



Maine
Department of
Education

Maine Learning Results Parameters for Essential Instruction

An Introduction to the Atlas for
Learning in the 21st Century



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Maine Learning Results Parameters for Essential Instruction

- What is the Maine Learning Results?
- How is it different from earlier legislation?
- How can it be applied?

This presentation has been developed by the Maine Department of Education to help strengthen your understanding of the Maine Learning Results. In this program, we will be answering some basic questions:

What, exactly, *is* the Maine Learning Results?

How is it different from earlier educational legislation?

How can it be applied to help schools in guiding students from Pre-Kindergarten through the awarding of a diploma?



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The Maine Learning Results (MLR) is the atlas of Maine's ongoing journey toward preparing primary and secondary public school students for success in:

- Higher Education
- Careers and Vocations
- Citizenship

The Maine Learning Results, or MLR, is the atlas of Maine's ongoing journey toward preparing our primary- and secondary- public school students for success: success in → higher education, for those that choose it; → success in their chosen careers and vocations; and, ultimately, → success as citizens of their communities, of Maine of the world.



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The MLR defines the core elements of a complete education – knowledge and skills that all Maine students should have when they graduate, and that are essential for:

- Clear and effective communicators;
- Self-directed, lifelong learners;
- Creative and practical problem solvers;
- Integrative, informed thinkers;
- Responsible citizens.

The MLR defines the core elements of a complete education that should apply to all students. Passed by the Maine State Legislature in 2007, the MLR identifies the common body of knowledge and skills that all Maine students should have when they graduate, knowledge and skills that are essential for: → Clear and effective communicators; → Self-directed, lifelong learners; → Creative and practical problem solvers; → Integrative, informed thinkers; → Responsible citizens – involved in their communities and society as a whole.



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The Maine Learning Results directs a student from Pre-Kindergarten all the way through school, regardless of specific career ambitions or intentions of pursuing higher education.

As such, the Maine Learning Results is a carefully planned document, providing a clear roadmap that directs a student from pre-kindergarten all the way through high school, regardless of specific career ambitions or intentions of pursuing higher, post-secondary learning.



The MLR is part of a strategy that also defines the learning environment all students in Maine should expect:

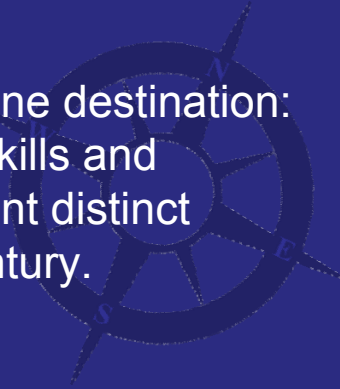
- The highest quality of teaching;
- A positive, nurturing culture;
- Regular assessment checkpoints.

Of course, the MLR is only one part of a larger strategy that not only identifies the sum of a student's education, but that also defines the learning environment all students in Maine should expect: from → the highest quality of teaching and → a positive, nurturing culture, to → regular (assessment) checkpoints where a student's progress can be assessed.



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In this atlas there is only one destination:
graduation with the right skills and
knowledge to give a student distinct
advantages in the 21st century.



But remember: in this atlas – the Maine Learning Results – there is only one destination: graduation with the right skills and knowledge to give a student distinct advantages in the competitive, complicated world of the 21st century.



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What, exactly, is
*Maine Learning Results: Parameters for
Essential Instruction?*

*Maine Learning Results: Parameters for
Essential Instruction* is a technical rule of
the Maine Department of Education.
Expanding on the *Maine Learning Results*
of 1997, it identifies what children *should
know* and *should be able to do* at various
points throughout their education.

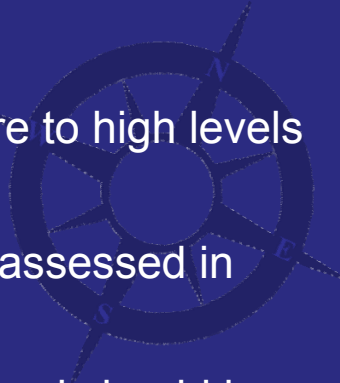
So, what, exactly, is this document we call “The Maine Learning Results”?

→ *The Maine Learning Results: Parameters for Essential Instruction*, is a technical rule of the Maine Department of Education. As a document, it builds upon earlier legislation – (expands upon) the Maine Learning Results of 1997 – which identified (identifies) what children *should know* and *should be able to do* at various checkpoints during their education.



