



## CMSD INVESTMENT COMMITMENT LETTER: Phase 1 Investment Schools for NON- TEACHING STAFF

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All staff in Phase 1 Investment Schools must review and sign this agreement to re-commit to their current schools OR to voluntarily transfer into other Investment Schools, thus demonstrating their dedication to the school transformation process.

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### 1. Introduction and Commitment

I, \_\_\_\_\_ (name), am voluntarily electing to work at \_\_\_\_\_ **Investment School**. By signing this Investment Commitment Letter, I indicate that I understand and agree to the vision of the Investment Schools Network and the following terms and conditions of my assignment at an Investment School. I understand that this is a mutual commitment between the district and myself on behalf of the students of CMSD.

#### ***Commitment Statement:***

The students of \_\_\_\_\_ **Investment School** deserve a high-quality education which will prepare each and every one for success in college, careers and successful competition in the global economy. This represents challenging yet morally necessary work that will require the collective efforts and commitment of faculty, staff, families, and community members at both the school and district levels.

As a faculty member at \_\_\_\_\_ **Investment School** I understand the tremendous responsibility that we have to dramatically accelerate and improve student achievement in our school. I understand that we cannot employ the same practices that we have employed in the past and expect radically different results for our students in the future. I am driven by the conviction that all students can and will succeed and that we must act with the best interests of our students in mind.

#### ***Investment Schools Network Overview:***

In accordance with the Cleveland Plan and Ohio state legislation, CMSD has created the Investment Schools as a protected network within the district where struggling schools can pursue new and creative strategies to bring about rapid and significant improvement. \_\_\_\_\_ **Investment School** has been identified as one of the district's first Investment Schools and will receive increased resources, including staffing and operational flexibilities, in order to adopt innovative reform strategies.

I understand that the school's principal and leadership team will receive increased flexibility and decision-making authority in exchange for heightened accountability. I also understand that the faculty and staff will be required to perform and work in accordance with the terms of any federal/state school reform plan/s and this agreement that are connected to your position. I understand and agree with the following principles, which are foundational to success of the CMSD Investment Schools:

- All students enrolled in Cleveland Metropolitan School District schools deserve equal access to a high-quality education.
  - Community collaboration, communications, and partner engagement are fundamental to achieving and sustaining excellence.
  - A high-performing school is based on shared accountability and placing the interests of students above all others.
  - Strong leadership, quality instruction, effective support structures, and efficient operations directly impact student performance.
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## CMSD INVESTMENT COMMITMENT LETTER: Phase 1 Investment Schools for NON- TEACHING STAFF

I understand that by serving in an Investment School, I will be a leader for reform /innovation district-wide and by the extent to which promising practices from our school compel lasting and district-wide change and improvement in order to increase a culture of student achievement. **By signing this Letter, I acknowledge my willingness to join a staff that commits to positive change on behalf of students, as described in the sections below.**

### 2. Professional Learning Community

I understand that the vision for faculty at \_\_\_\_\_ **Investment School** is to build and sustain a Professional Learning Community that will improve the quality of all teaching and learning at the school; increase collaboration, transparency, and shared accountability amongst Staff; and contribute to a school-wide culture of excellence and high expectations for all students and all adults.

\_\_\_\_\_ **Investment School will partner with the Center for Transformative Teacher Training (CT3) for the 2013-2014 school year.** As part of this partnership, all staff members will participate in workshops, training and ongoing coaching in the following broad areas:

- School-wide culture
- Classroom management coupled with real-time coaching support
- Cultural competence training and development
- “Unpacking” potentially disempowering mindsets

Hundreds of schools in the United States have already undertaken this model and, in line with their experience, CMSD expects this to be a powerful experience for school staff members at all stages in their careers.

### EXAMPLE OF STAFF PROFESSIONAL DEVELOPMENT

Component	Description	Time Allocation
The No-Nonsense Nurturer	An introduction to the No-Nonsense Nurturer protocols, theories and practices through classroom video analyses, lively discussions, planning periods, and role-plays.  All staff members will be expected to implement the No-Nonsense Nurturer Four-Step Model to significantly advance student motivation, participation, engagement and achievement.	6 hours (August date TBD, prior to opening of school)
Real Time Teacher Coaching	As part of the Real Time Teacher Coaching model, any/every classroom educator may be selected to receive immediate, non-disruptive feedback from coaches via headsets during actual instruction. Prior to the coaching observation, the coach conducts a baseline observation of the teacher and holds a pre-coaching conference with the educator. After coaching the teacher in real time to increase student engagement, the coach and educator meet again to analyze the experience. The coach reviews strategies that the teacher is implementing with fidelity, notes successful practices, and addresses any misconceptions, habits, resistances or subconscious mindsets that may inhibit the	Ongoing throughout school year



