



Welcome to Day 2 of our 2012 Board Retreat.



This morning, we are going to continue the work started yesterday and make some direct connections to you as board members and staff.

## *Agenda - Day Two*

- ⊙ Reconvening the Retreat
- ⊙ Beginning the Action Planning
- ⊙ Exploring Our Roles & Responsibilities
  - ⌘ 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

Today, we'll spend most of the morning beginning the action planning process, then 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 our day with a synthesis activity, and some reflection.

## *First Word*

- ⦿ Think of ONE word that best describes how you feel this morning as a result of what you experienced yesterday.
- ⦿ We'll do a quick whip around to share our words.

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Yesterday we spent some time brainstorming and organizing the work and actions needed to successfully implement the four cardinal points of our CAFE COMPASS.

Today, we're going to continue that work by beginning the action planning process.

## *Action Planning - Step One*

- ⊙ Join one of the cardinal point groups.
- ⊙ In your group, create a CLAIMS statement for each category of work on your workshop board.
  - ⌘ **Ex: ENVISIONING SUCCESS – Communication Tools & Processes**  
Create and put into action a portfolio of communication tools and processes to generate awareness, understanding, and ownership of the CAFE Essentials among our diverse stakeholders and clients.
- ⊙ Report out your claims.

You'll join colleagues in one of the cardinal point groups.

In your group, you'll work to create a claims statement for each category of work on your workshop board.

For example, on the Envisioning Success workshop board, we have COMMUNICATION as one of our categories of work, so our CLAIMS statement might be something like this:

Create and put into action a portfolio of communication tools and processes to generate awareness, understanding, and ownership of the CAFE Essentials among our diverse stakeholders and clients.

You'll have about 40 minutes to do this work, and then you'll report out your claims statements.



In order to have some consistency in how these claims statements are written, we're asking that you try to incorporate three features in each statement: the what, the why, and for whom, or the target audience.

<i>A Template</i>					
Cardinal Point	Envisioning Success				
<b>Claim/Goal</b>	Create and put into action a portfolio of communication tools and processes to generate awareness, understanding, and ownership of the CAFE Essentials among our diverse stakeholders and clients.				
Actions	How (Specific Steps)	Timeline	Person(s) Responsible	Needed Resources	Measures of Success/ Quality
1.					
2.					
3.					
4.					

We've prepared a template you can use to begin this process. This will allow us to continue the action planning process as we expand our action planning teams.



As CABE board members and staff, we each have a very specific role and set of responsibilities. These roles and responsibilities exist within a larger context of the organization we serve, and the overarching *raison d'être* for our positions is to ensure that CABE's essentials and the CABE COMPASS are fully enacted.

That's why it's critical that we are clear about those roles and responsibilities, how they connect to the roles and responsibilities of other board members and staff, and most importantly, how our roles and responsibilities, individually and collectively, are vital in moving the CABE work forward.

## *Connecting to the Work*

- ⊙ Meet in “role-alike” groups to review the workshop boards and the claims-practices-evidence statements.
  - ⌘ Where is the actual and potential match between your roles/responsibilities and the key work of the CUBE COMPASS?
  - ⌘ What work is individual work and what is collective work?
  - ⌘ How specifically do you support and communicate CUBE’s Essentials: values, vision for the future, theory of action, principles, strategic goals/objectives, and instructional priorities? The CUBE COMPASS cardinal points: Envisioning Success, Designing for Success, Engaging Our Community for Success, Accountability for Success?
- ⊙ Share out the highlights of your conversation.

You’ll be meeting in role-alike groups to review the workshop boards and the claims statements you created yesterday.

- Where is the actual and potential match between your roles/responsibilities and the key work of the CUBE COMPASS?
- What work is individual work and what is collective work?
- How specifically do you support and communicate CUBE’s Essentials: values, vision for the future, theory of action, principles, strategic goals/objectives, and instructional priorities? The CUBE COMPASS four cardinal points: Envisioning Success, Designing for Success, Engaging Our Community for Success, Accountability for Success?

