

FROM THE MAKERS OF RACE TO NOWHERE

# BEYOND MEASURE



## FACILITATOR'S GUIDE

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# LETTER FROM THE DIRECTOR

Every day we hear stories about the troubles in American education: our test scores are stagnant, we're falling behind our international peers, and our schools are failing to prepare future generations to succeed in the 21st century.

In my last film, *Race to Nowhere*, I also uncovered the dark side of American education: an epidemic of burnt-out, exhausted, anxiety-ridden students whose passion for learning had dried up under a regime of non-stop testing, rote instruction, and a more-is-better culture that values output over inspiration.

But there is a brighter story to be told. In making *Beyond Measure*, I set out to tell a new narrative: one that uplifts and leads by example. A story that showcases the courageous, enterprising and innovative educators, students and parents who are forging a new path, and unleashing the true human potential of our students as they do so.

*Beyond Measure* is unique among education films in its dedication to exposing what's working, and celebrating the school communities that are daring to break the mold, rise above challenges, and reinvent the classrooms of the last century to make way for better learning and more inspired teaching. By going into the schools that are trying out the most cutting-edge research and promising teaching models, we find a picture of what's possible in public education.

It is our hope that you will walk away from the film with fresh ideas and that it will embolden you and your community to take concrete steps towards education reform.

Onwards,



Vicki Abeles

Vicki@ReelLinkFilms.com



Vicki Abeles  
Director  
*Beyond Measure*



# ABOUT THE FILM

*Beyond Measure* sets out to challenge the assumptions of our current education story. Rather than ask why our students fail to measure up, this film asks us all to reconsider the greater purpose of education. What if our education system valued personal growth over test scores? Put inquiry over mimicry? Encouraged passion over rankings? What if we decided that the purpose of school was not the transmission of facts or formulas, but the transformation of every student? And what if this paradigm-shift was driven not by politicians but by students, parents, and teachers?

In *Beyond Measure*, we went in search of those answers and found a revolution brewing in public schools across the country. From rural Kentucky to San Diego, and from bucolic Massachusetts to El Paso, Texas, we feature schools that are breaking away from our outmoded, test-driven education culture and pioneering a new vision for our classrooms. These are schools that are asking our students to invent, to make, to think beyond their school walls. These are schools that are asking students to imagine how they can effect change in the world. They're transforming the roles of students and teachers, and putting more faith in the ingenuity of our children. They see critical thinking, communication, collaboration, and creativity as the bedrock of a good education and the key to success after graduation. Best of all? They are dramatically and measurably improving outcomes for children of all backgrounds--becoming schools where practically every student graduates and goes on to finish college.

*Beyond Measure* boasts a collection of scholars and experts who put our stories in context, including Sir Ken Robinson Ph.D., Linda Darling-Hammond Ph.D., Daniel Pink, and Alison Gopnik Ph.D..

*Beyond Measure* fills a void that too many other education stories have left empty, offering a positive picture of what's innovative and possible in American education when communities decide they are ready for change.



# FEATURED SCHOOLS & STORYLINES



## **From Garfield High School, Seattle, WA to NY Performance Standards Consortium, New York, NY**

Fed up with standardized assessments that burden instruction and unfairly label students, teachers at Garfield High School put their jobs on the line when they refused to administer a district-wide test. When Garfield High Social Studies teacher Jesse Hagopian receives word that a fellow teacher is backing out of the test, he is fueled with passion and unofficially leads the movement. Convinced that changing the way we measure achievement is the first step to transforming instruction in our classrooms, the Garfield teachers then turn to an alliance of small New York public schools that have spent the last decade refining a revolutionary approach to student assessment.



## **From Trigg County Schools, Cadiz, KY to High Tech High School, San Diego, CA**

Ready to abandon a “drill and kill” approach to teaching at their K-12 district, educators from rural Kentucky travel to a San Diego charter school in search of a model for rich hands-on, problem-based learning. What they find is a school with long-term success training teachers for problem-based learning, preparing students for college, transcending racial and socioeconomic differences, and cultivating lasting, meaningful relationships between students and caring adults. One hundred percent of High Tech High’s graduates enroll in college and 86 percent graduate from college on time. Inspired by the level of active engagement he observed in High Tech High students, Trigg County Superintendent Travis Hamby begins to slowly integrate problem-based learning throughout his district in Kentucky.



