

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 foreign language 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 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 foreign language standards and more information?

The standards will be available for download in PDF format at INTASC's website (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 Specialist in the Arts: A Resource for State Dialogue (2002).

Model Standards for Licensing Beginning Foreign Language 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
Interstate New Teacher Assessment
and Support Consortium

FREQUENTLY ASKED QUESTIONS

***Model Standards for Licensing
Beginning Foreign Language
Teachers: A Resource for State
Dialogue***



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.

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, the arts and special education, and are developing standards for elementary education and social studies/civics, the arts and foreign language 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 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 system;
- Commissioned papers on the legal implications of a standards-based education system, and on assessment instruments for licensing.

Who drafted the INTASC foreign language standards?

A committee of 18 practicing teachers and teacher educators with expertise in a variety of languages, came together from across the country to craft standards that articulate what all beginning teachers should know and be able to do to effectively teach a student a foreign language. Their mission was to take the INTASC core standards and translate them into what good teaching looks like when teaching a foreign language.

How do the INTASC standards fit in with the standards drafted by other professional organizations?

The INTASC core principles and content standards articulate the knowledge and skills that a beginning teacher should demonstrate as they begin full-time employment. They serve as a guide to help states assess teacher performance, approve teacher preparation programs and set guidelines for professional development.

INTASC's foreign language standards are driven by K-12 student standards recommended by the various professional associations, and represent what individual professionals should know and be able to do to effectively teach to the standards. The foreign language standards are also designed to be compatible with standards drafted by other professional organizations such as accrediting bodies and certifying organizations.

Are states required to use the INTASC foreign language 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.