



Welcome to the 2012 Board Retreat. Our theme this year is the CABE COMPASS: Creating the Roadmap to English Learner Success.



To begin our retreat, we'd like to frame why we believe this retreat is so critical to CABE's future success.

Retreat Purpose

- ⊙ We are entering a new era and face a unique opportunity.
 - ⌘ Common core standards, new ELD standards, and new assessments
 - ⌘ Districts and schools struggling to educate English Learners
 - ⌘ 21st century: increasingly diverse, complex, and global requirements
 - ⌘ CAFE: new executive and board leadership.

- ⊙ We can rethink CAFE's core identity and mission.
 - ⌘ Reposition CAFE as the premier source for expertise on English Learner education in a 21st century context.

- ⊙ We will explore a bold and innovative vision for CAFE's future.
 - ⌘ Listen, share, imagine, create, and reflect --- all processes which we will continue over the remainder of this year.
 - ⌘ This retreat will create a space for us to "try on" new ideas for CAFE's future.

We are entering a new era in California education. Common core standards, the new ELD standards, and the new assessments, with their focus on higher order thinking, are fast approaching. Districts and schools are struggling more than ever with how to educate English Learners. The 21st century brings with it increasingly diverse, complex, and global requirements. And CAFE has new executive and board leadership. Together, these forces bring us a unique opportunity to rethink CAFE's core identity and mission and to reposition CAFE as the premier source for expertise on English Learner education in a 21st century context.

During this retreat, we will explore a bold and innovative vision for CAFE's future. We'll have time, face-to-face, to listen, share, imagine, create, and reflect --- all processes which we will continue over the remainder of this year. This retreat will create a space for us to "try on" a new suit of clothes, and over the year, we'll determine how well it fits, what items in our closet still fit that we'll want to keep, what needs to be tailored and customized, and



(Introduce facilitators and graphic recorder.)



Gloria to add her remarks here.



Gloria provides a brief overview of the past year.

Participant Reflections

- ◎ Identify accomplishments and learnings from this past year.
- ◎ Write these legibly on post-its or note paper.
- ◎ Submit these to Amy Graybeal to be added to our Accomplishments poster.

With our wonderful graphic recorder, Amy Graybeal, we have an opportunity to capture in a public way some of the accomplishments and learnings from this past year.

If you have something you'd like to share, please note it on a post-it, as legibly as possible. Include your name and role, then give your post-its to Amy, who will work on creating a poster of all of these.

Outcomes

- ⊙ Build positive, productive relationships among CABE leadership.
- ⊙ Develop a clear understanding of Board/staff roles and implications for action.
- ⊙ Reflect on the past year; explore opportunities for this coming year.
- ⊙ Build better understanding of CABE's values, vision for the future, theory of action, principles, strategic goals/objectives, and instructional priorities and the Board's role in widely supporting and communicating these.
- ⊙ Develop and build consensus on the four cardinal points of the CABE COMPASS.
- ⊙ Create a continued sense of urgency, reflect, and celebrate success.

The retreat has been designed around six major outcomes:

- Build positive and productive relationships among CABE Board, CEO, and CABE Staff as the organizational leadership.
- Develop a clear understanding of Board roles and responsibilities, how they connect with CABE staff roles, and implications for individual and collective action.
- Reflect on the past year and explore implications and opportunities for this coming year.
- Build better understanding of CABE's values, vision for the future, theory of action, principles, strategic goals/objectives, and instructional priorities, and the Board's role in widely supporting and communicating these.
- Develop and build consensus on the four cardinal points of the CABE COMPASS.
- Create a continued sense of urgency, reflect, and celebrate success.

Agenda - Day One

- ⊙ Welcome & Framing
- ⊙ Deepening Connections
- ⊙ Identity/Envisioning the Future
 - ⌘ Values • Vision for the Future • Theory of Action • Principles • Strategic Goals/Objectives • Instructional Priorities • Processing/Reflecting & Sharing
- ⊙ Current State/Our Priorities & Initiatives
 - ⌘ Poster Carousel • Assessing & Reflecting • Sharing Out
- ⊙ Lunch
- ⊙ Setting the Groundwork for Our CABE Journey
 - ⌘ CABE COMPASS • Modified Enneagram Conversation
- ⊙ Designing the High Level Work
 - ⌘ Design Teams – Part I • Conversation • Design Teams – Part II
 - ⌘ Claims – Practices – Evidence • Sharing
- ⊙ Reflection on Day One
 - ⌘ Quick Write • After Action Review • Reminders • Dancing Together

Today, we're taking some time this morning to welcome you and frame the retreat, then we'll engage in an activity to help deepen our connections as board and staff members.

We'll start our actual work by proposing, updating, and reflecting on CABE's values, vision for the future, theory of action, principles, strategic goals and objectives, and instructional priorities.

That will lead us into looking at the actual and current priorities and initiatives we have before us through a poster carousel activity.

That will take us to lunch. After lunch, we'll share out from the previous activity then move to unveiling The rest of the afternoon we'll be doing high level design work.

We'll end the day with some reflection and closing remarks.

Agenda - Day Two

- ⊙ Reconvening the Retreat
- ⊙ Exploring Our Roles & Responsibilities
 - ⌘ Role Review • Connecting Roles/Responsibilities to the Work/CABE COMPASS • Sharing Out
- ⊙ Bringing It All Together
 - ⌘ Headline Wrap Up • Sharing Out
- ⊙ Closing
 - ⌘ Retreat Evaluations • Closing Comments & Appreciations • Last Word/Imagine We

Tomorrow, after reconvening the retreat, we'll spend most of the morning exploring our various roles and responsibilities as board members and executive staff, and connecting those roles and responsibilities to the work required by the CABE COMPASS.

We'll end the day with a synthesis activity, and some reflection.



Jan: provide any needed reminders.



We know that any successful organization functions on a foundation of relationships and connections. CABE is no exception, and it is particularly important that Board members and executive staff have respectful and responsive relationships that facilitate the work of the organization. This is especially critical now, when the work has become so complex and deep, and we have a relatively new board and new CABE staff leadership.

We started this process of deepening connections last night, and we'll continue it now with this next activity.



Describe the connecting activity.



What is CABE's identity? How do we know what CABE stands for? We all have our own answers to these key questions, but to be sure that we have common answers, we need to be clear and explicit about CABE's essentials: its values, vision for the future, theory of action, principles, strategic goals and objectives, and instructional priorities.

