



MAINE DEPARTMENT
OF EDUCATION

Maine Learning Results Taskforce: Meeting #4

Beth Lambert, Chief Teaching and Learning Officer



Agenda

- Welcome & Framing
- Unpacking Homework
- Preparing for the Panel
- Early Childhood Panel Discussion
- Closing & Looking Ahead to Interim Work



Our Mandate – Key Study Areas

1. Review purpose and efficacy of the Maine Learning Results
2. Examine structure and interdisciplinary coherence
3. Assess representation of diverse cultures and traditions
4. Review Title 20-A §6209 for needed revisions
5. Develop findings and recommendations, including legislation

Timeline & Deliverables

- Bi-Monthly, 2-hour Taskforce meetings
- Independent work between Taskforce meetings
- Feb 2026 – Interim Report: Activities and progress
- Feb 2027 – Final Report: Comprehensive findings and proposed updates to the Maine Learning Results and statute



Where We've Been, Where We're Going

Where we started

Grounding the “Why”

- Clarified charge under LD 1701
 - Examined the purpose and role of statewide standards
 - Surfaced hopes, tensions, and questions
- Built a shared understanding of the current system



Where we are today

Learning from Development to Inform Design

- Examined how early learning standards are structures and used
- Exploring what these models reveal about progression, coherence, and design
- Beginning to connect these insights to K-12 standards architecture



Where we're headed

Designing a Coherent PK-12 System

- Translate insights into design criteria
 - Center equity and historically marginalized learners
- Consider implication for structure, progression, and coherence
 - Develop recommendations to inform statute

Unpacking the Homework- Individual Reflection

Directions:

1. Review your notes from the reading
2. Write short observations, based on these questions
 - What does this national ELDS picture reveal about how standards could be designed differently not just revised?
 - What do you need clarity on?



Preparing for the Panel- Small Group Reflection

Directions:

In preparation for the upcoming panel discussion with members of the VT and PA Departments of Education

1. You will be put into small groups
2. As a group :
 - Review the homework reflections together
 - Identify some key questions for the panel that will help inform the work moving forward



Preparing for the Panel- Large Group Share Out

Are there any examples or insights about developmental standards that stretch into the upper grades?

How does a move to developmental based standards impact implementation and impact program fidelity?

How were the domains chosen and is there a hierarchy?

When designed was this design going up or from older students down?

How does the role of the family play in?

What led to incorporate executive function?

How did standards roll out to the field?

Who were some of the non-negotiable experts at the table during the development?



Preparing for the Panel- Large Group Share Out

Advice on aligning principles to older students?

What process/framework did you use to build out the standards?

How have the standards made an impact on student learning? And how do you know?

Were you able to make the standards teacher friendly?

How do you balance the whole child approach in a K-12 system? (academics, testing expectations)



Learning from Early Childhood Panel



Laura Bornfreund
Center for Early
Learning Success

Moderator



Mary Anne Olley
PA Department of Ed



Wendy Scott
VT Agency of Ed



Pat Fitzsimmons
VT Agency of Ed

Next Steps: Feedback on Design Considerations

4. Design Consideration 1 *

What is one design consideration that should guide standards design, revision, or implementation? You may ground your response in patterns or tensions such as:

- Relevance and connection to real life
- Student voice, choice, and personalization
- Too many standards vs. simplicity and clarity
- Breadth vs. depth
- Whole child vs. content coverage
- Skills and application over checklists
- Flexibility in the "how" vs. consistency
- Developmentally appropriate expectations