

			How does our local vision for the MDI School System align with criteria for Maine's Race to the Top?	Great idea - we should be doing this anyway	Could see doing this, depending on the details, but need more information	Good idea - if only time and money were available	Apprehensive about potential consequences	Over my dead body
			(B) Standards and Assessments					
			<i>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</i>					
			<i>(I.) Adopt the Standards and Assessments that prepare students to succeed in post-secondary education and the workplace and to compete in the global economy.</i>					
			(A.) Strengthen and expand quality standards and assessments for teaching and learning					
			Make progress toward rigorous college- and career-ready standards and quality assessments by aligning and implementing the curriculum to support the transition to standards and high-quality assessments.					
			Implement a standards based system and identify current placement and projected placement on the continuum of implementation.					
			Apply state provided quality assurance rubrics to applicable (locally-developed) formative assessment measures linked to local curricula and demonstrate evidence of improved assessment practices aligned to both the written and taught curriculum.					
			Increase delivery of Career and Technical Education programs through integration of industry-based standards, application of academic standards, articulation with postsecondary education, and other industry based experiences.					
			Provide multiple pathways for students to demonstrate achievement of the content standards.					
			Implement Maine Course Pathways to provide students with access to high school planning and course/standards validation.					
			Provide access to online and virtual learning opportunities for teachers, students, and the community.					
			Implement early learning standards/guides for universal, inclusive early learning programs					
			Develop and implement 4 year old programs.					
			Provide teachers with opportunities for professional development in early childhood.					
			(B.) Implement a Balanced System of Assessment of Learning that Informs Instructional Practice					
			Adopt and implement an assessment system of multiple measures, including performance tasks and events, that provide students with opportunities to demonstrate achievement of standards in multiple settings and that is comprised of formative, interim and summative assessments.					
			Implement adaptive computerized state assessments no later than 2014-2015.					
			Implement state designed STEM assessments.(May be required in future for all SAUs)					
			Implement a Board Examination system.					
			Increase the availability of AP or IB courses.					
			(C.) Provide support structures for all students to achieve the standards					
			Offer Extended Learning Opportunities for all students during and after the school day and create ondemand, learning opportunities using webbased technologies.					
			Design and implement a comprehensive system of support for students as they progress in the public school system. Refine and integrate the current program interventions (tutoring, dropout interventions, early literacy remediation etc.) into a coherent system of interventions for all students in all grades PK-12.					
			Optional: Implement a technology-based personalized learning system where student goals, academic progress and progress towards post-secondary and career readiness are tracked.					
			Optional: Increase dual enrollment in postsecondary and expand dual enrollment/early college opportunities.					
			Optional: Develop Innovative schools.					
			(C) Data Systems to Support Instruction: Using data to improve instruction:					
			<i>(C)(3) Using data to improve instruction</i>					
			<i>(II.) Data Systems to Support Instruction: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction. Implement and use longitudinal data systems to support teaching and learning</i>					
			(i.) Use of local instructional improvement systems					
			(ii.) Professional development on use of data					
			(iii.) Availability and accessibility of data to researchers					

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			Implement and use information management systems (aka Decision Support Systems-DSS) to direct resources, inform instructional practices, and guide school-district improvement efforts. The DSS infrastructure will include data elements that allow end-users to create ad hoc reports, retrieve static information, and input data about student learning obtained from interim and benchmark assessments. The DSS will link student performance data to teachers, principals, and central office program staff (e.g., Title I directors) to guide program improvement, professional accountability, and develop human capital (skill sets) of the state's leaders and educators.					
			Use Pre-K-through-college and career data systems to track progress and foster continuous improvement and measure teacher and program effectiveness by tracking changes in teacher understanding, changes in student achievement and aspirations, and student participation in STEM careers and STEM educational pathways.					
			Measure student growth (for school accountability) by implementing a compensatory growth model that measures changes in student performance at the student, classroom, school, SAU, and state levels.					
			Refine the current ESEA (NCLB) report card to reflect the requirements of the reauthorized ESEA to include data from the state adopted growth model used for school accountability. Amend the current designs to allow local performance indicators within the report that contextualizes the data for stakeholders.					
			Use the DSS portal to manage teacher and leader professional development.					
			Use DSS portal to manage student program, participation, achievement and other student information.					
			Use the data system to target, address, and track specific underserved and special populations.					
			Use data from locally developed assessments on a frequent basis to guide curriculum and instructional interventions for students at risk and underachieving.					
			Use a drop-out warning system which includes predictive data tools based upon prior data build within a risk-management framework. This framework provides automated alerts to educators and updates the PLS designed for each student.					
			Implement and augment the human capacity programs in using technology within current data-driven, decision models (DDDM) used across districts. DDDM will focus on building capacity that supports aligning resources in low performing schools with particular emphasis on underperforming subpopulations of students.					
			(D) Great Teachers and Leaders					
			<i>(D)(2) Improving teacher and principal effectiveness based on performance:</i>					
			(i.) Measure student growth					
			(ii.) Design and implement evaluation systems					
			(iii.) Conduct annual evaluations					
			(iv.)(a) Use evaluations to inform professional development					
			(iv.)(b) Use evaluations to inform compensation, promotion, and retention					
			(iv.)(c) Use evaluations to inform tenure and/or full certification					
			(iv.)(d) Use evaluations to inform removal					
			<i>(D)(5) Providing effective support to teachers and principals:</i>					
			(i.) Quality professional development					
			(ii.) Measure effectiveness of professional development					
			<i>(III.) Great Teachers and Leaders: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most. Prepare and mentor teachers and leaders for creating the personal journey required for the success of Next Generation Learners.</i>					
			Provide a system of leadership development for implementation strategies for curriculum pathways, expanding assessment literacy, managing the learning environment, and integrating improvement efforts into a coherent set of activities within the school.					
			Select from and adopt models of principal and leadership development and adopt research and standards based models rooted in adult learning theory.					
			Provide access to online learning opportunities for educators.					
			Evaluate effectiveness of professional development through teacher and student outcome data.					

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		Design a system of professional development that is directly related to student achievement data.					
		Select, adopt, and implement an evaluation system from approved models for all teachers and principals in all schools, career and technical education centers and adult education programs (academic) that:					
		a) are conducted on an annual basis;					
		b) uses multiple measures including those based upon student growth that are objective indicators of student achievement;					
		c) includes observation-based assessments of teacher performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards;					
		d) includes other measures such as evidence of leadership roles that increase the effectiveness of other teachers in the school or SAU.					
		Design a system of career opportunities that includes performance based compensation systems, linked additional responsibilities and leadership roles.					
		Recruit and hire teachers and leaders that have entered the profession through alternative routes to provide quality instruction and leadership in the schools.					