

# MAINE STATE LEGISLATURE

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# 117th MAINE LEGISLATURE

## SECOND REGULAR SESSION-1996

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Legislative Document

No. 1791

S.P. 701

In Senate, February 15, 1996

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### An Act to Initiate Education Reform in Maine.

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Reference to the Committee on Education and Cultural Affairs suggested and ordered printed.

A handwritten signature in cursive script that reads "May M. Ross".

MAY M. ROSS  
Secretary of the Senate

Presented by Senator AMERO of Cumberland. (GOVERNOR'S BILL).  
Cosponsored by Representative MITCHELL of Vassalboro and  
Senators: BENOIT of Franklin, KIEFFER of Aroostook, PARADIS of Aroostook,  
Representatives: BARTH of Bethel, BENEDIKT of Brunswick, BIGL of Bucksport,  
CAMERON of Rumford, DAMREN of Belgrade, DORE of Auburn, GIERINGER of  
Portland, GOOLEY of Farmington, HICHBORN of LAGRANGE, JOSEPH of Waterville, LIBBY  
of Kennebunk, LIBBY of Buxton, LOVETT of Scarborough, McELROY of Unity, MURPHY  
of Berwick, O'GARA of Westbrook, POIRIER of Saco, RICE of South Bristol, TUFTS of  
Stockton Springs.

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Be it enacted by the People of the State of Maine as follows:

Sec. 1. 20-A MRSA §6208 is enacted to read:

**§6208. System of learning results established**

The department in consultation with the state board shall establish and implement a comprehensive, statewide system of learning results, referred to in this section as the "system," no later than the 2002-03 school year. The system must be based on the guiding principles in subsection 1 and the content standards in subsection 2.

1. Guiding principles. Each student must leave school as:

A. A clear and effective communicator who:

(1) Uses oral, written, visual, artistic and technological modes of expression;

(2) Reads, listens to and interprets messages from multiple sources; and

(3) Uses English and at least one other language;

B. A self-directed and life-long learner who:

(1) Creates career and education plans that reflect personal goals, interests and skills, and available resources;

(2) Demonstrates the capacity to undertake independent study; and

(3) Finds and uses information from libraries, electronic data bases and other resources;

C. A creative and practical problem solver who:

(1) Observes situations objectively to clearly and accurately define problems;

(2) Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions;

(3) Identifies patterns, trends and relationships that apply to solutions to problems; and

2                   (4) Generates a variety of solutions, builds a case  
4                   for the best response and critically evaluates the  
                    effectiveness of this response;

6                   D. A responsible and involved citizen who:

8                   (1) Recognizes the power of personal participation to  
10                  affect the community and demonstrates participation  
                    skills;

12                  (2) Understands the importance of accepting  
                    responsibility for personal decisions and actions;

14                  (3) Knows the means of achieving personal and  
16                  community health and well-being; and

18                  (4) Appreciates the value of diversity in society;

20                  E. A collaborative and quality worker who:

22                  (1) Knows the structure and functions of the labor  
                    market;

24                  (2) Assesses individual interests, aptitudes, skills,  
26                  and values in relation to demands of the workplace; and

28                  (3) Demonstrates reliability, flexibility and concern  
                    for quality; and

30                  F. An integrative and informed thinker who:

32                  (1) Applies knowledge and skills in and across English  
34                  language arts, visual and performing arts, foreign  
                    languages, health and physical education, mathematics,  
36                  science, social studies and career preparation; and

38                  (2) Comprehends relationships among different modes of  
                    thought and methods associated with the traditional  
40                  disciplines.

42                  2. Content standards. Each student must satisfy the  
                    following content standards.

