



MAINE DEPARTMENT
OF EDUCATION

Maine Learning Results Taskforce: Meeting #2

Beth Lambert, Chief Teaching and Learning Officer



Agenda

- Welcome & Framing
- Early Perspectives Survey Highlights
- Science of Learning & Development
Learning Policy Institute Presentation and Q&A
- Small Group Reflection & Sensemaking
- 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



How We'll Learn Together

Each meeting includes:

1. Shared Learning – local/state, national, and global perspectives
2. Group Synthesis – connecting insights to Maine's context and priorities
3. Design Forward – Identifying what possibilities we want to pursue next

Between meetings: short learning and reflection activities that keep ideas moving forward

We are not just reviewing a document—we are reimagining what Maine's Learning Results can mean for our students.

Early Perspectives Survey Results

Beth Ratway, Northeast
Comprehensive Center

Who is on the taskforce?

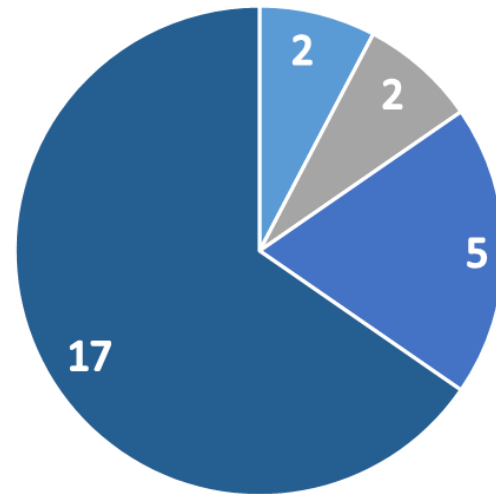
**What background and experience do members
bring to this work?**

Taskforce Background & Experience

Years of Experience in Maine's Education System

Roles Held in Maine's Education System	
School or District Leader	17
Classroom Educator	13
Higher Education Faculty	4
Academic or School Improvement Coach	2
Community or Cultural Organization	2
Dean of Students	1
District Coordinator	1
Higher Education Administration	1
State Board Member	1

Note. Taskforce members may be counted under multiple roles.



■ 0-5 years ■ 6-10 years ■ 11-20 years ■ More than 20 years

What do you believe the Maine Learning Results are meant to accomplish?

Establish	Establish statewide standards and expectations to create consistency and accountability across districts and schools.
Reflect	Reflect Maine-specific priorities while incorporating national best practices, ensuring relevance and adaptability over time.
Support	Support shared responsibility and calibration among educators, fostering alignment and clarity in teaching and learning goals.

Quotes on Purpose

“The central purpose is to provide clear expectations for what students should know and be able to do... They ensure that no matter where a student goes to school in Maine, they are working toward the same rigorous academic goals.”

“Provide a framework for instruction; checkpoints for accountability for both students and teachers.”

