

Dear Colleagues,

The Vermont Standards Board for Professional Educators (VSBPE) is proud to announce our adoption of the *Council of Chief State School Officers (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards* re-designed in April 2011. These standards are a blueprint for the performances, essential knowledge, and critical dispositions that every educator should strive toward to ensure that all K-12 students are ready to enter college or the workforce. You'll recognize many components in these research-based standards, as they are a revision of the previous INTASC Standards on which our Five Standards and 16 Principles are based. However, instead of focusing on what the aspiring or novice teacher needs to know and be able to do, these standards cut across grade levels and content areas, as well as the career continuum, from pre-service to teacher-leader.

The InTASC standards feature a greater focus on meeting the needs of a diverse population of students; a stronger family and community component; an aggressive emphasis on collaboration; and an ever-present devotion to technology. Organized into the following categories of teacher behavior: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility, these standards convey high expectations of excellence that are to be pursued over the course of a career. Though no rubric currently exists to identify levels of performance for educators in order to monitor their development, the InTASC standards are aligned with many teacher evaluation models currently implemented in Vermont. Furthermore, the standards are aligned with the Common Core Standards, are consistent with the standards promoted by Learning Forward (formerly the National Staff Development Council), and are aligned with and lead to accomplished instruction as defined by the National Board for Professional Teaching Standards.

In practice, these standards can provide indicators for teacher effectiveness, they can outline levels of performance throughout stages of an educator's career, they can guide professional development opportunities to strengthen skills, and they can serve as the hallmark of consistency between states. Below is a brief list of how the VSBPE envisions the teaching community using these:

- Use to guide quality professional development
- Use as a component of teacher evaluation
- Use as a means for personal reflection and self-assessment
- Use to determine mentoring opportunities
- Use to write IPDP goals

The VSBPE does not envision the indicators to be used as an exhaustive checklist for self or staff evaluation. Instead, they are illustrative examples of effective practice. In the next few months, we will be gathering feedback from the field as to how the VSBPE can best support you in implementing these standards into your practice. We look forward to any suggestions you may have as to how these standards may best be used to promote educator effectiveness. Specifically, the VSBPE will be reaching out to stakeholders

across the state to determine how these standards may best be used to promote educator effectiveness.

Thank you in advance for your support of this new vision of teaching.

With regards,

Janet Steward, Chair, VSBPE

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