We are going to take the next hour to share with you a proposal for these CABE essentials, which have been crafted to ensure that they're responsive to our 21st century, globalized context. After this presentation, you'll have an opportunity to have a conversation about these.

Our Approach to Effective & Powerful English Learner Programs

The ultimate aim of education is to enable individuals to become the architects of their own education and through that process to continually reinvent themselves In this sense, the curriculum is a mind-altering device.

Elliot W. Eisner

Values-Driven	★ Ensure achievement and sustainability.
Principles-Based	★ Enable English Learners to achieve high levels of academic language/literacy and 21 st century success in multiple languages.
Informed by Data & Research	

English Learner policy should begin with values that are formed into a vision of how our schools should be and with principles that explain how our values get enacted. Data and research then inform the action and plans to carry out the policy. It's time to articulate a new set of commitments to our communities around adopting a values-driven and principles-based vision for English Learner education that use powerful, research-informed practices in a transformative approach to ensure high levels of success and sustainability.

This is important because where the leadership doesn't hold English Learners or linguistic human rights as a value, there will be no systemic, sustainable 21st century education for English Learners. At its most fundamental, our work is about creating environments that recognize, value, and build on global languages, cultures, and lived experiences to create new and sustainable success that ensures English Learners thrive not only in our schools but in the world beyond.

Our Approach

© Values Driven, Principles Based Reform for English Learner Success

- ⌘ Support & Service Orientation
- ⌘ Reciprocal Accountability
- ⌘ Cultural & Linguistic Responsiveness
- ⌘ Equity

That is a key role that CAFE can and should play --- to enact a values-driven principles-based reform agenda for English Learner success.

Such an agenda incorporates four key values:

- (1) A SUPPORT AND SERVICE ORIENTATION, where the highest priority of CAFE's leaders is to encourage, support, and enable everyone – staff, members, students, community -- to unfold their full potential and abilities. This leads to an obligation to delegate responsibility and engage in participative decision-making. We recognize that our leaders must be value- and character-driven people who are performance and process-oriented. Much like Southwest Airlines, our leadership expectations require that we develop people, build great teams, think strategically, achieve excellent results and identify with the values of our membership and community.

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- (2) **RECIPROCAL ACCOUNTABILITY**, that is a covenant between CAFE and the organizations, English Learners, and families it serves. It's a promise, and "keeping our promises" (being accountable) means stating our said commitments and following through with those commitments. In this sense, accountability is a shared and reciprocal process. This model of shared or reciprocal accountability is in essence also a model of collaborative shared and reciprocal responsibility: we have the responsibility to create the future we say we want for our English Learners and their families, for our schools, and for ourselves as a values-driven organization.
- (3) **CULTURAL AND LINGUISTIC RESPONSIVENESS** that facilitates and supports the achievement of all students. In a culturally and linguistically responsive classroom, for example, effective teaching and learning occur in a culturally supported, learner-centered context, where the strengths students bring to school are identified, nurtured, and utilized to promote student achievement. As an organization that practices cultural and linguistic responsiveness within its own doors and that promotes such responsiveness in districts and schools across California, CAFE works to increase its and others' capacity to (a) be inclusive and reflect the cultural, ethnic, linguistic, and gender diversity of society and the world, (b) use instructional, assessment, and human relations practices that build on the students'/staff's prior knowledge, culture, and language, (c) employ practices that stimulate students/staff to construct knowledge, make meaning, and examine cultural and linguistic biases and assumptions, (d) foster understanding and respect for cultural and linguistic diversity, and celebrate the contributions of diverse groups, and (e) draw from and integrate community and family language and culture, and help families and communities to support the students' academic success.

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Culture and language are central to learning, whether it's in the classroom or the workplace. They play a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. An approach that acknowledges, responds to, and celebrates home cultures and languages offers full, equitable access to education for students from all cultures and language groups, and provides full inclusion in the success of an organization for all its staff and constituents.

- (4) EQUITY means having a deep understanding of the communities we serve, so we may better personalize our work for English Learners, families, schools, and districts. Equity also means redistributing resources towards students and schools traditionally underserved by school systems. It implies access; that is, all students, schools, and personnel having the opportunity to learn the necessary skills and knowledge to achieve desired results. For English Learners, schools, and districts, equity and access necessitates practices and structures that differentiate services in support of those who have been historically underserved in hopes of achieving more equitable outcomes. For personnel, equity and access necessitates transparency about decision-making related to hiring, professional development, budgeting, and funding, especially for those doing work that is farther removed from the classroom and English Learners themselves.

Languages are the keystone to humanity's intangible heritage. They are markers of identity, the foundation shared by societies and indispensable tools for communication.

They have variously been seen as the basis of thought; as the expression of the human spirit; as an instrument for representing the world; and as the reflection of the collective memory and identity of the speakers.

As languages are an integral part of society, it follows that neither should be isolated from the other.

Adama Ouane

Obviously, linguistic human rights is at the heart of our core values. This is from the preface of Tove Skutnabb-Kangas's book, *Multilingual Education Works*. The preface was written by Adama Ouane, Director of the UNESCO Institute for Lifelong Learning. He says:

The challenge that education systems now face is to provide quality education that takes learners' needs into consideration, whilst at the same time balancing these with contemporary social, cultural and political demands. A multilingual educational approach, in which language is recognised as an integral part of a student's cultural identity, is an important factor for inclusion, participation and democracy. It promotes respect, tolerance and equality for others. Educating "in and for diversity" teaches us how to live together. It also enables us to develop new ways of learning to do, learning to know and learning to be based on pluralism, mutual understanding and respect, democratic relationships and fundamentally human values. It is for these reasons that it should be recognised as a crucial part of all educational systems.

Transformational Commitments

- ⊙ Celebrate, respect, and appreciate language diversity.
- ⊙ Build a broad array of language, literacy, and communication skills.
- ⊙ Assert the legitimacy of ALL languages and dialects.
- ⊙ Create a foundation for new learning and success.
- ⊙ End the eradication and marginalization of languages other than English.

In part our values integrate a transformative set of commitments regarding language learning. These commitments include:

- Celebrating, respecting, and appreciating our language diversity.
- Building a broad array of language/literacy, crosscultural, & multimedia communication skills.
- Asserting the legitimacy of students' native languages and dialects, protecting rights to language, and systemically using students' languages, cultures, experiences, and skills.
- Creating a foundation for new learning and success in the home language and across the curriculum and beyond to the 21st century world.
- Ending the eradication and marginalization of languages other than English by countering unequal status.

And we must also address our intentions around how we operationalize those values and beliefs.

