



## Plan for Learning: Create a Systemwide Blueprint

### Why is it important to create a system wide blueprint?

Planning for change involves looking across the entire of system of learning whether that be a grade, a school, or a district. Start by examining the student's experience across the day, the year, the grades.

Systemic change can be overwhelming, a very heavy lift. Begin by identifying something in your system of education that needs a closer look and focus on that one thing. Maine DOE has examined statewide data from a variety of sources and is providing support for the following focus areas:

- **Competencies for the 21<sup>st</sup> Century**. The way we work and the way we learn has changed dramatically. What was certain for decades is no longer as certain. Take a closer look at how work is done and review your curriculum and instruction through this lens.
- **Planning for Interdisciplinary Learning**.
  - **Blended learning**. Being ready for the unknown means being able to call on a variety of knowledge and skills all at once. Separating each learning experience into its own compartment to be use only in specific situations will not prepare our students for the 21<sup>st</sup> Century.
  - **Learning Transfer**. Teaching for transfer begins with intention. Students learn the surface concept, then move it deeper into their knowledge base so they can apply that learning in new situations. Providing the conditions for learning transfer requires intentional planning.
  - **Project-Based Learning**. Create projects that transcend disciplines and inspire learning.
- **Evidence of Learning**. More than a test, evidence of learning begins with relationship. A conversation, an observation, a question: each reveals what a student has learned and where that student may need more instruction.
  - **Equitable Grading**. A systemic approach to examining evidence of learning begins with deeper understanding of the differences among assessment, grading and reporting. Many of our grading systems are based on historical practices and may include profound systemic bias. A focus on feedback to feed forward, building relationship, and eliminating bias will provide students with inspiration to keep learning and agency to direct that learning.
  - **Make Learning Visible**. John Hattie's research about effective practices provides clear direction for examining our curriculum and our instruction. Helping students move from surface, to deep, to transfer of learning creates intentional evidence of learning that is equitable, personal, and impactful.