



Diploma Stakeholder Recommendations **To Be Finalized**

**Report to the Commissioner of
Education**

November 25, 2008

Diploma Stakeholder Group Members

- Joyce Blakney ,Teacher, Waterville High School Maine Education Association
- Grace Leavitt, Teacher, Greely High School Maine Education Association
- Mark Powers, Director, Mid-Maine Technical Center Maine Association of Career & Technical Education
- Scott Phair, Director, Capital Area Technical Center Maine Association of Career & Technical Education
- Ashley O'Brien, Board of Directors, MSAD #36 Maine School Boards' Association
- Maureen King, Board of Directors, MSAD #71 Maine School Boards' Association
- Don Reiter, Principal, Waterville High School Maine Principals' Association
- Jeanne Crocker, Principal, South Portland High School Maine Principals' Association
- Shannon Welsh, Superintendent of Schools, School Union #30 Maine School Superintendents' Association
- Will Burrow ,Special Education Administrator, School Union #44 Maine Administrators of Services for Children with Disabilities
- Laurie Hall, Guidance Counselor, Kennebunk High School Maine School Counselor Association
- Steve Pound, Associate Director, Cianbro Institute for Workforce Development Maine State Chamber of Commerce
- Norman Davis, General Manager, Morin Brick Company Maine State Chamber of Commerce
- Scott Knapp, President, Central Maine Community College Maine Community College System
- John Wright, Dean, School of Applied Science, Engineering, and Technology, USM University of Maine System
- James Carignan, Member, State Board of Education Maine State Board of Education
- Susan Gendron, Commissioner Maine Department of Education

One Diploma - MLRs

- There will be one diploma based on Maine's Learning Results. All students will have the opportunity to earn a standards-based diploma and learning experiences in all 8 areas:
 - *English Language Arts*
 - *Math*
 - *Science and Technology*
 - *Social Studies*
 - *World languages*
 - *Visual and Performing Arts*
 - *Physical Education and Health*
 - *Career and Education Development*

Diploma Requirements

- The diploma for each secondary school student shall reflect credits earned in all eight content areas.
- Credit: The diploma will be based on standards in Maine's Learning Results as measured by credits. The definition of a credit is the successful demonstration of the content standards in the Maine Learning Results specified in units of study or syllabi.
- Although all students will have educational experiences in all 8 content areas, in order to be awarded a diploma all students shall meet the standards in the following 4 common areas statewide:
 - *English Language Arts*
 - *Math*
 - *Science & Technology*
 - *Social Studies*
- The student will select one other area of the following three areas to meet the standards:
 - *Health Education and Physical Education,*
 - *Visual and Performing Arts, or*
 - *World Languages.*
 - *In lieu of one of these areas a student may meet the requirement of an national industry certification.*
- Students must at least partially meet the standards in the remaining two to three areas:
 - *Health Education and Physical Education,*
 - *Visual and Performing Arts, or*
 - *World Languages*

NOTE: Career and Education Development standards will be imbedded in the other 7 content areas.

Multiple Identified Pathways

- Collaboration of CTE & High School to provide a model. Model(s) developed in this process will be available by Summer 2010.
- All remaining CTE center/regions and other pathways will replicate or build on the model(s) for pathway identification by Fall 2011.
- Alternative Programs
- Adult Education
- Apprenticeships
- Career Academies
- Virtual
- Dual Enrollment

K-12 Interventions

- 2009-2012 Each district develops a system of interventions to meet the prioritized standards
- Interventions need to be specific, timely** and based upon on-going formative assessments
- A limited number of intervention models will be provided. These may be provided by districts/schools/CTE Centers or Regions that already have exemplary intervention models in place. Intervention models will be reviewed by the Department of Education and representatives from the State's educational organizations (MEA, MPA, MSMA, MACTE, etc.). These intervention models will be available by Summer '09.

