

---

# MAINE

## ESEA Flexibility

### Request for Window 3

---



September 6, 2012

U.S. Department of Education  
Washington, DC 20202

OMB Number: 1810-0581

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0581. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.



## INTRODUCTION

---

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2014–2015 school year.

### Review and Evaluation of Requests

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process will help ensure that each request for this flexibility approved by the Department is consistent with the principles described in the document titled *ESEA Flexibility*, which are designed to support State efforts to improve student academic achievement and increase the quality of instruction, and is both educationally and technically sound. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and principal effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA about the components of the SEA's request that need additional development in order for the request to be approved.

## GENERAL INSTRUCTIONS

---

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2014–2015 school year for SEAs that request the flexibility in “Window 3” (*i.e.*, the September 2012 submission window for peer review in October 2012). The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA’s reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This *ESEA Flexibility Request for Window 3* is intended for use by SEAs requesting ESEA flexibility in September 2012 for peer review in October 2012. The timelines incorporated into this request reflect the timelines for the waivers, key principles, and action items of ESEA flexibility for an SEA that is requesting flexibility in this third window.

**High-Quality Request:** A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and principal evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2012–2013 school year. In each such case, an SEA’s plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. **Key milestones and activities:** Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA’s plan to meet a given principle.
2. **Detailed timeline:** A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. **Party or parties responsible:** Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
4. **Evidence:** Where required, documentation to support the plan and demonstrate the SEA’s progress in implementing the plan. This *ESEA Flexibility Request for Window 3* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.

5. Resources: Resources necessary to complete the key activities, including staff time and additional funding.
6. Significant obstacles: Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance for Window 3*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

Process for Submitting the Request: An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: <http://www.ed.gov/esea/flexibility>.

*Electronic Submission:* The Department strongly prefers to receive an SEA’s request for the flexibility electronically. The SEA should submit it to the following address:  
[ESEAflexibility@ed.gov](mailto:ESEAflexibility@ed.gov).

*Paper Submission:* In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Paul S. Brown, Acting Director  
Student Achievement and School Accountability Programs  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

#### REQUEST SUBMISSION DEADLINE

The submission due date for Window 3 is September 6, 2012.

#### TECHNICAL ASSISTANCE FOR SEAS

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department’s Web site at:  
<http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

#### FOR FURTHER INFORMATION

If you have any questions, please contact the Department by e-mail at [ESEAflexibility@ed.gov](mailto:ESEAflexibility@ed.gov).

## TABLE OF CONTENTS

Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA’s flexibility request.

CONTENTS		PAGE
Cover Sheet for ESEA Flexibility Request for Window 3		3
Waivers		4
Assurances		7
Consultation		9
Evaluation		19
Overview of SEA’s Request for the ESEA Flexibility		20
<b>Principle 1: College- and Career-Ready Expectations for All Students</b>		22
1.A	Adopt college- and career-ready standards	22
1.B	Transition to college- and career-ready standards	24
1.C	Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	39
<b>Principle 2: State-Developed Differentiated Recognition, Accountability, and Support</b>		42
2.A	Develop and implement a State-based system of differentiated recognition, accountability, and support	42
2.B	Set ambitious but achievable annual measurable objectives	53
2.C	Reward schools	56
2.D	Priority schools	57
2.E	Focus schools	63
2.F	Provide incentives and supports for other Title I schools	66
2.G	Build SEA, LEA, and school capacity to improve student learning	66
<b>Principle 3: Supporting Effective Instruction and Leadership</b>		68
3.A	Develop and adopt guidelines for local teacher and principal evaluation and support systems	68
3.B	Ensure LEAs implement teacher and principal evaluation and support systems	72

**TABLE OF CONTENTS, CONTINUED**

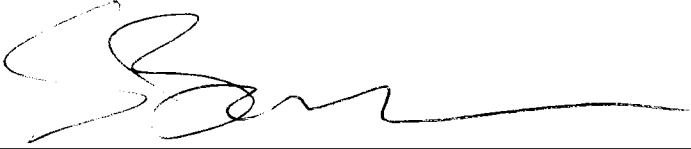
For each attachment included in the *ESEA Flexibility Request for Window 3*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