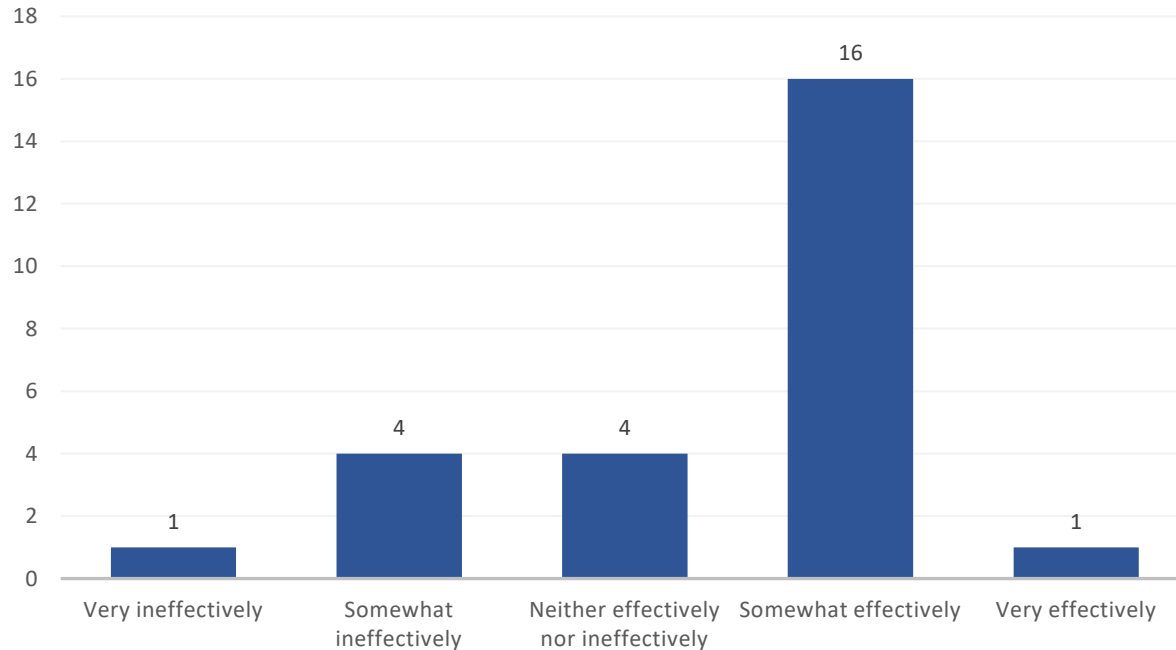
“They help set the bar for what students should know and be able to do, and they create a sense of consistency across the state.”

“Prior to the MLR, the quality of an education was in the hands of a local district... The MLR built steps (K–12) that were meaningful and consistent throughout the state.”

“To ensure all students graduate with the skills and knowledge to succeed in college, career, and life regardless of where they live or any diversity.”

“Kids do not enter public education with the same advantages or backgrounds—but the mission of public ed is to make sure every kid has access to the skills, experiences, and supports that will help them succeed.”

How effectively do the Learning Results fulfill their purpose?



How could the Maine Learning Results be improved?

- Make standards user-friendly
- Prioritize essentials
- Integrate and align
- Update for relevance
- Support implementation
- Diversify assessment
- Embed equity and 21st-century skills



Quotes on Improvements

“Update the standards with the changing times. Include computer curriculum and AI procedures.”

“Make the standards immediately accessible and actionable... Teachers need something that could be a single page and immediately know the outcomes for their students.”

“Ensure application and relevance—in line with almost ‘portrait of a graduate’ type goals.”

“Develop easy-to-read, color-coded alignment maps that show how the standards progress from one grade level to the next.”

“Reduce the number of standards allowing for greater focus and clarity... Bring back the Guiding Principles!”

“Create multiple pathways that help ensure equity; create a developmentally appropriate progression.”