Key Premises

Powerful English Learner programs are based on a set of understandings about language:

- ⌘ Language is a human endowment.
- ⌘ Language and culture are inextricably connected.
- ⌘ No language or language variety is inherently purer, better, or superior to another.
- ⌘ The US is and always has been a multilingual and multicultural society.
- ⌘ Mastery of two or more languages has enormous benefits.

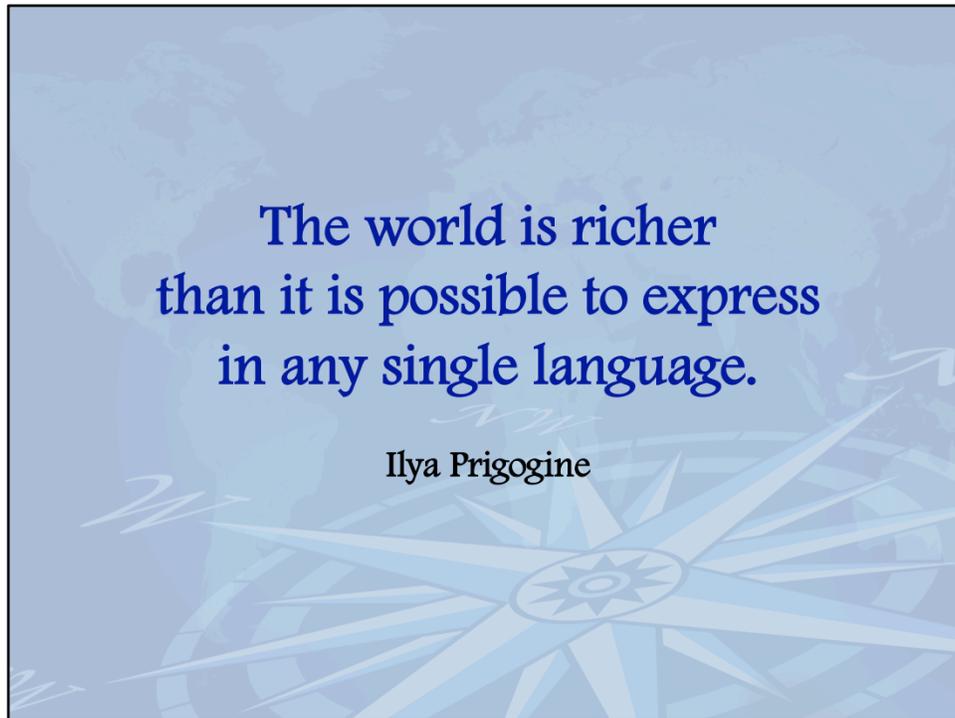
We have to be much more intentional and systematic about articulating our understandings about language in order to ensure that our approaches to English Learner education are culturally and linguistically responsive ones:

- Language is a human endowment.
- Language and culture are inextricably connected.
- No language or language variety is inherently purer, better, or superior to another.
- The US is and always has been a multilingual and multicultural society.
- Mastery of two or more languages has enormous benefits.

Who benefits when students achieve proficient bilingualism and biliteracy?		
Students	Families/Communities	The World
<ul style="list-style-type: none"> ▪ Healthy identity formation ▪ Enhanced cognitive flexibility ▪ Enhanced communication skills ▪ Enhanced metalinguistic awareness ▪ Expanded capacity to think divergently ▪ Greater creativity 	<ul style="list-style-type: none"> ▪ Increased family cohesion ▪ Enhanced communication ▪ Smarter citizens: <ul style="list-style-type: none"> • Strong identity and confidence in their abilities • More flexible and creative thinkers • Better communicators and problem-solvers • More skilled at working across differences 	<ul style="list-style-type: none"> ▪ Greater economic opportunities ▪ Increased scientific/cultural creativity/knowledge development ▪ More effective international collaboration & understanding ▪ Enhanced communication among diverse groups

After all, there's a body of research going back decades that confirms that when students can achieve proficient bilingualism and biliteracy, not only do students themselves benefit in powerful, life-changing, and multiple ways, but their families and communities benefit as well. And it doesn't stop there. Those benefits accrue to our society and our world, transforming the way that human beings relate to each other across all those differences that make a difference.

Yet, most US students never have access to these benefits. Meanwhile, 20 out of 25 industrialized countries start teaching world languages in grades K-5, and 21 countries in the European Union require nine years of language study. International business leaders are warning that American graduates may be technically competent but are increasingly culturally deprived and linguistically illiterate compared with graduates from other countries competing for the same jobs.



And when our English Learners gain the possibility of expressing their multilingual and multicultural minds, we gain entire worlds. The more languages and cultures we hold in our minds, the more worlds we can share.

As the Nobel prize winning scientist Ilya Prigogine once said, the world is richer than it is possible to express in any single language.

English is not enough. In knowledge societies uniformity is a handicap. Creativity, innovation, and investment are results of additive teaching and multilingualism.

Creativity and new ideas are the main assets (cultural capital) in a knowledge society and a prerequisite for humankind to adapt to change and to find solutions to the catastrophes of our own making.

Multilingualism enhances creativity; monolingualism and homogenisation kill it.

Tove Skutnabb Kangas

To conclude this section of the CAFE Essentials, let's refer back to our friend, Tove Skutnabb-Kangas, who says the following:

“English is not enough. In knowledge societies uniformity is a handicap. Creativity, innovation, and investment are results of additive teaching and multilingualism.

Through destroying biocultural diversity we are ruining the prerequisites for (human) life on the planet. Creativity and new ideas are the main assets (cultural capital) in a knowledge society and a prerequisite for humankind to adapt to change and to find solutions to the catastrophes of our own making.

Multilingualism enhances creativity; monolingualism and homogenisation kill it.”

CABE's Vision for the Future

We will dramatically increase California's capacity to create 21st century learning environments of high intellectual performance for all English Learners and to graduate all English Learners college, career, and 21st century ready and prepared to live their lives to their full potential.

A second CABE Essential is our vision for the future --- our vision for ourselves as an organization and for the success of California's English Learners. As an organization, we propose a vision for the future that says that we will dramatically increase California's capacity to create 21st century learning environments of high intellectual performance for all English Learners and to graduate all English Learners college, career, and 21st century ready and prepared to live their lives to their full potential.

And as the premier organization focused on the education of California's English Learners, we will judge ourselves as successful to the degree that we assist our districts, schools, and communities in achieving this 21st century vision of student success for every group of English Learners they serve.