## CMSD INVESTMENT COMMITMENT LETTER: Phase 1 Investment Schools for NON- TEACHING STAFF

	teacher's ability to engage all students. If necessary, the coach will suggest deliverables for future coaching sessions. This process will support an educator's effective implementation of the No-Nonsense Nurturer.	
Culture Plan	<p>A CT3 Associate will work with school leaders to develop a draft of a school-wide culture plan. Following its completion, staff members will attend a two-day workshop led by the CT3 Associate. During this workshop, staff members will evaluate, revise and refine the draft of the culture plan. Culture plans will address:</p> <ul style="list-style-type: none"> <li>• Resources and expectations for communications with staff and students' families</li> <li>• Discipline hierarchies and procedures</li> <li>• Reward systems</li> <li>• Operating procedures</li> <li>• Schedules</li> </ul>	2 days
Moving from Cultural Competence to Cultural Relevance	<p>As part of a deeply self-reflective process, all staff members will identify and address their experiences with students and their own potentially disempowering mindsets. There will be a series of four six-hour workshops covering the following topics:</p> <ol style="list-style-type: none"> <li>1) Understanding Self, Understanding Student</li> <li>2) Building on Cultural Assets</li> <li>3) Enacting Culturally Relevant Pedagogy</li> <li>4) Sustaining Liberatory Education</li> </ol>	24 hours (four full-day workshops spread across the first half of the school year, exact dates TBD)

### 3. Responsibilities and Expectations

#### ***Curriculum, Instruction, and Assessment:***

ALL STAFF are expected to...

- Hold high expectations for every student's daily academic performance
- Commit to ongoing personal development of increased capacity to support and/or interact constructively with students in engaging, relevant, and culturally competent ways
- Actively and positively engage in and contribute to relevant team meetings, professional development, common planning time, and the entire professional learning community by frequently sharing best practices and strategies regarding each person's own areas of responsibility and expertise

#### ***Student Supports:***

ALL STAFF are expected to...

- Build and sustain a positive school and classroom community and develop strong student-adult relationships such as: using positive reinforcement techniques; holding positive assumptions of students; creating inviting classroom and shared space environments; utilizing calm and clear voice tones in all interactions with students; and maintaining high expectations for individual and collective student behavior consistent with school rules



## CMSD INVESTMENT COMMITMENT LETTER: Phase 1 Investment Schools for NON- TEACHING STAFF

- Employ behavior management systems that include positive incentives for individual and class cooperation as well as logical consequences for poor behavior choices, and strive to minimize usage of removal from classroom instruction as a management strategy
- Use team meetings to identify off-track students and develop effective strategies to meet those students' needs
- Collaborate actively with partner organizations that provide wraparound and student support services

All staff at \_\_\_\_\_ Investment School will be expected to demonstrate capacity to interact with students in positive ways that empower students' self-efficacy and to foster a school environment in which students are supported to succeed through effort.

### **Family and Community Engagement:**

ALL STAFF are expected to...

- Create and participate in opportunities for meaningful and ongoing parent, family, and community involvement to engage family members as active partners in their child's education and in the school community
- Participate in school-wide events and celebrations that allowable based on work schedule but will celebrate all students' accomplishment
- Model good citizenship for students in the school community

Staff in Investment Schools are expected to participate actively in parent/family conferences and build strong relationships with parents/family members; maintain ongoing and regular home-school communications, including home visits; and use an active and detailed communications log to track dialogues.

### **4. Authentication/Authorization:**

By signing this document, I acknowledge that I have read all of the provisions of this Investment Commitment Letter and that I agree to the terms and conditions outlined herein throughout my assignment at \_\_\_\_\_ Investment School during school year 2013-14. **I am committed to serving this assignment in good faith and not seeking out/accepting other CMSD assignments (unless in case of promotion or increased hours).** I am committed to meeting all obligations under this agreement, and understand that I may be re-assigned from my position at \_\_\_\_\_ Investment School if I fail to do so.

**CMSD guarantees that all staff who have met their commitments to Investment Schools will be protected from involuntary/necessary transfer for up to three years.**

*To be completed by the Investment School staff/faculty member:*

Staff/faculty signature: \_\_\_\_\_

Staff/faculty name (print): \_\_\_\_\_

Date: \_\_\_\_\_

By signing this document, I acknowledge that I have read all of the provisions of this Investment Commitment Letter and that I commit to honoring the terms and conditions outlined herein at \_\_\_\_\_ Investment School throughout school year 2013-14.

*To be completed by the Investment School principal or his/her representative:*



**CMSD INVESTMENT COMMITMENT LETTER: Phase 1 Investment Schools for  
NON- TEACHING STAFF**

Principal signature: \_\_\_\_\_

Principal name (print): \_\_\_\_\_

Date: \_\_\_\_\_