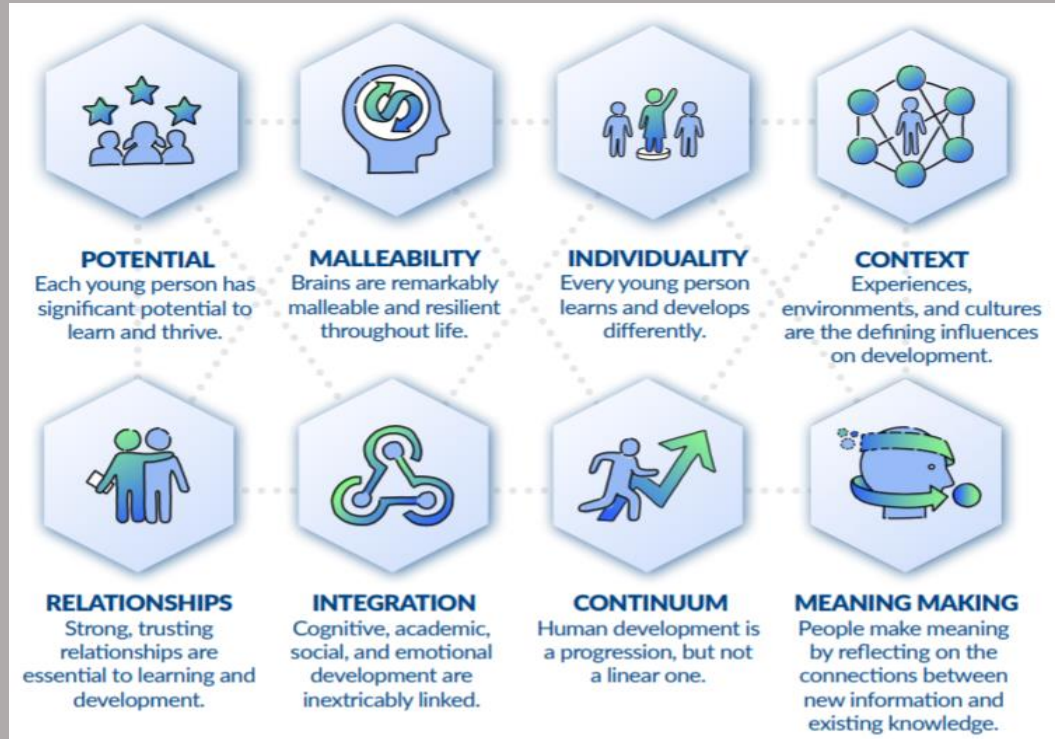
“Highlight equity and multilingual learners inside the standards, not just inside documents, so culture, language, and identity are built in.”

SoLD Implications for Learning Standards

Maine Learning Results Taskforce

The Science of Learning and Development

The science of learning and development—crystallizing research across myriad disciplines—presents **extraordinary, actionable insights** (shifts in mindsets) that can help us accelerate recovery, overcome inequities, and redesign education systems to help all children thrive.



Principles from the Science of Learning & Development

- The brain and the development of intelligences and capacities are **malleable** across the entire lifespan.
- Human capacities grow across the developmental spectrum (physical, cognitive, affective) in **interactive** ways. What happens in one domain influences what happens in others.
- The brain develops as a function of experiences that activate neural pathways which permit new kinds of thinking and performance. **The kinds of experience matter greatly.**
- **Emotions have physical consequences that can trigger or block learning.**

The Development of Neural Networks

Is enhanced by:

- ▷ Social interaction
- ▷ Rich environments
- ▷ Physical activity
- ▷ Emotional well-being
- ▷ Cultural well-being

Is impaired by:

- ▷ Constant stress
- ▷ Anxiety
- ▷ Loneliness
- ▷ Sleep disruption
- ▷ Dietary deficiencies
- ▷ Toxins
- ▷ Identity threats

FALSE

- 1 Genes drive who we become
- 2 Talent is scarce
- 3 Average stands for the individual
- 4 The factory model is the way to educate children
- 5 Potential is knowable in advance

