



I am CPS

A Culture Transformation for Our Tomorrow

I Collaborate



(left to right) Cierra Jordan, Susan Fox, Rachel Tapp, Jessica Huffman, Elise Gleberman

Oyler Teaching Team

“We are in constant communication with one another. This helps us be consistent with our expectations and follow through.” – Rachel Tapp, Math Teacher and Teacher Team Leader Oyler School

To see collaboration in action, take some time to visit Oyler School.

Standing proudly in the center of Lower Price Hill and serving the wide grade span of preschool through high school graduation, Oyler School is a strong example of the *I am CPS* core value, **I Collaborate.**

Proof of that is the Oyler teacher team of Rachel Tapp, Elise Gleberman, Cierra Jordon, Jessica Huffman and Susan Fox.

In their daily work, this team demonstrates that they value and seek input and ideas from others, and work effectively with colleagues — all components of Cincinnati Public Schools’ *I am CPS*.

I am CPS is a districtwide culture transformation launched in January 2016 to support the My Tomorrow initiative, a bold reimagining of education combining high expectations, technology and mentoring to prepare students for success in college, careers and life.

Rachel Tapp, leader of this teacher team and an Oyler math teacher, shares how the team works together to motivate and develop 7th- and 8th-graders.

“It’s all about communication,” Rachel says. “All five of us have extremely high expectations for our students, both academically and behaviorally. Each morning we meet as a team to make sure every student is on the right path.”

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I Collaborate (continued)

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To help foster students’ success and lay the foundation for the best learning environment, the team works hard at providing a united front on high expectations and good classroom behavior. They do this via charts, texting, face-to-face talks — and the ever-present clipboard.

“When my class moves on to the next room, a clipboard goes with them,” Rachel says. “This allows the next member of our team to highlight student accomplishments or to note poor behavior. At the end of the day, my students return to my classroom — and so does the clipboard.”

The team agrees that strong communication and consistency are essential.

“We are in constant communication with one another. We text, meet at lunch, we do whatever it takes,” says Elise Gleberman. “This helps us be consistent with our expectations and follow through. When the kids see that we’re all on the same page, it shows in their behavior.”

The team’s commitment to helping their students is easily recognized, and so is their commitment to one another.

“We have our own niche, but we come together for the same goal. There’s no scapegoating or blaming, and we each have the other’s back,” says Susan Fox.

“It doesn’t hurt that we like one another,” laughs Cierra Jordan.

“We are consistent in our approach, and we course-correct when needed, but we also go out of our way to plan really wonderful group-bonding celebrations so students who are doing the right things are rewarded in a positive manner,” Rachel says.

“If one person has an issue, it is an issue for all of us,” Rachel says. “That leads to a feeling that we are never really alone in this job, even when we shut our doors to teach our own subjects.”

The biggest benefit, they say, is when students see this collaboration in action and come to know that all five teachers are working toward the same goal — success for all students.