Based on our best professional understanding of the nature of 21st century citizenship and the requirements that a global, creative-age society places on its participants, we believe that the following vision of student success accurately reflects our responsibility in preparing English Learners to thrive in school and beyond.

*Arriving at a 21st Century Vision
for Student Success*

Every English Learner will graduate from high school prepared for college and career.

English Learners will have the confidence, competence, and information needed to make positive choices for the future.

English Learners will have the strength and competence to participate fully in the 21st century economic, scientific, political, cultural, and intellectual life of our multilingual, multicultural global society.

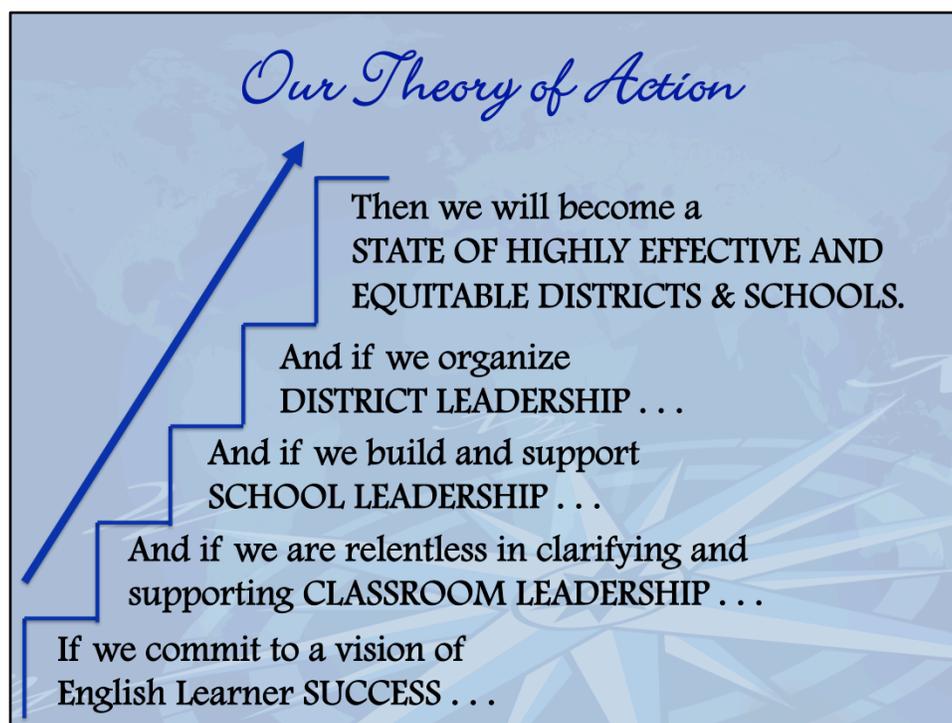
21st Century Skills

- ◆ Academic Preparation
- ◆ College and Career Readiness
- ◆ Mastery of Advanced Literacies and 3M Skills (Multimedia, Multilingual, and Multicultural)
- ◆ Innovation, Creativity, and Solution Seeking Competencies
- ◆ Social, Civic, and Environmental Responsibility
- ◆ Technological Fluency
- ◆ Strength of Body, Mind, and Character

Every English Learner who enrolls in our schools will graduate from high school prepared for the option of enrolling in a four-year college or university, pursuing a successful career, and living a healthy life.

English Learners will have the confidence, competence, and information needed to make positive choices for their future and will have demonstrated strength and competence in all areas needed for full participation in the 21st century economic, political, cultural, and intellectual life of our nation and global society. In addition to academic preparation, these areas include college and career readiness; mastery of advanced literacies and multimedia, multilingual, and multicultural skills; innovation, creativity, and solution-seeking competencies; social, environmental, and civic responsibility; technological fluency; and strength of body, mind, and character.

Because of the education and interactions English Learners experience in our schools, they will be prepared to live to their fullest potential in their lives beyond school.



We all have good intentions in this work. Sometimes, though, we don't get the results we want. In order to maintain a tight match between our intentions, our actions, and our results, it's important to be explicit about how change happens. How can we translate our intentions into actions that yield the results we say we want? A good theory of action helps us ensure an accurate translation. CABE's theory of action, the third CABE Essential, states that:

IF WE COMMIT TO A VISION OF ENGLISH LEARNER SUCCESS that has at its center engaged and achieving English Learners prepared for college, career, and 21st century success . . .

AND IF WE ARE RELENTLESS IN CLARIFYING AND SUPPORTING CLASSROOM LEADERSHIP focused on improving the quality of classroom instruction and interactions for English Learners through the use essential pedagogical practices for environments of high intellectual expectations and performance and 21st century culturally and linguistically responsive curriculum, pedagogy, resources, and assessments . . .

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AND IF WE BUILD AND SUPPORT SCHOOL LEADERSHIP that provides instructional clarity and coherence for English Learners through effective principals, leaders, and teachers, caring staff, and engaged families and community . . .

AND IF WE ORGANIZE DISTRICT LEADERSHIP around our core values and instructional priorities to most effectively provide the resources and responsive professional development, nurture the positive and trusting relationships, and enact the mutual accountability our schools need to do what we are asking them to do for English Learners . . .

THEN WE WILL BECOME A STATE OF HIGHLY EFFECTIVE AND EQUITABLE DISTRICTS AND SCHOOLS that fully engage all English Learners, defying the predictability of demographics, and that prepare all English Learners as high achieving and creative, responsible, and successful 21st century citizens who will live their lives to their fullest potential.

Our Principles

- ◎ **Design Principles**
 - ⌘ Student-Centric Orientation
 - ⌘ Transparency
 - ⌘ Alignment
 - ⌘ Service
 - ⌘ Empowerment
 - ⌘ Risk-Taking
 - ⌘ Big Picture
 - ⌘ Continuous Improvement
- ◎ **Core Programmatic Principles**
 - ⌘ Rich & Affirming Learning Environments
 - ⌘ Empowering Pedagogy
 - ⌘ Challenging & Relevant Curriculum
 - ⌘ High Quality Instructional Resources
 - ⌘ Valid & Comprehensive Assessment
 - ⌘ High Quality Professional Preparation & Support
 - ⌘ Powerful Family/Community Engagement
 - ⌘ Advocacy-Oriented Administrative/Leadership Systems

To support its vision of English Learner success, and forming its fourth Essential, CAFE proposes a set of values-driven operational or design principles as well as a set of research-informed core programmatic principles distilled from the research on effective approaches for high intellectual performance for English Learner populations, school change and reform, and systems change. No single principle stands alone. They are inter-related, and to reach high levels of English success requires implementation of all these principles. These principles will serve as guidelines for CAFE’s work with districts, schools, communities, and partner organizations.