44                  A. In the area of career preparation, the student must:

46                  (1) Demonstrate understanding of how the workplace  
48                  functions and of the interactions within it among  
                    people, tools and materials;

- 2           (2) Use academic knowledge and age-appropriate tools  
3           in practical applications that are linked to the  
4           workplace and are technologically intensive;
- 6           (3) Understand the economics of the workplace;
- 8           (4) Develop career and education plans based on  
9           assessment of self in relation to workplace demands;
- 10          (5) Acquire and apply job-seeking and advancement  
11          skills;
- 12          (6) Acquire and adopt skills that ensure success in  
13          family, work and community settings;
- 14          (7) Understand and apply teamwork, leadership and  
15          negotiation skills needed to interact successfully with  
16          others in an increasingly diverse world;
- 18          (8) Demonstrate awareness of family roles and  
19          relationships and how they interrelate with community  
20          life; and
- 22          (9) Apply an understanding of economic concepts to  
23          personal and financial choices.

24           B. In the area of English language arts, the student must:

- 26           (1) Know how language and literature contribute to  
27           understanding the human experience;
- 28           (2) Read popular and classical literature from diverse  
29           cultures in a variety of genres;
- 30           (3) Articulate the impact of reading, listening and  
31           viewing on personal thinking, beliefs and values;
- 32           (4) Demonstrate an understanding of enduring themes of  
33           literature;
- 34           (5) Use a wide variety of strategies to present  
35           information and ideas in a format appropriate to  
36           purpose and audience;
- 37           (6) Use standard oral and written language conventions  
38           such as grammar, syntax and spelling;
- 39           (7) Practice writing as a process that includes  
40           planning, drafting, giving and receiving feedback,  
41           editing and presenting;

- 2           (8) Use a wide variety of technology and media to  
4           research or highlight creative and expository  
          expression;
- 6           (9) Collect, analyze and organize material to inform,  
          describe, entertain and persuade;
- 8           (10) Read, listen and view with comprehension;
- 10          (11) Read creative, technical and expository material  
12          from both primary and secondary sources for a variety  
14          of purposes;
- 16          (12) Recognize the intention of a speaker or writer  
          and know when language is being used to persuade or  
18          influence; and
- 20          (13) Pose questions and practice prediction,  
          interpretation and response in building comprehension.

22    C. In the area of foreign languages, the student must:

- 24          (1) Communicate clearly and effectively through  
26          listening, speaking, reading and writing, as  
          appropriate, in a language other than the student's  
28          native language;
- 30          (2) Engage in conversations and discussions about  
          everyday topics and current events using authentic  
32          information;
- 34          (3) Present information, concepts and ideas on a  
          variety of topics orally and in writing to an audience  
36          of listeners or readers both within and beyond the  
          school setting;
- 38          (4) Find, obtain, interpret and use information from a  
40          variety of sources, including technologies and  
          worldwide resources;
- 42          (5) Gain knowledge and understanding of other cultures  
          and develop insights into the student's own culture;
- 44          (6) Understand that culture is multi-faceted and  
46          includes language, behavioral practices, ideas and  
          perspectives, and products such as music, foods and  
48          literature; and

2                   (7) Make linguistic, economic, political,  
geographical, cultural and historical connections among  
4                   countries and peoples.

6                   D. In the area of health and physical education, the  
student must:

8                   (1) Comprehend concepts and practices that enhance  
health and reduce health risks;

10                  (2) Understand the short-term and long-term impact of  
12                  personal behaviors on health;

14                  (3) Understand the interrelationship of mental,  
16                  emotional, social and physical health;

18                  (4) Know when, where and how to gain access to good  
health information and care;

20                  (5) Understand basic concepts of personal, family and  
22                  community health;

24                  (6) Use strategies to manage stress;

26                  (7) Use communication and problem-solving skills to  
improve and maintain health and practice skills needed  
28                  to cope successfully with pressures;

30                  (8) Be physically active;

32                  (9) Achieve and maintain a health-enhancing level of  
physical fitness that is directly related to academic  
34                  performance;

36                  (10) Understand the role of regular physical activity  
in contributing to personal health and productivity;

38                  (11) Demonstrate a variety of motor skills; and

40                  (12) Demonstrate responsible personal and social  
42                  behavior in physical activity settings.

