

Maine Education Evolving:

Toward a Learner Centered Future

In 1892 Time was the constant and
Learning was the variable.

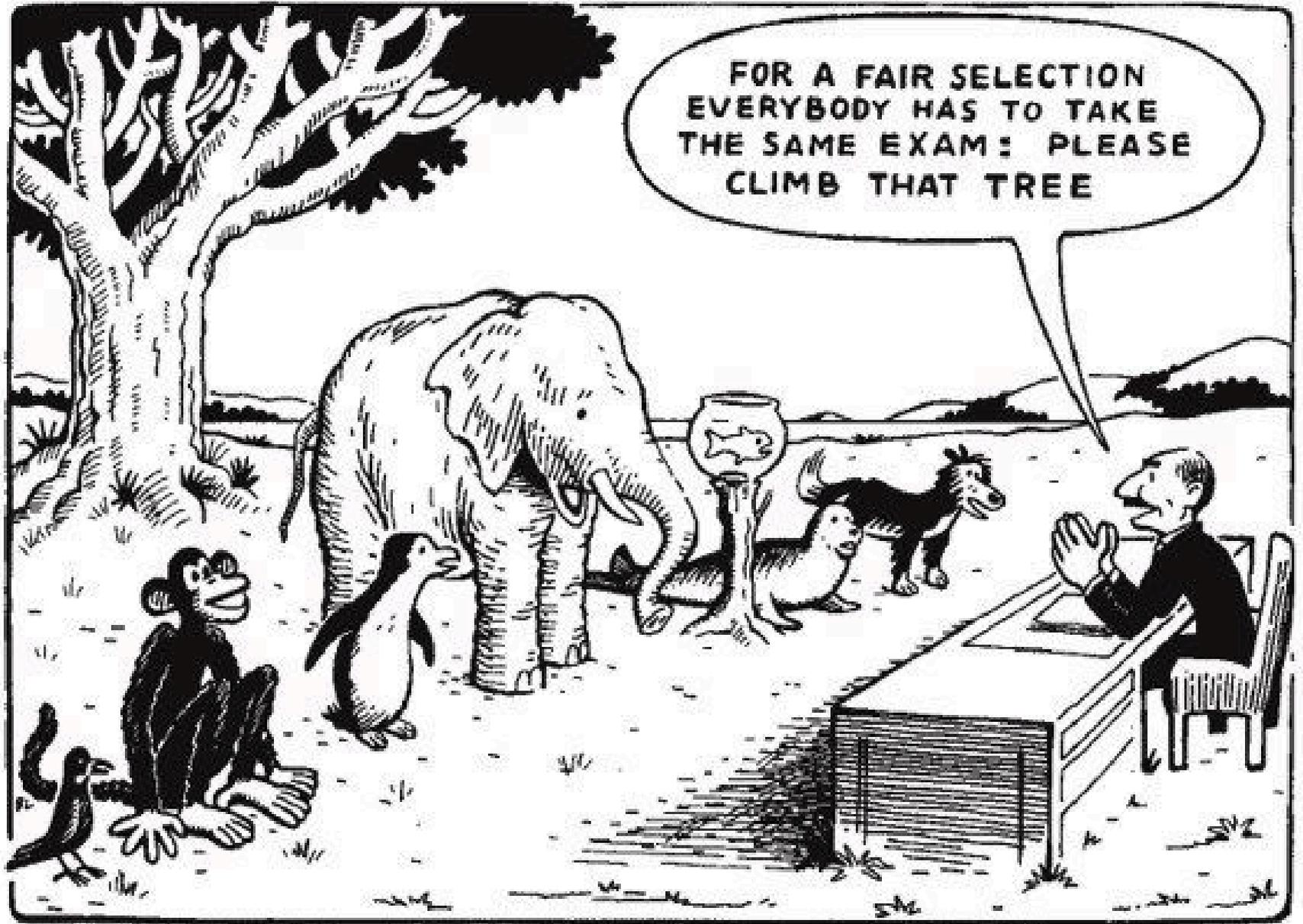
“Real” Learning only happened at
school.

In 2012 Time is the variable and
Learning is the constant.

Learning happens anytime, anywhere.

How does that change the culture of
school?

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



Maine Learning Results

In 1997, Maine educators created (and the legislature adopted) a comprehensive set of standards with the idea that students will graduate by demonstrating proficiency in all of these standards.

Fifteen years later – despite considerable effort – this has not been achieved.

Even those schools furthest along, rather than being **Standards-based**, are **Standards-referenced**.

Distinction between Standards-Referenced and Standards-Based by Dr. Robert Marzano

- ▶ System based on defined number of learning levels
- ▶ Students advance through the system based on achievement of each level
- ▶ Standards are used to guide curriculum and student progress is measured and used to determine advancement
- ▶ Students advance through system at their own pace
- ▶ Learning is the constant; time is the variable

Standards Based

- ▶ System based on traditional grade levels
- ▶ Students advance through the system at the same pace as other students of the same age
- ▶ Students will advance with varying levels of knowledge and skills
- ▶ Standards are used to guide curriculum and measure student progress
- ▶ Some promotion decisions may be made based on standards
- ▶ Time is the constant; learning is variable

Standards Referenced

Ubiquitous Conversations

Massive amounts of professional development within districts.

