

The CAFE COMPASS:

*Creating the Roadmap
for English Learner Success*

Board Retreat

September 8-9, 2012





The CABE COMPASS

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

Paulo Freire

You do not become a 'dissident' just because you decide one day to take up this most unusual career. You are thrown into it by your personal sense of responsibility, combined with a complex set of external circumstances. You are cast out of the existing structures and placed in a position of conflict with them. It begins as an attempt to do your work well, and ends with being branded an enemy of society.

Vaclav Havel



Welcome

If all the rich and all of the church people should send their children to the public schools they would feel bound to concentrate their money on improving these schools until they met the highest ideals.

Susan B. Anthony

Dear CAFE Board Members:

¡Bienvenidos a todos! We are thrilled your compass has brought you to the CAFE roadstop where we look forward to coming together on our journey to rest, connect, be nourished, and fuel up as we prepare ourselves to head out and lead the drive on the Roadmap to English Learner Success.

As in all road trips, they are filled with fun, steady driving, and new adventures. We look forward to traveling on this road together!

Respectfully,
Gloria Inzunza-Franco

Creating the Roadmap for English Learner Success



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Our civilization, so addicted to knowledge, has fled from wisdom. Knowledge is very, very powerful. If it is not tempered and contoured by greater visions, like justice, compassion, beauty, grace and thinking of the next generation and seven generations to come -- then indeed, it is dangerous. Unfortunately, many of our educational systems in the West are still very dangerous places.

Matthew Fox

Purpose, Outcomes, & Agenda





Retreat Purpose

We are entering a new era in California education. Common core standards, new ELD standards, and 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 C A B E has new executive and board leadership. Together, these forces bring us a unique opportunity to rethink C A B E's core identity and mission and to reposition C A B E 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 C A B E'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 how we'll showcase C A B E's new clothes.

We expect that ultimately we may return some items to the display rack; most importantly, however, we also expect that we'll find the essential new wardrobe pieces that will allow us to travel our journey to success in style. We look forward to all of it!

Retreat Outcomes

The retreat has been designed around six major outcomes:

- Build positive and productive relationships among C A B E Board, CEO, and C A B E Staff as the organizational leadership.
- Develop a clear understanding of Board roles and responsibilities, how they connect with C A B E 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 C A B E's vision, values principles, priorities and ` initiatives and the Board's role in widely supporting and communicating these.
- Develop and build consensus on the common elements of the C A B E C O M P A S S.
- Create a continued sense of urgency, reflect, and celebrate success.



Agenda - Day One

- 8:30 MORNING REFRESHMENTS
- 9:00 Welcome & Framing
- Convening the Retreat
 - Purpose
 - CEO/President's Comments
 - Outcomes, Agenda, Introductions
- 9:30 Deepening Connections
- CABE Crossroads
- 10:00 Identity/Envisioning the Future
- Our CABE Essentials
 - Processing & Reflecting
 - Sharing Out
- 11:15 Current State: Our Priorities & Initiatives
- Poster Carousel
 - Assessing & Reflecting
- 12:10 LUNCH
- 1:00 Current State: Our Priorities & Initiatives (CONTINUED)
- Sharing Out
- 1:20 Setting the Groundwork for Our CABE Journey
- The CABE COMPASS
 - Modified Enneagram Conversation
- 2:15 Designing the High Level Work
- Design Teams - Part I
 - Presentations
 - Design Teams - Part II
 - Claims - Practices - Evidence
 - Sharing Out
- 5:15 Reflection on Day One
- Quick Write Reflection
 - After Action Review
 - Reminders
 - Closing/Dancing Together
- 6:00 Adjourn to Dinner

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Agenda - Day Two

- 8:30 MORNING REFRESHMENTS
- 9:00 Reconvening the Retreat
- Overview
 - Buddy Talk
- 9:30 Exploring Our Roles & Responsibilities
- Role Review
 - Connecting Roles/Responsibilities to the Work/CABE COMPASS
 - Sharing Out
- 10:30 BREAK
- 10:45 Bringing It All Together
- Headline Wrap Up & Share Out
- 11:30 Closing Remarks
- Retreat Evaluations
 - Closing Comments & Appreciations
 - Last Word/Imagine We
- 12:00 Adjourn the Retreat

Speaking two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.

