<table>
<thead>
<tr>
<th>Our Messages/Stories…</th>
<th>Questions to consider…</th>
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| **ADVANCE BOLD VISIONS** | • Does this piece paint a picture of what the future will look like so people can see themselves in it?  
• What is the potent story of the future this message/story invites people into? |
| **PUT FORWARD CLEAR SOLUTIONS & INSPIRE ACTION** | • Is the message explicit enough? Does the content drive audiences in a direction of solutions and action, and where appropriate, explicitly or implicitly state it?  
• Does this story or message advance an affirmative solution built around shared values (like democracy...)?  
• Does this message/story make clear connections between stories and policy action?  
• Does this message/story connect policies to instruction and vice versa? Does it name participants of education systems that are beyond the teacher, parent, and student?  
• Does this message/story present a new frame that advances new thinking around dominant narratives?  
• Does this message/story highlight/acknowledge the investments in infrastructure needed to make innovations effective, accessible, and equitable? Does it highlight the support and interaction provided by systems to make innovations possible?  
• Does it make is easier for the public to imagine alternative assessments for children’s learning? |
| **NAVIGATE, LEVERAGE AND/OR SHIFT FRAMES STRATEGICALLY** | • Does this message/story avoid crisis language?  
• Does this message/story shift the frame from individualism to collective + self-interest? (Need a question to address the shift from individual to collective)  
• Does this message/story explain why individual choice hurts my community?  
• Does this piece make power dynamics/relationships explicit?  
• Does this frame present something as a “silver bullet”?  
• It also would be helpful to create a “what do you do when specific dominant frames are used?” tool. How to best respond to talking points rooted in dominant frames… |
| **ILLUMINATE STRUCTURAL INEQUITIES AND SUPPORT THE REPAIRING OF HARM** | • Does this message/story offer explanations that draw a line from a history of racial oppression to contemporary arrangements and outcomes?  
• Does this message/story explain how structural inequities create different contexts, which then contribute to differential outcomes?  
• Does this frame move white people to confront white privilege and white supremacy?  
• Potential stories: a) linking $/resources in rural and urban communities |
| **BUILD POWER & PARTICIPATION BY BRINGING COMMUNITIES OUT OF THE SHADOWS** | • Does this message/story speak to the systematic and social interplay of communities (and our shared responsibility)?  
• Does this message/story make possible the inclusion of diverse communities, voices, and/or our shared responsibility?  
• Does this frame build around cultural models that reflect and are accessible to People of Color and their/our histories?  
• Does this message/story prefer democratic governance?  
• Does it connect teaching and learning to political power? |