<b>LABEL</b>	<b>LIST OF ATTACHMENTS</b>	<b>PAGE</b>
1	Notice to LEAs	A - 1
2a	Comments on request received from LEAs and Others, Fall 2011	A - 3
2b	Comments on request received from LEAs and Others, August 2012	A - 11
3	Notice and information provided to the public regarding the request	A - 26
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	A - 35
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level	A - 47
6	State's Race to the Top Assessment Memorandum of Understanding (MOU)	A - 56
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments administered in the 2011-2012 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable)	A - 74
9	Table 2: Reward, Priority, and Focus Schools	A - 77
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	N/A

<b>LABEL</b>	<b>LIST OF APPENDICES</b>	<b>PAGE</b>
1	"Education Evolving: Maine's Plan for Putting Learners First," Maine Department of Education Strategic Plan, January 2012:	App - 1
2	Common Core ELA and Mathematics Implementation Plans	App - 38
3	"Global Best Practices Toolkit"	App - 49
4	Maine's Educator Effectiveness Law; Public Law 2011, chapter 635 (LD 1858)	App - 100
5	Lewiston Public Schools Teacher Evaluation and Professional Growth Program, part of the Maine Schools for Excellence project	App - 109
6	Maine Educator Effectiveness Council Agendas	App - 139



## COVER SHEET FOR ESEA FLEXIBILITY REQUEST

<b>Legal Name of Requester:</b> Maine Department of Education	<b>Requester's Mailing Address:</b> 23 State House Station Augusta, Maine 04333
<b>State Contact for the ESEA Flexibility Request</b>  <b>Name:</b> Deborah C. Friedman  <b>Position and Office:</b> Director of Policy and Programs, Office of the Commissioner  <b>Contact's Mailing Address:</b> 23 State House Station Augusta, Maine 04333  <b>Telephone:</b> 207-624-6620  <b>Fax:</b> 207-624-6601  <b>Email address:</b> <a href="mailto:Deborah.friedman@maine.gov">Deborah.friedman@maine.gov</a>	
<b>Chief State School Officer (Printed Name):</b> Stephen L. Bowen	<b>Telephone:</b> 207-624-6620
<b>Signature of the Chief State School Officer:</b> 	<b>Date:</b> September 6, 2012
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

## WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.
7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The

SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

## ASSURANCES

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a

manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

**If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:**

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012–2013 school year. (Principle 3)

## CONSULTATION

---

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. *A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.*

After nearly 12 months of thoughtful and frequent conversations with educators, students, parents, and business and community members across the state, Maine has decided to take advantage of this waiver opportunity. We believe the flexibility provided – especially the ability to more meaningfully define proficiency while also considering student growth, and the ability to provide a broader range of school-based supports with fewer restrictions – will better inform and support school improvement across the state.

Once a determination was made to pursue ESEA flexibility, a plan was created that enabled more focused discussions on the request for flexibility.. Since the beginning of May 2012, four workgroups consisting of teachers, principals, superintendents, and DOE staff members have worked tirelessly and shared their wisdom and insight to develop Maine’s ESEA waiver request.

1. The Steering Committee consisted of a district administrator of English Learner services, the Commissioner of the Maine Department of Education and key Department staff, and executive directors from our professional organizations (Maine Education Association (MEA), Maine School Superintendents Association (MSSA), Maine School Boards Association (MSBA), Maine Principals’ Association (MPA) and the Maine Administrators of Services for Children with Disabilities (MADSEC)). The Steering Committee provided overall guidance and ongoing engagement with stakeholders.
2. The Annual Measurable Objectives Workgroup developed the methodology for determining overall student proficiency targets, the School Accountability Index, and the method of placing schools into one of several school performance levels as required by U.S. Department of Education. The methodology was refined as feedback was received through public meetings and surveys; AMOs and the School Accountability Index were finalized on August 30, 2012.
3. The Interventions and Supports Workgroup helped design a system of comprehensive and responsive improvement activities in which our lowest performing schools must engage and crafted the array of resources that will be provided to help them
4. The Maine Educator Effectiveness Council, established by the Legislature in the spring of 2012, has been working on its charge of proposing a system of performance evaluation and professional growth (PE/PG). The Council’s foundational work during the summer of 2012 provides sufficient evidence to the USDE that a collaborative process is underway to ensure

creation and implementation of a thoughtful and informed system to evaluate and support teachers and leaders.

