

# Personalized Education and Career Preparation



University of Maine at  
**PRESQUE  
ISLE**  
*North of Ordinary*



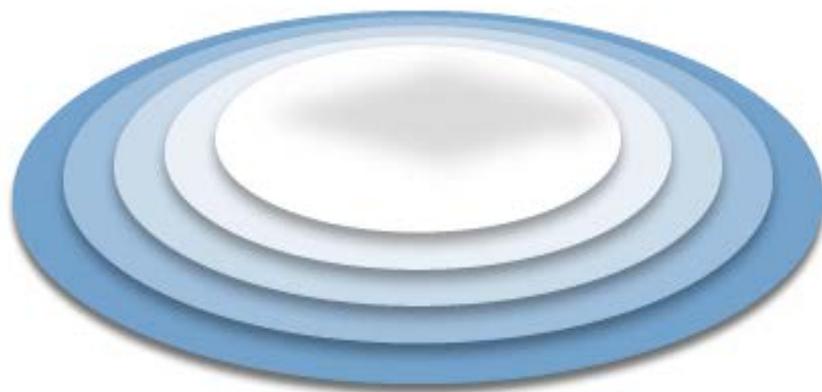
# Central Aroostook Council on Education





# Education **Evolving**

**Maine's Plan for Putting Learners First**



# College of Choice

University of Maine at  
**PRESQUE  
ISLE**  
*North of Ordinary*

UCLA  
BRUINS

FS

ND

GW

Which  
college?

MICHIGAN

SPARTAN

VERI  
TAS

The image features a dark grey chalkboard background with white question marks. In the bottom left corner, a woman with dark hair is looking upwards and to the right. The text 'Which college?' is written in white chalk in the center. Surrounding the text are various college logos: the University of Maine at Presque Isle logo (top left), UCLA Bruins (top), FS (top), ND (top), GW (middle left), Michigan (bottom left), the Spartan helmet (bottom center), and the Veritas shield (bottom right).

# Neuroscience of Learning



Tell me and I will forget





Show me and I may remember

Involve me and I will understand



# Experiential, Applied, Project-Based



# Public Demonstration of Learning





Promotes a deeper  
understanding  
of subject

# Teaches the Ability to Engage in Lifelong Learning, Including Learning at Work



## What Do Faculty Think?

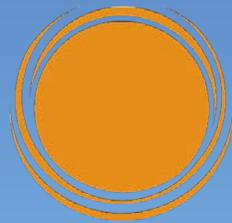
*“With active learning in the classroom, you’re going to have better test scores and more rapid recall of information. There’s new research coming out to support that.”*

– Scott Dobrin, Asst. Professor of Biology, Specializing in Neuroethology



# Competency-Based Education Network

will provide an evidence-based approach to advancing high-quality competency-based education



Lumina<sup>TM</sup>  
FOUNDATION

# Our New Model

Transform General Education: Fall 2014

Transform Academic Programs: 2014 – 2016

Art, History, English, Psychology...

Producing Teachers for Proficiency-Based  
High Schools



# Learning Communities

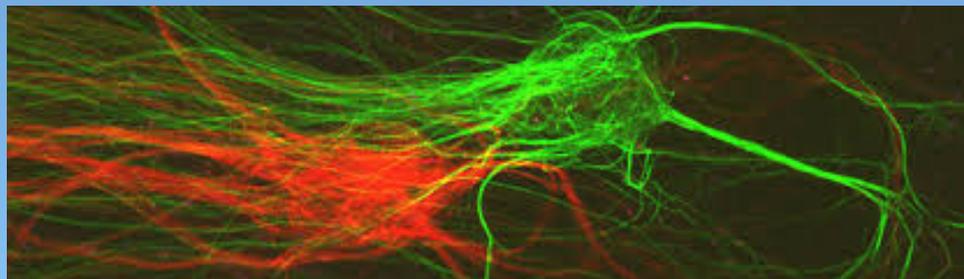
Undead History, Zombie  
Science, Ghoulish  
Literature