Commissioner Listening Tour Spring

Commish Conf June 26, 27

Youth Conf w/Wagner July 27 UMO

LD 949 and 1422

All DOE Workshop 9/6 12/21

Maine Cohort for Customized Learning

Oct 26 MSSA and MSMA 27, 28

Fall Tour Supt Regional mtgs

NESSC and LIS Five State

DOE Center for Best Practices

Sharing Books and Energy

FACING REALITY

About.....

Who's Walking Through Our Door
(tech, interact, power down)

The Research on Learning/Motivation
(Drive: autonomy mastery purpose)*

Our current Industrial Age Educational System
(Curric, 1892, CC and SBAC)

Everywhere ... MASS CUSTOMIZATION! Except in our
schools.

Information Age Structures and Practices

Transformational technology

Learning rate tailored to the individual learner

Learning style tailored to the individual learner

Learning interest/content tailored to the individual learner

Standard for mastery . . . the learner has mastered the outcome or “they are not finished yet” (4, 3, revise, do over)

Leaders create innovative future-focused organizational visions and manage toward their implementation

HERE'S THE DIFFERENCE!

INDUSTRIAL AGE Paradigm of "SCHOOL"

Specific Students

can learn

Specific Subjects

in

Specific Classrooms

on a

Specific Schedule

in a

Specific Way

from a

Specific Teacher

INFORMATION AGE Paradigm of "LEARNING SYSTEMS"

Anyone

can learn

Anything

from

Anywhere

at

Anytime

in

Anyway

from

World Wide Experts

LEARNER OUTCOMES CLASSIFIED
AS TO LEARNING FORMAT
(Options)

ON-LINE LEARNING

SEMINARS

LABWORK

PROJECTS

MENTORING/SHADOWING

INFORMAL LEARNING GROUPS

INDEPENDENT STUDY, ETC.

Information Age TEACHING . . .

- *WIIFY... What's in it for you???*
- *What would your job look like . . . think interesting, think professional, think fun . . .*
- *What if the only learners in your group had an immediate need to learn the same thing . . . AND, had the prerequisite learnings to learn it?*
- *What if the learners really wanted what you have to offer?*
- *What if you didn't have to manage other students while you were teaching your group?*
- *Well, that's what you should be able to expect!!!*

Inevitable:

MASS CUSTOMIZED LEARNING

Learning in the Age of Empowerment



The Seven Critical Infrastructure Elements

THE SCHOOL SYSTEM:

1. Has derived a strategic design (SD)
2. Has written curriculum as Learner Outcomes
(Standards, Measurement Topics, Rubrics/Taxonomy all 8 MLR's)
3. Has categorized Learner Outcomes by learning format (large, small group, individual)
(Declarative or Procedural Knowledge)
4. Has created and placed Learning Outcomes online (transparency to know expectations)
5. Has created genuine [multiple pathways] for those Learner Outcomes (think seminars!)
6. Has designed and implemented scheduling technology for individual learners and for intervention
7. Has designed and implemented accountability technology for administration to track each learners progress on each topic

THE 5 PILLARS OF CHANGE for the TOTAL LEADER



The
AUTHENTIC LEADER *who...*

Creates the
REASON TO CHANGE



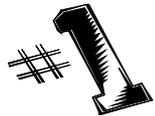
The
VISIONARY LEADER *who...*

Paints a concrete
PICTURE OF THE CHANGE



The
RELATIONAL LEADER *who...*

Creates a
COMMITMENT TO THE CHANGE



The
QUALITY LEADER *who...*

Creates the
CAPACITY TO CHANGE



The
SERVICE LEADER *who...*

Provides
SUPPORT FOR THE CHANGE

What is the State doing?

- Trying to be gardener to the grass roots.
- Arguing the moral imperative
- Facilitating communication.
- Providing expertise.
- Providing cover.
- Policy/Legislation.
- Supporting leadership (esp. at district level).

Strategic Plan Core Priority Framework

*Building a Learner-Centered Education System
From the Learner Out*

Effective Instructional Practices

- Rigorous standards and aligned curricula
- Learner-centered instruction
- Assessment systems to inform instruction
- Robust information systems

Great Teachers and Leaders

- Standards for educator effectiveness
- Rigorous and relevant training and professional development
- Effective, standards-based evaluation systems
- Support for online communities of practice

Multiple Pathways for Learner Achievement

- Advancement based on demonstration of mastery
- Student voice and choice in the demonstration of learning
- Expanded learning options
- Anytime, anywhere learning

Comprehensive School and Community Supports

- Effective and efficient services for learners with special needs
- Coordinated health and wellness programs
- A commitment to community and family engagement
- Career and workforce partnerships

An Aligned, Student-Centered Educational System

- Seamless integration of educational programs from early childhood into adulthood
- Adequate and equitable state resources for Maine school
- Comprehensive integration of education technology
- A robust and transparent accountability and improvement system



Maine Department of Education, 2012

Some Vignettes from Maine

- Poland Regional High School (RSU 16)
- Searsport High School
- RISC
- Regional School Unit 2 (Dresden, Hall-Dale, Monmouth, Richmond)
- Regional School Unit 18 (Messalonskee)

Maine Cohort for Customized Learning
(MCCL)



If not now, then when?

If not you , then who?

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Ronald Heifetz	Leadership Without Easy Answers (1996)
Karen Tracy	The Challenge of Ordinary Democracy (2008)

YouTube Videos: *Did You Know, Are You Paying Attention, Students Vision of School, Quest High School Capstone/Senior Exhibit, RSAnimate Sir Ken Robinson, RSAnimate Daniel Pink, TED Talk Simon Sinek (Start With Why), Maine DOE Center for Best Practice (soon)*