44                  E. In the area of mathematics, the student must:

46                  (1) Attain and apply knowledge and skills of  
mathematics;

48                  (2) Understand the meanings and relationships of  
50                  numbers and the effects of operations on numbers;

- 2                   (3) Compute accurately with appropriate tools and  
evaluate the reasonableness of answers;
- 4                   (4) Formulate and solve problems that involve  
collecting, organizing, analyzing, presenting and  
6                   drawing conclusions from data;
- 8                   (5) Use the ideas of probability and recognize the  
uncertainty and limitations involved in drawing  
10                   conclusions from a set of data;
- 12                   (6) Use the geometric concepts of size, shape,  
location, dimension and perspective to describe  
14                   characteristics of the world;
- 16                   (7) Use measurement units and tools to describe and  
justify solutions to real world problems;
- 18                   (8) Use patterns, relationships and functions to  
generalize and predict solutions to problems;
- 20                   (9) Construct visual and symbolic models to represent  
a problem or an idea;
- 22                   (10) Use the main ideas of discrete mathematics to  
determine if a problem has a solution, how many  
24                   solutions exist and which solution is best for the  
26                   given situation;
- 28                   (11) Recognize the historical and societal importance  
of mathematics;
- 30                   (12) Use mathematical reasoning to justify ideas and  
make informed decisions; and
- 32                   (13) Use mathematics to make sense of the world.

38                   F. In the area of science, the student must:

- 40                   (1) Use the knowledge and skills of science to conduct  
scientific inquiries;
- 42                   (2) Comprehend the similarity, diversity and  
interdependence of living and nonliving things in the  
44                   environment;
- 46                   (3) Recognize that cells are the basic units of life  
that can reproduce themselves;
- 48



- 2                   (4) Understand the basis of life and that all living  
things change over time;
- 4                   (5) Understand the structure of matter and the changes  
it can undergo;
- 6                   (6) Know the processes that work to change the earth;
- 8                   (7) Articulate what humans have learned about the  
10 universe and the principles upon which it operates;
- 12                   (8) Comprehend and apply the concept of energy;
- 14                   (9) Understand the motion of objects and the forces  
that can change that motion;
- 16                   (10) Apply the science skills of acquisition,  
18 interpretation and presentation of data in  
20 problem-solving situations using existing and emerging  
technology;
- 22                   (11) Understand and demonstrate measurement skills;
- 24                   (12) Recognize the historical and societal importance  
of science and implement actions based on this  
26 knowledge;
- 28                   (13) Use scientific reasoning to justify ideas and  
make informed decisions; and
- 30                   (14) Use science to make sense of the world.

32                   G. In the area of social studies, the student must:

- 34                   (1) Understand and apply the roles and principles of  
36 responsibility, power and participation in society;
- 38                   (2) Understand how to exercise the rights and  
responsibilities of participation in civic life,  
40 including how to analyze and evaluate public policies;
- 42                   (3) Understand power and how it is distributed and  
expressed;
- 44                   (4) Understand the types and purposes of governments,  
46 their evolution and their relationships with the  
governed;
- 48                   (5) Understand and apply constitutional principles and  
50 the democratic foundations of national, state and

