



MAINE DEPARTMENT
OF EDUCATION

Maine Learning Results Taskforce: Meeting #3

Beth Lambert, Chief Teaching and Learning Officer



Agenda

- Welcome & Framing
- Unpacking Homework
- Reviewing Our Shared Learning
- Identifying Patterns and Tensions
- 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
 - Reflected on the purpose and impact of standards
- Surfaced hopes, tensions, and questions



Where we are today

Connecting Learning Science to Standards

- Explored Science of Learning and Development principles
- “Learning is enhanced by... limited by...”
- Applied a SoLD lens to current standards
- Identifying patterns and tensions across reflections



Where we're headed

Designing Forward

- Study models and other states
- Center equity and historically marginalized learners
- Develop design criteria and guiding principles
- Inform recommendations to the Legislature

Unpacking the Homework- Individual Reflection

Directions:

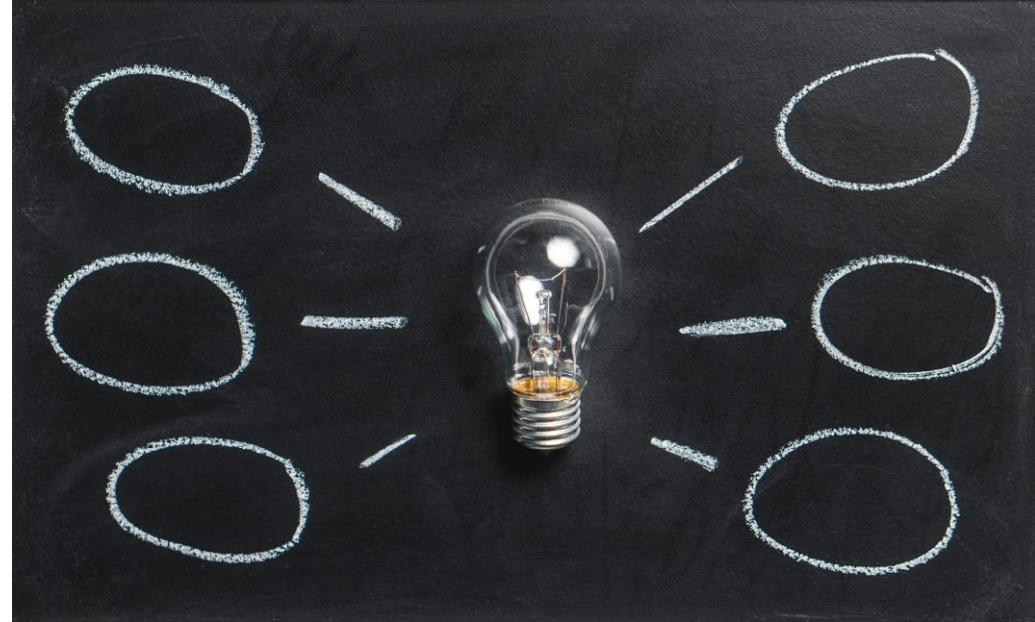
1. Review your annotations
2. Write short observations, based on these questions
 - What should *never* be true of standards?
 - What should always be true of standards designed for deep learning?
 - How would we know—just by reading a standard—that it reflects SoLD principles?
 - What principle would you want future standards writers to hold in mind when facing tough tradeoffs?



Unpacking the Homework- Small Group Reflection

Directions:

1. You will be put into your small groups
2. As a group cluster similar observations and identify recurring themes across reflections



Unpacking the Homework- Large Group Share Out

Each group will share out recurring themes



Reflecting on What We've Learned- Individual Reflection

Directions:

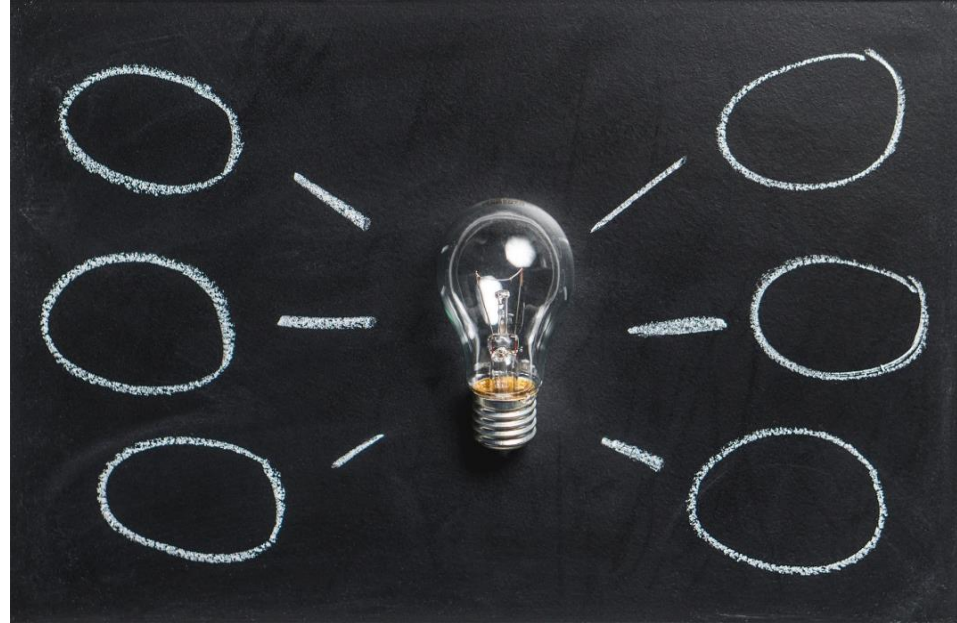
1. Review the notes from meeting 1 and meeting 2
2. Write 3 learning statements, framed as:
 - “We’ve learned that students learn best when...”
 - “We’ve noticed standards tend to...”
 - “We keep encountering tension between...”



Identifying Patterns- Small Group Reflection

Directions:

1. You will be put into new small groups
2. Introduce yourselves
3. Share learning statements
4. Identify 2–3 patterns
5. Identify 1–2 persistent tensions (e.g., clarity vs. flexibility)



Large Group Share Out

Group share out
insights, patterns and tensions



Preparing for the Interim Work

Crafting Draft Design Principles

In the next couple of days each participant will be assigned 1-2 patterns or tensions and will generate 1-2 design criteria:

Start by crafting these statements

- “Standards should...”
- “Standards must avoid...”

Turn the above into draft design principles using this framework:

Standards should _____ so that _____, because students learn and develop best when _____.

CCSSO Reading and Protocol