



## CMSD INVESTMENT COMMITMENT LETTER: Phase 1 Investment Schools

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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 **Case 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 **Case 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 **Case 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. **Case 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 **Case 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 **Case 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.

#### **Case Investment School will partner with the Efficacy Institute 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 areas:

- Mission: Proficiency in academics and character
- Mindset: The two models of development
- Practices: Debilitation and mobilization
- Performance orientation vs. learning orientation
- Method: The Self Directed Improvement System
- Strong side/weak side (building strong side relationships)
- Motivating students to “get smarter”

Staff members will participate in four days of training prior to the school year and will be compensated accordingly. In addition, Efficacy Institute coaches will visit **Case Investment School** eight times for half a day to support the execution of content knowledge introduced during the four days of training. During each visit, they will observe classroom instruction and provide feedback for improvement. The breakdown of the time allocation for each content area will be as follows:

Content area	Time allocation
Efficacy Experience for Educators <i>An introduction to the framework of Efficacy, its applications and skill practice opportunities.</i>	2 days
Self Directed Improvement System <i>The Self-Directed Improvement System is a Method of analyzing student data to ensure proficiency for all students.</i>	1 day
Motivating Students to Get Smarter <i>Preparing educators to teach Efficacy to their students, enlisting them to become active agents in their own development.</i>	1 day
Execution Support: Technical Assistance <ul style="list-style-type: none"> <li>• Teaching Efficacy to Kids</li> <li>• Proficiency Targets</li> <li>• Data Stream</li> <li>• Data-Feedback-Strategy</li> <li>• Advanced Leadership Training</li> </ul>	8 half-days



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Throughout the workshops, staff members will be provided materials and support to plan engaging Efficacy lessons designed to mobilize student effort. They will also develop solutions for integrating core concepts into daily lessons.

**Some or all educators at Case Investment School will be identified for additional professional development during school year 2013-2014 with another professional partner: the Center for Transformative Teacher Training (“CT3”).**

**As part of the partnership with CT3**, identified teachers will participate in Real Time Instructional Coaching designed to focus attention on instructional practices without sacrificing effective classroom management. The coach provides the teacher with innovative, rigorous techniques that will improve academic outcomes for their students. Real Time Instructional Coaching guides teachers in systematically implementing “suites” of six to eight instructional strategies that are validated by many leading educational researchers and which are selected specifically for **Case Investment School**. Suites may include:

- Engagement Strategies
- Checking for Understanding
- Questioning Strategies
- Monitoring and Supporting Independent Work
- Explanations/Presentation Skills

### **3. 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 Case Investment School.**

### **4. 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.

### **5. 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 Schools 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

**All classroom staff at Case Investment School will be expected to deepen their instructional capacity by continuously building expertise in techniques that will help to accelerate the rate of student achievement.**

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### ***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 Case 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
- 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. Educators will be encouraged to share phone numbers along with the timelines during which they can be reached to discuss students and their learning needs.

**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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### 6. 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 **Case 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 Case 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 **Case Investment School** throughout school year 2013-14.

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

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

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

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

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