Design Principles

CAFE proposes a set of essential operational principles to define how we design and implement our priorities and initiatives, how we make decisions, and how we deal with negative patterns of thinking and doing that surface as barriers and obstacles. These are unique foundational principles that will be the pillars that guide our decisions and ensure our success.

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STUDENT-CENTRIC ORIENTATION

Every action we take is driven by our mission to serve English Learners. At every level and in every instance, our decisions are based on the expectation that they will move us closer to our vision of English Learner success.

TRANSPARENCY

The stakeholders most impacted by decisions (including students and families) are involved from the beginning. We are ultimately accountable to them.

ALIGNMENT

Resource allocations (people, time, and money) reflect the goals and priorities of our work.

SERVICE

The boundaries we set liberate rather than suffocate. Our decisions about our systems and structures make it easier rather than harder for people to get work done. Our procedures and protocols use the fewest and most-connected steps necessary to achieve their purpose.

EMPOWERMENT

We are empowered to use own best judgment. We are authorized to act independently in the best interests of our clients, as guided by our theory of action and our district success map.

RISK-TAKING

Learning requires taking risks. Mistakes are inevitable, but if we are focused and engaged, we can identify and avoid them in the future. As leaders, we are expected to show up and participate.

BIG PICTURE

This transformational work is about systemic change and alignment, not incremental tweaking.

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CONTINUOUS IMPROVEMENT

We must be active learners even as we seek to educate. We will adjust our strategies and tactics as new data become available, constantly learning from our mistakes.

Core Programmatic Principles

Based on an extensive review of the professional literature and research, we also propose the following core principles as essential foundations for school reform that results in sustainable English Learner success, as defined in our vision of student success.

RICH & AFFIRMING LEARNING ENVIRONMENTS

Create a safe, affirming, and enriched environment for participatory and inclusive learning for every group of English Learners.

EMPOWERING PEDAGOGY

Use culturally and linguistically responsive pedagogy that maximizes learning, actively accesses and develops student voice, and provides opportunities for leadership for every group of English Learners.

CHALLENGING & RELEVANT CURRICULUM

Engage every group of English Learners in well-articulated and age-appropriate curriculum that purposefully builds a full range of language, literacy, and communication skills, including minimally, bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, coherent, relevant, and challenging, and by design, develops technological fluency and the critical/creative capacities in every English Learner.

HIGH QUALITY INSTRUCTIONAL RESOURCES

Provide and utilize a broad array of high quality standards-aligned instructional resources in the home language and in English that provide each group of English Learners with equitable access to core curriculum and academic language in the classroom, school, and community.

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VALID & COMPREHENSIVE ASSESSMENT

Build and implement valid and comprehensive assessment systems designed to promote reflective practice and data-driven planning in order to improve academic, linguistic, and sociocultural outcomes for each specific group of English Learners.

HIGH QUALITY PROFESSIONAL PREPARATION & SUPPORT

Provide coherent, comprehensive, and ongoing professional preparation and support programs based on well-defined standards of practice for English Learners. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement a powerful vision of excellent teaching for each group of English Learners.

POWERFUL FAMILY/COMMUNITY ENGAGEMENT

Implement strong family and community engagement programs that build leadership capacity and that value and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for each specific group of English Learners.

ADVOCACY-ORIENTED ADMINISTRATIVE/LEADERSHIP SYSTEMS

Provide advocacy-oriented administration and leadership that institute system-wide mechanisms to focus all stakeholders on the diverse needs and assets of each specific group of English Learners. These administrative and leadership systems structure, organize, coordinate, and integrate programs and services to respond systemically to the needs and strengths of each group of English Learners.

Strategic Goals & Objectives

- ⦿ Dramatically improve English Learner engagement and achievement.
- ⦿ Create and sustain 21st century learning environments of high intellectual performance for English Learners, including development of multilingual competency.
- ⦿ Provide strategic direction and support to districts and schools focused on improving the quality of classroom instruction and interaction for English Learners.
- ⦿ Create and support safe, affirming, and enriched school environments.
- ⦿ Engage English Learner families and communities in powerful learning and collaboration.

CABE's strategic goals and objectives are its fifth Essential:

- Dramatically improve English Learner engagement and achievement.
- Create and sustain 21st century learning environments of high intellectual performance across the curriculum and in all areas needed for 21st century success for English Learners, including the development of high levels of multilingual competency.
- Provide strategic direction and support to district administrators, principals, teachers, and sites focused on improving the quality of classroom instruction and interaction in every classroom in every school in California, on behalf of English Learners and their families.
- Create and support safe, affirming, and enriched school environments for participatory, restorative, and inclusive learning and interaction for English Learners.
- Engage English Learner families and communities in powerful learning and collaboration.

Instructional Priorities

- ⦿ How do we create and sustain 21st century learning environments of high intellectual performance for English Learners?
 - ⌘ What do we mean by “learning environments”?
 - ⌘ What do we mean by “21st century” learning?
 - ⌘ What do we mean by “high intellectual performance”?
- ⦿ In English Learner contexts, how do we make learning (and the teaching that leads to powerful learning) public and visible to our entire California community? English Learners, teachers, administrators, staff, and parents:
 - ⌘ Know what powerful teaching and learning look like and see it exhibited regularly in and out of school.
 - ⌘ Know what to do to produce consistently high quality learning results.
 - ⌘ Hold each other responsible for high quality teaching and learning.
 - ⌘ Expect that work is not done until it meets publicly agreed-upon standards of quality.
 - ⌘ Work together to create environments of high intellectual performance throughout the school and community.

CABE’s final Essential, its Instructional Priorities, is reflected in two key questions:

1. How do we create and sustain 21st century learning environments of high intellectual performance for English Learners? This question requires that we understand and operationalize three embedded concepts:
 - What do we mean by “learning environments”?
 - What do we mean by “21st century” learning?
 - What do we mean by “high intellectual performance”?
2. In English Learner contexts, how do we make learning (and the teaching that leads to powerful learning) public and visible to our entire California community? We know that currently teaching and learning are basically private enterprises that happen inside students’ heads and behind the closed doors of the classroom. When we have schools where the closed doors of our classrooms are thrown open and the silenced voices of our English Learners are joyful testimonies of their continuous learning, then we will have started our journey to making learning visible. The end of that journey is a space where English Learners, teachers, administrators, staff, and parents:

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- Know what powerful teaching and learning look like and see it exhibited regularly in and out of school.
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- Hold each other responsible for high quality teaching and learning.
- Expect that work is not done until it meets publicly agreed-upon standards of quality.
- Work together to create environments of high intellectual performance throughout the school and community.

