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Refining Our Vision for Maine's Secondary Education

Forum on 21st Century Skills
September 27, 2007

- Business leaders, Policymakers, Community leaders, Parents, Educators
- Ideas presented
- Ideas generated
- During this month collecting feedback

Lessons Learned

- Common Core
- Maine *Learning Results*
- Michael Fullan
- Assessments for Learning



Learning Engines

- ✓ Recognize best practices
- ✓ Celebrate how people learn
- ✓ Pay Attention



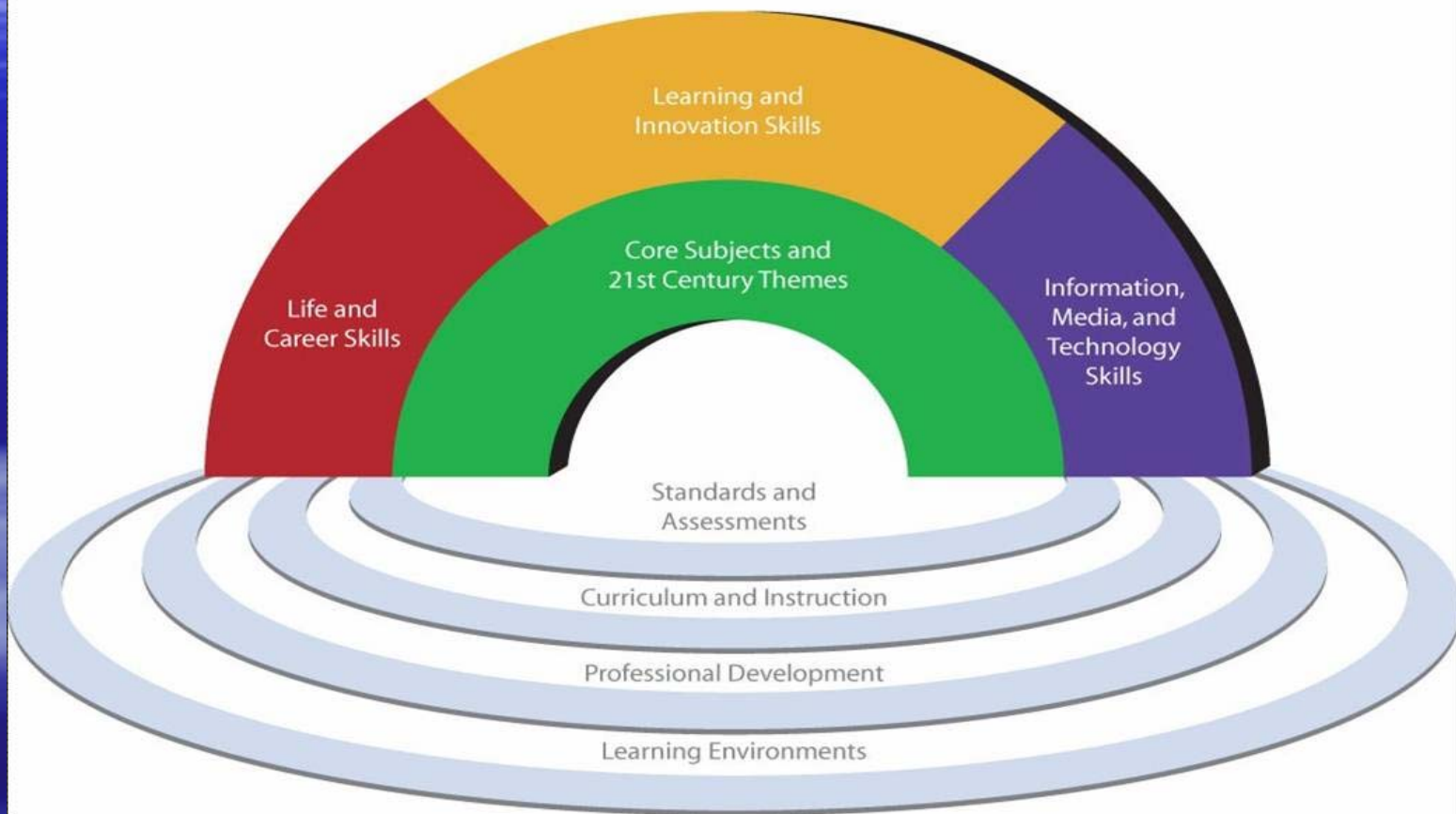
Beginning Our Journey

- Destination: The Future of Our State
- All students are prepared for the 21st century including postsecondary education, careers, and citizenship
- 21st century learning and skills are the design specifications for all education: PreK-20/Adults

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Will our students be ready?

