### You Say... They Think

<table>
<thead>
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<th>You Say...</th>
<th>They Think...</th>
<th>What’s Triggered in Their Minds?</th>
<th>What Helps?</th>
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| “We need a sea-change in education - we can’t compete in a global economy by continuing to do what we do now. These new standards challenge us to significantly raise the bar for what students know and are able to do.” | That’s right, education is a mess - and it has been for a long time now. I doubt that these new standards will fix it, but maybe getting stricter will at least force some kids to buckle down and pay attention. | Fatalism Willpower Tangible Triad | • Appealing to the Values Future Preparation or Workforce Preparation can establish the need for change without focusing the public squarely on the system’s failures, which can undermine their will to support reforms.  
• Positioning new standards in terms of Progress and Remodeling - updated goals for changing times - makes the conversation about moving forward, not about who’s to blame for current problems. |
| “Kids aren’t standardized, so there’s no reason our tests should be, especially with today’s technology. We can be more flexible and responsive than ever before.” | I am so sick of kids being tested, tested, tested. We are spending so much time on tests that there’s no time for teaching. It doesn’t make any sense; they should abolish tests. | Assessment = Summative/Standardized Tests System Is Broken Beyond Repair | • Appealing to assessment as a way to maximize Human Potential for the common good is a highly effective way of setting up a productive conversation on assessment that focuses on moving all students forward.  
• Establishing the purpose and nature of a multi-method approach to assessment with the Explanatory Metaphor Dashboard, Mirrors, and Windows expands public thinking beyond annual statewide student achievement tests. From here, they can reason more productively about how to improve assessment and data use. |
| “We can’t prepare students for the 21st century with a school calendar that was developed in the 19th century. We need a new vision for when and where learning happens - opening up the school walls and rethinking the school clock. We need to allow students to connect to new content and new skills.” | When I was young, we learned academics at school and went home at 2 pm sharp. Schools need to get back to basics - and leave that other stuff for parents to handle. | It Worked For Me Nostalgia Compartmentalized Learning | • The Explanatory Metaphor Pollination Points fills in understanding of how space and time influence learning outcomes, sidestepping Compartmentalized Learning thinking and expanding the range of policy options that make sense.  
• The explanatory metaphor Weaving Skills Ropes can help make an affirmative case for space and time reforms, based in an explanation of how skills develop. This steers the conversation clear of It Worked For Me opposition. |
| “It’s a travesty that the gap in achievement between African Americans and their white counterparts is still with us. We need to tackle this persistent problem with a comprehensive plan that addresses home, school, and community factors.” | It’s a shame, but some children just don’t value education, because their parents don’t. I think the best thing to do is to make sure that the motivated ones have some way to get out of those terrible inner-city schools. | Willpower Race = Culture Inequity = Bad Inner City Schools | • Explaining how educational inequity happens with the Explanatory Metaphor Charging Stations can point to contextual and structural factors, redirecting thinking away from default assumptions that locate the causes of poor outcomes in individual choices.  
• Appealing to the Values of Human Potential or Fairness Across Places establishes a collective stake in addressing inequities - thereby increasing public support. |