

What happens once the standards are released?

INTASC engages the profession and the public in a dialogue about the soundness and appropriateness of the proposed teacher standards. First, INTASC collects feedback on the standards through a questionnaire. Second, INTASC conduct focus groups that respond to the model standards, analyze how current state policies and programs would have to be revised to reflect these standards, and suggest strategies for bringing about these changes. The purpose of the focus groups is not only to refine and fine-tune the standards, but to start laying the groundwork necessary for states to take ownership of the standards.

Is my state a member of INTASC?

At the present time, thirty-four states and territories are members of INTASC. They include: Alabama, Arkansas, California, Delaware, District of Columbia, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Nebraska, Nevada, New Jersey, New York, North Carolina, Ohio, Oklahoma, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, and Wisconsin.

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INTASC publications:

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue (1992) (These are the core standards).

Model Standards in English Language Arts for Beginning Teacher Licensing and Development: A Resource for State Dialogue (1998).

Model Standards in Mathematics for Beginning Teacher Licensing and Development: A Resource for State Dialogue (1995).

Model Standards in Science for Beginning Teacher Licensing and Development: A Resource for State Dialogue (2001).

Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue (2001).

Model Standards for Licensing Classroom Teachers and Specialists in the Arts Specialists: A Resource for State Dialogue (2002).

Model Standards for Licensing Beginning Foreign Languages Teachers: A Resource for State Dialogue (2002).

Next Steps: Moving Toward Performance-Based Licensing in Teaching (1995).

INTASC in Focus, a newsletter of the Interstate New Teacher Assessment and Support Consortium.

These publications are available on-line at www.ccsso.org/intasc.html.

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INTASC

FREQUENTLY ASKED QUESTIONS

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Council of Chief State School Officers

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What is INTASC?

The Interstate New Teacher Assessment and Support Consortium (INTASC) is a program of the Council of Chief State School Officers (CCSSO). CCSSO is a non profit organization that represents the fifty-seven chief education officers responsible for setting education policy in the states and territories. Within CCSSO, INTASC works with the state education agencies responsible for teacher licensing, professional development and program approval to promote standards-based reform of the licensing process.

What is INTASC's mission?

The mission of INTASC is to provide a forum for its member states to learn about and collaborate in the development of:

- compatible educational policy on teaching among the states;
- new accountability requirements for teacher preparation programs;
- new techniques to assess the performance of teachers for licensing and evaluation; and
- new programs to enhance the professional development of teachers.

What has INTASC accomplished so far?

- Developed model "core" standards for what all beginning teachers should know, be like, and be able to do in order to practice responsibly, regardless of the subject matter or grade level being taught;

- Translated the core standards into model licensing standards in mathematics, English language arts, science, special education, foreign languages and the arts, and are developing standards for elementary education and social studies/civics
- Initiated development of a new licensing examination, the Test for Teaching Knowledge, which will measure a beginning teacher's knowledge and skill in the core standards
- Developed and validated a model performance assessment in the form of a candidate portfolio in math, English/ language arts and science that is linked to INTASC's standards;
- Developed principles for quality teacher preparation programs to guide teacher preparation programs on how to incorporate INTASC's performance-based standards;
- Hosts an annual training academy to help states develop capacity to implement a performance-based licensing system by training individuals to score INTASC portfolios, to serve as mentors for beginning teachers, and to reform teacher preparation programs so that they incorporate the model standards;
- Provided ongoing technical assistance to states as they implement standards-based licensure systems;
- Commissioned papers on the legal implications of a standards-based education system, and on assessment instruments for licensing.

Who develops INTASC model policy?

A committee of practicing teachers, teacher educators and state agency staff come together from across the country to craft standards that articulate what all beginning teachers should know and be able to do to teach effectively. The committees' mission is to take the INTASC core standards and translate them into appropriate policy for various aspects of the licensing system, specifically into licensing standards for individual candidates, standards of professional development for current practitioners and standards for institutions that provide preservice and inservice programs. These committees work from existing documents of the various professional associations, particularly with recommended subject area standards for K-12 students. The purpose of this work is not to create another standards document, but to consider the best thinking of the education practitioners and researchers, and to articulate in the various standards documents the collective voice of the states regarding sound education licensing policy.

Are states required to use the INTASC standards?

No. The INTASC standards are "model" standards and intended to be a RESOURCE that all states can use to develop their own state standards. INTASC encourages states to take the model standards and discuss and debate them among their own stakeholders to come up with their own language. INTASC's hope is that states will agree with and honor the values in the model standards and in this way move us toward consensus and compatible educational policies around what good teaching looks like and how it can be assessed.