

Voices of Support for the *InTASC Model Core Teaching Standards*

“The InTASC Standards send a powerful message regarding the importance of career-long professional learning for all educators. They ensure that educators at all levels understand the importance of establishing conditions that support ongoing, job embedded professional learning that ensures that teachers get the support they need to address their immediate challenges. The standards call for teachers to collaborate in order to ensure that expertise and best practices spread from classroom to classroom and school to school. The description of professional development is consistent with the standards promoted by Learning Forward (formerly the National Staff Development Council). Together they advance the values of collective responsibility, shared decision making, and continuous improvement. And together they help ensure that every student experiences great teaching every day.”

**-Stephanie Hirsh, Executive Director, Learning Forward (formerly National Staff Development Council)**

“These voluntary teaching standards can fill an important vacuum—aligning the Common Core standards with what teachers need to know and do in order to help prepare students for the knowledge economy. So these standards don’t just sit on a shelf, we must invest in the time, tools and teamwork necessary to ensure districts and schools implement them. Principals, school administrators and public officials, not just teachers, must do their share to help create the conditions that will make implementation possible.”

**- Randi Weingarten, President, American Federation of Teachers**

“The *InTASC Teaching Standards* provide a much-needed roadmap for state licensing offices and alternative as well as traditional providers of teacher preparation programs to follow in ensuring that teachers are equipped with the knowledge and skills needed to advance student learning in the 21st century.”

**-C. Emily Feistritzer, Ph.D., President and CEO, National Center for Alternative Certification, National Center for Education Information**

“The InTASC standards are an essential resource that address the needs of today’s learners and learning contexts,” said Sharon P. Robinson, president and CEO of AACTE. “Our member institutions were actively engaged in the revision of the InTASC standards, and we are very appreciative of the opportunity to inform the vision of quality educator preparation. Further, we want to thank CCSSO for its leadership, illuminating our path forward through high standards of teacher learning. We look forward to continue working with CCSSO to ensure teachers are equipped with the necessary knowledge and skills to meet their students’ needs. AACTE is also committed to aligning the work of the Teacher Performance Assessment Consortium with the updated standards.”

**- Sharon P. Robinson, President and CEO, American Association for Colleges of Teacher Education**

“The revised InTASC Standards offer states a critical resource as they define teacher effectiveness in the context of state licensure. At a pivotal time in education reform, they serve as a strong foundation for professional growth that aligns with and leads to accomplished teaching as defined by the National Board for Professional Teaching Standards. We are proud of the significant contributions made by National Board Certified Teachers across the country in the development and review of the standards and look forward to the use of this resource among the states.”

**-Joe Aguerrebere, President and CEO, National Board for Professional Teaching Standards**

“NAGC is pleased that InTASC has taken steps to ensure the special learning needs of high-ability students are addressed in the revised model standards. The model standards recognize the learning differences between gifted and high-potential students and their peers in several key standards areas, including instructional planning and instructional strategies. Because high-ability students spend most of their time in the regular classroom, it is more critical than ever to prepare all teachers with the core knowledge and skills they will need to be able to support these students by promoting high-level learning that can maximize their potential.”

**-Ann Robinson, Ph.D., President, National Association for Gifted Children**

“NEA applauds the Interstate Teacher Assessment Support Consortium (InTASC) for updating its Model Core Teaching Standards to reflect what all teachers should know and be able to demonstrate as they prepare global learners,” said NEA President Dennis Van Roekel. “As we move further into the 21st century, we must continue to revisit this critical issue of making certain that teachers are prepared to teach and that they have the tools and resources to meet the needs of a diverse student population. All students deserve to have highly qualified, engaged teachers supporting them throughout their educational careers.”

**-Dennis Van Roekel, President, National Education Association**

“NASDSE fully supports the new *InTASC Model Core Teaching Standards: A Resource for State Dialogue*. The standards support transparency, collaboration, and accountability--all necessary elements of effective professional practices that will assist students with disabilities to reach the highest levels of achievement. The model core standards’ five themes address the needed emphasis on the learning for each child, regardless of his/her background or abilities, by requiring teachers to:

- Customize learning to ensure that every student reaches high standards (Learner-Centered Teaching);
- Facilitate student mastery of content and development of cross-disciplinary skills including communication, collaboration, innovation, and critical thinking (21<sup>st</sup> Century Knowledge and Skills);
- Develop a range of assessments and use assessment data to understand each learner’s progress, adjust instruction as needed, and document learner progress against standards (Assessment Literacy);
- Collaborate and engage in collective inquiry to ensure each student learns and to improve instructional practice (Collaborative Professional Culture) and



- Take responsibility for the learning of all students, advocate for each student's needs, and actively investigate, innovate, and document new ways to advance the profession (Teacher Leadership)

Students with disabilities will most assuredly benefit from teachers who meet these standards.”

**-Bill East, Executive Director, National Association for State Directors of Special Education**

“The National Association for Alternative Certification (NAAC) commends the Council of Chief State School Officers (CCSSO) on the release of the *InTASC Model Core Teaching Standards: A Resource for State Dialogue*. NAAC fully supports CCSSO’s goal of building an aligned and coherent systemic approach to preparing, licensing, and supporting highly effective teachers and agrees that the new Model Core Teaching Standards provide a solid foundation for this vision.

Our nation deserves nothing less than an excellent educator for every student. No matter what pathway a person takes to becoming a certified educator, we must ensure that the preparation and ongoing support provided cultivates highly effective teaching that is measurable in terms of student outcomes and success. We believe that it is equally important to have standards for assessing individual teacher performance as well as indicators of teacher preparation program success. As a stakeholder in and supporter of innovative approaches to recruiting, selecting, preparing and supporting new educators, NAAC is leading efforts to provide the quality indicators needed for assessing nontraditional teacher preparation programs. We look forward to collaborating with CCSSO and other stakeholders in the effort to assure accountability throughout the continuum of teacher preparation, support and assessment.”

**-Judy Corcillo, Executive Director, National Association for Alternative Certification**

“The nation is focused more than ever on the performance and achievement of its students to be college and career ready. The development of common core state standards for math and English language arts is an important step forward.

As our nation raises expectations for our P-12 students, however, we must also raise our expectations for effective teaching. The new InTASC standards chart that pathway to drive reform of teaching and learning so that teachers can address effectively the needs of today’s learners and learning contexts. The standards emphasize that tomorrow’s teachers must customize learning so that every student reaches high standards. They must focus not only on helping students to master content but also develop cross-disciplinary skills including communication, collaboration, innovation and critical thinking. The effective teacher must apply a range of assessments to understand and improve a learner’s progress through appropriate adjustments to instruction. The standards also hold out a vision of teachers who can work collaboratively to improve student learning and instructional practices. Teacher leadership across the career continuum is an important component of the InTASC standards.

NCATE recognizes that educator preparation providers must embrace the core teaching standards identified by the InTASC model. We will assure that the new accreditation

standards for being developed by the Council for the Accreditation of Educator Preparation (CAEP) are closely aligned with these new standards and will require transformation of these programs to support the vision undergirding the new InTASC standards. In addition, as NCATE works with its state partners, we continue to seek better alignment between national accreditation and state-level policies that support teaching effectiveness. The new InTASC standards provide a foundation for building coherent state policies across the teaching career continuum such as one finds in nations with high-performing educational systems.

NCATE applauds the release of the InTASC Model Core Teaching Standards and will work closely with CCSSO to institute them.”

**-James Cibulka, President, National Council for Accreditation of Teacher Education**