Below are the Workgroup descriptions and membership lists :

### Steering Committee

#### Charge:

1. Finalize membership in the working groups;
2. Provide overview, guidance, and support to each of the working groups;
3. Receive the reports of the working groups and craft the core components of a statewide accountability system to recommend to the Commissioner;
4. Support the engagement of key stakeholder groups, including members of representing all official student subgroups

#### Deliverables

1. Clarified charge for each of the working groups
2. List of recommended individuals to serve in the working groups
3. List of individuals and/or organizations representing students from various subgroups
4. Input and feedback from individuals and/or organizations representing students from various subgroups
5. Recommended elements of statewide accountability system that meet the requirements of the current ESEA Flexibility program and, if applicable, any future guidance resulting from a reauthorized ESEA
6. Formal presentation(s) of the statewide accountability model to education stakeholders across the state

### Steering Committee Membership

<i>Name</i>	<i>Position</i>	<i>Representing</i>
Steve Bowen	Commissioner	Maine Department of Education
Dick Durost	Executive Director	Maine Principals' Association
Dale Douglass	Executive Director	Maine School Boards Association
Sandra MacArthur	Executive Director	Maine School Superintendents' Association
Jill Adams	Executive Director	Maine Administrators of Services for Children with Disabilities
Rob Walker	Executive Director	Maine Education Association



<i>Name</i>	<i>Position</i>	<i>Representing</i>
Lois Kilby-Chesley	President	Maine Education Association
Robin Fleck	ELL Coordinator, Auburn School Department	Participating at the request of the Maine DOE
Jaci Holmes	Federal-State Legislative Liaison	Maine DOE
Dan Hupp	Director of Standards and Assessment	Maine DOE
Rachelle Tome	ESEA Federal Programs Director	Maine DOE
David Connerty-Marin	Communications Director	Maine DOE
Deb Friedman	Director, Policy and Programs	Maine DOE
Mark Kostin	Associate Director, Great Schools Partnership	Facilitator

### Annual Measurable Objectives (AMO) Working Group

#### Charge:

1. Identify the student assessments that will be used to determine the level of proficiency of students (all and subgroups) in a school
2. Determine additional student learning measures, if applicable, to be used
3. Determine specific proficiency benchmarks to be used to determine a school's accountability status
4. Propose at least four different levels of school performance commensurate with the ESEA flexibility guidelines (i.e. priority, focus, and reward)
5. Work with the Interventions & Support Working Group to determine the manner in which schools and/or districts can exit any identified status associated with poor performance

#### Deliverables

1. List of student learning assessments
2. List of other measures of student learning
3. List of AMO targets by year
4. List of school and/or district performance designations
5. Process by which schools and/or districts deemed poor performance leave their status

### AMO Working Group Membership

<i>Name</i>	<i>Position</i>	<i>Appointed by:</i>
Paul Austin	Special Services Director, Brunswick School Department	Maine Administrators of Services to Children with Disabilities
Barbara Powers	Superintendent, Falmouth School Department	Maine School Superintendents Association
Amanda Cooper	Teacher, Gorham Middle School	Maine Education Association
Linda MacKenzie	Principal, Stearns High School	Maine Principals' Association
Kristin Wells	ESL Teacher, K-12, Wells-Ogunquit CSD	Serving at the request of the Maine DOE
Steve Bowen	Commissioner, Maine Department of Education	Maine DOE
Rachelle Tome	ESEA Federal Programs Director	Maine DOE
Deb Friedman	Director, Policy and Programs	Maine DOE
Dan Hupp	Director of Standards and Assessments	Maine DOE
Nancy Mullins	Director of ESL and Bilingual Programs	Maine DOE
Bill Hurwitch	Project Manager, SLDS	Maine DOE
George Tucker	Distinguished Educator, School Improvement Consultant	Maine DOE
Mark Kostin	Associate Director, Great Schools Partnership	Facilitator