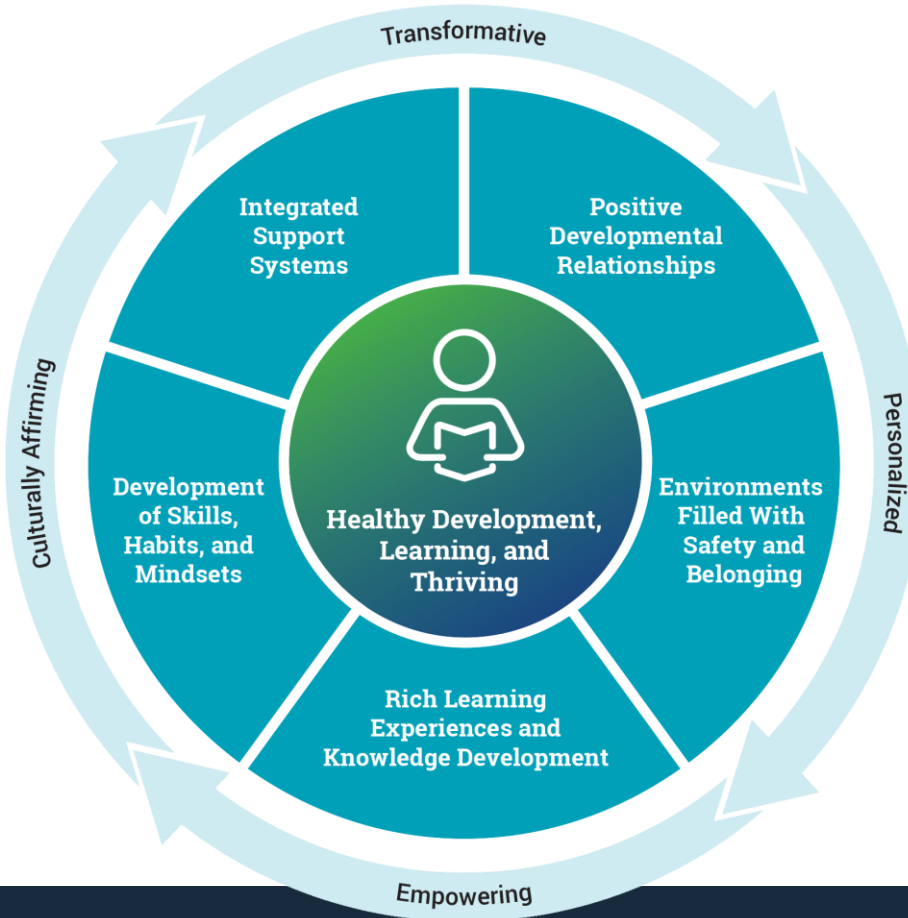
TRUE

- Context is the primary driver of who we become
- Talent is plentiful and not a bell curve
- Average rarely represents an individual
- Agency and engagement support deeper learning
- Potential is visible in environments designed to reveal it