Basic principles:

- All students should aspire to high levels of learning;
- Achievement should be assessed in a variety of ways;
- Completion of public school should have common meaning throughout the state.



The Maine Learning Results elaborates on some basic, widely held principles. As stated in the original 1997 document, those principles are, → all students should aspire to high levels of learning; → achievement should be assessed in a variety of ways; and → completion of public school should have common meaning throughout the state.

These principles hold universal appeal, and, as a result, the Maine Learning Results enjoyed considerable public approval.



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Discussions focused on producing a new
design for learning:

Clearer,

more coherent

than the original 1997 MLR.



Beginning in 2004, discussions commenced on producing a new design for learning that is → clearer and more coherent than the 1997 Learning Results.



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Who was involved?

- Educators
- School Administrators
- Parents
- Community Business Leaders
- Lawmakers



Engaged in this dialogue were → educators, → school administrators, → parents, → community business leaders, and → lawmakers from throughout Maine.



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Content Resources:

- Content Area Panels
- National Consultants
- Independent Reviewers
- State, National, and International Standards
- 21st Century Partnership Framework
- Research on Learning
- Online Survey



They drew from a wealth of resources, including → Content Area Panels, → National Consultants, → Independent Reviewers, → State, National, and International Standards, and the → 21st Century Partnership Framework, as well as data compiled from → research on learning and an → online survey. These resources were cross-referenced to ensure that the ideas identified in the Revised Maine Learning Results represent a reliable foundation for student learning in Maine.



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*The Maine Learning Results:
Parameters for Essential Instruction*
is a more comprehensive response to the
educational needs of Maine students, and
is closely aligned to Maine Department of
Education Regulation 131 – The Federal,
State, and Local Accountability Standards.

The end product – *The Maine Learning Results: Parameters for Essential Instruction* – is a more comprehensive response to the educational needs of Maine students, while at the same time is closely aligned to criteria found in Maine Department of Education Regulation 131 – The Federal, State, and Local Accountability Standards.



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Eight Content Areas:

- Career and Education Development
- English Language Arts
- Health and Physical Education
- Mathematics



Like its predecessor, Maine's Revised Learning Results is organized into **eight specific Content**, or *subject, Areas*. These Content Areas encompass the common body of knowledge and skills that all Maine students should have when they graduate. The Content Areas are: → **Career and Education Development**, helping all students gain the knowledge, skills, and behaviors to positively interact with others, set goals, and make informed decisions related to career, college, and citizenship. → **English Language Arts**, encompassing both Reading and Writing, which are the foundational skills for effective communication. These skills are essential: the ability to read, write, listen, and speak effectively – the ability to inquire, and to present or comprehend meaningful ideas – is, in many ways, the keystone to a student's success. → **Health Education and Physical Education**, giving students the tools they need to thrive physically, mentally, emotionally, and socially by practicing healthy lifestyles. → **Mathematics**, which provides students with vital skills extending far beyond calculation and the manipulation of numbers and symbols. Mathematics develops flexibility, adaptability, and creativity in investigation, prediction, analysis, interpretation, and evaluation – skills that are necessary for all productive citizens in the evolving society of the 21st century.



Eight Content Areas:

- Career and Education Development
- English Language Arts
- Health and Physical Education
- Mathematics
- Science and Technology
- Social Studies
- Visual and Performing Arts
- World Languages



Science and Technology, equipping students with an understanding and appreciation of the natural and designed worlds. Science and technology develops critical skills of inquiry and evidence-driven analysis. With new scientific discoveries and technological advances happening every day, the ability to comprehend – and build upon – those changes is crucial for every student in a fast-changing world. → **Social Studies**, the purpose of which is to develop the ability to make informed and reasoned decisions in a culturally diverse, interdependent world. Without knowledge of geography, history, and world cultures, the institutions of American government and the dynamics of today's global economy are difficult to understand, and would place a graduating student at a considerable disadvantage. → **Visual and Performing Arts**, an essential part of every child's education. Engagement in the visual and performing arts deepens students' overall knowledge and skills, as well as their social and emotional development. Research shows that students involved in the visual and performing arts are more successful in school, more involved in their communities, and perform better on standardized tests. Connecting the visual and performing arts with other content areas of the curriculum improves teaching and learning. → **World Languages**, the heart of the human experience. Whether communication occurs face-to-face, in writing, or through the arts and media, the linguistic and cultural skills to communicate successfully in a diverse society – at home and abroad – is more urgent today because of the forces of globalization.



