

### ***What happens next with the standards?***

INTASC will engage the profession and the public in a dialogue about the soundness and appropriateness of the proposed teacher standards. First, INTASC will collect feedback on the standards through a questionnaire that will be available on-line at our website and included in the back of the standards document. Second, INTASC states will be asked to conduct focus groups that will 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.

### ***How can I get involved?***

INTASC's Arts 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 and print out the on-line questionnaire at [www.ccsso.org/intasc.html](http://www.ccsso.org/intasc.html) or write on the standards document itself and return it to us. You can also email your comments to the address below.

### ***Where can I get a copy of the arts 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).*

*Model Standards for Licensing Classroom Teachers and Specialists in the Arts: 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](http://www.ccsso.org/intasc.html).

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

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### **FREQUENTLY ASKED QUESTIONS**

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### ***Model Standards for Licensing Classroom Teachers and Specialists in the Arts: A Resource for State Dialogue***

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**Council of Chief State School Officers**

June 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, 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 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's standards;
- Developed principles for quality teacher preparation programs to guide teacher preparation programs on how to incorporate 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 arts education standards?***

A committee of 26 practicing teachers, arts specialists, teacher educators and principals from both general education and the four arts disciplines of dance, music, theatre and visual arts came together from across the country to craft standards that articulate what all teachers, both classroom teachers and arts specialists, should know and be able to do to effectively teach the arts. Their mission was to take the INTASC core standards and translate them into what good teaching looks like when teaching the arts.

## ***What is unique about these standards?***

INTASC's arts education standards outline for the first time what all CLASSROOM teachers should know and be able to do across the four arts disciplines of dance, music, theatre and visual arts. They specifically address and describe the nature of the collaborative relationship between classroom teachers and arts specialists as they work together to teach students the arts.

## ***Are states required to use the INTASC arts 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.