21st Century Student Outcomes and Support Systems



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Our Guiding Principles

Students for the
21st Century are:



- a) Clear and effective communicators,
- b) Self-directed and lifelong learners,
- c) Creative and practical problem solvers,
- d) Responsible and involved citizens, and
- e) Integrative and informed thinkers.



Learning How to Think and Learn for a Lifetime

- Innovators
- Critical Thinkers
- Problem Solvers
- Effective Communicators

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Pathways that incorporate:

- Preparation for success in the world of work,
- Appreciation of visual and performing media,
- Citizenship and community service,
- Intra and Inter-Personal communication,
- Manipulation of numbers and functions,
- Proficiency in written and spoken communication,
- Science and technology concepts, and
- Social history and structure.

When Students Leave Formal Secondary Education

- Students exit with a body of evidence that includes:
 - ✓ A postsecondary transition plan
 - ✓ Examples of student work and skill attainment
 - ✓ Job/college search materials
 - ✓ Completion of a college application
 - ✓ Academic and co-curricula achievement



Information, Media, and Technology Skills



Students and educators use technology to learn content and skills so that they know how to learn, think critically, solve problems, use information, communicate, innovate, and collaborate

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Parameters for Graduation

- Achieve proficiency in the 8 content areas of the Maine *Learning Results*
 - ✓ Student achievement of proficiency will be demonstrated by:
 - Maine High School Assessment System (MHSA)
 - “Collection” of State required assessments for graduation
 - Local assessments

Visual and Performing Arts

- The Visual and Performing Arts Standards outline a comprehensive pathway to enable every high school graduate to exhibit proficiency in more than one discipline of the visual and performing arts.
- The Visual and Performing Arts includes dance, music, theatre, and visual arts.



Visual and Performing Arts Content Assessment

- To achieve proficiency in an arts discipline, the assessment would consist of a portfolio
- A statewide rubric developed for the portfolio



High School State “Collection”

- All Students demonstrate:
 - ✓ Career and Education Development
 - Interpersonal Skills, Goal Setting, Decision-Making to be embedded in 7 content areas:
 - ✓ ELA
 - Competencies in Reading, Writing, Listening and Speaking, Inquiry/Research, Technology
 - ✓ Health Education and Physical Education
 - Wellness portfolio
 - Web based assessment
 - ✓ Math
 - Web based assessment in number and algebra
 - Data Analysis in context of other content areas

High School State “Collection”

(continued)

- Interpersonal Skills, Goal Setting, Decision-making to be embedded in 7 content areas:
 - ✓ Science
 - Inquiry or Technological Design project
 - Physical Science Assessment
 - ✓ Social Studies
 - Public Policy Assessment
 - ✓ Visual and Performing Arts
 - Portfolio in more than one discipline of the Arts
 - ✓ World Languages
 - Oral/and Written Assessment and interpretation of text/or media in a language other than English

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Program of Study/Syllabus

- Provide clear guidelines on curricular and resource requirements that must be in place for secondary courses
- Analyze and adapt existing courses to focus upon critical knowledge and skills
- Create resources in existing and new courses that emphasize the habits of mind necessary for 21st century skills
- Courses use as their common reference point the knowledge and skills articulated in the Maine Learning *Results*
- Quality assurances through professional development and an external review process

Framework for Success

- This 21st Century Learning Initiative and Partnership will help us connect and align every education program with results that matter --- attainment of Maine's *Learning Results* with proficiency in 21st century skills.

Reactions and Ideas

A SINGLE BRACELET DOES
NOT JINGLE