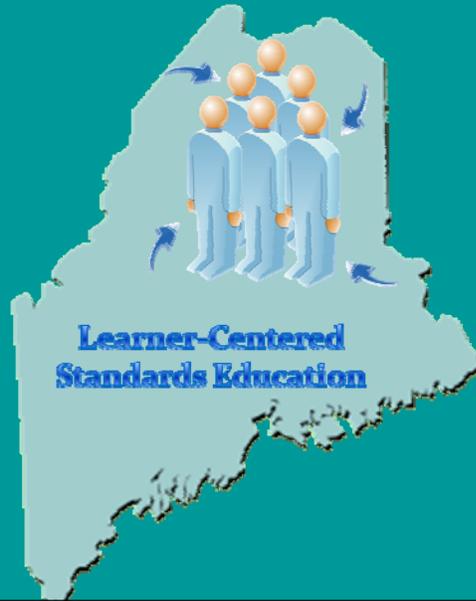
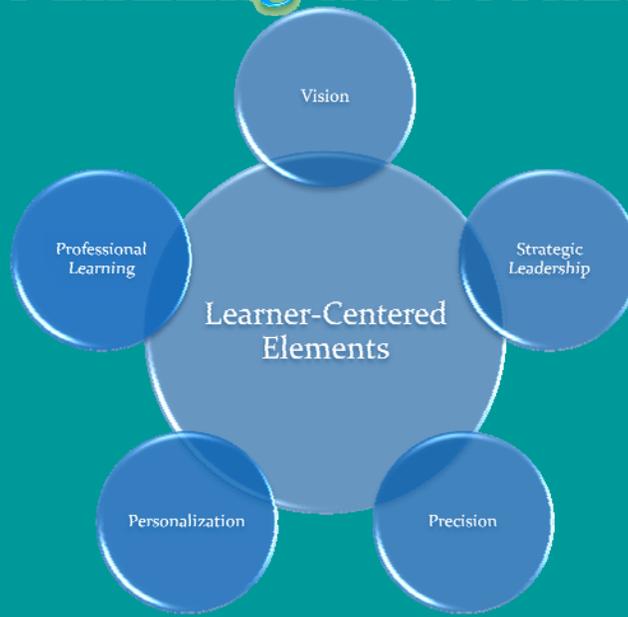


Fulfilling the Promise



Fulfilling the Promise



Fulfilling the Promise

Maine's Vision

All students will graduate
post-secondary, career,
and citizenship ready

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Fulfilling the Promise

Distinctions Between Standards-Based and Standards-Referenced Education Systems
Developed by Dr. Robert J. Marzano

Standards-Based

System based on defined number of learning levels

Students advance through the system based on achievement of each level

Standards are used to guide curriculum and student progress is measured and used to determine advancement

Students advance through system at their own pace

Learning is the constant; time is the variable

Standards-Referenced

System based on traditional grade levels

Students advance through the system at the same pace as other students of the same age

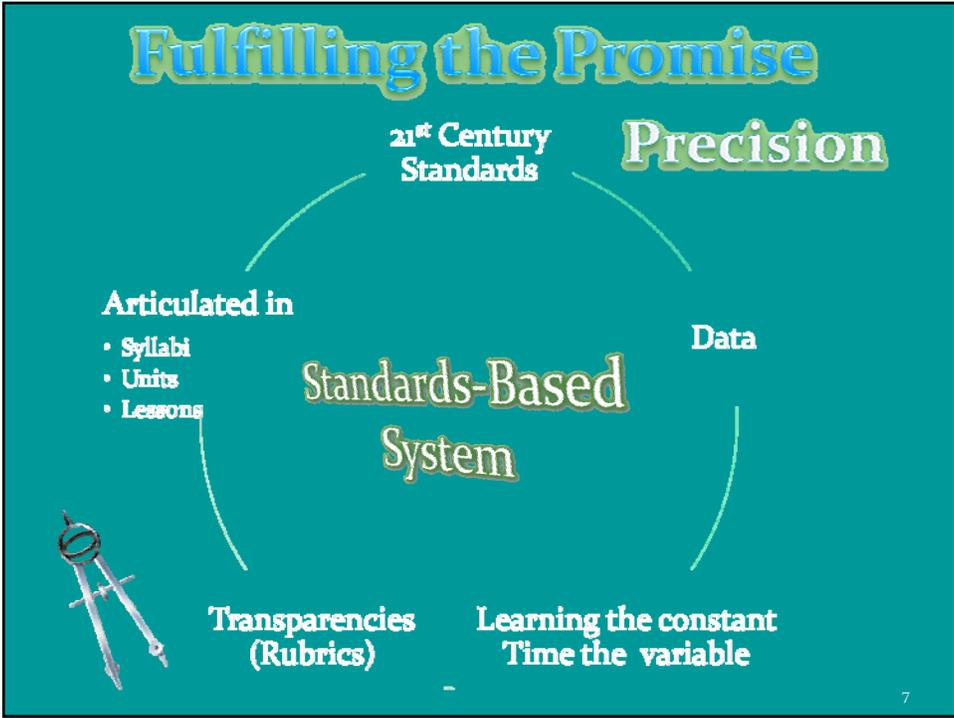
Students will advance with varying levels of knowledge and skills