OUTLINE OF SOCIAL STUDIES STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Applications of Social Studies Processes, Knowledge, and Skills

1. Researching and Developing Positions on Current Social Studies Issues
2. Making Decisions Using Social Studies Knowledge and Skills
3. Taking Action Using Social Studies Knowledge and Skills

B. Civics and Government

1. Knowledge, Concepts, Themes, and Patterns of Civics/Government
2. Rights, Duties, Responsibilities, and Citizen Participation in Government
3. Individual, Cultural, International, and Global Connections in Civics and Government

C. Economics

1. Economic Knowledge, Concepts, Themes, and Patterns
2. Individual, Cultural, International, and Global Connections in Economics

D. Geography

1. Geographic Knowledge, Concepts, Themes, and Patterns
2. Individual, Cultural, International, and Global Connections in Geography

E. History

1. Historical Knowledge, Concepts, Themes, and Patterns
2. Individual, Cultural, International, and Global Connections in History

Content Area

To illustrate how the Content Areas are organized in greater detail, we've taken a page from the Social Studies Content Area. As we can see, Social Studies is a broad subject, covering a wide array of interrelated topics. At its highest level, the Content Area is presented in a fairly general outline format, and is divided into Content Standards. Each Content Standard is a heading identified by a capital letter.



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Content Standards

In this case, Content Standard A refers to Applications of Social Studies Processes, Knowledge, and Skills



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Content Standards

While Content Standard B indicates studies relating to Civics and Government;



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Content Standards

Content Standard C refers to the study of Economics in a Social Studies context,



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E. History

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Content Standards

Content Standard D is Geography,



OUTLINE OF SOCIAL STUDIES STANDARDS AND PERFORMANCE INDICATOR LABELS

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2. Individual, Cultural, International, and Global Connections in Geography

E. History

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2. Individual, Cultural, International, and Global Connections in History

Content Standards

And finally, Content Standard E refers to essential knowledge and understanding of History.



OUTLINE OF SOCIAL STUDIES STANDARDS AND PERFORMANCE INDICATOR LABELS

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Performance Indicator

Looking at content Standard A - *Applications of Social Studies Processes, Knowledge, and Skills* – we find further specification, as that content standard is broken down into Performance Indicators. For instance, Content Standard A, Performance Indicator 1 – or A1, as we will refer to it – states that one of the applications of Social Studies processes, knowledge, and skills is “Researching and Developing Positions on Current Social Studies Issues”.

This, of course, is a fairly broad description; it needs clarification, as it raises the question, “What skills in researching and developing positions on current social studies issues should a child in fifth grade have? Or eighth grade? Or by the time he or she graduates?”

The Maine learning Results does provide that clarification.

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and *discipline-based processes* and knowledge from civics/government, economics, geography, and history in *authentic contexts*.

A1 Researching and Developing Positions on Current Social Studies Issues

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.</p> <ul style="list-style-type: none"> a. Identify questions related to social studies. b. Follow an established procedure for locating sources appropriate to reading level. c. Locate and collect information for a specific purpose from sources including maps, photographs, charts, and graphs. d. Organize findings. e. Share information gathered using oral and visual examples. 	<p>Students identify and answer research questions related to social studies, by locating and selecting information and presenting findings.</p> <ul style="list-style-type: none"> a. Identify research questions related to social studies - seeking multiple perspectives from varied sources. b. Identify key words and concepts related to research questions, making adjustments when necessary. c. Locate and access information by using <i>text features</i>. d. Collect, evaluate, and organize for a specific purpose. e. Communicate findings from a variety of <i>print and non-print sources</i>. f. Describe plagiarism and demonstrate appropriate <i>citation</i>. g. Distinguish between facts and opinions/interpretations in sources. 	<p>Students research, select, and present a position on a <i>current social studies issue</i> by proposing and revising research questions, and locating and selecting information from multiple and varied sources.</p> <ul style="list-style-type: none"> a. Propose and revise research questions related to a <i>current social studies issue</i>. b. Determine the nature and extent of information needed. c. Locate and access relevant information that includes multiple perspectives from varied sources. d. Demonstrate facility with note-taking, organizing information, and creating bibliographies. e. Distinguish between <i>primary and secondary sources</i>. f. Evaluate and verify the credibility of the information found in <i>print and non-print sources</i>. g. Use additional sources to resolve contradictory information. h. Summarize and interpret. 	<p>Students research, develop, present, and defend positions on <i>current social studies issues</i> by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ul style="list-style-type: none"> a. Develop research questions related to a <i>current social studies issue</i>. b. Select and apply research methods that are appropriate for the purpose of the inquiry. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.

