the Council of Chief State School Officers, is a consortium of state education agencies, higher education institutions, and national educational organizations dedicated to reform in the education, licensing and on-going professional development of teachers. Created in 1987, INTASC’s primary constituency is state education agencies responsible for teacher licensing and professional development. At the present time, thirty-four states are full paying members of INTASC.

### What is INTASC’s mission?

The mission of INTASC is to promote standards-based reform of teacher preparation, licensing, and professional development. To carry out this mission, INTASC provides a vehicle for states to work jointly on formulating model policy to reform teacher preparation and licensing and provides a mechanism for states to collaborate on developmental projects such as crafting new instruments to assess the classroom performance of a teacher. INTASC also sponsors a series of seminars annually, bringing together state education agencies, institutions of higher education, researchers, and professional associations committed to the principles of teaching and assessment endorsed by the Consortium. These seminars present the cutting edge work being carried out on these issues, and provide an opportunity for formal and informal networking among the participants.

### What does membership in INTASC provide?

- Three trips per year in Washington D.C., travel and expenses covered by INTASC
- Professional development for state education agency personnel
- Opportunities to collaborate with other states to develop policy, programs, and tools such as assessment instruments to improve the professional development of teachers
- Access to national information and renowned speakers
- Access to assessment instruments, standards documents, and issue papers commissioned by INTASC
- A clearinghouse of the latest research on performance assessment and professional development for educators

### What has INTASC accomplished so far?

INTASC has crafted model core standards for licensing beginning teachers and designed them to be compatible with standards of the National Board for Professional Teaching Standards. The core standards represent those principles which should be present in all teaching regardless of the subject matter being taught, and they serve as a framework for systemic reform of teacher preparation and professional development.

INTASC has translated these core standards into model licensing standards for teaching mathematics, English/language arts, and science. Work is in progress for standards in elementary education, social studies and special education. Work will start in the fall of 1998 in arts education.

The Performance Assessment Development Project within INTASC represents a three-year commitment on the part of thirteen states to collaborate in the development of prototype portfolio assessments linked to INTASC standards in mathematics, English/language arts and science.
The INTASC assessment project is developing and field testing assessments in performance-based assessment in Mathematics, English Language Arts and Science and will produce:

- materials and training designed to provide support to candidates who participate in the assessments;
- materials and training for scoring the assessments and providing feedback to candidates;
- evidence of the validity of the assessments and preliminary evidence of reliability, collected from all participating states.

INTASC is developing a second instrument, the Test for Teaching Knowledge, to evaluate a teacher candidate’s readiness to practice in an internship. The development of this test is being done by the Educational Test Service for INTASC, and is monitored by the funding states. In addition, INTASC also will work with local school districts and higher education to develop support systems for candidates producing portfolios, and for the current teaching staff to enhance their skills in relation to the INTASC core and content model standards.

**INTASC Membership as of April 2000**

**States:** Alabama, Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Missouri, Nebraska, New York, North Carolina, Ohio, Oklahoma, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, Wisconsin.

**Professional Organizations:** American Association of Colleges for Teacher Education, American Federation of Teachers, National Association of State Boards of Education, National Association of State Directors of Teacher Education and Certification, National Board of Professional Teaching Standards, National Council for Accreditation of Teacher Education, National Education Association

**Current Publications**

- Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue
- Model Standards in English/Language Arts for Beginning Teacher Licensing and Development: A Resource for State Dialogue
- Model Standards in Mathematics for Beginning Teacher Licensing and Development: A Resource for State Dialogue
- Next Steps: Moving Toward Performance-Based Licensing in Teaching
- Reforms in Standards-Based Teacher Education, Certification, and Licensure: Legal Issues in Implementation

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