## **From University of Texas, El Paso, TX to Olin College of Engineering, Needham, MA**

Two college programs join forces to test if the innovative practices at work at an elite New England private school can work for students at a public university on the Texas-Mexico border. In the process, they examine the science of motivation and the keys to unlocking student engagement. Roger Gonzalez, Director of Engineering Leadership at UTEP, internalizes the Olin College model and helps his engineering students flourish and build complex, hands-on projects while being active participants in their own education.



## **Monument Mountain High School, Great Barrington, MA**

Tired of seeing his fellow classmates disengaged and apathetic towards school, Sam Levin brings teachers and students together to start a school within a school that gives young people greater autonomy to shape their own lessons in and out of the classroom. One of his classmates, Matt Whalan, finds himself struggling in the constraints of a regular classroom and is on the verge of dropping out until he is introduced to Sam and the Independent Project.



# THOUGHT LEADERS

**Sir Ken Robinson, PhD:** Author of multiple books including *Finding Your Element*, Robinson is an internationally recognized thought leader in creativity, education, and innovation. His TED talk “How Schools Kill Creativity” is one of the most watched in TED’s history.

**Ron Berger:** Author and Harvard School of Education lecturer, Berger runs the nonprofit Expeditionary Learning Schools. This network of 160 project-based learning public schools helps to transition existing schools toward high student achievement with emphasis on character and citizenship. His work is centered around professional development and resources to raise teacher capacity.

**Linda Darling-Hammond, PhD:** Author of *The Flat World and Education: How America’s Commitment to Equity Will Determine Our Future*, Darling-Hammond is an education professor at Stanford University. She is an original founder of the Stanford Center for Opportunity Policy in Education. In 2008, she served as the education advisor for President Barack Obama’s presidential campaign.

**Daniel Pink:** Author of New York Times best-selling books *Drive* and *A Whole New Mind*, Pink was named by Thinkers 50 as one of the top 15 best business thinkers in the world. He was a speechwriter for former Vice President Al Gore and an aide to former US Labor Secretary Robert Reich.

**Alison Gopnik, PhD:** Author of several books including *The Scientist in the Crib*, Gopnik is an internationally renowned expert in child psychology and development. She is currently a professor of psychology at the University of California at Berkeley.

**Yong Zhao, PhD:** Author of over 20 books including *Catching Up or Leading the Way* and *World Class Learners: Educating Creative and Entrepreneurial Students*, Zhao is an internationally known scholar and education expert. In 2012 he was named as one of the 10 most influential people in educational technology by *Tech and Learn* magazine. He is currently an education professor at the University of Oregon.

**Jo Boaler, PhD:** Boaler has authored such books as *What’s Math Got To Do With It* and *Mathematical Mindsets* and is the CEO and co-founder of Youcubed, an organization that provides mathematical support and resources to parents and educators. She is an advocate for mathematics education reform and is currently a Professor of Mathematics Education at the Stanford Graduate School of Education.



# THE FILM TEAM



## **Director/Producer - Vicki Abeles**

Filmmaker, author, attorney and passionate education advocate. She directed the award winning documentary *Race to Nowhere* and brought the film to millions of viewers around the globe using a cutting-edge community distribution model. She is the author of recently published *Beyond Measure: Rescuing an Overscheduled, Overtested, Underestimated Generation* (2015). Additional film credits include Associate Producer on the Sundance favorite *Miss Representation* (2011) and Associate Producer on *Plastic Man: The Artful Life of Jerry Ross Barrish* (2014).



## **Editor - Jeffrey Friedman**

Academy Award-winning filmmaker. His editing credits include a number of award-winning films and television documentaries including *Never Cry Wolf* and *Kings Point*. In 1987, Jeffrey and Rob Epstein formed Telling Pictures and began working as a filmmaking team, producing and directing a wide range of award-winning films, including *Common Threads: Stories From the Quilt* (Academy Award, Documentary Feature, 1989), *The Celluloid Closet* (Emmy Award for Directing, 1995), *HOWL* (2010) and *Lovelace* (2013).