You’ll have about 45 minutes for this work, and then you’ll share out the highlights of your conversation.



We're nearing the end of our time together, and at this point we need to focus on synthesizing some of what we've experienced thus far. We'll do that through an activity called Headline Wrap Up.

## *Headline Wrap Up*

- ⦿ In pairs or threes, consider what leadership commitment(s) you will make to move the work forward in the new year as a result of what took place these two days.
- ⦿ Capture the tenor/content of these commitments in a headline. What would it say?
- ⦿ Share your headline.

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Capture the tenor/content of these commitments in a headline. What would it say?

Share your headline.



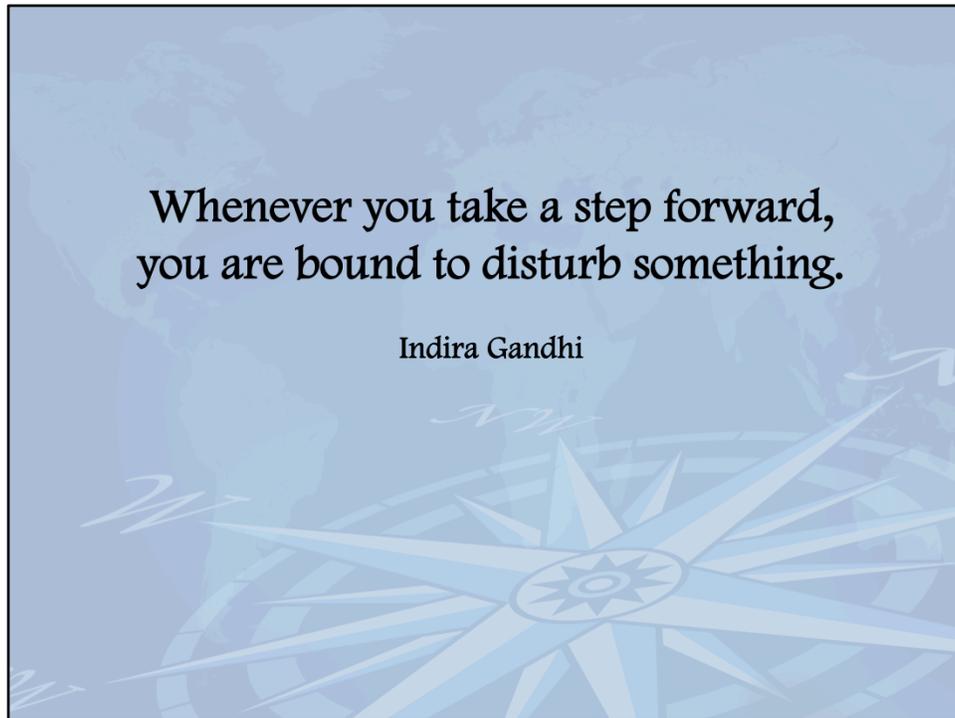
It's time to bring our retreat to a close.



First, please take a few minutes to complete our retreat evaluation. This will provide us with additional insight into how we can move forward as a board and executive team.



Jan./Gloria: Insert your closing comments/appreciations.