Environmental Science:  
Fact & Fiction

Make a Difference:  
Geography, Current  
Events & Effective Writing

Introduction to Education

The Self in Neurobiology,  
Philosophy, & Popular  
Culture

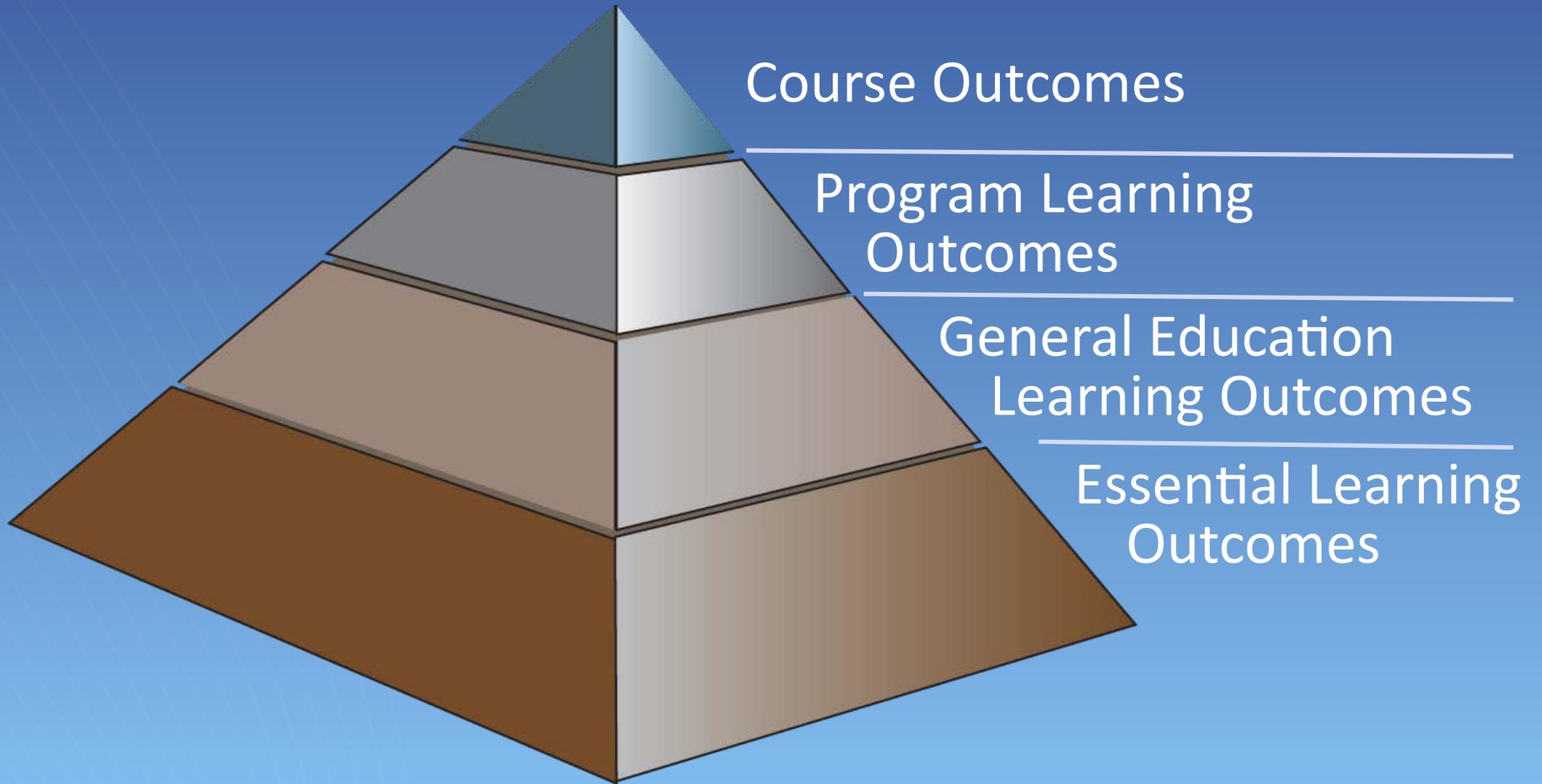


## What Do Faculty Think?

*“Working now with teaching fellows means we’re having conversations with science and education faculty (in the classroom) so we can discuss (and) chip away at some of the universal themes, such as feminisim, and how it’s impacted both the arts and science for example. That’s what education is all about.”*

– Heather Sincavage, Asst. Professor of Fine Art





# Transformation to a Proficiency-Based University

Davis Educational Foundation grant, 2014-2016



GREAT  
SCHOOLS  
PARTNERSHIPS



THE DAVIS FOUNDATIONS 

# Innovative Teaching Fellows



## What Do Faculty Think?

*“Why were we expecting them to demonstrate proficiency in some areas and not in others? If I have a student who misses a large section of the course, say exercise of the shoulder, for a very legitimate reason, it doesn't matter because they still aren't proficient in treating that shoulder. I would never want someone to say to a patient, sorry, I can't treat the shoulder, but my average grade was just fine.*

*Proficiency-based education just makes so much sense. We're already seeing the differences, students are excited, we see the results right away, and we're actually amazed we haven't been doing it all along.”*

– Chris Rolon, Physical Therapist Assistant  
Program, Assistant Professor



## What Do Faculty Think?

*“I’m so thrilled about this new direction, I’m actually writing grants around it, to expand the idea even further.”*