### **Interventions and Supports Workgroup (I&S)**

**Charge:**

1. Determine and name at least four levels of overall student and/or district performance compared to the established AMOs.
2. These performance levels must meet the stated requirements of the current ESEA flexibility opportunity (i.e. priority, focus, and reward) and any other guidance resulting from reauthorization of ESEA
3. Determine the support to be provided and the interventions to be implemented for schools and/or districts that have been identified, commensurate with the specific areas of need
4. Determine the process by which schools and/or districts identified as needing support will be identified and apply for funds

5. Develop the system by which the DOE will provide ongoing support for schools and/or districts in this category
6. Develop the manner in which reward schools will be recognized along with any other possible relief and/or compensation
7. Determine the manner in which schools and/or districts can exit their stated status
8. Work in conjunction with the AMO Working Group when necessary

### **Deliverables**

1. List and description of status categories
2. Document outlining the differentiated support and interventions based on performance categories
3. Process for accessing and monitoring the use of targeted resources
4. Description of DOE intervention and support model
5. List of recognitions, relief, and/or compensation for reward schools
6. Description of steps for exiting status

### **I&S Workgroup Membership**

<i>Name</i>	<i>Position</i>	<i>Appointed by:</i>
Deborah Emery	Principal, Henry Cottrell School, Monmouth (RSU 2)	Maine Principals' Association
Susan Pratt	Superintendent, RSU 40 (Union)	Maine Superintendents' Association
Joyce Blakney	Mathematics Teacher, Waterville High School	Maine Education Association
Steve Bowen	Commissioner	Maine DOE
Rachelle Tome	ESEA Federal Programs Director	Maine DOE
Deb Friedman	Director, Policy and Programs	Maine DOE
Steve Vose	Title 1-A School Improvement	Maine DOE
Mark Kostin	Associate Director, Great Schools Partnership	Facilitator

### **Maine Educator Effectiveness Council (MEEC)**

**(Charge and Membership Specified in Public Law 2011, chapter 635, LD 1858)**

#### **Charge:**

Recommend the following elements of a "Performance Evaluation and Professional Growth System:

- Sets of Professional Practice Standards for Teacher and for Principals
- A 4-level rating scale with clear definitions
- Potential measures of student learning and growth
- Major components of an evaluation process, e.g., training, methods of gathering evidence, weighting of measures
- A system of supports and professional development linked to ratings, including professional improvement plan

**Deliverables:**

Recommendations for transmittal to the Joint Standing Committee on Education and Cultural Affairs, by November 1, 2012, regarding the matters listed above.

**MEEC Membership**

<i>Name</i>	<i>Position</i>	<i>Interest Represented</i>
Linda Bleile	Principal, Wiscasset Middle School	Maine Principal's Association
Steve Bowen	Commissioner	Maine DOE
James Cote	President & CEO, Associated Builders and Contractors	Business Community
Brian Doore	Assistant Research Professor, University of Maine	Faculty of an approved educator preparation program
Becky Fles	School Board Chair, RSU 11 (Gardiner)	Maine School Boards Association
Susan Grondin	English Language Arts Teacher, Lewiston Middle School	Maine Education Association
Chris Hall	VP, Government Relations Portland Regional Chamber	Business Community
Scott Harrison	Project Director, Maine Schools for Excellence	Public Member
Maureen King	School Board Member, RSU 21	Maine School Boards Association
Grace Leavitt	Foreign Language and Literature Teacher, Greely High School	Maine Education Association
Linda McLeod	Principal, Indian Island School	Maine Indian Education
Barbara Moody	Director of Teacher Education, Husson University	Public Member