## **Executive Producer - Lynda Weinman**

Entrepreneur, author, philanthropist. She is the co-founder and executive chair of lynda.com, one of the most successful companies in online education today. Before launching lynda.com, she was a faculty member at Art Center College of Design in Pasadena, California, and worked as an animator and motion graphics director in the special effects film industry. She is an education advocate, deeply committed to helping schools better prepare students for the future.



## **Composer - Mark Adler**

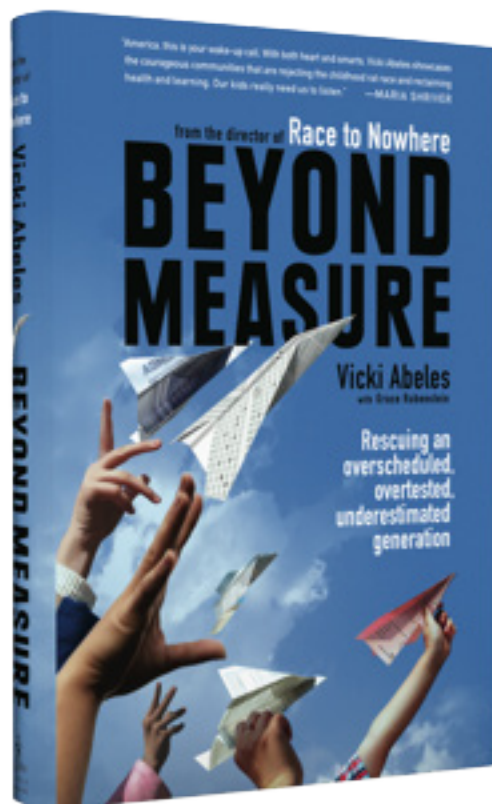
Emmy Award-winning composer. He previously worked with Vicki Abeles on her film, *Race to Nowhere*. He has scored numerous National Geographic specials, four Hallmark Hall of Fame TV movies, and four Oscar-nominated feature documentaries, most recently *Food, Inc.* for Robert Kenner. He's been a regular at the Sundance Film Festival, having scored almost a dozen films that debuted there. These include the Audience Award-winning Miramax film *Picture Bride*, the soundtrack of which was released by Virgin Records, with the film's main title featured in the compilation, "Miramax Films Greatest Hits." He also won an Emmy for music direction on HBO's *The Rat Pack* and garnered another nomination for Hallmark Entertainment's *Forbidden Territory: Stanley's Search For Livingstone*.



## **Director of Photography - Mark Smith**

His work has spanned documentary, television comedy, commercials and indie features. Assignments have taken him to Africa, the South Pacific, Asia and the Caribbean on documentary projects for Discovery, independent producers and other broadcast programs. Camera credits include *Returning Mickey Stern*, Grand Prize winner Rome Film Festival, Worlds of Sound, Cine Golden Eagle winner for the Smithsonian Channel, *Finding Amelia*, for Discovery, which he also co-produced. Mark previously collaborated with Vicki Abeles on *Race To Nowhere*. As a parent and founding member of a community based school, he developed an interest in education, which informed his participation in *Beyond Measure*.

# ABOUT THE BOOK



Our 2009 documentary *Race to Nowhere* changed the conversation on education in America. For too long, the film revealed, our devotion to unlimited homework, testing, and competitive college admissions has been sickening kids and exhausting families. Swept up in the achievement arms race, students and parents find themselves racing to keep up with expectations that place busyness, rankings, and résumé-building before health and genuine learning. Even families who don't believe in it find the quicksand hard to escape. The result is a generation of unhealthy kids who are unprepared to thrive. *Race to Nowhere* shone a spotlight on this epidemic and ignited a national movement to create change.

Yet time and again, we met people who were inspired to rescue our children from the race who asked us one question: “How?”