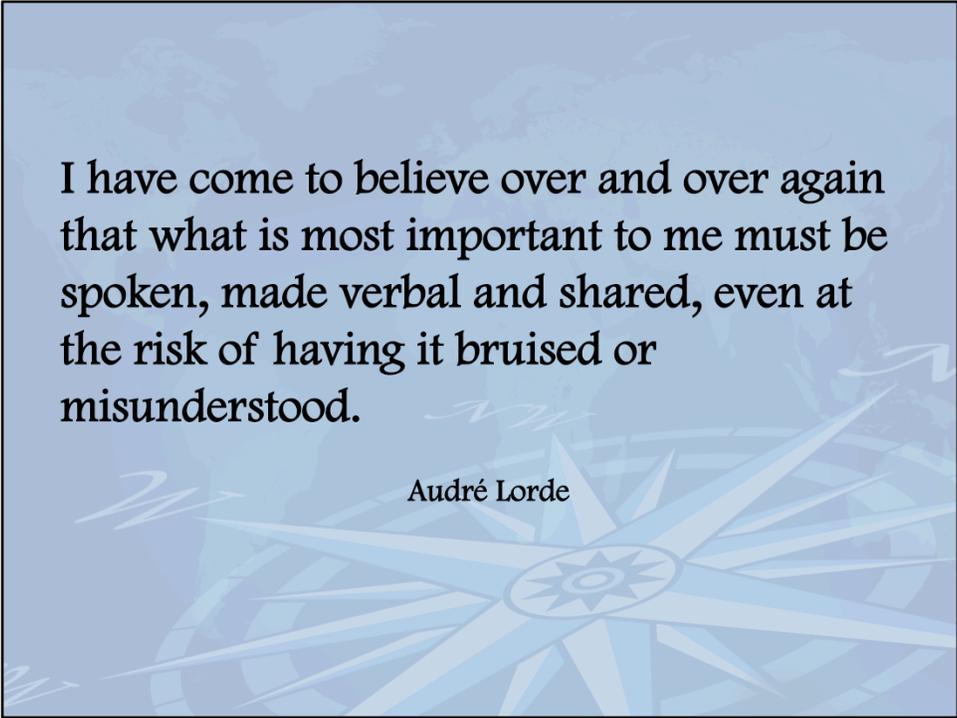
As educators, we don't always see ourselves as leaders. We don't traditionally assume that role. And yet, besides parents, we are the most powerful influence in shaping a child's life for the better.

And when we hold that type of power in our hands, it brings with it a certain imperative.

How will we stand together to put our values, beliefs, and knowledge into practice, into action?

Individually and collectively, we need to search our hearts to find the answers to these challenges; to see opportunities where others might see insoluble problems.

Because this work, while exciting and filled with possibility, is not universally embraced. How will we support each other when we discover that not everyone is supportive of changing the status quo?



I have come to believe over and over again  
that what is most important to me must be  
spoken, made verbal and shared, even at  
the risk of having it bruised or  
misunderstood.

Audré Lorde

How will we support each other and encourage each other in  
the face of having our earnest intentions perceived as trouble-  
making and boat-rocking or even as unrealistic dreaming?

Transformative teaching is characterized by teachers who transgress the boundaries that would confine each pupil to a rote, assembly-line approach to learning [and an uninspired acquiescence to their lot in life] -- one who believes that there is an aspect of their work that is sacred -- and strives to teach their students not just knowledge of books but knowledge of how to live in the world.

bell hooks

Because, remember, what we must take on is transformative teaching and advocating, built on a foundation of values about the very worth and place of the students we are serving. Not everyone is willing to transgress those boundaries. In fact, not everyone will welcome the transgressors who by their actions question their own values and beliefs, particularly as those values and beliefs play out in our schools around the education of groups of students whose languages or place in society may not be valued.

We can navigate these potentially turbulent waters by understanding the power of community, by standing together, resolute in our conviction about what it means to be a 21<sup>st</sup> century educator and advocate; what it means to carry out our responsibilities to our students.

I'd like to close with a poem that is a favorite of mine --- precisely because it illustrates both the power of standing together and our connections in a global world. Through its words and rhythms, I believe it sends a powerful message of inspiration and 21<sup>st</sup> century possibility.

*imagine we*

if we can see what to the eye remains invisible  
if we can send our ships safe into uncharted space

if we can race faster than sound and see the light  
of breaking day from the edges of the night  
if we can beat back death with lasers that erase invaders

if we can hear the beating hearts of children yet unborn  
if we can divide our images and hide them as bits and parts  
and then have them emerge whole again earth's other side

then why imagine we are powerless to transform hope like coal  
into brilliant diamonds of accomplishment birthed of this earth  
and thrust through her mantle's crust by geologic storm

Insert IMAGINE WE poem

*imagine we*

imagine what that WE might be  
when finally we are ready to be  
the greater WE that we've been called to be

imagine what this world might be  
with such a WE