Processing & Reflecting

- ⦿ In groups of four, consider the following four sequential questions:
 - ⌘ What key ideas stand out for you from what was just shared?
 - ⌘ Of this, what resonates or feels “right”? What feels “uncomfortable” at this point?
 - ⌘ What do you see as one or two important implications for moving from “discomfort” to “rightness”?
 - ⌘ What specific action should we take individually or collectively to be able to “own” these proposed essentials (values, vision for the future, theory of action, principles, goals/objectives, instructional priorities) and communicate them to CAFE’s membership?
- ⦿ Identify one member of your group to do a 60-second share out of the most salient aspects of your conversation.

In groups of four, consider the following four sequential questions:

- What key ideas stand out for you from what was just shared?
- Of this, what resonates or feels “right”? What feels “uncomfortable” at this point?
- What do you see as one or two important implications for moving from “discomfort” to “rightness”?
- What specific action should we take individually or collectively to be able to “own” these proposed essentials (values, vision for the future, theory of action, principles, goals/objectives, instructional priorities) and communicate them to CAFE’s membership?

Identify one member of your group to do a 60-second share out of the most salient aspects of your conversation.



Now we have an opportunity to refresh our understanding of the current work of CABE. What are the current priorities and initiatives, and how are we doing in those areas?

Poster Carousel

- ⦿ Around the room there are posters, each of which represents one of CABE's current initiatives/priorities.
 - ⌘ Claim/What: What is the goal/desired outcome of this initiative/priority?
 - ⌘ Practice/How: How are we accomplishing this? What strategies are we deploying?
 - ⌘ Evidence/Results: How will we know we are succeeding and to what level of quality? What progress has been made?
- ⦿ Visit each poster and make brief notes that capture key highlights of each priority/initiative.

Around the room there are posters, each of which represents one of CABE's current initiatives/priorities. The posters have been created using a common template, which we've borrowed from the work of the Common Core Standards Project:

- Claim/What: What is the goal/desired outcome of this initiative/priority?
- Practice/How: How are we accomplishing this? What strategies are we deploying?
- Evidence/Results: How will we know we are succeeding and to what level of quality? What progress has been made?

Each of you will visit each poster and make brief notes that capture key highlights of each priority/initiative. You'll use these notes when you meet in groups after the carousel activity to discuss CABE's current work.

Assessing & Reflecting

- ◎ Form groups of three or four to discuss and reflect on the following:
 - ⌘ Given our proposed CAFE Essentials (values, vision for the future, theory of action, principles, strategic goals/objectives, instructional priorities), where did you see matches, connections, and alignments? Where did you see any disconnects?
 - ⌘ What are the implications and opportunities for our work this year and in the future?
- ◎ Plan how, after lunch, you will do a 90-second share out of your conversation.

Now you have an opportunity to do some assessing and reflecting on this current work.

Form groups of three or four to discuss and reflect on the following:

- Given our proposed CAFE Essentials, where did you see matches, connections, and alignments? Where did you see any disconnects?
- What are the implications and opportunities for our work this year and in the future?

Plan how, after lunch, you will do a 90-second share out of your conversation.



Sharing Out

- ◎ Share out, in 90 seconds, key highlights of your group's conversation:
 - ⌘ Given our proposed CAFE Essentials (values, vision for the future, theory of action, principles, strategic goals/objectives, instructional priorities), where did you see matches, connections, and alignments? Where did you see any disconnects?
 - ⌘ What are the implications and opportunities for our work this year and in the future?

Welcome back from lunch.

Share out, in 90 seconds, key highlights of your group's conversation:

- Given our proposed CAFE Essentials, where did you see matches, connections, and alignments? Where did you see any disconnects?
- What are the implications and opportunities for our work this year and in the future?



The CAFE COMPASS represents our new leadership strategy for dramatically improving educational outcomes for English Learners. At the heart of this strategy and the CAFE COMPASS is a powerful vision of English Learner success, which forms one of the CAFE Essentials.

The C A B E C O M P A S S

- ⊙ Our **VISION** for student success and our **ORGANIZATIONAL LEADERSHIP STRATEGY** will be the drivers of our decision-making and improvement efforts.
- ⊙ The **C A B E C O M P A S S** is our **EDUCATIONAL SOLVENCY PLAN**, which we will use in concert with our fiscal solvency plan to enact our organizational goals and objectives.
- ⊙ Our **C A B E C O M P A S S** represents an explicit investment in **VALUES-DRIVEN, PRINCIPLES-BASED SCHOOL REFORM FOR ENGLISH LEARNER SUCCESS**.

In order to achieve our focused vision for the future and outcomes and the Board's new goals as effectively as possible, we need to ensure that all of our other organizational functions and decision-making are aligned to optimally support this educational outcome. This COMPASS is the vehicle that will allow us to operationalize that intent of achieving a sustainable system of high performing 21st century schools and districts for all California English Learners.

We have taken a clear stand: Our vision for English Learner success and our leadership strategy will be the drivers of our decision-making and improvement efforts. The C A B E C O M P A S S is our educational solvency plan, which we will use in concert with our fiscal solvency plan to enact our organizational values, priorities, and initiatives. The C A B E C O M P A S S represents an explicit investment in values-driven, principles-based school reform for English Learner success.



Our COMPASS FOR SUCCESS establishes four cardinal points of action: Envisioning Success, Designing for Success, Engaging Our Community for Success, and Accountability for Success.

CABE's mission calls for us to take equity-centered action to ensure that ALL English Learners experience a rich and rewarding education that prepares them to be productive world citizens.

As part of this moral imperative and guided by a commitment to equity, high expectations, and accountability, we resolve to provide a safe and healthy learning environment for our children and youth, prepare all English Learners to be college, career, and 21st century ready, ensure English Learner achievement drives our decision-making, and create an environment that promotes an actively engaged and supportive community.

Envisioning Success

- ⊙ Vision for the Future
- ⊙ Principles
- ⊙ Theory of Action/Success Map
- ⊙ Goals/Objectives
- ⊙ Instructional Priorities

The first COMPASS cardinal point, Envisioning Success, holds the CAFE Essentials. It could also include other features, and later this afternoon, you'll have a chance to explore these.