*Beyond Measure*, the book, is an answer. The book provides a bridge between our two films and offers a way forward—an eye-opening, inspiring guide to how we can revolutionize learning, reclaim our children's well-being and re-envision success for a lifetime. Through the stories of courageous parents, students, and educators who are leading the way, *Beyond Measure* shows the steps each of us can take to free kids and families from the grip of high-stakes childhood.

And with in-depth research on the science of learning and shocking data on the state of our children's health our book demonstrates beyond a doubt how urgently our kids need change. From small nightly actions in our own living rooms to sweeping, schoolwide transformations, the ideas in this book call on us all to work together to restore our children's health and happiness, and to reinvent what it means to be successful.



# SCREENING AGENDA:

## PREPARING YOUR EVENT & INTRODUCING THE TEAM

### CHECK-IN TABLE:

- Use the sign in sheet contained in the guide to ensure you have contact information for your audience.
- Provide all audience members with two blank index cards to be used during the screening.
- You may also print the flyer on page 18 of this guide for your audience.

### ANNOUNCEMENTS:

- Now, make a few film announcements! First, let your audience know they can request to host their own screening through [www.BeyondMeasureFilm.com](http://www.BeyondMeasureFilm.com). Then, remind your audience that there will be a facilitated discussion following the film.
- For those unable to stay, urge continued post-film engagement at [www.BeyondMeasureFilm.com](http://www.BeyondMeasureFilm.com). Please let everyone know books are available at your event and is a positive playbook for making change.
- Ask your audience to use their smartphones to update their status on Facebook to “Watching *Beyond Measure* in [your location].” Then, remind them to turn their phones to silent during the screening!
- Invite your audience to tweet or post status updates about your screening while it’s live, using the hashtag #BeyondMeasureEd to track the online conversation. Community members who missed the event can follow its progress on Twitter or Facebook after the fact!

### INTRODUCE THE FILM BY SHARING THE FOLLOWING:

About six years ago, the filmmakers made a film called *Race to Nowhere*. It was a documentary that explored the ways our current pressure-cooker education culture has undercut students’ learning and well-being. The film screened in thousands of schools and communities across the country. The director, Vicki Abeles, was blown away by the passion for change she saw at these screenings. Often the screenings ended with a hanging question: “If our current education system isn’t working, what will? How can we make change?”

Those questions inspired Vicki Abeles to make this film. She set out to tell a fresh story of what’s possible in our schools. I hope you’ll join me in watching the film with an eye towards the film’s potential to inspire forward movement. Ask yourself whether you’re moved by the schools and teachers profiled in the film to act. Ultimately, the goal of the filmmakers is to jump-start real change in our school communities.

As the film is playing tonight, please be thinking about a person or situation that is personally resonant in the film or a story that inspires you to want to take action. You will have a chance to share these reflections during the post-screening discussion.

We will be sharing more about the index cards after the film but for now please feel free to use one to take notes as you learn from the film or about stories that inspire you.

## DURING THE FILM:

Take notes as you witness audience reactions. If certain scenes elicit strong responses, you can return to these in your post-film discussion.

## DURING POST-FILM CONVERSATION STARTERS:

Once the lights come up, ask your audience to take five minutes to share one thing they learned from the film and their most resonant person or situation from the film. Encourage them to think about what they learned and how they are inspired to create change.

Invite everyone to use one of the index cards provided at the outset to share ideas for action in your community. This serves as a great informal poll that can inform next steps in your community.

The second index card is a place for every audience member to write down a personal commitment to change inspired by the film and conversation.

Let your audience know that our book is a great resource for next steps. It includes compelling research connected to both *Beyond Measure* and our first film, *Race to Nowhere*, and spells out concrete steps that parents, students, teachers, administrators and community members can take.





# STORY UPDATES ON FEATURED SCHOOLS

After the film, audience members may have questions about the schools and subjects featured. Feel free to share the below updates during your post-film discussion.

## TRIGG COUNTY HIGH SCHOOL:

- In Trigg County, the district has expanded project-based learning to grades K-10.
- Part of the library is being transformed into a maker space to accommodate hands-on learning.
- The district has teamed up with High Tech High to bring teacher training to districts across Kentucky.