** Within the school year

Personal Learning Plan

- 2009-2010 pilot, 2010-2011 PLPs implemented in Middle School
- Updated annually until graduation requirements are met
- Personal Learning Plans will be provided as simple, web-based models from schools that already have them in place.
- Personal learning plan models will be reviewed by the Department of Education and representatives from the State's educational organizations (MEA, MPA, MSMA, MACTE, etc.). These personal learning plan models will be available by Summer '09.
- The personal learning plans are linked to post-secondary education, career and citizenship readiness.

Multiple Measures & Opportunities

- **Students need to meet the standard on the course assessment and the common State assessment or an appropriate equivalent or portfolio. Students may demonstrate achievement of the standards in multiple settings such as in Career and Technical Programs and other innovative, integrated programs**
 - Course/learning experiences using multiple measures, such as paper/pencil, exams, quizzes, portfolios, performance, exhibitions, projects) with multiple opportunities on these assessments based on state developed rubrics or locally developed rubrics that have been determined to meet established criteria.
 - Common State level supported assessments may be used to demonstrate achievement of the standards. These include:
 - PSAT/NMSQT
 - SAT- Augmented in math
 - Additional tests for science and social studies
 - Scores on these assessments would need to be benchmarked for “meets the standard” and partially meets the standards as the SAT augmented currently is.
 - ***Districts may use other large scale assessments, such as NWEA or Accuplacer (meet the Community College System cutoff score) could serve as formative assessments and could be used as another measure when the student does not meet standards on the SAT.***
 - Juried portfolio system at DOE level for those who fail to meet diploma requirements locally (current state diploma)
 - Development of rubrics that address the key concepts/measurement topics in all the content areas, including CTE programs as noted on the implementation plan.
 - Commissioner to convene workgroup to look at balance or weight of the types of assessments in each of the content areas and to report back to the Legislature in January 2010.
 - State developed 21st Century based assessments that address all 8 content areas. The State will collaboratively develop rubrics for schools and teachers to use to measure student achievement of the standards that will integrate the content areas

Diploma Requirements Review Process

- 5 year cycle- 1st Review 2010-11
- Review implementation progress
 - *Curriculum alignment which includes units of study, syllabi*
 - *Pathways available*
 - *Interventions*
 - *Personal Learning Plans*
 - *Multiple measures*
 - *Percent of students meeting standards from each pathway*

Diploma Requirements Review Process

- The Review Team will be comprised of DOE staff and professionals in the field
- The DOE will develop a pilot process for Districts who feel they are advanced in the process may participate in pilot reviews . This process needs to be consistent with and compliment NEASC.
- Schools not making AYP for two consecutive years that are non Title I schools shall be provided with a School Improvement Team
- Annual Stakeholders Review – The Commissioner shall annually convene a stakeholders group comprised of members of executive committee of each group. The group will review progress of the implementation plan and make any appropriate recommendations to the Commissioner.

Timeline for Implementation

- Fall 2009 – International Center, Achieve, NGA, CCSSO will have established international standards in some of the subjects and define international benchmarks.
- The International Center has developed crosswalks between the MLRs and the national and state licensing skill standards/expectations.
- December 2008 through Summer 2009 build rubrics for key topic areas identified in the MLRS.
- 2008-2009 Develop Electronic process for the development and review of syllabi and pathways to achieve the MLRS to be ready for all schools in Fall 2009.
- Summer 2009 – set standards on the SAT – Augment and science
- Winter 2010 – set standards on the PSAT/NMSQT if possible
- Fall/Winter 2009 -2010 – Content area teachers and CTE instructors convene to consider and respond to international standards using established procedure from prior work.
- Teachers in these content area groups and CTE instructors will also identify professional development needs. Annually, there will be a review of professional development targets and newly identified needs.
- By Fall 2009 and ongoing – Identify sources of quality units of study for teachers to access. Establish criteria for reviewing units of study working with other states.
- 2010-2011 – Curriculum Units of study to be reviewed to international, prioritized standards and criteria of exemplary units of study. Pilot of innovative, integrated teaching based on the international standards.

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- 2009-2011 – A CTE center/region will collaborate with sending high school to develop curriculum units of study that are aligned to prioritized standards to provide models.
 - Models units of study will be identified and reviewed by the Department and representatives from the State’s educational organizations. Sources of Units of study to be available by Summer 2009.