<i>Name</i>	<i>Position</i>	<i>Interest Represented</i>
Mary Payne	Teacher, Messalonskee High School	Maine Education Association
Sylvia Pease	Superintendent, SAD 55 (Hiram)	Maine School Superintendents Association
Nancy Perkins	Chair, Certification Committee Maine State Board of Education	Maine State Board of Education
John Soifer	Special Education Teacher Skowhegan High School	Maine Education Association

**Staff Resources (non-members)**

Deb Friedman	Director, Policy and Programs, Maine DOE
Meghan Southworth	ESEA Title II Teacher Quality, Maine DOE
Mark Kostin	Associate Director, Great Schools Partnership, Facilitator

All 4 work groups consisted of representatives from the school, community, district, and state levels – teachers, principals, superintendents, board members, and other community members. The groups met at least once a month, as reflected in the list of meeting dates below:

2012 Meeting Dates

**Steering Committee**

- May 11, 9 to 11 am
- May 31, 9 to 11 am
- June 21, 2 to 4 pm
- July 25, 1 to 3 pm

**Annual Measurable Objectives (AMO) Workgroup**

- May 22, 1 to 5 pm (Joint meeting with I&S)
- June 5, 8 am to noon
- June 20, noon to 4 pm
- July 2, 8 am to noon
- July 23, 8 am to noon
- August 14, 8 am to noon
- August 30, 3 pm to 4:30 pm

**Interventions and Supports (I&S) Workgroup**

- May 22, 1 to 5 pm (Joint meeting with AMO)
- June 13, 1 to 5 pm
- July 18, 9 am to 3 pm

- August 3, 8:30 am to noon
- August 16, 9:30 am to 12:30

### Maine Educator Effectiveness Council (MEEC)

- May 29, 1 to 4 pm
- June 20, 9 am to 3 pm
- July 9, 9 am to 3 pm
- July 27, 9 am to 3 pm
- August 10, 9 am to 3 pm
- August 24, 9 am to 3 pm
- (Planned: September 14 and 28)

The list of Workgroup Meeting Dates is reorganized below by month, illustrating the iterative nature of the Steering Committee-Workgroup structure. This enabled the Steering Committee to receive updates on the work of the content-specific workgroups, and to provide feedback to the department on the progress of the workgroups.

#### May

- May 11 Steering Committee
- May 22 Joint Meeting of AMO and I&S
- May 29 MEEC
- May 31 Steering Committee

#### June

- June 5 AMO
- June 13 I&S
- June 20 AMO
- June 20 MEEC
- June 21 Steering Committee

#### July

- July 2 AMO
- July 9 MEEC
- July 18 I&S
- July 23 AMO
- July 25 Steering Committee
- July 27 MEEC

#### August

- August 3 I&S
- August 10 MEEC
- August 14 AMO
- August 16 I&S
- August 24 MEEC

- August 30 AMO

All of these Workgroup meetings were open to public and announced through Maine DOE Dispatches and the weekly Commissioner’s Updates. (Dispatches are included in Commissioner’s Updates, which have a subscriber list of 2860, including all superintendents in the State.) See Attachment 3 for a list of key public notice and comment opportunities.

As the meetings progressed, materials were posted on the ESEA Flexibility Website, and opportunities for providing comments were provided, including a web-based submittal opportunities and surveys. These were used to create the long-term agenda and to collect feedback as the discussions progressed.

The charge to the Workgroups was driven in part by the results of a Fall 2011 survey, which helped establish the direction of Maine’s application. The Maine DOE also held Fall 2011 webinars to inform the public about the flexibility proposal from the USDE.

After all of these stakeholder recommendations were more fully developed by the Workgroups, a summary describing the major components of Maine’s request was released through the Maine DOE website and via the Commissioner Update on August 16 (see Attachment 3). An online survey was developed to solicit feedback and ideas based on the summary and three public forums were held (including one online webinar) where the Commissioner described the plan and asked participants for their feedback and ideas. The feedback from the summary public comment sessions, the Workgroups’ websites, and an August 2012 survey was collected and organized into categories corresponding to each of the Workgroups (see Attachment 2). The Workgroups were reconvened to consider the feedback and, where possible and appropriate, this proposal was modified.