Yudhijit Bhattacharjee

CABE Essentials





Introduction

Every time you stop a school, you will have to build a jail. What you gain at one end you lose at the other. It's like feeding a dog on his own tail. It won't fatten the dog.

Mark Twain

CABE has embarked on a long-term and evolving journey to create a system of high quality education for California's English Learners. This includes a substantial investment in the development and application of research-informed high-leverage approaches, practices, models, and programs designed to achieve sustainable and dramatically improved 21st century English Learner results. This is not possible, however, without a solid foundation that can withstand the tumultuous winds and waves of changing politics, resources, and 21st century complexities. The CABE Essentials represent this foundation: our values, vision, theory of action, principles, strategic goals and objectives, and instructional priorities. These Essentials provide the stability required for CABE leadership and membership to fully enact our CABE COMPASS and create the roadmap to 21st century English Learner success across California's increasingly global landscape.

With the adoption of the CABE Essentials, CABE leadership has made a bold commitment to values-driven, principles-based action on behalf of California's English Learners in order to take significant steps along the journey to success.

Our goals are fitting for the most prosperous state in the wealthiest nation in the world. We seek the day when all children in California – regardless of where they live, the color of their skin, or their economic circumstances – receive the start in life that comes with a world-class education. We seek the day when all students are prepared to pursue their dreams, participate in the rich cultural life of our state, and compete in the global economy. We seek the day when every enterprise in California – public and private – has access to a pool of talent that both attracts the world's leading businesses and hastens the development and success of new ones, creating opportunities for all.

A Blueprint for Great Schools

State Superintendent of Public Instruction Tom Torlakson



Our Values

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. 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:

- **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.
- **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.
- **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

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Our Values (Continued)

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.

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.

- 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.

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.

Our Values *(Continued)*

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.

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

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.

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.

Creating the Roadmap for English Learner Success



Our Values (Continued)

Tove Skutnabb-Kangas again provides us with a pointed warning that we would do well to heed:

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.



Our Vision for the Future

A second CAFE 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 visionary 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:

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, multi-lingual, 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.

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The CABE COMPASS

Our Theory of Action

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:

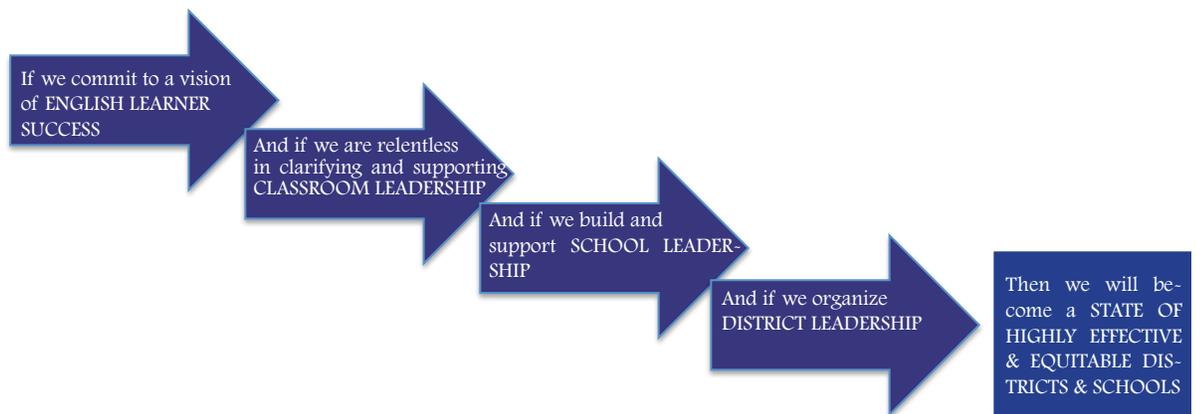
IF WE COMMIT TO A VISION OF ENGLISH LEARNER SUCCESS that has at its center engaged and achieving English Learners prepared for college, career, and 21st century success . . .

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 . . .

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

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.

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 our 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.

Creating the Roadmap for English Learner Success



Our Principles (Continued)

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.

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.