- 2 local political, economic and social systems and  
institutions of the United States;
- 4 (6) Understand the past and present political  
6 relationships between the United States and other  
nations;
- 8 (7) Analyze the human experience through time to  
10 identify enduring philosophies and themes and turning  
points of change;
- 12 (8) Use the chronology of history and major eras to  
14 demonstrate the relationships of events and people;
- 16 (9) Use technology and evaluate the credibility and  
18 perspectives of multiple sources of information,  
including documents, artifacts, maps, the arts and  
20 literature in interpreting current and historical  
events;
- 22 (10) Identify and predict historical and current  
patterns and turning points;
- 24 (11) Understand and analyze the relationships among  
26 people and environments;
- 28 (12) Know how to construct and interpret maps and use  
30 globes and other geographic tools to locate and derive  
information about people, places, regions and  
environments;
- 32 (13) Apply the physical and human characteristics of  
34 places and regions to analyze their patterns of change;
- 36 (14) Understand how the physical characteristics and  
38 processes of the earth's surface shape ecosystems and  
patterns of human behavior;
- 40 (15) Integrate studies of people and environments to  
42 understand patterns of populations, interdependence,  
resources, cooperation and conflict and how they are  
shaped by economic, political and cultural systems;
- 44 (16) Understand and analyze elements that compose  
46 individual and cultural identities;
- 48 (17) Understand common characteristics of and unique  
expressions of cultures, including language, beliefs,  
50 the arts, societal institutions and technologies;

- 2                   (18) Understand and analyze the benefits and  
4                   challenges of cultural interactions and how they lead  
                    to cooperation, conflict and interdependence among  
                    individuals, groups and societies;
  
- 6                   (19) Understand and apply basic economic concepts of  
8                   production, distribution and consumption to make  
                    decisions as an effective participant in the global  
                    economy;
  
- 10                  (20) Understand that individuals, households,  
12                  businesses, governments and societies make decisions  
14                  based on resource availability and the costs and  
                    benefits of choices;
  
- 16                  (21) Understand the economic systems of the United  
18                  States, including their principles, development and  
                    institutions;
  
- 20                  (22) Analyze how different economic systems function,  
22                  relate to the cultures in which they operate and change  
                    over time; and
  
- 24                  (23) Understand the patterns and results of trade,  
26                  interdependence and distribution of wealth in local,  
                    regional, national and global economies.
  
- 28                  H. In the area of visual and performing arts, the student  
                    must:
  
- 30                               (1) Create or perform in visual and performing arts to  
32                               express ideas and feelings;
  
- 34                               (2) Use the vocabulary, elements, principles and  
36                               structures of art forms to communicate ideas, feelings  
                              and moods and to interpret meaning in others' work;
  
- 38                               (3) Use problem-solving skills, the creative process,  
40                               reflection and self-evaluation in creating, revising  
                              and refining work in progress;
  
- 42                               (4) Use a variety of approaches, styles, media and  
44                               performance modes, including technology, to develop and  
                              create works of visual and performing arts;
  
- 46                               (5) Understand the roles, relationships and  
48                               differences among the visual and performing arts and  
                              use knowledge and skills in the arts in other  
50                               disciplines;

2                   (6) Understand the cultural, social, ethical and  
3                   political dimensions and contributions of the visual  
4                   and performing arts;

5                   (7) Understand how the arts shape and are shaped by  
6                   prevailing cultural and social beliefs and values and  
7                   recognize exemplary works from a variety of cultures  
8                   and historical periods; and

9                   (8) Use knowledge or artistic elements and principles  
10                  to determine how and when the arts are being used to  
11                  manipulate, persuade and influence.

12  
13                  **Sec. 2. System must include plan to assist school administrative**  
14                  **units.** The system of learning results established in the Maine  
15                  Revised Statutes, Title 20-A, section 6208 must include a plan to  
16                  assist school administrative units in helping all students  
17                  achieve the learning results. The plan must include criteria to  
18                  identify school administrative units experiencing difficulty  
19                  meeting the learning results and the provision of intensive  
20                  assistance to these school administrative units. The plan must  
21                  specify sanctions that will be applied to school administrative  
22                  units when all other measures designed to achieve the learning  
23                  results fail. The plan for assistance must be established by  
24                  July 30, 1997 and implemented during the 1997-98 school year.