## UNIVERSITY OF TEXAS EL PASO:

- The State of Texas approved UTEP's Engineering Leadership Degree Program, making it the first public engineering program of its kind in the US.
- A new US Department of Education grant supports UTEP's partnership with Olin to create a model that retains STEM students and inspires colleges nationwide.

## GARFIELD HIGH SCHOOL AND THE NEW YORK CONSORTIUM:

- At Garfield High School in Seattle, more than half of the junior class opted-out of the state test in 2015.
- Garfield teachers are developing alternative approaches to student assessment, including student portfolios inspired by the New York Performance Standards Consortium.

## MONUMENT:

- Monument Mountain Regional High Schools is expanding student-directed learning.
- Dozens of schools nationwide have reached out to them for guidance in creating their own school-within-a-school.

# CONVERSATION STARTERS

## BIG PICTURE QUESTIONS:

1. What is your vision for success?
2. What is the purpose of education?
3. How are things similar or different from when you were in school?
4. What helped prepare you for your life after high school?
5. What is your most memorable learning experience? Think about the circumstances surrounding that learning experience. What about it stands out for you today? How does it compare to your children's and students' experiences in school today?
6. What would an ideal day of school look like? What changes could you make, as a parent or teacher, to help your community come closer to that ideal?
7. What's a recent experience that got you excited about learning something new? What were the circumstances of that experience?
8. What would a school that prioritizes the health and learning needs of every student look like?
9. What is working at your school? What supports students' wellbeing and emotional life? What encourages deep learning? What enhances collaboration and creativity?

## QUESTIONS FOR YOUR SCHOOL:

1. How can our school create a culture where every student has the opportunity to find success?
2. What is the purpose of education?
3. How might we reinvent the schedule to support engagement and wellness?
4. How can we create a culture of excellence?
5. How can we create a climate of caring?
6. What is most stressful about attending our school?
7. What does "success" mean at our school? Is there one definition or picture of success, or many?
8. How accessible are leaders at our school? Is it easy for teachers to speak with administrators? Students to speak with students? Parents to speak with teachers?
9. What elements of life in our school community are most supportive of students?
10. What elements are most supportive of teachers?

## QUESTIONS ABOUT CHANGE AND NEXT STEPS:

1. What changes do you hope come out of the film for you, your students and your school?
2. Are there people in the room tonight ready to make immediate change?
3. What is one personal commitment to change you will make following the discussion tonight?



4. What are the obstacles to change in your community?
5. What support do you need to be part of the process toward change?
6. How might we engage all of the stakeholders in our community to create a new school culture that prioritizes the well-being and engagement of every child?
7. What are the top three changes needed to bring about this new vision for education in our community?
8. Think about the leaders of change in your school community. Who are they? How do they work? Do they need more help? More diverse participation? Do they include students? Parents? Coaches? Teachers? Administrators? Alumni?
9. Think about a successful experiment at your school? What was it? Why did it work? What were the challenges? How were they overcome?
10. Imagine your school in ten years. What's different? What's the same?

## **QUESTIONS FOR STUDENTS:**

1. What does it mean to be a successful student here?
2. Have you ever been asked about what you thought about your school or your education? Who has asked and what have they asked?
3. What do you think the purpose of school is?
4. What would make school more fun, interesting and meaningful for you and your friends?
5. What kinds of decisions would you like to make in your classrooms, schools and about your education?
6. What do you need from the adults in your school, home or community to help you achieve your goals and dreams?
7. When do you feel most supported at school? When do you feel least supported?
8. If you could design your own school, would it look different from your current school? In which ways? What would you make different? What would you keep?
9. If you sent your own child to your school, what would you want it to be like for him or her?
10. What one story in the film felt the most accessible or relatable to you? Which story of change felt like it could happen at your school?