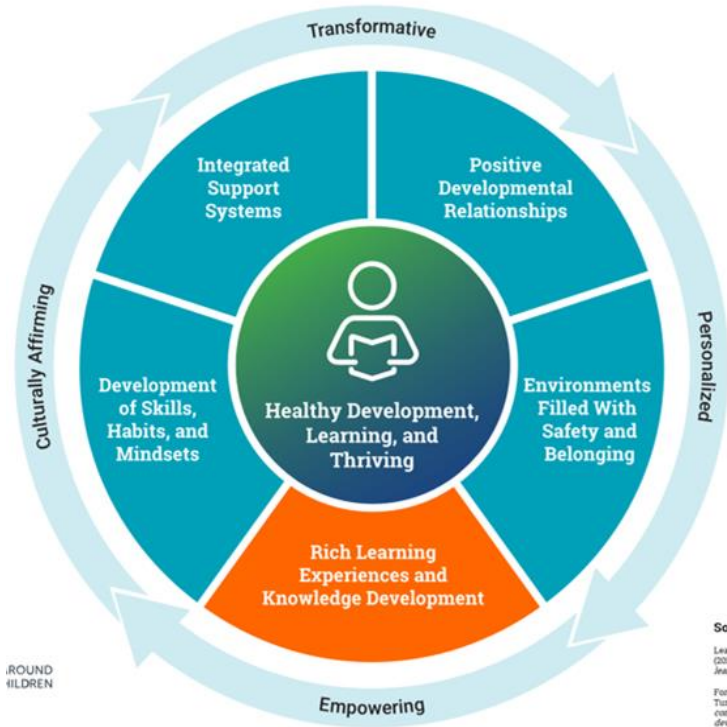


SoLD Implications for Learning Standards

Guiding Principles for Equitable Whole-Child Design

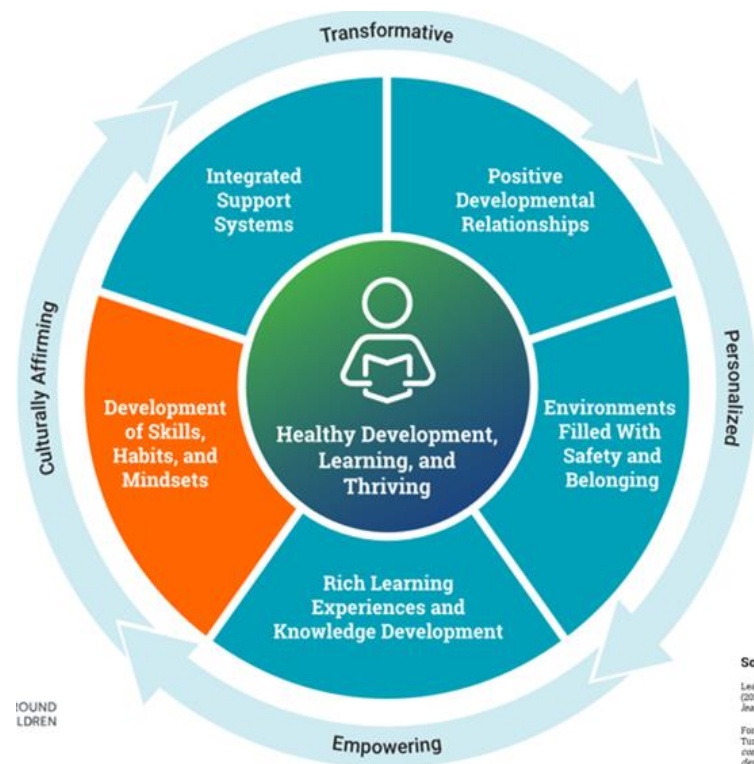


Rich Learning Experiences & Knowledge Development



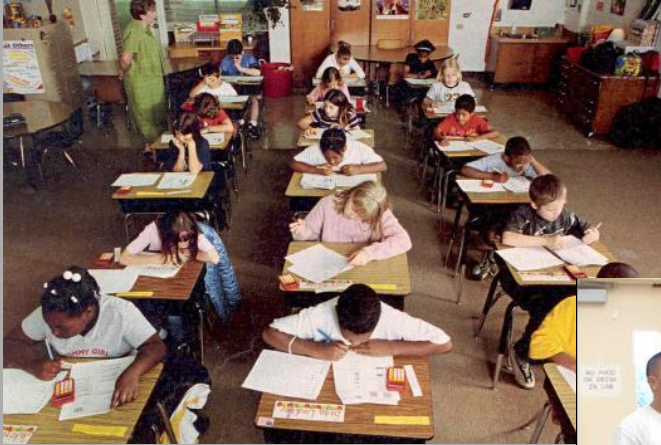
- Foster rich learning experiences that fully engage and challenge students and help them discover what they are capable of through:
 - Inquiry-based learning
 - Scaffolding
 - Building on student knowledge and culture
 - Opportunities for mastery

Development of Skills, Habits, & Mindsets



- **Support development of skills, habits and mindsets including social, emotional, academic and cognitive skills essential for productive engaged learning, work and life, including:**
 - Self-awareness and empathy
 - Interpersonal skills
 - Resilience and perseverance
 - Sense of agency and purpose
 - Growth mindset

Reimagined Pedagogy



Current challenges

- ▶ Misconceptions of end-of-year, large-scale standardized assessments as the ceiling, rather than the floor, for academic performance
- ▶ Shallow and broad interpretation of academic standards
- ▶ Durable skills isolated from content standards, rather than integrated as intended
- ▶ Need for educators to experience learning in alignment with SoLD
- ▶ School organization inherited from factory model origins that disincentivizes relationships between students, their peers, and

Teaching for Learning Ability

The abilities to:

- ▷ Transfer and apply knowledge
- ▷ Analyze, evaluate, weigh and balance
- ▷ Communicate and collaborate
- ▷ Take initiative
- ▷ Find and use resources
- ▷ Plan and implement
- ▷ Adjust and persevere
- ▷ Learn to learn

SoLD-aligned standards can support redesigned learning experiences.