Designing for Success

- ⊙ Differentiated Support Provider Services
- ⊙ Co-Design
- ⊙ Innovation Cadres
- ⊙ Professional Development

The second COMPASS cardinal point, Designing for Success, is about how we create the sorts of educational environments and learning spaces that will ensure we realize our big vision of English Learner success. Some of the features of this cardinal point could be a system of differentiated supports that CAFE could provide to schools and districts, where together we co-design what needs to happen. It could include such things as innovation cadres, a safe space to explore in a community of peers new ideas that will push us to the edge of our competency as an organization. Innovation Cadres is a protocol for incubating and chronicling innovations, and ultimately, making an informed determination about what it will take to scale up the innovation and whether the benefit in terms of student engagement, achievement, and 21st century success is worth the cost.

And, of course, professional development, a CAFE forté, is a key aspect of designing for success. In fact, this forms one of CAFE's core programmatic principles, charging us with providing "coherent, comprehensive, and

These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement a powerful vision of excellent teaching for each group of English Learners we serve.

This principle recognizes that “ensuring student success requires a new kind of teaching, conducted by teachers who understand learning and pedagogy, who can respond to the needs of their students and the demands of their disciplines, and who can develop strong connections between students’ experiences and the goals of the curriculum. Efforts to improve student achievement can succeed only by building the capacity of teachers to improve their instructional practice and the capacity of school systems to promote teacher learning.” (Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad)

This can only happen if we use a common professional development framework to develop the highest quality teachers who are prepared to engage high achieving and joyful 21st century English Learners. The research is indisputable. The surest way to improve English Learner outcomes and ensure the kind of learning environment described in the CAFE COMPASS is to staff every classroom with an expert, high quality teacher knowledgeable about powerful English Learner practices and committed to English Learners’ 21st century success.

Engaging Our Communities for Success

- ⊙ Family/Community Engagement
- ⊙ Governmental/Political Connections
- ⊙ Civic/Service Organizations
- ⊙ University/Professional Organization Partnerships
- ⊙ Advocacy

The third COMPASS cardinal point is engaging our communities for success. Some potential features include family and community engagement, our connections with various governmental, political, civic, service, university, and professional organizations and entities, and of course, our advocacy work at multiple levels.

Accountability for Success

- ⊙ Claims-Practices-Evidence System
- ⊙ Seals of Biliteracy/Excellence
- ⊙ Mentor Certification
- ⊙ Data Dashboard
- ⊙ Values-Driven Resource Allocation

And the final and fourth COMPASS cardinal point is accountability for success. While CAFE currently has the seals of biliteracy and excellence in place, this cardinal point will require some new focus and direction.

For example, we can organize our priority work and initiatives using the claims-practices-evidence system, and in that way, begin to align our work to the Common Core Standards approach. We can also create a system of certification that guarantees schools and districts that consultants and providers have the CAFE Seal of Approval and will adhere to the CAFE Essentials.

We can create a system of data dashboards so that our membership and clients have easy access to the data they need to assess their current status and their growth over time.

And we can implement a system of values-driven resource allocation so that our limited resources go proportionally to our highest priority initiatives.

Strategic Conversation

- ⊙ Form groups of three, and find the seven strategic conversation questions provided in the program.
- ⊙ Address each question briefly, charting key highlights for each question, using the format provided.
- ⊙ At the end of the conversation, share a quick 1-minute recap.

At this time, we'd like you to form groups of three, and find the seven strategic conversation questions provided in the program. Address each question briefly, charting key highlights for each question, using the format provided. At the end of the conversation, share a quick 1-minute recap.

1. As you think about CAFE's current situation with regard to its English Learner efforts, what are some of the most important opportunities that the CAFE COMPASS brings? In what ways do the four cardinal points of the CAFE COMPASS build on CAFE's greatest assets? What are some of the most significant challenges in moving the CAFE COMPASS forward?
2. As you extend your thinking to the future, what would you see CAFE being able to do and achieve as a result of adopting the CAFE COMPASS?

CONTINUED ON NEXT PAGE

3. Given what you've just clarified about CABE and the CABE COMPASS (in terms of outcomes, practices, and dilemmas/challenges), what strategies or approaches might best leverage the potential for success of the COMPASS'S cardinal points?
4. Within the next year, what specifically will you commit to practice/ implement as a CABE Board to ensure the success of the CABE COMPASS and its four cardinal points?
5. How will we know we are being successful in our strategy? What will we do if we aren't getting our desired results? How will you specifically and your Board colleagues collectively reflect on our progress and make adjustments to our plan?
6. Knowing what you know about CABE, English Learners and their needs, strengths, and potential, the current state of English Learner education in California, and the coming common core standards and assessments, what types of information do we need to effectively support the CABE COMPASS's four cardinal points, and how will we be assured of getting this information?
7. When you look at the answers to these prior questions, what role might other people/organizations play in enhancing the impact and success of the CABE COMPASS and its four cardinal points? How might this influence the way you will interact with others locally in your school, district, and community, and more globally across the state, nation, and world?



Now it's time to do some actual design work.

Design Teams - Part 1

- ⊙ Self-select into one of the COMPASS cardinal points.
- ⊙ Each design team will have a workshop board to capture the major areas of work for its cardinal point.
- ⊙ Each team will need to identify:
 - ⌘ Facilitator – to keep the group on task.
 - ⌘ Timekeeper – to keep the group on time.
 - ⌘ Supply Master – to ensure the group has the supplies and materials it needs.

Self-select into one of the COMPASS cardinal points. That group will be your design team.

Each design team will have a workshop board to capture the major areas of work for its cardinal point.

Each team will need to identify:

- Facilitator – to keep the group on task.
- Timekeeper – to keep the group on time.
- Supply Master – to ensure the group has the supplies and materials it needs.

Focus Question

For this cardinal point of the CABE COMPASS, what specific work/actions will need to be accomplished in order to achieve CABE's proposed vision for the future:

We will dramatically increase California's capacity to create 21st century learning environments of high intellectual performance for all English Learners and to graduate all English Learners college, career, and 21st century ready and prepared to live their lives to their full potential.

The focus question for all the design teams is the same. This is it:

For this cardinal point of the CABE COMPASS, what specific work/actions will need to be accomplished in order to achieve CABE's proposed vision for the future:

We will dramatically increase California's capacity to create 21st century learning environments of high intellectual performance for all English Learners and to graduate all English Learners college, career, and 21st century ready and prepared to live their lives to their full potential.

