Core Principle	Tips	Guiding Questions	Notes
Why it Matters Most people can support change if the rationale is clear and compelling. Focus on why it matters for your audience, for students, community, and society.	• Don't use jargon or unfamiliar language to describe the "why." Keep it simple. • Revisit the "why" even as you unpack the "what" and "how." • Tailor the "whys" to different audiences—families have different concerns than business leaders.	• *How well does our school/district mission and vision communicate our core purpose?* • *How is our work on proficiency-based learning connected to our mission/vision?* • *To what extent do members of our school community know why we are refining our practices to become proficiency-based?*	
Goals Including clear end results and milestones is an effective way to ensure that there is shared understanding of where the work is headed and how it will benefit students and the community.	• Goals should be focused on students. • Use a combination of quantitative and qualitative evidence for success. • It is easy to fall into describing processes instead of goals—make sure to come back to goals.	• *What do you want to be different for students in your community?* • *What are the tangible differences students, families, and community members would see?* • *How will you know you are successful?*	
Specificity Using examples of student experiences, community partnerships, etc.—as opposed to broad terms—can increase understanding and support.	• When discussing the work, answer the question, "What does it look like?" in specific terms. • Organizations are often advised to "tell stories". Connect any stories back to broader goals to avoid individual narratives.	• *If you couldn't use any educational jargon, how would you describe your work?* • *How might you use images, narratives, and testimonials to reach specificity?*	

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Values Fairness, pragmatism, future preparedness, and collective prosperity, among others, are widely-shared values.	• Framing work as addressing a crisis or focusing on individual successes can reinforce fear and lack of support. • Use collective successes—schools, programs, classes—to reinforce values of collective prosperity and equity.	• *What values do students, families, and faculty members hold?* • *How can our work be responsive to the values of our community?*	
Metaphors Comparisons help make new ideas more familiar. For example, useful metaphors might be: "the summit" = graduation proficiencies "hiking trails" = curriculum and flexible pathways "climbing walls" = learning experiences and formative assessments.	• The metaphors you pick should be connected to the values and goals of the work. • Avoid comparing your work to complicated ideas/topics. • Utilize multiple metaphors to deepen understanding (ie: don't always reach for sports metaphors).	• *What are some simple comparisons for your work to help non-educators understand your goals and values?*	

Resource:
The Frameworks Institute Message Memo: <u>Framing Education Reform</u>.