Our Principles (Continued)

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.

Creating the Roadmap for English Learner Success



Our Strategic Goals & Objectives

The CABE COMPASS

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.



Our Instructional Priorities

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”?

The following pages provide additional detail describing what we mean by these three concepts in the context of English Learner education.

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:
 - Know what powerful teaching and learning looks 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.

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21st Century Learning Environments

Learning Environments

By learning environments we mean culturally and linguistically responsive learning spaces in our classrooms, our schools, and our community where every English Learner is considered high status and that positively develop and affirm each English Learner's cultural/linguistic identity and self-esteem, self-motivation and learner autonomy, and social skills and competency. In these spaces, we intentionally plan and structure instruction and interactions to develop a sense of community, self-determination, trust, and democracy.

In these learning environments, we establish strong relationships with English Learners by being personable, caring, trustworthy, and having an interest and understanding of the lives of our students. We show respect for English Learners' experiences, languages, and cultures by honoring their voice and creating environments where student voice permeates the classroom instruction, and decisions for instruction are based on English Learner needs. We communicate responsibility by creating safe learning environments, modeling high expectations for learning, connecting instruction with English Learners' learning needs and making a link with their prior knowledge, providing multiple ways in which English Learners can learn and demonstrate knowledge, and clearly articulating the curriculum's "usefulness" for today and the future. We use English Learners' lives outside the classroom as a means of engaging them more deeply in learning that has strong relevance for them. In particular, we find ways to help our English Learners see future possibilities for people who look and sound like them, who come from similar backgrounds and experiences.

21st Century Learning

1. Academic Preparation

21st century academic preparation differs from the traditional academics. Instead, it focuses on a full curriculum that includes all the different disciplines, including the arts. English Learners need opportunities to show what they've learned through advanced-level applications of their knowledge. And very importantly, they need to learn HOW to learn because the truth is most of the actual content they get in school will be obsolete by the time they finish college.

2. College and Career Readiness

Being college and career ready means that English Learners have real choices and options – to go to university or not, to pursue this career or that, not because of their zip code or the language they speak but because we prepared them for that. And whether they enter the university or the workforce when they graduate, they will have the cognitive and metacognitive tools to think critically and creatively and to keep on learning throughout their lives.

21st Century Learning Environments

3. Mastery of Advanced Literacies and 3M Skills (Multimedia, Multilingual, and Multicultural)

In today's world, being bilingually proficient at near native-speaker like levels is the barest minimum. Other countries are routinely preparing their young people as high level multilinguals --- all of whom can speak English at professional and technical levels -- and when the whole world knows English, knowing ONLY English is no longer a competitive advantage. Our English Learners will be required to interact positively with people from all cultures and walks of life. They'll need to be multiculturally competent. And they'll need to be able to learn, create, and use multiple media, technologies, and literacies at high levels of competency.

4. Innovation, Creativity, and Solution Seeking Competencies

Our English Learners' success will depend in significant part on having the discipline, skill, and daring to be innovators and creators, to seek and find solutions to problems that haven't even been invented yet. The arts provide the space to acquire these skills, capacities, and dispositions in a coherent, comprehensive, and disciplined way that is difficult to imagine other disciplines being able to do. Integrating rigorous arts instruction with other disciplines is vital: we know, for example, that innovation has always happened at the intersection of disciplines.

5. Social, Civic, and Environmental Responsibility

English Learners also need to be prepared to apply their classroom learning to real world social, civic, and environmental issues which are extremely complex and challenging. They will be the ones making the decisions that determine our quality of life, and in a global world, decisions made in one part of the world will have impact across the world.

6. Technological Fluency

Technological fluency is often what comes to mind when we talk about 21st century preparedness. But this area isn't just about using tools --- it's about a new way of conceptualizing communication, interaction, integration, and intelligence.

7. Strength of Body, Mind, and Character

Living in a global village requires that every member develop the strength of body, mind, and character to contribute in positive ways to a healthy community. And we know from a body of emerging research the impact of healthy bodies on powerful minds.