Standards are used to guide curriculum and measure student progress

Some promotion decisions may be made based on standards

Time is the constant; learning is variable

6



Fulfilling the Promise

Personalization

- Learner Centered
- System of Interventions (RTI)
- Tools for Success 1:1
- Multiple Pathways
- Data Driven



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Fulfilling the Promise

Personal Learning Plan

Every student has a personal learning plan that targets individual and common learning goals that will, throughout his or her school career, lead toward Maine's Guiding Principles and the goals are built around Maine's *Learning Results* content standards following a timeline for learning that is individualized

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Fulfilling the Promise

Multiple pathways include traditional and non-traditional classrooms/settings, laboratories, career and technical education centers, adult education facilities, technology, business, community, and global resources

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Fulfilling the Promise

Different Pathways for Different Students

Personalize/Customized

- Personalized pathways are followed by learners to accomplish State educational standards while meeting individual learning plan goals

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System of Interventions

- high quality, **research-based instruction**
- **universal** (school wide or district wide) **screening**
- **multiple tiers** of instructional strategies that are progressively more intense and include the use of scientific, research-based interventions matched to student needs
- use of a **collaborative or problem-solving** approach by school staff in developing, implementing, and monitoring the intervention process
- **continuous monitoring** of student performance
- **parent involvement** throughout the process

What are the implications for school professionals?

- High quality instruction and behavioral support
- Universal screening of academics and behavior
- All professionals will need access to “tiers” of instructional strategies
- Collaborative leadership and problem solving
- Continuous monitoring skills and use of student data in planning instruction and evaluating effectiveness
- Parental involvement at all phases



Fulfilling the Promise

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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Data

- Comprehensive
- Guides personalization/shapes instruction
- Educational decisions
- Transparent
- Monitoring of progress

Fulfilling the Promise

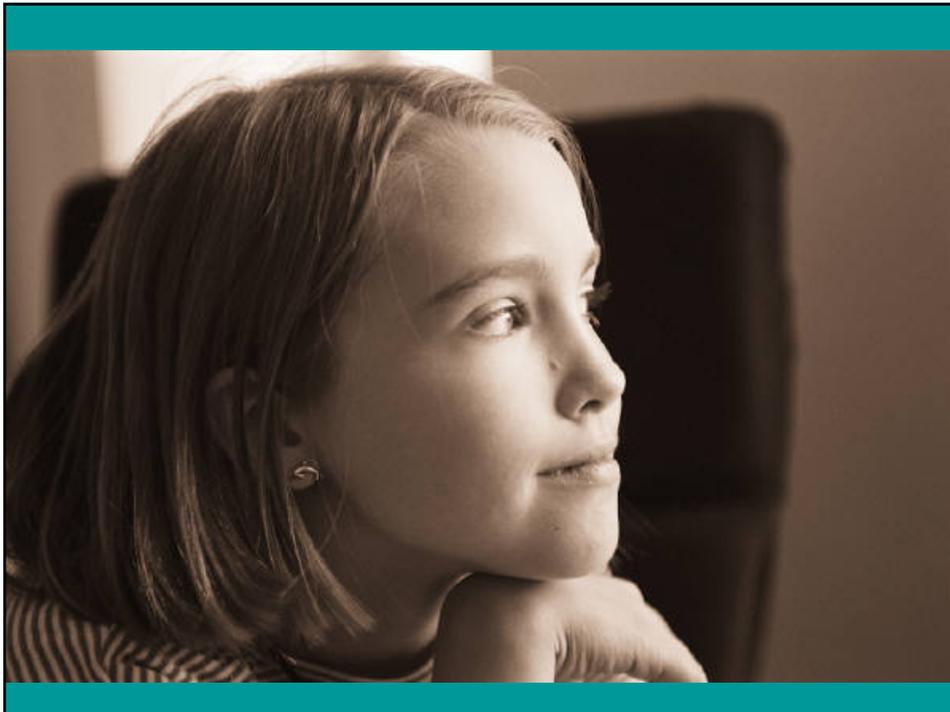
Schools where...

