

Maine Second Cohort Application for Inclusion in the Re-Inventing Schools Coalition

OVERVIEW & GENERAL INFORMATION

The Maine Department of Education invites school administrative units (SAUs) to apply to participate in the second cohort of sites making the transition to a performance-based educational system utilizing the Re-Inventing Schools Coalition (RISC) Model.

Transitioning from a standards-referenced system of education to a performance-based system is a tremendously complex change process. Learning from our past and mindful of the need to build capacity and increase the collective power of people to move the system forward, we will continue to support our Cohort 1 schools and begin the journey with a limited number of Cohort 2 Implementation sites.

Definition of a Standards-Based Educational System

A performance-based system is a student-centered learning model engaging all stakeholders. The learner makes continuous progress toward the attainment of clearly defined learning goals.

Distinctions Between Standards-Based and Standards-Referenced Educational Systems Developed by Dr. Robert J. Marzano

<ul style="list-style-type: none">▶ 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	<ul style="list-style-type: none">▶ 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 Based	Standards Referenced

Goals of the Cohort

- Implement the critical components of a performance-based system as embedded in the RISC Model (Shared Vision, Leadership, Standards-Based Design, & Continuous Improvement)
- Develop demonstration sites to serve as exemplars of performance-based systems of education in the State of Maine, as defined by the Routine or Refinement levels of RISC's Organizational Self-Assessment Tool (OSAT)
- Establish a network of resources and support between and among participating implementation sites
- Utilize the state developed standards-based scoring guides which use the language of Maine's *Learning Results* to define proficiency along a continuum of performance levels

Maine Second Cohort

Application for Inclusion in the Re-Inventing Schools Coalition

- Utilize specialized software that facilitates the use and management of student learning data relative to achievement of standards
- Enable all Maine students to demonstrate proficiency in all areas of Maine's *Learning Results*, and provide multiple pathways to earn a high school diploma so they will be prepared for careers, post-secondary expectations, and citizenship

Desired Cohort Profile

- Ideally, a K-12 school system that is willing and able to work in collaboration with its CTE Center or Region and Adult Education program. (Individual schools within SAUs may apply, however, evidence of district level support, and a willingness to apply performance-based principles district-wide during the course of the implementation is needed.)

Responsibility of Cohort Sites

- Build understanding of the critical components of the RISC Model across all stakeholder groups in alignment with the RISC OSAT.
- Demonstrate agreement to move forward with implementing performance-based education on the part of a wide spectrum of stakeholder groups (staff, parents, community, students...)
- Obtain School Board approval to begin to implement the critical components of performance-based system by Jan. 15, 2011
- Devise and implement a plan to move to the First Implementation phase as defined on the RISC OSAT
- Share learning, using various media and venues, with coalition members and non-coalition members.

Responsibility of Maine Department of Education

- Partner with RISC to provide technical support and capacity building through a variety of professional development opportunities
 - Summer Institute
 - On-site district-wide RISC Model trainings and technical assistance
 - Fall Administrator Workshop
 - Maine RISC Symposia
 - Beacon Teacher Training (BTT)
 - BTT Classroom Follow-ups
 - Spring site visits

Length of State Level Support for Cohort 1 and Cohort 2

To implement the RISC Model effectively takes a minimum of 3-5 years. It is the desire of the Department to support these cohorts as they move from *Awareness* to *First Implementation* on the *RISC OSAT*. Recognizing the current economic environment, the Department will continue to support Cohort 1 and Cohort 2 in year-by-year allotments for as long as possible.

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Overview of Application Process

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Jan. 22, 2010	2 nd Implementation Districts Application available @ Winter Symposium
March 1, 2010	2 nd Implementation Districts Application Due
March 2-11, 2010	Review of 2 nd Implementation Districts Application Due
March 15, 2010	Contact 2 nd Implementation District applicants and schedule site visits
April 9, 2010	Site visit debriefing audio conference
Week of March 29, 2010	2 nd Implementation Districts Applicants Site Visits
April 2, 2010	Debrief 2 nd Implementation Districts Site Visits, Make Decisions, Finalize +/- Reports
April 7, 2010	2 nd Implementation Districts +/- Reports e-mailed
April 9, 2010	Audio-conferences to debrief +/- Reports Announce 2 nd Implementation Districts

Application Scoring Process

Applications will be reviewed and scored in two phases. In the first phase, applications will be reviewed and scored by at least one RISC staff member and at least one MDOE staff member, using the four scoring guides identified on subsequent pages.

Applications that demonstrate the strongest commitment and capacity for change will be selected to continue to Phase Two of the process, which will consist of a site visit. A maximum of six SAUs will be selected to continue to Phase Two of the process and will be contacted to confirm dates for the site visit.

Site visits will be conducted to validate the application scores and review evidence identified in the application information. If your organization is selected for a site visit, you will receive an informational packet that describes the process in detail. In general, the site visit evaluators will look to your leadership team to provide evidence that supports your application responses. In addition, administrative and instructional staff interviews will be conducted to further determine capacity for the change process. Furthermore, evaluators will visit some schools to gain additional information about current practice.

As a result of the site visit, SAUs will receive a feedback snapshot report that identifies strengths, opportunities for improvement, and recommended next steps. Site visits will last one day.

Maine Second Cohort

Application for Inclusion in the Re-Inventing Schools Coalition

Application Timeline

- **Monday, March 1, 2010 no later than 5:00 p.m.**- Completed applications e-mailed as two separate attachments (Cover Page & Responses) and one fax/hard copy Assurances Pages with Superintendent signature to Diana Doiron, Maine Department of Education, at diana.doiron@maine.gov
 - **Cover Page** (e-mailed as attachment)
 - **Responses to RISC Component Questions** (4 components, 1 page each) (e-mailed as attachment)
 - **Assurances Pages** (with Superintendent signature, faxed or hard copy to Diana Doiron at 624-6821)
****Application is NOT COMPLETE until Assurances Pages with Superintendent signature are received**
- **Monday, March 15, 2010**- All applicants notified of the status of their application
- **Week of March 29, 2010**- Site visits conducted for SAUs continuing to Phase Two of the application process
- **April 9, 2010**- Notification of final decisions regarding application status

Questions can be addressed to:

- Diana Doiron- diana.doiron@maine.gov
- Nigel Norton- nigel.norton@maine.gov