Step 1: Brainstorming

- ⦿ Individually, generate as many ideas as possible in answer to the focus question.
- ⦿ Prioritize your ideas and transfer the most important ideas (3-10) to half sheets of paper.
 - ⌘ Write only one idea per page.
 - ⌘ Use markers and write legibly.
 - ⌘ Summarize the idea in as few words as possible.
- ⦿ Give your top 3-5 ideas to the team facilitator, to be read aloud and randomly posted on the workshop board.
- ⦿ Ask clarifying questions only.

Individually, generate as many ideas as possible in answer to the focus question and quickly write these down.

Now, prioritize your ideas and transfer the most important ideas (3-10) to half sheets of paper.

- Write only one idea per page.
- Use markers and write legibly.
- Summarize the idea in as few words as possible.

Give your top 3-5 ideas to the team facilitator, to be read aloud and randomly posted on the workshop board.

Ask clarifying questions only, in order to make sure you understand the idea.

Step 2: Organizing

- ◎ Group the randomly arranged ideas on the board into categories of like ideas:
 - ⌘ Link ideas that are saying essentially the same thing into pairs and then groups.
 - ⌘ Are there any ideas on your half slips of paper that are not yet on the board and are different from those already posted?
 - ⌘ Read these ideas aloud and place them on the board.
 - ⌘ Continue the grouping of ideas.
 - ⌘ Once all the brainstorming ideas are posted on the board and the ideas are organized into groups, give a one to two-word label to each category.
 - ⌘ Refer back to the COMPASS cardinal points chart in the program. Are the ideas listed there reflected on your workshop board? If not, should these be added?

Once you've gotten your ideas up on the workshop board, group the randomly arranged ideas on the board into categories of like ideas:

- Link ideas that are saying essentially the same thing into pairs and then groups.
- Are there any ideas on your half slips of paper that are not yet on the board and are different from those already posted?
- Read these ideas aloud and place them on the board.
- Continue the grouping of ideas.
- Once all the brainstorming ideas are posted on the board and the ideas are organized into groups, give a one to two-word label to each category.
- Refer back to the COMPASS cardinal points chart in the program. Are the ideas listed there reflected on your workshop board? If not, should these be added?

Workshop Board Presentations

- ⦿ Each team has 5 minutes to present its workshop board.
- ⦿ Listeners prepare post-its with additional suggestions.
- ⦿ At the end of the presentation, listeners give their post-it suggestions to the team.

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Listeners prepare post-its with additional suggestions.

At the end of the presentation, listeners give their post-it suggestions to the team.

Design Team - Part 2

- ◎ Each design team reviews the post-its and their workshop boards and refines their work.

Each design team reviews the post-its and their workshop boards and refines their work.

Claims - Practices - Evidence

- ⦿ Create new groups of four.
 - ⌘ Each group contains a representative from each of the four design teams.
 - ⌘ Each new group is assigned to one of the four COMPASS cardinal points.
- ⦿ Using your assigned workshop board, create a Claims-Practices-Evidence statement for your COMPASS cardinal point.
- ⦿ Share out your statement with the other groups.

For this next piece of work, we'll be creating new groups of four.

- Each group contains a representative from each of the four design teams.
- Each new group is assigned to one of the four COMPASS cardinal points.

Using your assigned workshop board, create a Claims-Practices-Evidence statement for your COMPASS cardinal point.

Share out your statement with the other groups.

Reminder

Claims	What we expect CAFE to accomplish.
Practices	How we expect CAFE to accomplish its goals and objectives.
Evidence	How we intend to confirm that CAFE has been successful in achieving what it set out to do and the level of quality at which CAFE accomplished its actions.

Just a reminder about the claims-practices-evidence model. In this model, our expectations are defined by a set of claims (what we expect CAFE to accomplish or achieve), practices (how we expect CAFE to accomplish its goals and objectives – the strategies it will use), and evidence (how we intend to assess/confirm that CAFE has accomplished what we expected and the level of quality at which CAFE accomplished its actions).



We know that all successful and sustainable organizations regularly engage in reflection on their work products and processes. So that is how we will conclude the day.

Quick Write Reflection

© Use your journals to reflect on the following:

- ⌘ What insights emerged for you today regarding how the work we (CABE) are doing and the way we are working must change this year in order to increase our probability of dramatically increasing English Learner engagement, achievement, and 21st century success?

First, please use your journals to reflect on the following:

What insights emerged for you today regarding how the work we (CABE) are doing and the way we are working must change this year in order to increase our probability of dramatically increasing English Learner engagement, achievement, and 21st century success?

After Action Review

- ⦿ What happened today? What did we actually do/ accomplish?
- ⦿ What insights emerged for you today regarding how the work we (CABE) are doing and the way we are working must change this year in order to increase our probability of dramatically increasing English Learner engagement, achievement, and 21st century success?
- ⦿ Given these insights, what specific things will you need to do in your specific role as a CABE Board member or staff?

After having primed the pump through the quick write, we're now going to engage in an After Action Review as a whole group:

- What happened today? What did we actually do/ accomplish?
- What insights emerged for you today regarding how the work we (CABE) are doing and the way we are working must change this year in order to increase our probability of dramatically increasing English Learner engagement, achievement, and 21st century success?
- Given these insights, what specific things will you need to do in your specific role as a CABE Board member or staff?



Provide any needed reminders before adjournment for the day.

Learning to Dance Together

- ⊙ Sense of Collectivity and Team
- ⊙ Time Together
- ⊙ Patience & Perseverance
- ⊙ Joy & Passion
- ⊙ Determination & Confidence
- ⊙ Courage
- ⊙ Humor

This work is about persevering. It challenges all of us to fulfill the leadership imperative -- which is really a personal and moral imperative. This is not only radical work; it's creative work. It calls for us to not only develop the skill and passion of great dancers, but it means we also need to learn to dance together.

In part, what you've been about in your professional lives is learning how to dance together. Individually, we're at all different stages as dancers. Some of us are expert at it. Others are beginning. But whatever our individual status, learning to dance together is a different thing altogether.

It takes something different. It takes collective time together and observing and looking for mentors in the right places; it takes patience and perseverance, even when we feel out of step or when the complexity of the steps overwhelm us for a moment; but most of all, it takes joy and passion woven through and through with undaunting determination, confidence, courage, and humor.

I'd like to close our day today with a brief video that I think provides some insight into learning to dance together.

Francisca

x

Learning to Dance Together