25  
26                  **Sec. 3. System must include plan for professional development.** The  
27                  system of learning results established in the Maine Revised  
28                  Statutes, Title 20-A, section 6208 must include a statewide plan  
29                  for professional development designed to promote the learning  
30                  results. The professional development plan must be established  
31                  in consultation with the State Board of Education, local school  
32                  administrative units, higher education institutions in this  
33                  State, regional partnerships and other interested stakeholders.  
34                  The professional development plan must be completed by June 30,  
35                  1996. The plan must be implemented on July 1, 1996 and must  
36                  include incentive funds awarded by the Department of Education to  
37                  all school administrative units participating in the plan.  
38                  Incentive funds must be awarded at a rate of \$5 per pupil or \$10  
39                  per pupil for school administrative units whose professional  
40                  development plans are accomplished in collaboration with one or  
41                  more other school administrative units.

42  
43                  **Sec. 4. System must establish student assessment system.** The  
44                  system of learning results established in the Maine Revised  
45                  Statutes, Title 20-A, section 6208 must establish a student  
46                  assessment system to be known as the Maine Comprehensive  
47                  Assessment System consisting of state and local assessments to  
48                  measure progress and ensure accountability. The student  
49                  assessment system must include a  
50                  assessment system must include a

2 statewide assessment test for elementary, middle and secondary  
3 school students designed to measure achievement of the learning  
4 results.

6 The current Maine Education Assessment test, the "MEA," must  
7 be suspended for 11th-grade students for one year in the 1996-97  
8 school year. A portion of the savings from suspension of the  
9 11th-grade test must be used to redesign the MEA test taken in  
10 the 4th and 8th grades. The redesigned test for 4th-grade and  
11 8th-grade students must be administered beginning in the 1997-98  
12 school year. A portion of the savings from suspension of the  
13 11th-grade test must be used to begin development of a redesigned  
14 secondary level assessment test to be given twice yearly and to  
15 be open to any student. Receipt of a high school diploma must be  
16 based on the satisfactory completion of the secondary level state  
17 and local assessment tests. The redesigned secondary level  
18 assessment test must be completed by June 30, 2000.

20 The student assessment system must also include a variety of  
21 local assessments, including student portfolios, performances,  
22 demonstrations and other records of achievements. Final  
23 implementation of the student assessment system must be completed  
24 between June 30, 1997 and the 2002-03 school year.

26 **Sec. 5. Report.** The Department of Education shall provide an  
27 annual report no later than December 15th to the joint standing  
28 committee of the Legislature having jurisdiction over education  
29 matters regarding progress toward implementation of the learning  
30 results. The annual report may include recommendations for  
31 legislation concerning implementation of the learning results.

32 **Sec. 6. Appropriation.** The following funds are appropriated  
33 from the General Fund to carry out the purposes of this Act.

34 **1996-97**

36 **EDUCATION, DEPARTMENT OF**

38 **Curriculum - Education**

40 All Other \$100,000

42 Provides funds through the Innovative  
43 Educational Grant program to establish  
44 regional, collaborative demonstration sites  
45 to allow schools in partnerships to  
46 demonstrate the efficiencies of  
47 consolidating the school business functions  
48 of payroll, purchasing, accounts payable,

2 food service management and other  
appropriate business services.

4 **Curriculum - Education**

6 All Other 2,000,000

8 Provides incentive awards to Maine school  
10 administrative units participating in the  
statewide system for professional  
12 development linked to student learning  
results.

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**STATEMENT OF FACT**

18

This bill requires the Department of Education, in  
consultation with the State Board of Education, to establish a  
20 comprehensive statewide system of learning results no later than  
the 2002-03 school year. This requirement is consistent with the  
22 recommendations in the 1996 report of the Task Force on Learning  
Results. The bill sets guiding principles and content standards  
24 for this system of learning results. The system must include a  
plan to assist school administrative units in helping all  
26 students achieve the learning results and a plan for professional  
development. The bill requires the establishment of a student  
28 assessment system, encompassing changes to the current assessment  
tests and a redesigned test for secondary students. Receipt of a  
30 high school diploma must be based on the satisfactory completion  
of the secondary level state and local assessment tests.