Creating the Roadmap for English Learner Success



High Intellectual Performance

High Intellectual Performance is an overarching concept that encompasses seven essential pedagogical practices. We support high intellectual performance when we deploy these pedagogical practices, which we intend to support as core CABE practices that should be in evidence in every classroom in California where English Learners are present:

1. Identify and build on student strengths.
Identifying and building on student strengths means acknowledging that English Learners don't come to us as blank slates or as an accumulation of deficiencies. They know things, they've had experiences, they have cultures and languages --- all of these are powerful assets that we should build on. We need to acknowledge these assets and show students that we believe in them and in their intellectual and academic capacity.
2. Establish powerful relationships that nurture success.
Establishing powerful relationships that nurture success requires that teachers know their English Learners and their communities and that English Learners see them as their advocates and supporters. Students will look for teacher behaviors that they see as evidence that the teacher respects them. We know that relationships are everything. And we know that many students will refuse to learn from teachers who they don't believe care about them or have their best interests at heart.
3. Elicit high intellectual performance.
Teachers can elicit high intellectual behavior by making sure the curriculum is well-articulated, relevant, and rich. They intentionally invite English Learners into cognitively complex work and inquiries in ways that allow students' curiosities to be engaged and for students to experience a series of connected successes. They take advantage of what we know about how the brain works best to structure brain-compatible experiences for their students. Most importantly, they carefully plan activities that prime or prepare English Learners for cognitively demanding work, they use processes that allow English Learners to engage in meaningful ways with the content, and they organize activities designed to help English Learners retain and retrieve what they learn.
4. Engage students actively in the learning.
We can engage English Learners actively in the learning process by focusing their attention on challenging thinking and requiring that English Learners use oral and written language to communicate and concretize their thinking. We can connect the learning to English Learners' real lives and engage them in creating authentic products that add value to the students, their families, their schools, and their communities.
5. Create environments of enrichment not remediation.
The research is clear on the power of creating environments of enrichment rather than remediation, which teachers can do by treating English Learners as gifted and organizing learning experiences that allow them to behave and produce as gifted students.



High Intellectual Performance

6. Situate learning in the lives of students.
Critical to high intellectual performance is situating learning in the lives of English Learners by using culturally and linguistically responsive strategies that validate English Learners as knowers and that use English Learners' lives, experiences, and current knowledge as the starting point for learning. When teachers do this, they communicate to English Learners that their experiences count, that who they are counts.
7. Address the prerequisites for learning.
Finally, we need to address the prerequisites for learning by making sure that English Learners have what they need to be successful learners and students. This includes the resources we provide to English Learners, as well as explicitly teaching to bridge gaps in English Learners' academic and linguistic preparation. It means working with families in ways that expand their capacity to contribute to their children's school success.

Creating the Roadmap for English Learner Success

Any intelligent fool can make things bigger,
more complex, and more violent.
It takes a touch of genius -- and a lot of courage --
to move in the opposite direction.

Albert Einstein

CABE COMPASS



CABE COMPASS

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

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 CABE COMPASS 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 CABE COMPASS 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. 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.

CABE COMPASS for Success

ACCOUNTABILITY
FOR SUCCESS

ENVISIONING
SUCCESS

ENGAGING OUR
COMMUNITY FOR SUCCESS



DESIGNING
FOR SUCCESS

Creating the Roadmap for English Learner Success



C A B E C O M P A S S

Envisioning Success

The first COMPASS cardinal point, Envisioning Success, includes many of the C A B E Essentials.

- Vision
- Theory of Action/Success Map
- Principles
- Goals/Objectives
- Instructional Priorities

These really form the foundation for the work of the COMPASS in that they provide the major markers for our roadmap to success. These are the features that define what we mean by success.

Designing for Success

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.

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

Some of the features of this cardinal point could be a system of differentiated supports that C A B E 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 C A B E forté, is a key aspect of designing for success. In fact, this forms one of C A B E's core programmatic principles, charging us with providing "coherent, comprehensive, and ongoing professional preparation and support programs based on well-defined standards of practice. 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.



CABE COMPASS

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 CABE 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

The third COMPASS cardinal point is engaging our communities for success:

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

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

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

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

Creating the Roadmap for English Learner Success



CABE COMPASS

The CABE COMPASS

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 CABE Seal of Approval and will adhere to the CABE 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.