1. Small learning communities
2. Teaching teams and advisories
3. Community-connected curriculum focused on deeper learning
4. Project-based performance assessments & exhibitions
5. Adaptive, culturally responsive pedagogy
6. Restorative practices
7. Student supports (routinely available)
8. Family engagement
9. Expert teachers with time for collaborative planning
10. Leaders who create collegial learning communities



Redesigning High Schools

10 Features for Success

Linda Darling-Hammond, Matt Alexander, and Laura E. Hernández



MARCH 2024

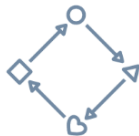


Building Blocks in Maine

Whole Student Approach



Portrait of a Future-Ready Student



Adaptability and Resilience

Students need the ability to adapt to a changing world, tackle challenges, and pivot throughout their lives.



Emotional Intelligence and Collaboration

Developing empathy, communication skills, and the ability to work effectively in teams.



Critical Thinking and Creativity

Ability to think critically, innovate, and problem-solve in non-routine, technology-driven environments.



Lifelong Learning

Students should have a growth mindset, embracing learning and continuous improvement beyond formal schooling.



Real-World Skills

Preparedness for evolving workforce demands, including technology fluency, entrepreneurial thinking, and effective digital literacy.

Climate Education

Maine Climate Education Hub

Teach about climate change in Maine with **free resources** aligned to Maine educational standards.

[▶ MORE ABOUT MAINE'S HUB](#)





State and School Standards Efforts

State Standard Alignment Efforts

▶ Minnesota

- Aligning teacher standards, SEL standards, and SoLD principles

Standards of Effective Practice Components	Core SEL Competencies	Social and Emotional Learning Goal
1: Student Learning 1A. Asset-Based Mindset 1D. Alignment with Cultural Background	Social Awareness Centered in Belonging	Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories
 SEL Learning Goal:	Demonstrates awareness and respect of groups and their cultures, languages, identities, traditions, values and histories	
<input checked="" type="checkbox"/> SEL Benchmark:	Demonstrate respect for individuals from different social and cultural groups	
 Learning Target:	I can recognize the genius of all students, peers, and families; elevate commonalities and connections; and celebrate differences among diverse groups.	
 Resources:	<ul style="list-style-type: none">• Educator Learning to Enact Science of Learning and Development• Rich Learning Experiences and Knowledge Development	