## **QUESTIONS FOR TEACHERS:**

1. What were the policies in place that shaped your first year as a classroom teacher? How does that compare to the policies in place today? Where is the greatest need for change?
2. How do you feel about teaching to a test?
3. Do you have ways to assess children outside of testing?
4. Do you have time to get to know your students as individuals?
5. How do you bring project-based learning into your class?
6. What educational resources are you missing in your classroom or school?
7. What do you admire most about your students?
8. What one goal do you hope to accomplish with your students this year?
9. How do you incorporate student interests into the curriculum?
10. How flexible can you be with the curriculum to take into account all learners?

# CREATING CHANGE IN YOUR COMMUNITY

Use your discussion to ignite action! Here are a few ways to do so...

## AT YOUR SCREENING:

- Let your audience know that the screening and conversation is just the first step. Let them know if you have dates scheduled for follow-up conversation and action.
- Let your audience know about our book, *Beyond Measure, Rescuing an Overscheduled, Overtested, Underestimated Generation*, which is a roadmap forward for individuals and schools.
- Remind your audience to visit our websites [www.BeyondMeasureFilm.com](http://www.BeyondMeasureFilm.com) and [www.RacetoNowhere.com](http://www.RacetoNowhere.com) for resources and ways to get involved.
- Take photos and video of your discussion; then send them to us! We're posting short clips from screening discussions around the country, and would love to include yours.
- Be sure that a volunteer circulates and returns to you an email list you can use to communicate with your audience after your event. You can find a template at the end of this guide.

## AFTER YOUR SCREENING:

In the week after your event, touch base with your audience to ask for their responses, feedback, and personal experiences. Be sure to invite feedback from audience members, volunteers, parents, teachers and students. Here are a few ways to keep your community involved and encouraged:

- In a follow-up email after your screening, remind audiences to visit our websites and join us on social media to connect with individuals and communities across the country that are taking action to redefine success, reinvent education and reclaim healthy childhood. Online audience participation supports a growing national dialogue that includes all stakeholders: parents, students, educators, administrators, business leaders and policymakers!
- Consider making our book a community read and inviting local book clubs to join.
- Using the email mailing list collected at your screening, convene a post-film meeting to identify short- and long-term goals for change.
- We want to hear about changes in your community, changes planned for the year ahead and stories about those who've created new paths toward healthy success. Your stories can be shared in writing or video. Send them to us, and we'll share them with the world!
- Visit [www.BeyondMeasureFilm.com](http://www.BeyondMeasureFilm.com) for additional resources, including scholarly research, news articles, links to further reading, and access to the community of schools nationwide who are using *Beyond Measure* to make change!



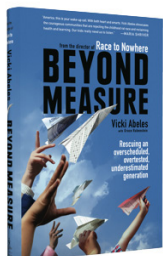
# IDEAS FOR ACTION IN YOUR COMMUNITY

## IF YOU ARE A SCHOOL & DISTRICT LEADER

- Partner with a nearby school that is innovating.
- Pilot a small school-within-a school to explore new teaching and learning models. Ask interested teachers to opt-in to the pilot program, rather than requiring immediate changes of all faculty.
- Create a school schedule that prioritizes health, wellness, and depth over breadth.
- Provide enough time and opportunity to personalize learning, do complex work, and form strong student-teacher relationships.
- Provide enough time for productive collaboration among staff.
- Eliminate tracking practices that label students or limit teaching and learning opportunities for all.
- Explore opportunities to increase parent engagement and consider establishing a parent resource center.
- Keep informed about good education research and how to transform it into practice.

## IF YOU ARE A PARENT

- Be an advocate for change at your school.
- Opt your child out of high-stakes standardized tests.
- Attend school board and PTA meetings to stay informed and add your voice.
- Grow the movement by posting the *Beyond Measure* trailer to your school or community website or a school or personal blog.
- Read our new book, *Beyond Measure: Rescuing an Overscheduled, Overtested, Underestimated Generation* and consider organizing a community read as a follow up to the film screening. You'll read the stories of communities taking bold action — in school and at home — to reclaim healthy childhood and cultivate a deeper, richer learning experience in schools.



