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Source of Report: Resolve 2025, Ch. 76 (LD 1701)

Topic: Maine Learning Results Taskforce Interim Report

Context

In accordance with Resolve Chapter 76 (L.D. 1701), the Maine Department of Education (DOE) convened the Maine Learning Results Taskforce (Taskforce) to undertake a comprehensive review of the purpose, structure, and future direction of Maine’s K–12 learning standards.

The Taskforce is composed of 36 members representing diverse geographic regions of the state as well as a broad range of educational roles and professional perspectives. Members meet every two months for structured two-hour working sessions and engage in guided interim work between meetings to deepen analysis and support cumulative progress.

Since October 2025, the Taskforce has engaged in deliberate, research-informed, and collaborative study aligned directly to the statutory charge. Rather than focusing on isolated revisions to individual content standards, the Taskforce has intentionally prioritized systems-level questions related to coherence, developmental alignment, equity, and long-term sustainability.

This interim report summarizes foundational progress achieved during the initial phase of the Taskforce’s work and outlines the focused analytical and design efforts planned for the coming year.

Actions

Transparency and Public Access

To support transparency and ongoing communication, the Maine DOE has established a dedicated public webpage for the Maine Learning Results Taskforce. The site includes meeting agendas, summaries, presentation materials, and information about Taskforce membership.

Interested parties and members of the public may access materials and track progress at:

[https://www.maine.gov/doe/learning/mlrtaskforce.](https://www.maine.gov/doe/learning/mlrtaskforce)

Taskforce Composition and Experience

The strength of this initiative is rooted in the breadth and depth of the Taskforce’s membership. The 36-member body reflects leadership, instructional, higher education, and community perspectives across Maine’s diverse educational landscape.

Roles Represented

Role	Count
School or District Leader	17
Classroom Educator	13
Higher Education Faculty	4
Community or Cultural Organization Representative	2

Years of Experience (Self-Reported via Early Perspectives Survey, 26 members responding)

Years of Experience	Count
0–5 years	2
6–10 years	2
11–20 years	5
20+ years	17

Notably, approximately 65 percent of responding members reported more than twenty years of experience within Maine’s education system. This depth of experience provides valuable historical continuity while also grounding discussions in practical implementation realities across varied local contexts.

Progress to Date: Establishing a Strong Foundation

The Taskforce has approached its charge with a disciplined and cumulative learning model. Each bi-monthly meeting has been designed to build shared understanding, introduce relevant research, and create structured opportunities for synthesis and reflection.

Meeting 1 (October 2025) established a common grounding in the legislative Resolve and clarified the scope and expectations of the Taskforce’s work. Members explored the historical development of the Maine Learning Results and examined national perspectives on standards design. The session was supported by national policy expertise, helping situate Maine’s current framework within broader state and national trends.

Meeting 2 (December 2025) focused on research from the Science of Learning and Development. Taskforce members examined how developmental science can inform the design

of standards that better reflect how students grow intellectually, socially, and emotionally over time. Structured small-group analysis and interim assignments supported deeper engagement with the implications of this research for standards architecture.

Meeting 3 (February 2026) emphasized synthesis and emerging insight. Members reviewed their interim analyses and identified recurring patterns and persistent tensions that must be addressed in any meaningful redesign of the standards framework. This work represents an important transition from conceptual grounding to the early stages of design thinking.

Collectively, these meetings demonstrate a deliberate progression from orientation, to research grounding, to early synthesis. The Taskforce has not pursued piecemeal revision. Instead, members are developing a shared analytical framework intended to support coherent and forward-looking recommendations.

Early Perspectives Survey: Informing the Taskforce's Direction

At the outset of its work, the Taskforce administered an Early Perspectives Survey to better understand members' professional backgrounds and initial views on the future of Maine's learning standards. The survey was designed to support facilitation planning, ensure representation of diverse viewpoints, and identify emerging priorities for study.

While not all members completed the survey, responses from a majority of participants provide meaningful insight into the Taskforce's collective orientation toward future focused systems design.

Two themes from the survey are particularly illustrative of the direction and ambition of this work.

Vision for National Leadership in Standards Design

When asked how Maine could lead the nation in reimagining state learning standards, respondents consistently emphasized the importance of designing standards that are both future focused and grounded in Maine's values and communities. Members highlighted opportunities to integrate emerging technologies such as artificial intelligence and digital literacy alongside enduring competencies such as critical thinking, collaboration, creativity, and civic engagement.

Respondents also emphasized the need for fewer, clearer, and more coherent standards that prioritize depth over breadth and enable local innovation. Many identified authentic integration of Career and Technical Education pathways and interdisciplinary learning as essential to preparing students for real-world application. Overall, leadership was framed as refining the standards system into an equitable, competency-based framework that reflects Maine's unique sense of place while preparing learners for an evolving economic and social landscape.

Key Questions About Maine’s Educational Future

Survey responses also revealed a shared desire for the Taskforce to grapple with long-term system design questions. Members raised concerns about how Maine can ensure equitable access to future ready learning opportunities across rural, coastal, and urban communities. Questions emerged regarding how assessment systems might better reflect authentic demonstrations of learning, such as performance tasks and portfolios, rather than relying predominantly on standardized measures.

Taken together, responses signal strong interest in developing recommendations that align standards, instruction, assessment, and support structures into a coherent statewide system capable of sustaining improvement over time.

The Year Ahead: Deep Analytical and Design Work

The coming year represents the core analytical phase of the Taskforce’s charge. Members will continue meeting every two months for structured working sessions while engaging in guided interim assignments between meetings.

Planned areas of focus include:

- Examination of standards architecture and structural coherence
- Review of national models and approaches undertaken by other states
- Analysis of statutory requirements under Title 20-A §6209
- Consideration of how standards can more fully reflect the experiences and traditions of diverse and historically marginalized communities
- Development of clearly articulated design principles to guide future recommendations

This phase of work will translate foundational research and emerging insights into concrete criteria for evaluating Maine’s current standards framework and proposing future refinements.

Conclusion

The Maine Learning Results Taskforce has entered this work with a clear commitment to thoughtful, research-grounded, and collaborative study. The initial phase has focused intentionally on building shared understanding, establishing analytical discipline, and surfacing the core tensions that must be addressed in any meaningful revision process.

The Maine DOE remains confident that the Taskforce’s structured approach, breadth of expertise, and sustained engagement will result in forward-looking recommendations that support both educational excellence and statewide implementation feasibility.

The final report, due in February 2027, will reflect Maine’s longstanding educational values while responding to evolving expectations for student learning, workforce readiness, and civic participation in a rapidly changing world.

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