**ACTION STEPS – PROTECTING THE PROMISE OF PUBLIC EDUCATION**

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**PARENTS ADVOCACY AND EDUCATION OF PARENTS AND THE PUBLIC**

* Parents take the tests
* Forum for parents
* Inform parents of:
  + The test itself and the procedures (reading level, direction giving) – show MCAS questions
  + Who corrects the tests
  + Their rights including their right to refuse their children to take the test (MCAS and PARCC)
  + New initiatives and practices
  + The amount of time devoted to testing
  + The amount of money that goes into testing and test preparation
  + What is being required to teach
* Do a F.A.Q or F.Y.I to educate public and parents – mailing to parents
* Do polls and surveys – is it okay to teach to the test?
* Occupy PTO, School Council, PAC
* Reach out to other groups (River East, Gateway Town Council, Advisory groups, etc)
* Publish number of minutes of each “thing” (lunch, recess, ELA, math)

**LEGISLATIVE/STATE POLICIES**

* Advocate with state to reconvene statewide curriculum committees to evaluate Common Core
* Roll back yearly testing to benchmark years (4, 8, 10)
* Look at teacher contracts/joint committee
* Ballot question
* Do a F.A.Q or F.Y.I to educate legislators
* Bombard legislatures on why and how high school graduation is linked to MCAS (and how the questions are easier for 10th graders than 7th graders)
* Require that legislators, governor, cabinet officials and DESE members take test and post scores

**RESEARCH/MONEY**

* Follow the money trail – find out costs through Freedom of Information Act (Dollars being spent to corporations).
* Research the reliability of test data (Testing data is corrupt and rigged, State level DDM’s are statistical garbage with lurking variables and confounding variables ignored). What does the data actually prove? Where does the data go?
* Write white paper on curricular and instructional models that work. (A **white paper** is an report or guide to help readers understand an issue).
* Research arguments being used in pushback areas
* Write white paper on testing
* Research time spent on tests (BAS, DDM related, MCAS, Chapter tests, Pre-Post tests)

**TEACHER AND ADMINISTRATOR ACTION**

* Opt-out of proctoring pilots
* Built network in each building. Energize co-workers.
* Teachers visit other district functions (and invite parents)
* Teach teachers how to beat the system (Common Core Speaking and Listening Standards)
* Get teachers to ask question of administration in meetings and follow up with emails
* Teachers call out on test day
* Occupy PTO, School Council, PAC
* Meet with school committees for open communication and feedback.
* Create culminating activities to assess student learning
* Get support from superintendents, school committees, administration
* Provide more opportunities for educators to share and observe effective teaching.
* Provide forum for teacher voices so teachers can coordinate and share.

**COMMUNICATION, MEDIA, LETTERS**

* NEPR, NPR – Who do we know?
* Feature article in paper (guest editorial)
* Letters about opting out
* Letters about test itself (why high school graduation is linked to MCAS – how the questions get easier in the 10th grade)
* Letters about how those who make decisions on curriculum should have a background in education
* Grassroots videos (put on You Tube) – Why I left teaching. Why I choose not to teach.
* MTA funded videos.
* Use Social Networking to spread the word.