**GET OUR NEW BOOK**  
***Beyond Measure:***  
***Rescuing an Overscheduled,***  
***Overtested, Underestimated***  
***Generation, 2015***

## IF YOU ARE A TEACHER

- Create flexibility in the classroom to promote the best learning in all situations for all students.
- Offer students opportunities to direct, assess and evaluate their own learning and progress.
- Replace conventional testing and evaluation with alternative and formative assessments like presentations or portfolios of student work.
- Experiment with engaging learning models like design thinking, appreciative inquiry and project-based learning.
- Believe in the resilience of all students.

## IF YOU ARE A STUDENT

- Tell your teachers which assignments excite you... and which don't.
- Ask to do an independent project or apprenticeship in place of a conventional course.
- Ask your teachers to replace letter or number grading on some key assignments with a qualitative, narrative evaluation--either written or in the form of a verbal conference.
- Ask your teachers to replace conventional grading on some key assignments with a peer-review board or another collaborative form of evaluation.
- Ask your teachers to replace a graded test with a class or community presentation that demonstrates your learning in a particular area.
- Form a student committee on wellness, and take your first action by surveying students about their emotional health, physical health, sleep and sense of inclusion in school decision-making.
- Meet with your principal to address issues that concern you at school.
- Attend a Board of Education meeting with some friends and introduce yourself; many boards hear only very rarely from students.
- Learn about the Students Bill of Rights and bring it to your school. Visit [www.StuRights.org](http://www.StuRights.org) to get started.
- Choose courses and electives that excite you and make you feel eager to learn...not courses that will "look good" to colleges or on a resume.

# ADDITIONAL RESOURCES

Learn about schools that are innovating, hear the latest from thought leaders and connect with other change makers at [www.BeyondMeasureFilm.com](http://www.BeyondMeasureFilm.com)

## BOOKS:

Berger, Ron. *An Ethic of Excellence: Building a Culture of Craftsmanship with Students*. Portsmouth, NH: Heinemann, 2003.

Boaler, Jo. *Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages and Innovative Teaching*. Hoboken, NJ: Jossey-Bass, 2015.

Damon, William. *The Path to Purpose: How Young People Find Their Calling in Life*. New York: Free Press, 2009.

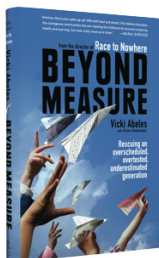
Engel, Susan. *The End of the Rainbow: How Educating for Happiness (Not Money) Would Transform Our Schools*. New York: New Press, 2015

Pink, Daniel H. *Drive: The Surprising Truth About What Motivates Us*. New York: Riverhead Books, 2011.

Robinson, Ken, and Lou Aronica. *Creative Schools: The Grassroots Revolution That's Transforming Education*. New York: Viking, 2015

Zhao, Yong. *Catching Up or Leading the Way: American Education in the Age of Globalization*. Alexandria, VA: Association for Supervision & Curriculum Development, 2009.

———. *World Class Learners: Educating Creative and Entrepreneurial Students*. Newbury Park, CA: Corwin, 2012.



### GET OUR NEW BOOK

***Beyond Measure: Rescuing an Overscheduled, Overtested, Underestimated Generation, 2015***

## ORGANIZATIONS:

The National Center for Fair and Open Testing, at [www.fairtest.org](http://www.fairtest.org)

The Buck Institute for Education, at [www.bie.org](http://www.bie.org)

The Expeditionary Learning Network at [www.elschools.org](http://www.elschools.org)

Edutopia, a publication of the George Lucas Educational Foundation, at [www.edutopia.org](http://www.edutopia.org)

The Collaborative for Academic, Social, and Emotional Learning, at [www.casel.org](http://www.casel.org)

The Independent Curriculum Group at [independentcurriculum.org](http://independentcurriculum.org)

Maker Faire at [www.makerfaire.com](http://www.makerfaire.com)

Stanford University Design School at [dschool.stanford.edu](http://dschool.stanford.edu)

Self Determination Theory at [www.selfdeterminationtheory.org](http://www.selfdeterminationtheory.org)

Student Voice at [www.stuvoice.org](http://www.stuvoice.org)

