

A dark blue silhouette of a person sitting and reading a book, positioned on the left side of the slide. The background is a dark blue gradient.

MAINE DEPARTMENT
OF EDUCATION

Maine Learning Results Taskforce: Meeting #5

Beth Lambert, Chief Teaching and Learning Officer



Agenda

- Welcome & Framing
- Unpacking Homework
- Preparing for the Panel
- State 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 Purpose of Standards

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



Where we are today

Examining Representation Through a Learning Lens

- What does representation have to do with learning?
- What responsibility does the state have?
- What does authentic representation look like?
- What can we learn from other states?



Where we're headed

Designing Forward

- Develop design principles
- Explore structure and coherence
- Center equity and access
 - Inform recommendations and statute

Unpacking the Homework-Individual Reflection

Directions:

1. Review your notes from the reading
2. Write short observations, based on these questions
 - What responsibility does the state have, and what responsibility does it not have, when determining whose histories, cultures, and perspectives are reflected in statewide learning standards?
 - If representation were treated as a design principle rather than a content requirement, what might look different about the structure of the MLRs?

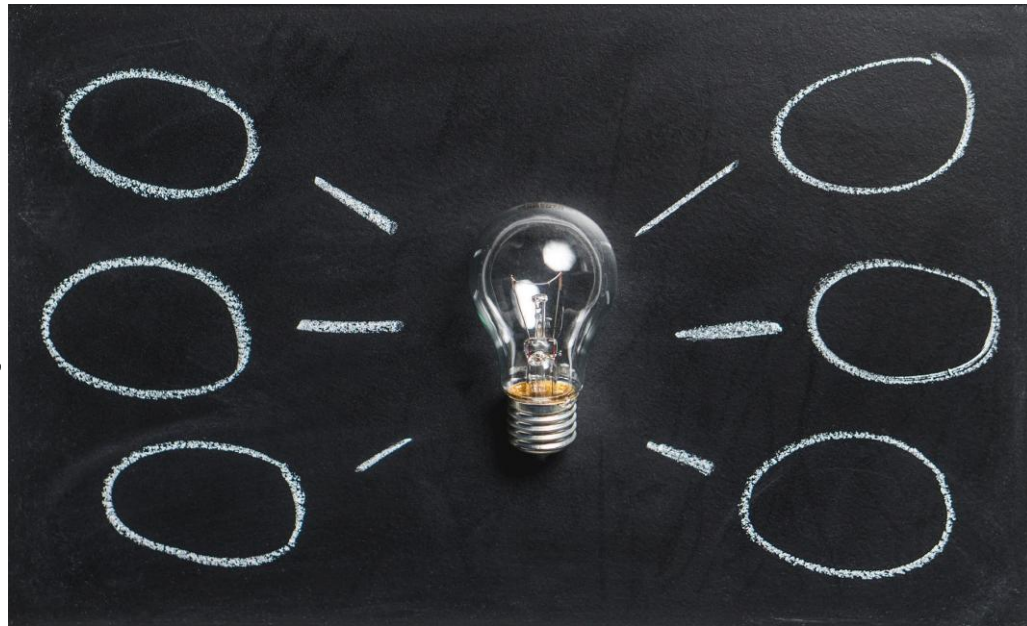


Preparing for the Panel- Small Group Reflection

Directions:

In preparation for the upcoming panel discussion with members of the NJ, WA and NM 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



Learning from Other States



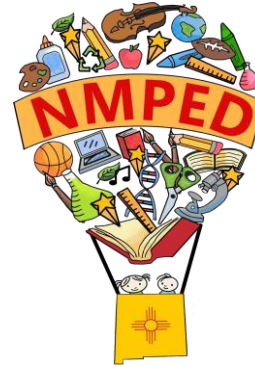
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Wabanaki Studies
Specialist

Moderator



New Jersey

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New Mexico

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Washington

Maxine Alex, Tribal Consultation
Program Supervisor, Office of
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Bawaajigekwe Bouley, Native
Student Success Program
Supervisor, Office of Native
Education

Next Steps: Revisiting [Patterns and Tensions](#) and data from survey [Data](#)