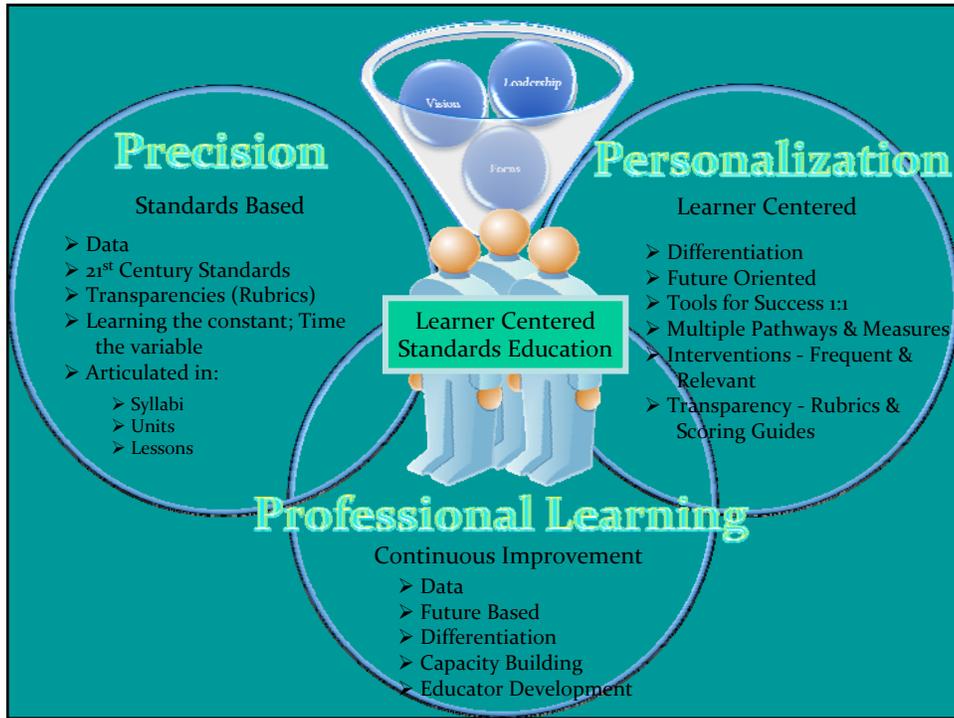
- Intellectual coherence is clear
- Students grow intellectually each year
- Students are engaged in their learning
- Students can apply their learning in new situations
- The expectations are clear and known by all

Fulfilling the Promise

imagine

19





Why will RISC schools have the potential to dramatically outperform the best traditional systems?

The key difference...

The RISC approach to learning is where the entire educational system is organized around engaging students in 21st century skills, working at their developmental levels and advancing only when they have demonstrated proficiency

What will it take?

- Your courageous commitment for 5 years
- Strong unified board
- 80% commitment from your stakeholders with teachers being the most important
- Reallocation of funds
- Supporting teachers and principals along the way
- Rethinking the role of students
- WE have to be in front as the learners

Unprecedented Opportunities to consider

- DOE Leadership Team
- Collaborative network of Maine districts
- Race to the Top Grants
- Innovative grants
- ESEA Funds (Title I, II, III)
- IDEA
- Targeted Funds within EPS