My comments are intended for all three-review groups, Career & Ed Development, English Language Arts and Mathematics.

I am Kyle Rhoads, Principal of Windham Primary School in Windham. I have been an educator for the last 26 years and 18 as an administrator. I was part of the task group to create the Visual & Performing Arts standards for the Learning Results. I appreciate the opportunity to provide comments for the Standards Review.

I have provided my comments in a format that I hope will allow you to understand clearly my recommendations and rationale.

- Write the standards in grade-level spans as the original learning results were.
  - Learners learn at different rates and different times and the standards should reflect this.
  - The traditional school model sorts students into grades versus what they should learn. Many schools in Maine have moved away from this factory-model approach to learning.
  - Research does not support retaining students for not meeting grade-level benchmarks.

- Limit the standards to a bank of essential standards that are most important for college and career readiness.
  - Current state and national standards have more standards than an elementary teacher (teaching multiple contents) can appropriately teach.
  - Within the confines of the current school calendar and day, learners cannot master the current standards by the time they are expected to graduate.
  - Teachers and administrators are stressed by the current amount of content that is unrealistically expected.
  - We want engaged learners in our school where their interests and learning styles are included along with the content.
  - The standards need to permit multiple pathways for learning. The more standards the more the instruction becomes generic and less creative.
The curricula in Maine schools include guiding principles and work habits that learners need to demonstrate along with content standards.

- Standards are not equal in regards to the instruction needed, the learning involved and the possible ways to assess. When creating the standards the amount of time involved needs strong consideration.
  - There is procedural and declarative knowledge.
  - Standards need clear criteria to determine mastery.
  - The level of thinking involved to meet a standard varies.
  - Teachers can authentically integrate some standards but not all standards.

Thank you for this opportunity. I welcome any follow-up questions or comments. Please let me know if I can be of any help with this important work for the learners and educators in Maine!

Respectfully Submitted,

Kyle Rhoads, Ed.D.
Principal
Windham Primary School