– Heather Sincavage, Asst. Professor, Fine Art



# Innovative Learners

## *Scholarships for students who:*

Want to have a choice in how they learn and demonstrate their learning

Want to learn actively and apply their learning to real-world problems

Want to help others learn in these ways

## What Do Faculty Think?

*“Having an innovative learner in the classroom is something I’m excited about. These are students that have been in the environment before and know what it looks like. Having feedback from a student who suggests a better way can only improve things.”*

– Scott Dobrin, Asst. Professor of Biology, Specializing in Neuroethology





Lumina<sup>TM</sup>  
FOUNDATION



NATIONAL  
GOVERNORS  
ASSOCIATION



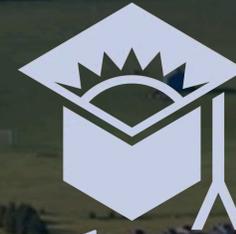
NEW ENGLAND  
BOARD OF  
HIGHER EDUCATION



wcet



Maine  
DOE



Achieve



POLYTECHNIC  
SUMMIT 2014



American  
Council on  
Education<sup>SM</sup>

The Learning  
Accelerator



The  
evollution

ILLUMINATING THE LIFELONG LEARNING MOVEMENT



Association  
of American  
Colleges and  
Universities

# Teaching Teachers in Proficiency-Based Education

*“It will be our job to ensure that the teachers who graduate from our program demonstrate proficiencies within (core) standards and at each juncture; Foundations of Education, Pedagogical Theories and Practices, Methods in Teaching, and Clinical Experiences.”*

– Bill Breton, Associate Professor of Education



# Changes to Teacher Preparation Program

*“Before we were using proficiency I was doing the minimum and getting good grades. Now I have to work a lot harder to achieve my grades and show that I have mastered the standards of my teacher education program.”*

– Jenna Kitchen  
Special Education, 2014



# NMEC

Northern Maine Education Collaborative



*“This was one of the best presentations I have ever attended. Dr. Deb Pickering was informative and engaging—never boring or ‘pie in the sky.’”*

—Lisa Franklin, Director of School Improvement, Washington County Bureau of Education, Georgia

*“Just as Amazon.com tailors book selections to individual customers based on their purchasing profiles, schools can tailor instruction to individual students based on their needs, interests and abilities – and enable them to learn anywhere, any time.”*

—Bea McGarvey, Co-Author, *Inevitable—Mass Customized Learning*



# School Partnerships



# School Partnerships



# School Partnerships



# Integrated Career Preparation



# Integrated Career Preparation



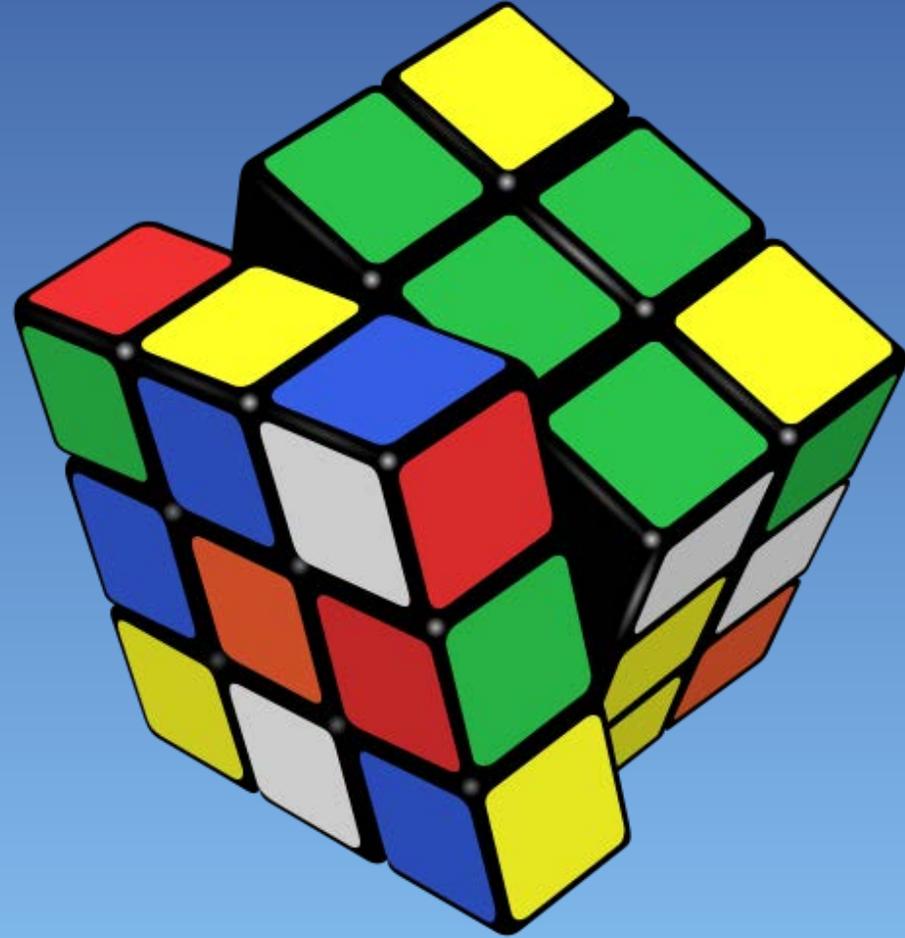
## Internships start careers

The best opportunities come to  
students with Experience™

[Get a great internship](#)