## ARTICLES:

Elizabeth A. Harris, “20% of New York State Students Opted Out of Standardized Tests This Year”, *New York Times*, August 12, 2015

Annie Murphy Paul, “Are College Lectures Unfair”, *New York Times*, September 12, 2015

David Edwards, “American Schools are Training Kids for a World that Doesn’t Exist”, *Wired*, October 2014

Joshua Davis, “A Radical Way of Unleashing a Generation of Geniuses”, *Wired*, November 2013

Tim Brown and Roger Martin, “Design for Action”, *Harvard Business Review*, September 2015

Richard Perez-Pena, “Colleges Reinvent Classes to Keep More Students in Sciences”, *New York Times*, December 26, 2014

David Kohn, “*Let the Kids Learn Through Play*”, *New York Times*, May 16, 2015

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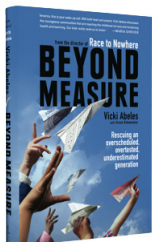
## CREATING CHANGE IN YOUR COMMUNITY

### IF YOU ARE A SCHOOL & DISTRICT LEADER

- Partner with a nearby school that is innovating.
- Pilot a small school-within-a school to explore new teaching and learning models. Ask interested teachers to opt-in to the pilot program, rather than requiring immediate changes of all faculty.
- Create a school schedule that prioritizes health, wellness, and depth over breadth.
- Provide enough time and opportunity to personalize learning, do complex work, and form strong student-teacher relationships.
- Provide enough time for productive collaboration among staff.
- Eliminate tracking practices that label students or limit teaching and learning opportunities for all.
- Explore opportunities to increase parent engagement and consider establishing a parent resource center.
- Keep informed about good education research and how to transform it into practice.

### IF YOU ARE A PARENT

- Be an advocate for change at your school.
- Opt your child out of high-stakes standardized tests.
- Attend school board and PTA meetings to stay informed and add your voice.
- Grow the movement by posting the *Beyond Measure* trailer to your school or community website or a school or personal blog.
- Bring *Beyond Measure* to your community.
- Read our new book, *Beyond Measure: Rescuing an Overscheduled, Overtested, Underestimated Generation* and consider organizing a community read as a follow up to the film screening. You'll read the stories of communities taking bold action — in school and at home — to reclaim healthy childhood and cultivate a deeper, richer learning experience in schools.



### GET OUR NEW BOOK

***Beyond Measure:  
Rescuing an Overscheduled,  
Overtested, Underestimated  
Generation, 2015***

### IF YOU ARE A TEACHER

- Create flexibility in the classroom to promote the best learning in all situations for all students.
- Offer students opportunities to direct, assess and evaluate their own learning and progress.
- Replace conventional testing and evaluation with alternative and formative assessments like presentations or portfolios of student work.
- Experiment with engaging learning models like design thinking, appreciative inquiry and project-based learning.
- Believe in the resilience of all students.

### IF YOU ARE A STUDENT

- Tell your teachers which assignments excite you... and which don't.
- Ask to do an independent project or apprenticeship in place of a conventional course.
- Ask your teachers to replace letter or number grading on some key assignments with a qualitative, narrative evaluation--either written or in the form of a verbal conference.
- Ask your teachers to replace conventional grading on some key assignments with a peer-review board or another collaborative form of evaluation.
- Ask your teachers to replace a graded test with a class or community presentation that demonstrates your learning in a particular area.
- Form a student committee on wellness, and take your first action by surveying students about their emotional health, physical health, sleep and sense of inclusion in school decision-making.
- Meet with your principal to address issues that concern you at school.
- Attend a Board of Education meeting with some friends and introduce yourself; many boards hear only very rarely from students.
- Learn about the Students Bill of Rights and bring it to your school. Visit [www.StuRights.org](http://www.StuRights.org) to get started.
- Choose courses and electives that excite you and make you feel eager to learn...not courses that will "look good" to colleges or on a resume.

Contact us at [Info@ReelLinkFilms.com](mailto:Info@ReelLinkFilms.com) or 925-310-4242

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FROM THE MAKERS OF WIDE & REMOTE

# BEYOND MEASURE

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