2. *A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.*

Maine DOE involved diverse communities in the development of the request by:

- Including professionals working with English Learners (AMO, Steering Committee), students with disabilities (Steering Committee, AMO), business organizations (MEEC) and Maine Indian Education schools (MEEC) on the working groups that developed various aspects of this application;
- Meeting with Portland and Bangor-area students in December of 2011 to get initial thoughts on how to measure the effectiveness of schools and teachers;
- Asking school professionals to invite parents of EL students and students with disabilities to attend public forums on the application;
- Personal communication with a representative of the Bangor Chapter of the NAACP, issuing an invitation to a public forum on the request; and

- Inviting general public engagement throughout the process of developing the request, through numerous press releases and Commissioner’s Update articles.



## EVALUATION

---

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

\*\*Maine elected to not participate in the Evaluation opportunity because it is likely to require Maine DOE staff resources to participate, even though the U.S. Department of Education pays for the evaluation to be conducted. Without knowing more about the required Maine DOE resources, we are reluctant to commit to participating in an evaluation.

## OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

---

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

In January of this year, Education Commissioner Stephen Bowen released a Strategic Plan for the Maine Department of Education that was developed in consultation with educators from across the state. (See Appendix 1) In the Plan's preface, Commissioner Bowen outlined four challenges that Maine confronts as it seeks to ensure that all of its young people graduate from its schools ready for college, careers, and civic life.

The first challenge is that student outcomes in Maine are stagnant, with test scores and graduation rates showing little growth. The second challenge is that this lack of achievement growth comes despite the state's compliance with the No Child Left behind Act of 2001, which imposed the state's current system of school and district accountability. Despite more than a decade of standardized testing, the identification of schools based on student outcomes and the imposition of a number of initiatives to turn around underperforming schools, student outcomes remain stubbornly flat.

The third challenge is that the failure of the No Child Left Behind model suggests that simply tweaking the existing accountability structure imposed by the law is not enough. What is needed is an entirely new approach to public schooling, an approach that adapts our schools to meet the needs of learners, rather than requiring learners to adapt to the needs of our schools.

The fourth challenge is that we must undertake this transformation from an industrial-age, factory-era model of schooling to a 21<sup>st</sup> century model of schooling that customizes learning for all students, and we must do it within existing resources. Building a new system of school and district accountability under an ESEA waiver is a critical step in the transformation Maine must undertake to meet these challenges. Educators across Maine, whose experience and insights drove the development of the Department's strategic plan, see the current accountability provisions of No Child Left Behind as significant barriers to transformation. Rather than providing educators with the tools necessary to meet the needs of all students, the current NCLB framework, stands in the way of meaningful change.

- Maine's goal with its ESEA flexibility proposal, therefore, is to take the first step in the development of a new state accountability system, one that supports the kind of systems change that meeting the challenges confronting us requires. If we are serious about meeting the needs of each individual learner, the state's accountability system must measure the progress of each student toward the attainment of college and career-ready standards.

- This assessment of student outcomes should use multiple measures that indicate not only a student's achievement of certain learning standards at a fixed point in time, but that student's achievement growth over the course of his or her school career.
- These measures of student achievement and growth should be used to determine the extent to which each Maine school and educator is meeting the needs of the students they serve. Such determinations should be reported in a manner that is clear and concise, providing educators, parents and the public with an accurate account of student outcomes.
- Schools that are identified as struggling to meet the learning needs of students be required to develop and implement detailed plans to improve student outcomes, and should be provided with targeted supports designed to support those improvement efforts.
- Educators who are identified, through a combination of measures of professional practice and assessments of student achievement and growth, should be provided with the professional development and support needed to help them meet the needs of all learners.

Maine's ESEA flexibility proposal is built around these core concepts, and is thus critical to the state's overall efforts, driven by the Strategic Plan, to build a more customized, student-centered educational system.

## PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

### 1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
--	---

The Maine Department of Education (Maine DOE) is deeply committed to establishing clear, ambitious, and rigorous learning standards that, when met, will provide students with a solid foundation that will enable them to be successful in the colleges and careers of their choice upon graduation. This work started at least fifteen years ago with the adoption of Maine’s *Learning Results* standards in 1996. These include content standards in eight areas, framed by an overarching set of Guiding Principles that describe the knowledge and skills believed necessary to prepare every student for college, careers and civic life. The eight content areas are: Career and Education Development; English Language Arts; Health Education and Physical Education; Mathematics; Science and Technology; Social Studies; Visual and Performing Arts; and World Languages.

Maine’s learning standards were revised in 2007, and are now called Maine *Learning Results: Parameters for Essential Instruction*, commonly referred to as the MLR’s. These revised standards reflect the knowledge and skills essential for college, career, and citizenship in the 21st century. They took effect on October 22, 2007.

Included in the MLRs is a set of cross-cutting 21<sup>st</sup> century skills, competencies and habits of mind deemed to be essential to success in the world beyond high school. These five broad skills are

intended to be practiced and assessed across all content areas beginning in Kindergarten and culminating in high school with increasing complexity and sophistication. These are summarized here and more fully described on the Maine DOE website:

<http://www.maine.gov/education/lres/2007MLRGuidingPrinciples.pdf>. To succeed in the 21<sup>st</sup> century, a Maine graduate must be a:

1. Clear and effective communicator;
2. Self-directed and lifelong learner;
3. Creative and practical problem-solver;
4. Responsible and involved citizen; and
5. Integrated and informed thinker.

With the recent passage of legislation mandating a proficiency-based high school diploma, Maine's school districts will soon be required to certify that students are proficient in these skills – in addition to being proficient in the standards articulated in the eight content areas.

For purposes of state and federal accountability, a portion of the Maine Learning Results standards were adopted as a separate rule: DOE Rule Chapter 131. That rule includes Mathematics and English Language Arts standards that are used for federal accountability purposes, as well as Science standards that are used for state assessment purposes.

In the Spring of 2010, in anticipation of filing an application for Race-to-the-Top funds, the Maine DOE sought and received clear statutory authority to proceed with adoption of the Common Core State Standards in mathematics and English language arts. (See Attachment 4-d, Public Law 2009, chapter 647). That legislation authorized the Department to adopt the standards through Emergency Rulemaking. Since the State did not receive Race-to-the-Top funding, the Department elected to conduct a regular rulemaking process, rather than going through the temporary, fast-track Emergency process.

Maine has a somewhat unusual process for agency rulemaking, when the Legislature considers the rule to be “major substantive.” Those rules must go through a legislative process as well as the administrative rulemaking process. The agency starts the process by proposing a rule, holding a public hearing on the proposal and offering opportunity for written comment. Once the agency considers and responds to public comment, makes any changes needed to reflect public comment, the agency “provisionally” adopts the rule and files it with the Legislature for review and for authority to proceed to final adoption.

Maine DOE conducted the administrative rulemaking process to incorporate the Common Core Standards for ELA and Mathematics into Rule Chapter 131, between August 2 and October 7, 2010. The Department provisionally adopted the rule on October 7, 2010 and submitted it to the Legislature. As is customary for rules review, the Office of the Revisor of Statutes drafted a Resolve, LD 6, which proposed to authorize the DOE to finally adopt the Common Core as an amendment to Rule Chapter 131. The Resolve was referred to the Joint Standing Committee on Education, where it received unanimous approval, was ultimately passed by the full Legislature and was signed by Governor LePage. Evidence of final adoption, through a filing with the Secretary of State, is included in Attachment 4-a. Attachment 4-b is an excerpt from the adopted rule and Attachment 4-c is the Legislative Resolve authorizing final adoption of the rule.

## 1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

.....

In anticipation of Common Core adoption, the Maine DOE developed a comprehensive roll-out plan to ensure awareness, facilitate transition and support implementation of the Common Core standards, and to ensure that all students were able to access and achieve the standards. The plan had four phases: 1) Common Core awareness across all impacted practitioners during the 2011-2012 school year, 2) initial transition to the Common Core in the 2012-2013 school year followed by 3) full implementation of the standards in the 2013-14 school year, and 4) Assessment beginning in the spring of 2015.