# Essential Learning Outcomes for All Graduates

Problem Solving



# Essential Learning Outcomes for All Graduates

Problem Solving

Personal Responsibility



# Essential Learning Outcomes for All Graduates

Problem Solving

Personal Responsibility

Civic Engagement



# Essential Learning Outcomes for All Graduates

Problem Solving

Personal Responsibility

Civic Engagement

Communication



# Essential Learning Outcomes for All Graduates

Problem Solving

Personal Responsibility

Civic Engagement

Communication

Creative and Aesthetic  
Engagement



# Essential Learning Outcomes for All Graduates

Problem Solving

Personal Responsibility

Civic Engagement

Communication

Creative and Aesthetic  
Engagement

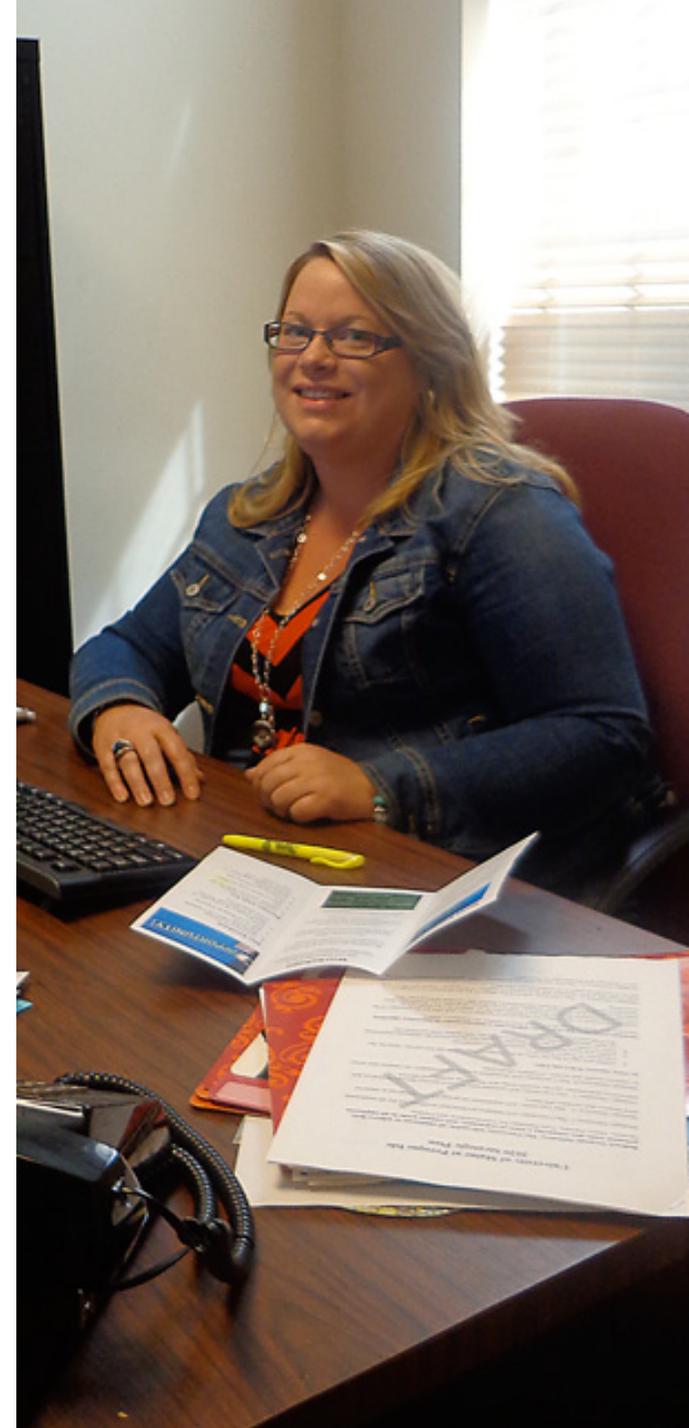
Information Literacy



THE STAR-HERALD



TEMPO



# Personalized Education and Career Preparation



University of Maine at  
**PRESQUE  
ISLE**  
*North of Ordinary*