CABE COMPASS	
Values-Driven, Principles-Based Reform	
Support & Service Orientation • Reciprocal Accountability • Linguistic & Cultural Responsiveness • Equity	
<p><i>Envisioning Success</i></p> <ul style="list-style-type: none"> • Vision • Theory of Action/Success Map • Principles • Goals & Objectives • Instructional Priorities 	<p><i>Designing for Success</i></p> <ul style="list-style-type: none"> • Differentiated Support Provider Services • Co-Design • Innovation Cadres • Professional Development
<p><i>Engaging Our Community for Success</i></p> <ul style="list-style-type: none"> • Family/Community Engagement • Governmental/Political Connections • Civic/Service Organizations • University/Professional Organization Partnerships • Advocacy 	<p><i>Accountability for Success</i></p> <ul style="list-style-type: none"> • Claims-Practices-Evidence System • Seals of Biliteracy/Excellence • Mentor Certification • Data Dashboard • Values-Driven Resource Allocation

I can't think of a case where poems changed the world, but what they do is they change people's understanding of what's going on in the world.

Seamus Heaney

Retreat Activities





Crossroads

Outcomes

- Connect with other group members.
- Identify points of intersection and commonalities among diverse group members.
- Set the groundwork for establishing a common purpose and a common way forward.

Setting the Context

We know that any successful organization functions on a foundation of relationships and connections. It is particularly important that an organization's 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 where there is a relatively new board and new staff leadership.

In this activity, participants will identify key geographical locations in their lives. They will discover points of intersection and identity that they have in common with each other and that have shaped the pathways that have led them to their common work.

Process Sequence

- Participants work in groups of four, and each group has a world map, location stickers, and yarn. Each person in the group uses stickers and yarn to mark 3-5 key geographical locations in his/her life.
- After all members have marked their locations, each person shares the significance of each marker in his/her personal pathway. Group members make note of similarities and differences in group members' pathways.
- A table representative then shares with the full group the points of intersection that the table discovered during the activity.

Discussion Method

Outcomes

- Move the group through the stages of team development (I, We, and Task) in a 20-minute period of time by using a design of sequential questions.
- Break ground with the group and open up a range of issues to explore more deeply.
- Develop understanding and move the group to agreement and action.

Setting the Context

The lead facilitator explains that participants will have an opportunity to move from hearing particular perspectives and information to synthesizing this information and moving to common action.

Process Sequence

In designing questions for a focused discussion the questions are sequenced in the following manner:

Objective Question: A question that asks for simple information and allows everyone in the group to speak. The question is often in the form of, “What stood out to you from the (presentation, handout information, graphic, or data)?”

Reflective Question: This question asks for feelings that members of the group have around the topic area. The idea is to create a safe space for people to let each other know about underlying feelings and issues. The question is often in the form of, “Given this topic, what feelings do you have about this issue relative to our (team, organization, your relationships, etc.)?”

Interpretive Question: This question asks each member for his/her specific opinion about the relationship of the topic to their opinions, ideas, and recommendations. This is intended to give all members an opportunity to “get their two cents in” and then lets them consider the ideas of others. The question is often in the form of, “What specific ideas, reactions, opinions, solutions do you have around this issue in our organization, community, team, etc.?”

Decisional Question: This question is designed to build common ground and move a group to either next steps or action. The question is often in the form of, “Given all of the ideas and recommendations, which ideas seemed to have the greatest energy and interest of the group?”

Specific Retreat Use

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

- What key ideas stand out for you from what was just shared?



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

Discussion Method

- 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 C A B E’s membership?

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



Poster Carousel

Outcomes

- Quickly capture a body of work or diverse information.
- Allow for individual learning in a group context.
- Demonstrate a sequence, process, or cycle.

Setting the Context

The facilitator introduces the topic and format of the posters and the information they are intended to capture. The goal is for individuals to review each poster at their own pace and to capture the pertinent information.

Process Sequence

- Prior to the activity, posters are created to display the target information. It's helpful to use a common format or template.
- Participants are asked to visit each poster, to read the information provided, and to capture key ideas.
- Once everyone has visited all the posters, participants are provided with a structure for discussing what they have read/learned.

