



CMSD INVESTMENT COMMITMENT LETTER: Phase 1 Investment Schools

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.

1. Introduction and Commitment

I, _____ (name), am voluntarily electing to work at **Robert H. Jamison 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 **Robert H. Jamison 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 **Robert H. Jamison 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. **Robert H. Jamison 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. 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.

I understand that by serving in an Investment School, I will be a leader for reform and innovation district-wide. I will measure my success not only by the success of my students, but also by the extent to which promising practices from our school compel lasting and district-wide change and improvement. **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.**



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2. Professional Learning Community

I understand that the vision for faculty at **Robert H. Jamison 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.

I commit to positive and active engagement in all aspects of the Professional Learning Community at **Robert H. Jamison Investment School**, including: professional development workshops and/or conferences; in-classroom coaching; development of and commitment to professional growth plans; common planning across grade levels and/or subject areas; and frequent collegial collaborations and/or observations.

Robert H. Jamison 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 teachers at all stages in their careers. Staff members will be compensated accordingly for PD time outside regular school hours. An overview of the trainings is provided below:

Component	Description	Time Allocation
The No-Nonsense Nurturer	<p>An introduction to the No-Nonsense Nurturer protocols, theories and practices through classroom video analyses, lively discussions, planning periods, and role-plays.</p> <p>All staff members will be expected to implement the No-Nonsense Nurturer Four-Step Model to significantly advance student motivation, participation, engagement and achievement.</p>	6 hours (August date TBD, prior to opening of school)
Real Time Teacher Coaching	<p>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 teacher’s ability to engage all students. If</p>	Ongoing throughout school year



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	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"> • Resources and expectations for communications with staff and students' families • Discipline hierarchies and procedures • Reward systems • Operating procedures • Schedules 	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"> 1) Understanding Self, Understanding Student 2) Building on Cultural Assets 3) Enacting Culturally Relevant Pedagogy 4) Sustaining Liberatory Education 	24 hours (four full-day workshops spread across the first half of the school year, exact dates TBD)

Flexible Scheduling and Extended Learning Time

I will be flexible as the school seeks to expand learning time for students and also seeks to maximize efficiency of all instructional minutes with students. I understand that flexible scheduling may require longer or different length class periods, staggered schedules, before-/after-school programming, and/or differentiated use of time for professional development and common planning. **In 2013-14, the school day will not be extended for Robert H. Jamison Investment School.**

3. Teaching Assignments/Class Composition

I agree to accept teaching assignments based on student need and program requirements and understand that teacher preference may only be considered when not in conflict with student need and program requirements. I understand that CMSD is working to ensure that I am teaching alongside the most effective teachers in the district by employing a rigorous selective staffing process, which may include any or all of the following: data reviews, sample lesson presentations, panel interviews, and consultations with professional references.



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4. Responsibilities and Expectations

Curriculum, Instruction, and Assessment:

Teachers and classroom staff are expected to...

- Hold high expectations for every student's daily academic performance
- Fully implement CMSD's and the Investment Action Network's guaranteed and viable curriculum
- Establish learning targets or benchmarks, collect and analyze student data, and use data to drive instruction, including use of formative assessment data to measure students' comprehension and content mastery over time
- Differentiate instruction to address students' varying learning styles and needs
- Commit to ongoing personal development of instructional capacity, especially in regards to delivering content in engaging, relevant, and culturally competent ways
- Reinforce interdisciplinary skills across all content areas (including literacy and numeracy)
- Actively and positively engage in and contribute to team meetings, professional development, common planning time, and the entire professional learning community by frequently sharing best practices and strategies

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
- 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 Robert H. Jamison Investment School will be expected to develop expertise and actively utilize the No-Nonsense Nurturer model in all interactions with students, as well as making positive contributions to and working in support of the school-wide Culture Plan. When/if needed, implementation support will be provided via Real-Time Coaching and other modalities.

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
- Model good citizenship for students through involvement in the community

Classroom 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.

Classroom staff in Investment Schools will work in close connection with community partners, and may be required to do some or all of the following: provide online grading for students, share e-mail address with parents, and attend community functions that promote student achievement. These are not options, but activities that will require active participation as part of the Investment Schools' overall goal to increase school/community collaboration in partnership.



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5. 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 **Robert H. Jamison 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. I am committed to meeting all obligations under this agreement, and understand that I may be re-assigned from my position at Robert H. Jamison 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 faculty/staff member:

Faculty/Staff signature: _____

Faculty/Staff 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 **Robert H. Jamison Investment School** throughout school year 2013-14.

To be completed by the school principal or his/her representative:

Principal signature: _____

Principal name (print): _____

Date: _____
