



## ***The Model Core Teaching Standards: A Resource for State Dialogue (2010) (Draft for Public Comment)***

### **FREQUENTLY ASKED QUESTIONS**

The [Model Core Teaching Standards](#) were developed by states for states through the Council of Chief State School Officers' Interstate Teacher Assessment and Support Consortium (InTASC). The standards are voluntary and are intended as a resource for state dialogue. They are currently out for public comment.

#### **What are the Model Core Teaching Standards?**

The standards articulate a common core of teaching knowledge and skills that cut across all subject areas and grade levels. Their purpose is to outline what all teachers should know and be able to do to help all students reach the goal of being college and career ready in today's world.

These standards are an update of the 1992 Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue, which were also developed by INTASC.

#### **How are the standards intended to be used?**

States can use the standards as a resource for:

- updating their own teacher standards to ensure they reflect the new knowledge and skills teachers need for today's learning context;
- drafting program approval requirements to ensure that preparation programs in their state provide teacher candidates with opportunity to learn these new knowledge and skills;
- outlining specifications for the design of teacher licensure assessments to ensure they are aligned to the standards; and
- setting professional development requirements for license renewal to ensure in-service teachers have opportunity to learn the new knowledge and skills.

Teacher education faculty and preparation program providers can use the standards as a resource to rethink and redesign their programs to ensure teacher candidates have access to learning opportunities that are aligned with the needs of today's learners and expectations of teachers.

Assessment developers can use the standards to design innovative, performance-based, and team-based assessment tools that capture the complexities of today's teaching and learning.

Professional development providers can design learning opportunities and tools to promote continuous growth of teachers that is aligned to the standards.

### **Who drafted the updated Model Core Teaching Standards?**

The standards were drafted by 20 representatives of the teaching profession, including practicing teachers, teacher educators, and state education agency staff. For a list of committee members, see the standards document or go to [http://www.ccsso.org/Resources/Publications/Model\\_Core\\_Teaching\\_Standards.html](http://www.ccsso.org/Resources/Publications/Model_Core_Teaching_Standards.html).

### **What role did teachers play in the drafting process?**

Three active practicing teachers served on the standards drafting committee with many other committee members being former teachers, including two former state teachers of the year. Of the three active teachers one is National Board Certified with a second currently sitting for the advanced credential. In addition, critical readers of the standards included five National Board Certified teachers. Finally, the National Education Association supported the process and had representation on the committee.

### **How do these standards align with other standards like the Common Core State Standards for students?**

The Model Core Teaching Standards are designed to be compatible with the range of nationwide teacher and leader standards currently in use as well as the recently released [Common Core State Standards](#) for math and English language arts. Our goal is to build an aligned and coherent systemic approach to preparing, licensing and supporting highly effective teachers.

### **What are key themes that have been integrated across the updated Model Core Teaching Standards?**

Personalized Learning for Diverse Learners – The standards embrace the responsibility to ensure that every learner learns. This means teachers need knowledge and skills to customize learning for learners with a range of individual differences. They need to recognize that students bring to their learning varying experiences, abilities, talents, and prior learning, as well as language, culture, and family and community values that are assets that can be used to promote their learning.

A Focus on 21<sup>st</sup> Century Knowledge and Skills – The standards describe what *teachers* should know and be able to do in today's learning context to ensure students reach their learning goals. This includes knowing how to help learners develop cross-disciplinary skills like communication, collaboration, and critical thinking, and how to draw upon multiple disciplines and see things from multiple perspectives when exploring ideas and solving real-world problems.

Improved Assessment Literacy – The standards recognize that teachers need deep knowledge around how to develop a range of assessments and how to use a variety of assessment data to improve instruction and support learner success.

A Collaborative Professional Culture –The standards recognize that teaching is no longer a private act. Improvement of instruction requires transparency of practice and ongoing, embedded professional learning where teachers collaborate and engage in collective inquiry to ensure each student learns.

### **What has changed in the updated Model Core Teaching Standards?**

A key change is that the original 1992 standards were designed for “beginning” teachers while the 2010 Model Core Teaching Standards are intended as professional practice standards, setting one standard for performance that will look different at different developmental stages of the teacher’s career. Also, the language of the standards as well as their content (knowledge and skills) has been updated to reflect and keep pace with the current teaching and learning context.

### **Are the Model Core Teaching Standards based on research?**

A review of the literature has been commissioned to capture the current evidence base. Periodic research updates were given to the committee as the standards work was under way and additional focus areas were added to the review as the committee identified the key ideas grounding its work. The literature review will be completed in late summer 2010 and the results posted on our website for comment.

### **What are the next steps in the standards development process?**

These standards begin a national conversation that we hope will be robust and productive. For the next several months, the draft standards will be widely circulated to members of the education profession and the public for comment. CCSSO will engage in conversations with our partners, especially the teacher unions, to explore how we can together leverage our expertise and resources to use these standards to improve the quality of teaching in this country.

In late fall, feedback on the standards will be incorporated and the standards finalized. The next stage of the work will be to translate the Model Core Teaching Standards into performance indicators and rubrics that can be used to assess performance at key points along the developmental continuum of a teacher’s career.

### **How can I provide feedback on standards?**

Go to [www.ccsso.org/intasc](http://www.ccsso.org/intasc) and complete the online survey by no later than October 15, 2010. At the close of the comment period, feedback from the online survey and focus groups, as well as from conversations with partners, will be reviewed and the standards revised and released in final form.

## How can I learn more?

InTASC has released a companion policy document to the core teaching standards entitled [\*State Policy Implications of the Model Core Teaching Standards\*](#). This document identifies key state policy levers for moving the standards into policy and outlines considerations, recommendations, and cautions for using the core teaching standards to create a supportive state policy infrastructure that leads to improved student outcomes.

If you have questions about the standards, please contact InTASC Program Director Kathleen Paliokas at [kathyp@ccsso.org](mailto:kathyp@ccsso.org) or 202-336-7058. All press inquiries should be directed to [communications@ccsso.org](mailto:communications@ccsso.org).