

"Back Pocket" Conversation Planner

It's natural to encounter tough questions or assumptions when encouraging new ways of thinking. When we anticipate these moments, we can respond in ways that open eyes to new opportunities. Your succinct and easy to repeat narrative is an anchor in your broad messaging. However, when speaking directly to individuals about your goal, conversations move beyond broad messaging and into a more personalized discussion.

To prepare for these discussions, think about questions or assumptions that are counter to your goal and your new narrative. When crafting your responses, keep the following quick tips in mind from the [Narrative Shift Framework](#), to focus the conversation on your narrative and goal.

- Respond with your narrative centered, not a refutation
- Center key values that give purpose to your goal
- Use stories to support your narrative
- Invite people to join your movement/vision
- Be clear that solutions are in reach

Use these frames as a jumping off point in conversations and use the space below to create your own.

Questions, Assumptions, or Old Narratives	Conversation Reframe/Conversation Frame
"The teacher shortage isn't going anywhere; things can't change; change takes too long."	Change is possible through partnership and a shared vision. The teacher shortage is a result of many factors, and we can tackle them from all angles! Where does your institution fit into the puzzle?
"It's impossible to secure long-term funding; grants run out and the teacher residency program will end."	Through partnership and creative collaboration between the state, programs, and districts, we can braid multiple funding sources within these 3 spheres to sustain residencies long term. Over time, residencies begin to pay for themselves through turnover reduction.
"Our residency program can't compete against fast-track programs in our area."	If aspiring teachers are paid for their work in classrooms, they will gladly choose the high-quality and supported residency preparation path.
"The sense of competition among preparation programs is too great to work together statewide."	When programs come together to advocate for non-competitive state policy that supports paid residencies, you won't need to sacrifice the quality of your program to get more applicants. When all programs are supported, aspiring teachers will gravitate to the one that works best for them.
"The student teaching model has a gradual release timeline with clear roles that culminates in solo-teaching. If we switch to a resident co-teaching model, how do we know the resident can lead a classroom on their own?"	In a residency co-teaching model, residents still practice taking the lead in instruction, with the added benefit of utilizing two educators in the room. Observing this model in action, a Teacher Residency Director in New Mexico reflected that "having two teachers in a classroom, to be able to focus in on where those students are, has been a huge benefit for students."

Below is a space to explore additional questions, assumptions, or old narratives that are specific to your goals, and think through new conversation frames.

Questions, Assumptions, or Old Narratives	Conversation Frame

To explore more resources on Narrative Shift, visit Prepared To Teach's Guided Toolkit, [Narrative Shift: The Groundwork for Policy Change](#).