Specific Retreat Use

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.



Enneagram Conversation

Outcomes

- Build an understanding of the current assets of the organization/team.
- Identify gaps in understanding and gaps in information.
- Identify a sense of the shared outcomes and intentions for the future of the organization.
- Identify the patterns that restrain the organization from being as successful as desired.
- Identify some next steps in moving from the current state conversation to the future state outcomes.

Setting the Context

This activity is focused on assessing and diagnosing the current state and patterns of a group of people before moving the group into a set of future intentions, or before designing a set of leadership interventions for the future. The real outcome of the activity is to develop a deep understanding of the current situation. This process can be used with a single group or a series of multiple small groups coming together in a Fishbowl Process.

Process Sequence

- As a first step, the facilitator designs a set of questions to fit the specific circumstances of the situation.
- The facilitator needs to define the context and purpose of the activity in a simple statement. This will provide the rationale of why it is important to explore the specific issue or topic. This is often best done by a set of information points that indicate gaps in performance between current state and desired state. The facilitator then conveys to the group that they will be taking a journey that involves a sequence of questions that will assist the group in identifying shared perceptions and ways forward.
- The facilitator can then take the group through the set of questions, or s/he can have the group work in pairs or threes to go through the questions themselves.

Specific Retreat Use

Participants form groups of three and find the seven strategic conversation questions provided in the program. They address each question briefly, charting key highlights for each question, using the format provided. At the end of the conversation, each group of three shares a quick 1-minute recap.

CONVERSATION QUESTIONS

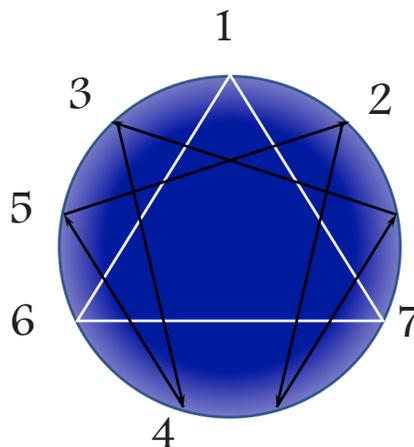
1. As you think about C A B E's current situation with regard to its English Learner efforts, what are some of the most important opportunities that the C A B E C O M P A S S brings? In what ways do the four cardinal points of the C A B E C O M P A S S build on C A B E's greatest

Enneagram Conversation

assets? What are some of the most significant challenges in moving the CABE COMPASS forward?

2. As you extend your thinking to the future, what would you see CABE being able to do and achieve as a result of adopting the CABE COMPASS?
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?

Using large chart paper, prepare a diagram such as this one and record key highlights of your answers to each question in the appropriate spot.



Creating the Roadmap for English Learner Success



Workshop Method

Outcomes

- Generate, organize and synthesize diverse ideas into a cohesive statement or plan in a short amount of time.
- Build consensus and ownership in large groups.
- Encourage integrated thinking.
- Develop visions, identify underlying constraints, identify strategic directions, synthesize large group evaluations, develop action and implementation plans.

Setting the Context

The Workshop Method utilizes a large piece (4 foot by 10 foot) of Art Craft paper or construction paper that is sprayed with an adhesive material (3M Spray Mount seems to work the best) and mounted on the wall. The team members are gathered around the mounted “workshop board” in a semi-circle. The group is then led through a series of five sequential steps that culminates in a finished product. The nature of the finished product depends on the specific context and outcome designed for the exercise. One of the great advantages of the method is that the steps are easy enough to follow that anyone with a very brief orientation can assist the group through the process. Reliance on facilitation is minimal. The five sequential steps include.

- Setting the Context - Setting the Stage
- Brainstorming - Generating New Ideas
- Organizing - Forming New Relationships
- Naming - Discerning the Consensus
- Reflection - Confirming the Resolve

Process Sequence

- The facilitator introduces the Focus Question, which guides the brainstorming.
- The facilitator asks the group members to individually BRAINSTORM as many ideas as possible in answer to the focus question and to prioritize these ideas and transfer the most important ideas (3-10) to half sheets of paper, writing (legibly and with markers) one idea per page in as few words as possible.
- The facilitator collects these ideas and reads them aloud, randomly posting the half sheets of paper on the planning board. Participants may ask clarifying questions only.
- Now, the facilitator will lead the team in ORGANIZING the randomly arranged ideas on the board into categories of like ideas by linking ideas that are saying essentially the same thing into pairs and then groups. The facilitator asks the team for any other recorded ideas that are not yet on the board and are different from those already posted, and these are added to the appropriate categories.



