

## *what happens next with the standards?*

INTASC, in collaboration with the Policymaker Partnership (PMP) and the federal Regional Resource Centers (RRC), will be hosting 2 invitational forums across the country during 2002 that will provide state policymakers with an opportunity to explore and discuss

- ♦ the INTASC Special Education standards;
- ♦ the implications of the standards for state policy;
- ♦ how they might use the standards to achieve state policy objectives; and
- ♦ strategies for dialoging around the standards with key stakeholders in their state.

States will be invited to send a team of policymakers to the meetings that will include the state licensing representative, the state director of special education, and a member of the higher education community. A calendar of all meetings will be made available on the INTASC website when final dates are set.

### *How can I get involved?*

There are two things you can do. First, INTASC's Special Education Standards are currently out for public comment and INTASC would very much appreciate your feedback. Please answer the questionnaire in the back of the standards document and return it to us by mail or complete the on-line questionnaire at [www.ccsso.org/intasc.html](http://www.ccsso.org/intasc.html). Second, if you are interested in attending one of the invitational forums as a member of a state team, please contact your state licensing representative or state director of special education.

### *Where can I get a copy of the special education standards and more information?*

The standards are available for download in PDF format at INTASC's website ([www.ccsso.org/intasc.html](http://www.ccsso.org/intasc.html)). For more information about the standards or INTASC in general, visit our website or contact:

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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).*

*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](http://www.ccsso.org/intasc.html).

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This report was supported in whole or in part by the U.S. Department of Education, Office of Special Education Programs (Grant No. HQ29U70001; Bonnie Jones, Project Officer). However, the opinions expressed herein do not necessarily reflect the policy or position of the U.S. Department of Education, Office of Special Education Programs, and no official endorsements by the Department should be inferred.



## **INTASC Interstate New Teacher Assessment and Support Consortium**

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### **FREQUENTLY ASKED QUESTIONS**

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### *Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue*



**Council of Chief State School Officers**

January 2002

## ***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.

## ***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.

## ***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, and special education, and are developing standards for elementary education, social studies/civics, and arts education;
- Initiated development of a new licensing examination, the Test for Teaching Knowledge, which will measure a beginning teacher’s knowledge of 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 standards;
- Developed principles for quality teacher preparation programs to guide teacher preparation programs on how to incorporate the INTASC’s performance-based standards;
- Hosted a series of training academies 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 drafted the INTASC special education standards?***

A committee of 27 practicing teachers and teacher educators from both general and special education came together from across the country to craft standards that articulate what all general education teachers and special education teachers should know and be able to do to effectively teach students with disabilities. Their mission was to take the INTASC core standards and translate them into what good teaching looks like in the special education context.

## ***Why did INTASC draft a new set of standards when we already have professional standards developed by the Council for Exceptional Children (CEC) and the National Board for Professional Teaching Standards (NBPTS)?***

INTASC’s special education standards outline for the first time what all GENERAL EDUCATION teachers should know and be able to do to effectively teach students with disabilities. They specifically address and describe the nature of the collaborative relationship between general and special education teachers. With the IDEA Amendments placing greater emphasis on the role of the general education teacher in instructing students with disabilities in inclusive settings, this issue has taken on increased significance. INTASC worked closely with CEC and NBPTS when developing its standards, having members from both organizations serve on its drafting committee and using both CEC and NBPTS standards as resources, in order to ensure alignment among all three sets of standards.

## ***Are states required to use the INTASC special education 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 we can assess it.