▶ Washington State

- Align teacher prep accreditation, SEL, and culturally responsive standards

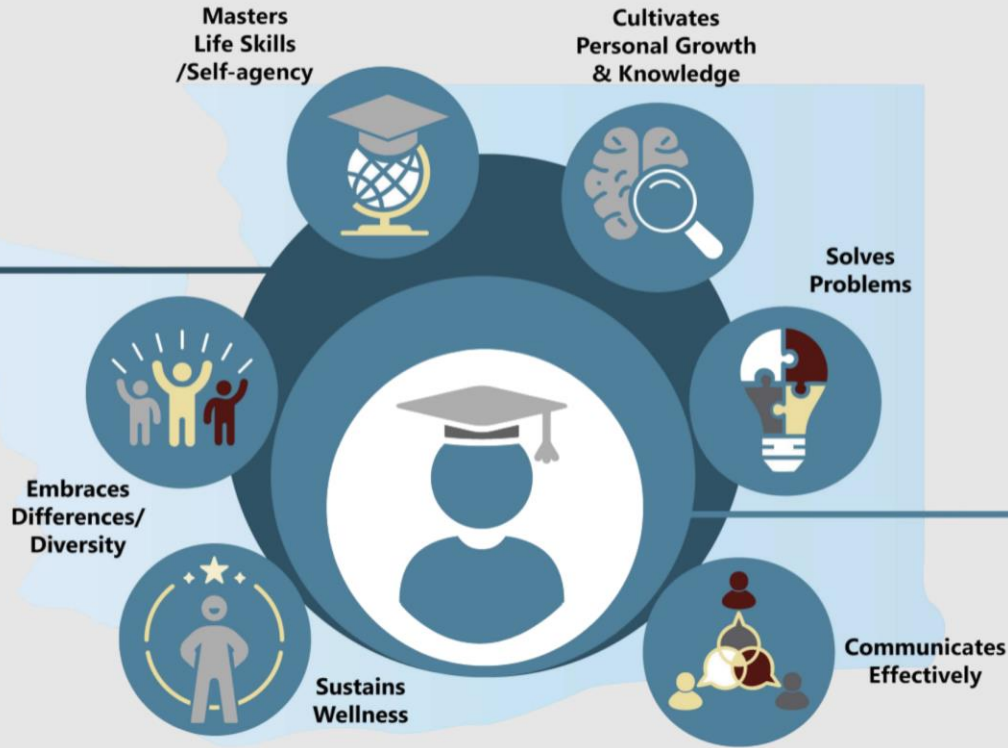
Washington State | Profile of a Graduate



Purpose of the Diploma:

Students are ready for success in postsecondary education, gainful employment, citizenship, and are equipped with the skills to be lifelong learners.

(See RCW 28A.230.090)



Effective communication in multiple modes and to multiple audiences

Interdisciplinary application of core academic concepts and principles

Critical & creative reasoning and problem-solving

Navigation & exercise of life and civic responsibilities

(See RCW 28A.150.210)



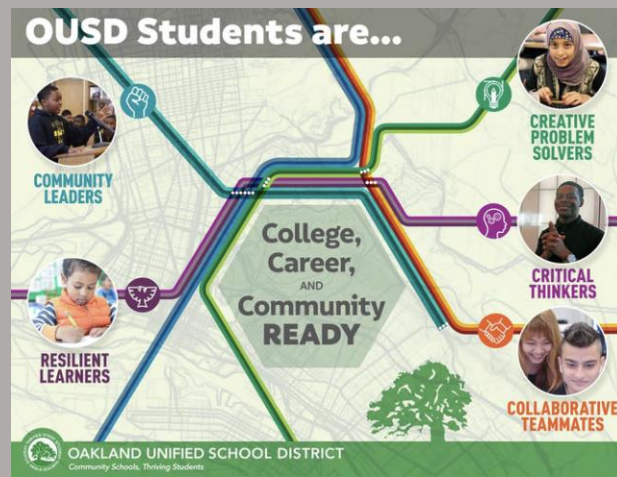
Mastery-Based Learning Collaborative (WA)

- ▷ Networked improvement and dedicated professional learning to implement standards-based learning and grading
- ▷ WA launched a review learning standards, intended to refine and prioritize standards and Develop "wrap-around guidance" and an implementation plan



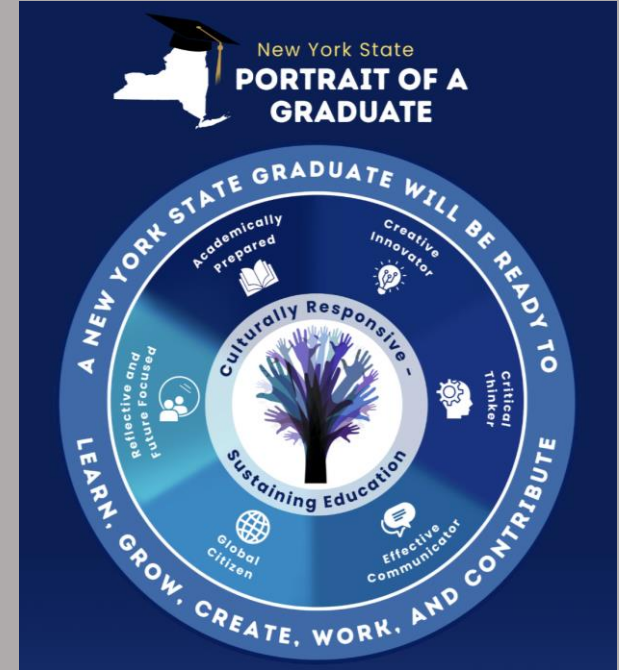
Oakland Unified School District (CA)