Workshop Method

- Once all the brainstorming ideas are posted on the board and the ideas are organized into groups, the facilitator asks participants to give a one to two-word label to each category.
- Pairs of participants are now asked to take a category and organize the ideas in a logical sequence, eliminating unnecessary redundancies and filling in missing ideas. Each pair then NAMES its category by creating a synthesis statement that names or captures the underlying meaning that the category's individual ideas have as a collective whole.
- Each pair shares its work with the larger group, soliciting feedback to improve the completeness and coherence of the ideas within each category.
- Finally, the facilitator helps the participants to REFLECT on the overriding themes of the whole work and the significance of the product and process to them.

Specific Retreat Use

Participants will use a modified version of the Workshop Method, each participant self-selecting into one of the COMPASS cardinal points to form four design teams. Each design team will have a workshop board to capture the major areas of work for its COMPASS 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.

The focus question is:

For this cardinal point of the CAFE COMPASS, what specific work/actions will need to be accomplished in order to achieve CAFE'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.

Participants will engage in the following steps:

Step One: Brainstorming

- 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.



Workshop Method

- 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 Two: Organizing

- 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 essential elements chart in the program. Are the ideas listed there reflected on your workshop board? If not, should these be added?

Step Three: Presentation

- 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.

Step Four: Reflection & Refinement

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

Step Five: Claims - Practices - Evidence

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 elements.

- Using your assigned workshop board, create a Claims-Practices-Evidence statement for your COMPASS element.
- Share out your statement with the other groups.

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



Quick Write Reflection

Outcomes

- Reflect on what has been learned or accomplished so far.
- Record and document thoughts, learnings, ideas in writing.
- Clarify thinking.

Setting the Context

The facilitator explains that all successful and sustainable organizations regularly engage in reflection on their work products and processes, and that the group will also engage in a quick reflection activity.

Process Sequence

- Participants engage in an inquiry or exploration that includes sharing their thinking on the topic with others.
- Then, they work individually to capture in writing their thoughts, ideas, and feelings at that moment in their learning or exploration. They write for three to five minutes only.
 - How did others' thinking about the topic compare to your own?
 - How did the structure of the learning activity/activities help you remember, articulate, and connect your experiences to the topic at hand?
 - What effect/impact did hearing others' thinking on the topic have on your own ideas?
- Then participants pair up and share their reflections.
- As pairs, they also discuss what new insights or understandings resulted from their conversations.
- After the paired conversations have been completed, the facilitator can have a whole group discussion to share new learnings and insights.

Specific Retreat Use

- x

Participants will use their journals to do a five-minute quick write reflection 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

Outcomes

- Gain new insights from shared experiences
- Apply new insights to the work at hand.
- Move to action.
- Reflect on new experiences and quickly build shared understanding around information.
- (When conducted on a regular basis within in a team) Minimize/eliminate negative rumors.

Setting the Context

The facilitator explains that the U.S. Army based on their experiences in the Desert Storm war originally developed the After Action Review (AAR) process. They realized that abundantly dispersed information is essential to be successful if people have the ability to reflect on the information and their experiences. The AAR process is a simple format for taking a group through three sequential questions that allow people to gain insights from shared experiences. These new insights can then be directly applied to the work at hand.

Process Sequence

Participants respond to three sequential questions:

- What actually happened in the situation we just experienced
- What did we learn through this experience about what we do and how we do it?
- Given what we learned, how can we apply these insights to what we do next?

Specific Retreat Use

After having primed the pump through a quick write reflection activity, participants will 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?



Buddy Talk

Outcomes

- Recall what has been accomplished.
- Reflect on insights and learnings using a quick format.
- Reconnect to what has gone on before.
- Re-engage in the work after a break in time.