In an effort to avoid “the silo-ing syndrome” within the Department, a coordinated plan for transitioning to the Common Core was created incorporating all divisions and sub-teams within Maine DOE. Those divisions specifically targeted included:

- Content Specialists in all content areas with special focus on ELA and Mathematics (CS – ELA, CS- Math),
- Career and Technical Education (CTE),
- Higher Education (HE),
- Services for Students with Disabilities (SWD),
- English Learners (EL),
- Title 1 Continuous Improvement Priority Schools (CIPS),
- Title II A & B (TIIAB),
- Adult Education (AE),
- Maine’s Learning Technology Initiative (MLTI),
- Early Childhood Development (ECD),
- Standards Based Implementation Team (SBI),
- State Longitudinal Data System Team (SLDS),
- Communications and Public Information Team (CPI),
- Customized Learning Implementation (CLI).

From Early Childhood through Higher Education, the Maine DOE has coordinated the Common Core implementation process, with a team of Maine DOE staff members working across content areas to increase educator awareness of how the Common Core impacts their work.

The Maine DOE views the adoption of the Common Core as the focal point around which all educational programs can be coordinated in order to ensure that all students graduate from Maine high schools college, career and citizenship ready, fully equipped with the knowledge and skills required in the 21<sup>st</sup> century and requiring no remediation before embarking on their choice of post-secondary opportunities. In order to ensure that all students have a chance to achieve the standards, the Department expects that all Common Core professional development opportunities hosted/facilitated/sponsored by the Maine DOE content specialists will be designed to include professionals serving students with disabilities and English learners, as well as including education administrators.

The Maine DOE has invested heavily by dedicating staff to participate in Council of Chief State School Officers (CCSSO) State Collaboratives on Assessment and Student Standards (SCASS) professional development opportunities with great benefit. Maine has participated (via a 6-member cross-agency team) in each of the Implementing the Common Core Standards SCASS meetings held during the past two years. Additionally, Department staff participate in the ELA, Mathematics, Science, and Special Education SCASS work. In each case, Maine DOE staff have received and contributed to the national creation and sharing of Common Core supports and materials.

#### **Awareness:**

Maine's strategy for increasing awareness of the Common Core was to integrate Common Core throughout its trainings. During the 2010-2011 school year Maine DOE held various workshops across the state, hosted by districts, regional curriculum groups, and higher education, to inform the field of the new standards and where to find information and support.

A webpage for mathematics, <http://maine.gov/education/lres/math/standards.html>, a webpage for English Language Arts, <http://maine.gov/education/lres/ela/standards.html>, and an overarching Common Core webpage for DOE, <http://maine.gov/education/lres/commoncore/index.html>, were developed.

Materials focusing on awareness are posted at the following site for the field to access under the introduction module for math and ELA: [http://maine.gov/education/lres/math/ccss\\_pd.html](http://maine.gov/education/lres/math/ccss_pd.html)  
[http://www.maine.gov/education/lres/ela/ccss\\_modules.html](http://www.maine.gov/education/lres/ela/ccss_modules.html)

The mathematics and English Language Arts specialists also made presentations at regional superintendent meetings and Career and Technical Education (CTE) director meetings across the state.

On June 25, 2012 the Maine DOE Math and ELA specialists presented at a conference sponsored by the Maine Administrators of Services for Children with Disabilities (MADSEC) to inform special education directors and teachers of the new standards and where to find information and support.

Support for professional development for ELL teachers is found at: <http://www.maine.gov/education/esl/esllinks.htm>. On June 10, 2012 – June 15, 2012, a team from Maine DOE attended a five-day institute sponsored by The Illinois Resource Center (IRC) and World-Class Instructional Design and Assessment (WIDA) to learn a process focused on coordinating the use of multiple sets of standards to support the academic language development of language learners (ELL) focusing on the Common Core State Standards.