- ▶ Graduate Capstone (12th Grade districtwide graduation requirement)
 - Shared rubrics and district-provided professional learning prioritize unpacking shared standards, analyzing student work, and calibrating on learning expectations
- ▶ Oakland High School
 - 12th grade students produce an oral history of traditional family medicine used in the nursing curriculum at a local hospital
 - 10th, 11th, and 12th graders experience vertically aligned capstone projects focused on local issues



New York Performance Standards Consortium & NY Performance-Based Learning and Assessment Networks

- ▶ Practitioner-developed, student-focused, and externally-reviewed assessment aligned to shared standards
 - Color patterns in student performance; Causes for slavery in the US; Italo Calvino and alternate realities
- ▶ Professional development anchored in unpacking standards and calibrating on student work expectations
- ▶ State Performance-Based Learning and Assessment Networks (PLAN) pilot



Indiana Standards Review



- ▷ 2023 Streamlining
 - Two strands: Employability Skills Standards and Indiana Academic Standards
- ▷ Coupled with local and state professional learning, updated guidance and resources, and ongoing revision and support from 2023 (approval) onward



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Small Group Discussion Guidance

Reflection and Small Group Discussion

Directions:

- Break into small groups and reintroduce yourselves.
- Spend 40 minutes discussing the following prompts:
 - *What felt most important or resonant from the presentation given your role and perspective?*
 - *If standards are a framework that puts SoLD into action, what would the Maine's Learning Results need to look like?*
 - *What tensions or tradeoffs would we need to navigate to operationalize this vision Maine's Learning Results?*
- Close by identifying 2–4 key ideas to carry forward.



Individual Padlet Reflection

Individual Reflection

Directions:

- Take some time to review the Padlet to reflect on the key takeaways from each group



Preparing for the Interim Work

Practicing a SoLD Lens on Standards

- This is a practice exercise, not a revision task
- We are examining standards design, not implementation
- The goal is to notice:
 - What aligns with how students learn
 - What might shift if SoLD were more explicit

Example Standard for Annotation

Life and Career Ready

A.1 Self-Knowledge

Students demonstrate an understanding of their own capabilities, characteristics, attitudes and how these attributes impact their future choices, including local, state, national, and global opportunities.

Step 1: What Does This Standard Already Signal?

Students demonstrate an understanding of their own capabilities, characteristics, attitudes and how these attributes impact their future choices, including local, state, national, and global opportunities.

- Identity, self-awareness, and agency
- Transfer and application
- Connection to future choices
- Relevance beyond school

Step 2: Viewing the Standard Through a SoLD Lens

Development: How does this learning grow over time?

Students *demonstrate an understanding* of their own capabilities, characteristics, attitudes and how these attributes impact their future choices, including local, state, national, and global opportunities.

Demonstration: How might students show this learning in different ways?

Context & Relationships: Where do identity, culture, and relationships matter?

Step 3: What Might Shift If Grounded in SoLD? ***Implications for standards design and structure***

- Clearer developmental progression
- Explicit attention to identity and belonging
- Multiple pathways for demonstrating learning
- Stronger signals of equity and access

Your Turn: Interim Standard Annotation

Between now and our next meeting in February:

- Short reflection: How should standards reflect SoLD?
- Group annotation of one assigned standard
- Focus on:
 - Development over time
 - Coherence and meaning for learners
 - Multiple ways learning could be demonstrated