Setting the Context

The facilitator explains that participants will have an opportunity to quickly reconnect to the work in which they were engaged previously and to bridge from what has happened previously and the work coming up.

Process Sequence

- Participants identify a partner near them.
- The facilitator establishes the amount of time for the “buddy talk.” Usually, this is 5-10 minutes.
- The facilitator then provides a frame for the conversation. For example, participants may be asked to share a powerful learning or experience.

Specific Retreat Use

- In order to bridge from yesterday to today, please identify a “buddy” at your table.
- Take two minutes each to share one powerful learning, insight, aha!, or experience from yesterday, and talk a bit about why you believe this was so powerful for you.



Headline Wrap Up

Outcomes

- Share highlights or key points from group work with a larger group.
- Listen to the ideas/work of other groups.
- Synthesize larger work into the few most essential or noteworthy points.

Setting the Context

The facilitator explains that each group will need to synthesize their group's work into a few key/noteworthy points that provide the essence of that work to others who have not been part of the group's conversation/experience.

Process Sequence

- The facilitator helps the group to identify key words, phrases, or actions that stand out as descriptors of the group's work.
- The group imagines that a newspaper or magazine has picked up the story of the group's work.
- The group plays with the identified words, phrases, or actions to create the headline for that story.
- Remember: Headlines are brief and must capture both the essence of the story and the reader's interest and imagination.
- The group selects a spokesperson to share the headline and an explanatory sentence or two.

Specific Retreat Use

- In pairs or threes, participants consider what leadership commitment(s) they will make to move the work forward in the new year as a result of what took place these two days.
- They capture the tenor/content of these commitments in a headline. What would it say?
- Now, what support will they need from other board members and/or from staff to keep their commitment(s)?
- What do they see as the three vital next steps for the board/staff?
- Participants share their headline, needed supports, and vital next steps.



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Creating the Roadmap for English Learner Success



Our Graphic Recorder

Amy Graybeal

Graphic facilitator and recorder, Amy Graybeal began her career as a graphic recorder at the age of three when she decorated the wall at her babysitter's house with lipstick. Based in the San Francisco Bay Area, she has worked with clients around the world to support them in designing and conducting productive, engaging, and effective meetings. Her clients have included multi-national corporations as well as individual consultants, small local businesses, and a variety of non-profit and government entities. The results of her graphic recording are visual stories that capture the deep meaning of groups' hard work and thinking.

CABE is particularly grateful to Amy for volunteering her time during CABE's Board Retreat.

The great leaders are like the best conductors - they reach beyond the notes to reach the magic in the players.

Blaine Lee



Quotes to Reflect On

The first duty of a revolutionary is to get away with it. (Abbie Hoffman)

If you want to bring about a fundamental change in people's belief and behavior, a change that would persist and serve as an example to others, you need to create a community around them, where these new beliefs could be practiced, expressed, and nurtured. (Malcolm Gladwell)

Be daring, be different, be impractical, be anything that will assert integrity of purpose and imaginative vision against the play-it-safers, the creatures of the commonplace, the slaves of the ordinary. (Sir Cecil Beaton)

Creating a positive future begins in human conversation. The simplest and most powerful investment any member of a community or an organization may make in renewal is to begin talking with other people as though the answers mattered. (William Greider)

Leadership would be a safe undertaking if your organizations and communities only faced problems for which they already knew the solutions . . . But there is a whole host of problems that are not amenable to authoritative expertise or standard operating procedures. They cannot be solved by someone who provides answers from on high . . . they require experiments, new discoveries, and adjustments from numerous places in the organization or community. (Heifetz & Linsky)

The power of imagination makes us infinite. (John Muir)

Knowledge is always a process, and a relational one at that, which cannot therefore be located simply in an individual head, to be extracted and shared as an organizational asset. Knowledge is the act of conversing, and learning occurs when ways of talking, and therefore patterns of relationship change. The knowledge assets of an organization, then, lie in the pattern of relationships between its members. (Ralph Stacey)

I am located in the margin. I make a definite distinction between marginality which is imposed by oppressive structures and that marginality one chooses as a site of resistance--as location of radical openness and possibility. (bell hooks)

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