founding Partners of the AECT Project

- Association for Educational Communications and Technology (AECT)
- The Agency for Instructional Technology (AIT)
- The National School Boards Association (NSBA)
- The ERIC Clearinghouse for Information & Technology
- Apple Computer
- Austin Peay State University
- Florida State University
- The Pennsylvania State University
- The University of Georgia

## The Need for Certificates

The founding partners of this project believe that nationally recognized, role-specific certificates will play three important roles. When we recognize preservice teachers who are prepared to use technology, and practicing teachers who *do* use technology effectively:

- School districts will seek candidates who have earned these certificates
- Higher education institutions will feel a sense of obligation to see that their graduates are technologically prepared, and
- Educators will have far more interest in attaining role-specific competencies, since they are composed of technology-related abilities identified as important to *their* performance by experts in *their* teaching role.

### The Four AECT "Technology Certificates"

- Designed for preservice teachers, the "**Comprehensive Technology Knowledge and Skills Certificate**" is designed to indicate a preservice teacher's readiness to use technologies in a specific teaching role.
- The "**Effective Technology Application Certificate**" demonstrates that a preservice or inservice teacher has effectively integrated technology in the classroom, to make progress toward an important educational goal.
- The "**Comprehensive Technology Application Certificate**" is earned by acquiring an Effective Technology Application Certificate related to each of the project's nine Educational Goals.
- The "**Technology Mentor Award**" can be used to honor someone who helped you learn to use educational technologies effectively.



Funded in part by the  
U.S. Department of Education's  
**"Preparing Tomorrow's Teachers to  
use Technology"**  
"PT3" Initiative.

Visit our Web Site:  
<http://aect.org/pt3>

Email us at [aect@psu.edu](mailto:aect@psu.edu)

Or, call us at (814) 865-0472

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RMI Media Productions, Inc.  
Revised: 6/7/01

## The Purpose of the AECT Project

The AECT project is designed to help teachers and teacher educators use technologies well. Our work extends the pioneering work of the **ISTE NETS Project** (<http://cnets.iste.org>) by identifying what teachers in 37 distinct teaching roles should know and be able to do with technologies, and by helping them develop these capabilities.

### Through the AECT Project, you can...

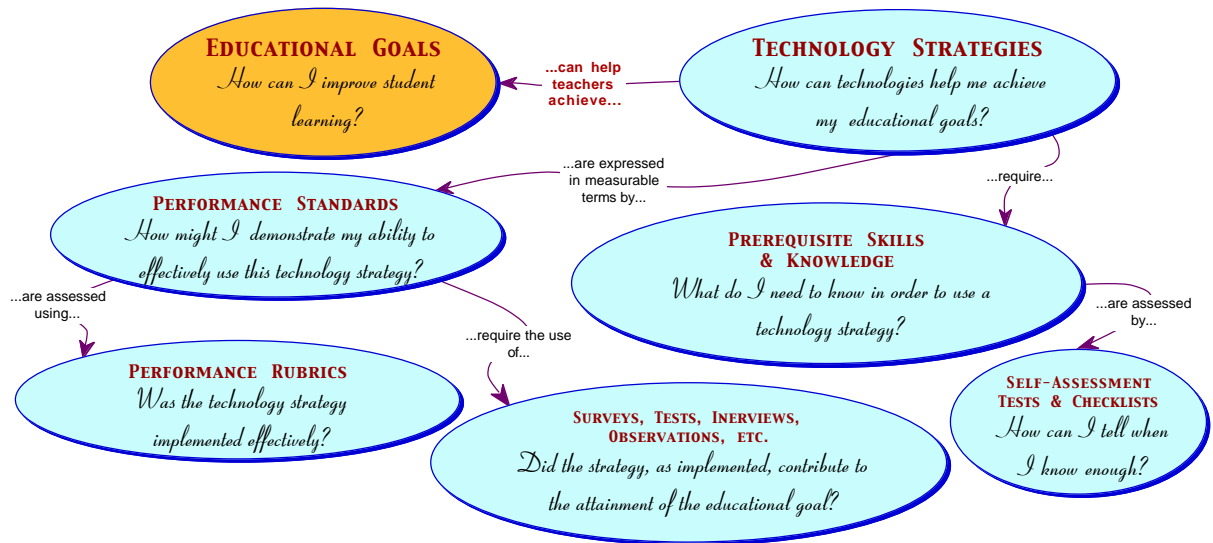
- Learn what teachers in 37 different roles should be able to do with technology
- Express *your* thoughts on what teachers should be able to do with technology
- Use the AECT “Educational Technology Advisor” and your knowledge of your teaching context to identify powerful ways to use technology in your classroom
- Assess and monitor your capabilities with technology
- Locate websites, books, workshops, courses, and other ways to develop technology skills
- Earn **AECT Project Technology Certificates** to document your achievements
- Use our database to track the progress of teachers you mentor.

**Graduate Level Courses** leading to AECT Project Certificates are also available **online!**

See our website to find courses that are right for you!

<http://aect.org/pt3>

*“It’s not about the technology. It’s about achieving educational goals!”*



### Using the AECT Project’s “Educational Technology Advisor”

By using the Educational Technology Advisor, teachers can identify the most important ways to use technology in their own classrooms, find out what they need to know, and find out where they can learn it.

Teachers begin by selecting goals that research indicates can improve learning. These “Educational Goals” are at the heart of effective technology use. The selection of a goal triggers the recommendation of related “Technology Strategies,” which can be sorted according to their importance to each teaching role, as determined by our Expert Panels.

A “foundation” of Prerequisite Skills and Knowledge is also required to use technologies effectively. Our expert panels also maintain an inventory of these foundational skills, and rate them for importance to each teaching role, which is very useful to teacher educators in planning curriculum. In addition, a set of prerequisite skills has been identified for each technology strategy, to allow teachers to identify skills they’ll need to successfully implement a technology strategy. A database of learning resources tied to prerequisites and technology strategies will help teachers efficiently find appropriate ways to learn what they need.

Self-assessment tools, which allow teachers to analyze and track their readiness in terms of prerequisites, are available as online forms and documents to download. Performance rubrics, designed to assess the implementation of technology strategies, may be viewed online or printed by teachers, and “Certified AECT Reviewers” (authorized individuals from school districts, teacher education institutions, and other providers of technology-related professional development) may use online forms to track a teacher’s progress toward an AECT Technology Certificate.