LEARNING RESULTS: PARAMETERS FOR ESSENTIAL INSTRUCTION
Highlighted = Maine Department of Education Regulation 131
 Words in *blue italics* are defined in the glossary.

2007

Using Social Studies Content Standard A, Performance Indicator 1, as an example, let's look at page 4 of the Social Studies section of the Maine Learning Results. Here we find the complete detail of Content Standard A1, including definitions of the Performance Indicator based on four grade levels: Pre-K through grade two; grades three through five; six through eight; and grade nine through the awarding of a diploma.

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and *discipline-based processes* and knowledge from civics/government, economics, geography, and history in *authentic contexts*.

A1 Researching and Developing Positions on Current Social Studies Issues

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
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Content Standard

The heading is accompanied by an expanded definition of the focus of Content Standard A, clarifying its purpose and its integration within the entire Content Area.

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and *discipline-based processes* and knowledge from civics/government, economics, geography, and history in *authentic contexts*.

A1 Researching and Developing Positions on Current Social Studies Issues

Performance Indicators			
Pre-K-2	3-5	6-8	9-Diploma
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Performance Indicator

So, looking at the Performance Indicator for grades six through eight, for instance, we find, within that grade span, ➔ students should be able to research, select, and present a position on a current social studies issue by proposing and revising research questions, as well as locating and selecting information from multiple and varied sources. These definitions are detailed even further, as the Performance Indicator for each grade span is augmented by Descriptors.

A. Applications of Social Studies Processes, Knowledge, and Skills: Students apply critical thinking, a research process, and *discipline-based processes* and knowledge from civics/government, economics, geography, and history in *authentic contexts*.

A1 Researching and Developing Positions on Current Social Studies Issues

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.	Students identify and answer research questions related to social studies, by locating and selecting information and presenting findings.	Students research, select, and present a position on a <i>current social studies issue</i> by proposing and revising research questions, and locating and selecting information from multiple and varied sources.	Students research, develop, present, and defend positions on <i>current social studies issues</i> by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.
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Descriptor

Descriptors help to flesh-out the finer points of each Performance Indicator. Simply put, Descriptors detail what a student should know, and be able to do, in order to be considered as having met the requirements of each Performance Indicator.



Maine
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The Maine Learning Results helps to
better understand student expectations,
within and across content areas.



By using this guide – the Maine Learning Results – teachers, students, parents, and administrators can better understand the student expectations, not only within a given content area, but also **across** content areas.



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The blending of ideas is an important element in preparing Maine students for their role in the complicated world of the 21st century.



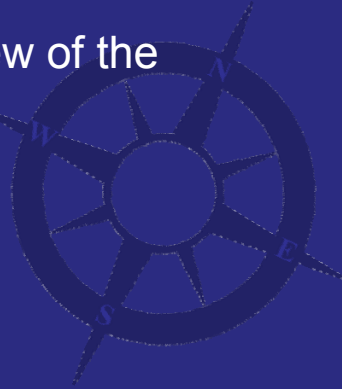
This is vital, because the blending of ideas across content areas mirrors the combined real-life knowledge and skills that are needed for success in higher education, careers, and everyday life. Making these connections, crossing – and, to a degree, eliminating – the boundaries between subject areas, is an important element in preparing Maine students for their role in the complicated world of the 21st century.



Maine
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Education

This has been an overview of the
Maine Learning Results:

- Purpose;
- Organization;
- Application.



The aim of this presentation has been to provide a broad overview of the Maine Learning Results, to help strengthen your understanding of the purpose behind the MLR, its general organization, and its practical application. Toward that end, we hope you found the presentation helpful.



Maine
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Education

For more information, visit us at

www.maine.gov/education/standards.htm

2007 Learning Results:
Parameters for Essential Instruction

If you would like to learn more about the *Maine Learning Results: Parameters for Essential Instruction*, we invite you to visit our website: **www.maine.gov/education/standards.htm** and click on the link to 2007 Learning Results: Parameters for Essential Instruction. There you will find the complete MLR, a detailed, substantive break-down of each of the eight content areas, information about connections across content areas, and reference to the 1997 Learning Results.



Maine
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Thank you!

