

*The following proposal was made by the Minneapolis Federation of Teachers, based on input from educators, parents, students, and community members, is subject to modifications and additions throughout the bargaining process. It is mutually understood that all dates will be updated in the contract as part of any agreement.*

*Strike out in most recent contract: Section I, Article IV, Section B, 3, D*

*Include language below as a new article.*

## **ARTICLE XVIII. TEACHING, NOT TESTING**

### **Reenvisioning Assessment and Learning**

The District and the Union agree that schools will create a broad, rich curriculum that recognizes and respects the backgrounds, perspectives, and learning styles of students' diverse communities and is not narrowed by an emphasis on preparing for high-stakes standardized testing in reading, math and science.

The District and the Union agree that schools will only administer tests that are state and federally mandated, with all other assessments determined at the school sites to ensure authentic connections to the curriculum. Schools will agree, by the second Friday of the regular school year and via a secret ballot vote approved by 75% of licensed staff at the site, any additional testing that will take place at the site. Ballots will be counted by a committee consisting of one administrator, one licensed staff, and one Union representative.

The District and the Union agree that many different types of assessments are needed to meet the needs of students and to improve teachers' and RSPs' professional practice. The District and the Union mutually agree that standardized testing must primarily support teaching and learning for all of our students. The parties further agree that important learning time is lost each school year due to preparation for and administration of standardized tests.

The District and the Union agree that schools will create a variety of tools, processes, and authentic assessments which measure the full scope and depth of student learning and will recognize that this learning can not adequately be reflected with standardized multiple choice tests.

The District and the Union agree that schools will prioritize quality narrative, and timely feedback that engages students, teachers, parents, and the school in an ongoing conversation about student learning and achievement.

### **Equity and Diversity in Student Assessment**

The District's Equity and Diversity Policy (1304) obligates both parties to agree to efforts aimed at raising achievement for all students, reducing gaps between the highest and lowest performing student groups, and both parties recognize that gathering data to assess and influence overall student achievement, the progress of student groups, and the District's progress in eliminating inequities in student learning outcomes is important and agree to work together to determine the best assessments to accomplish this goal.

The District and the Union agree that schools will recognize the special education, primary language, racial, ethnic, religious, documentation status, family income, family composition, sexual orientation, gender identity, and/or zip code diversity of MPS schools and create authentic assessments directly connected to the curriculum and created by highly-qualified, licensed school staff to meet the needs of all students.

Both parties agree to establish a Data and Assessment Labor and Management Committee to conduct a standardized testing audit, review assessments, review the ability for those assessments to provide information to improve teaching and learning, and the use of assessments to support college and career readiness on an annual basis. As part of the work to minimize the number of standardized tests administered to Minneapolis students, the parties will work, through this labor management committee, to review the assessments currently used in the Minneapolis Public Schools and to achieve a goal of further reducing the amount of teaching and learning time, technology, and other school resources lost to the preparation for and administration of state and federally mandated tests by the start of the 2018-2019 school year. The amount of teacher instructional time, individual student learning time, technology access, library media center space and resources, and other school resources lost to testing and test preparation activities shall be reduced by 50 percent for each grade level at each school. For the purposes of this goal, the baseline year for measuring achievement of this goal is the 2015-2016 school year. The Data and Assessment Labor and Management Committee will conduct this work for standardized assessments used in special education and ELL respectively. The composition of this committee shall be six District appointees and six Union appointees. To ensure

that adequate professional expertise is available, additional members that are mutually agreed upon by both the District and the Union may be appointed to this committee.

### **Informing Parents and Students of Their Opt-Out Rights**

Beginning with the 2017-18 school year, the District will post an opt-out form online that parents can easily access and fill out to opt their child out of any standardized testing. This form will be translated into the five most common languages spoken in the district beyond English. This list will be reviewed each year and updated as necessary. The form, written in the families first language, will be sent home in paper form as well as by email to all families each school year. A message with contents of the translated form will also be sent out to all families via audio robo call each school year. The District will ensure alternative learning opportunities are available for students who opt-out of any standardized testing.

The District and the Union agree that teachers and related staff will not face retaliation or disciplinary action for informing students and parents about standardized testing and their right to opt out of such tests.

Additionally, the District and the Union agree that staff members who conscientiously object to the administration of standardized tests shall be excused from administering such tests and shall be provided with alternative work assignments within their assigned schools or programs during testing time.

### **Administration of State and Federally Mandated Standardized Tests**

Teachers will not be directed to conduct student testing during their prep period. Teachers who agree to administer testing during preparation time will be compensated at their direct instruction rate. Building TOSAs will help administer assessments when requested by teachers. If training is required for teachers to administer testing, required trainings outside of the work day will be paid according to the staff development rate of pay. The time paid will be based on the time allotted for completing the training.

### **A Call To Action: Revising Public School Accountability**

The District and the Union acknowledge the racist origins and culturally biased reality of standardized testing and assessment. The parties agree to work together on lobbying for legislative changes and to call on the governor, state

legislature, and state education commissioner to reexamine public school accountability systems in Minnesota and to develop a system based on multiple forms of assessment that does not require extensive standardized testing, more accurately reflects the broad range of student learning and talents, and supports students and improves schools. Additionally, the District and the Union agree to call on the U.S. Congress and Administration to reduce the testing mandates, promote multiple forms of evidence of student learning and school quality in accountability, and not mandate any fixed role for the use of student test scores in evaluating educators.