



InTASC Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development (2013)

FREQUENTLY ASKED QUESTIONS

What are the Learning Progressions for Teachers?

The progressions are a support tool to promote and improve teacher effectiveness and growth. They describe the increasing complexity and sophistication of teaching practice for each Model Core Teaching Standard across three developmental levels so teacher candidates, practicing teachers and other educators can see what increasingly effective practice looks like.

What is InTASC?

InTASC is acronym for the Interstate Teacher Assessment and Support Consortium, a program of CCSSO in which state teacher quality staff and professional standards board staff along with representatives from key national education organizations work together to improve the preparation, licensing, and ongoing professional development of teachers through systemic standards-based reform.

What are the InTASC Model Core Teaching Standards?

In April 2011, CCSSO released InTASC [Model Core Teaching Standards](#) that describe a “new vision of teaching” needed as a result of Common Core and higher learning expectations for students. The learning progressions for teachers are a companion resource aligned to the model core teaching standards.

Why were the Learning Progressions for Teachers developed?

We must articulate a continuum of growth and higher levels of performance with some specificity before attempting to fairly hold practitioners accountable for those levels of performance. Many evaluation systems are missing a robust formative and supportive improvement process to help teachers become more effective and this tool can help. It explains the “shifts” in practice needed to move to more sophisticated practice and suggests professional learning experiences that can help teachers make that shift.

Who can use the Learning Progressions for Teachers?

The progressions can be used in multiple ways to support the growth and development of teachers.

- **State education agency staff and state, district, and local policy makers and staff** can use the progressions to inform what knowledge and skills should be required for licensure, how to develop a tiered licensure system that promotes continued growth, and how to build robust support components of evaluation systems.
- **Mentors, coaches, and school leaders** can use the progressions to provide feedback to teachers on their performance, including areas for growth and potential learning experiences, as part of a continuous improvement process that includes evaluation feedback, professional development planning, and career advancement.
- **Teachers and teacher candidates** can use the progressions as an ongoing self-assessment tool to reflect on their individual practice against a framework for development.
- **Preparation program providers and cooperating PK-12 teachers and leaders** can use the progressions to inform the preparation curriculum, including what content is included, how coursework is sequenced, what experiences during clinical practice should look like, and what should be included in a “bridge plan” for continued growth and support for pre-service teachers as they move to in-service and their induction period.

Are the Learning Progressions for Teachers an evaluation rubric?

No, the progressions are not an evaluation tool, whose processes must be validated for high stakes judgments, but a formative support tool to be used as a feedback mechanism with evaluation frameworks. With more work, they could be used as the basis for developing an evaluation or performance assessment system.

How are the Learning Progressions for Teachers different from other developmental rubrics?

These progressions are based on the themes included in the new vision of teaching in the Model Core Teaching Standards such as personalizing instruction, fostering critical thinking and independence, and teamwork. They focus on describing how the relationship between teacher and learner that defines a teacher’s practice moves along a continuum from being more directive (the teacher “directs” what students do), to more facilitative (the teacher guides students with some choice and independence), to more collaborative. See the introduction to the progressions for more information about how movement across developmental levels is defined.

Who drafted the Learning Progressions for Teachers?

The progressions were drafted by 12 representatives of the teaching profession, almost all of whom served on the committee that drafted the Model Core Teaching Standards. They included practicing teachers, teacher educators, and state education agency staff, including a National Board Certified teacher and two state teachers of the year. For a list of committee members, see the progressions document.

How do these progressions align with other standards like the Common Core State Standards for students?

Because the progressions are an extension of the Model Core Teaching Standards, they too are compatible with the range of nationwide teacher and leader standards currently in use as well as the [Common Core State Standards](#) currently being implemented in math and English language arts. Our goal is to build an aligned and coherent systemic approach to preparing, licensing and supporting highly effective teachers.

Are the Learning Progressions for Teachers based on research?

Yes, the progressions are based on the Model Core Teaching Standards and the literature review for the standards is posted on our [website](#).

In addition to that research, the committee reviewed the research on how teachers grow and develop; looked at video clips of teachers teaching and working in collegial groups; and went through a process of “unpacking” the statements in the *Model Core Teaching Standards*, which included drawing upon our own knowledge base and experiences as teachers to articulate with more specificity how teachers grow and develop.

These progressions are version 1.0, a work in progress to be explored and revised to improve their usefulness. We are not making any validity claims or claims about generalizability of this work. As brand new work, the progressions need to be studied, refined and validated.

How can I provide feedback or get more information about the Learning Progressions for Teachers?

If you have questions about the standards, please contact InTASC Program Director Kathleen Paliokas at kathleenp@ccsso.org or 202-336-7058. Direct all press inquiries to communications@ccsso.org.