



***Real change for the children of Chicago***

# Our mission

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AUSL will improve student achievement in Chicago's high poverty chronically-failing schools through its disciplined transformation process, built on a foundation of specially-trained AUSL teachers.



**Transforming Schools**



**Training Teachers**

# Proven track record, and national support



## Strong history...

- 2001** • Chicago Academy – first training school
- 2003** • First class of Residents graduate
  - Dodge is our second training school
- 2004** • Chicago Academy High School opens, third training school.
- 2005** • Tarkington is our fourth training school.
- 2006** • First turnaround school at Sherman.
- 2007** • Second turnaround school at Harvard.
  - National Teachers Academy (NTA) is our fifth training school.
  - New Collins Academy High School opens, becomes training school in 2008.
- 2008** • Three new turnaround schools: Orr High School, Howe Elementary, and Morton Elementary.
  - AUSL awarded Bethune, Johnson and Dulles as new turnarounds.
- 2009** • Over 300 cumulative graduates of AUSL residency program.

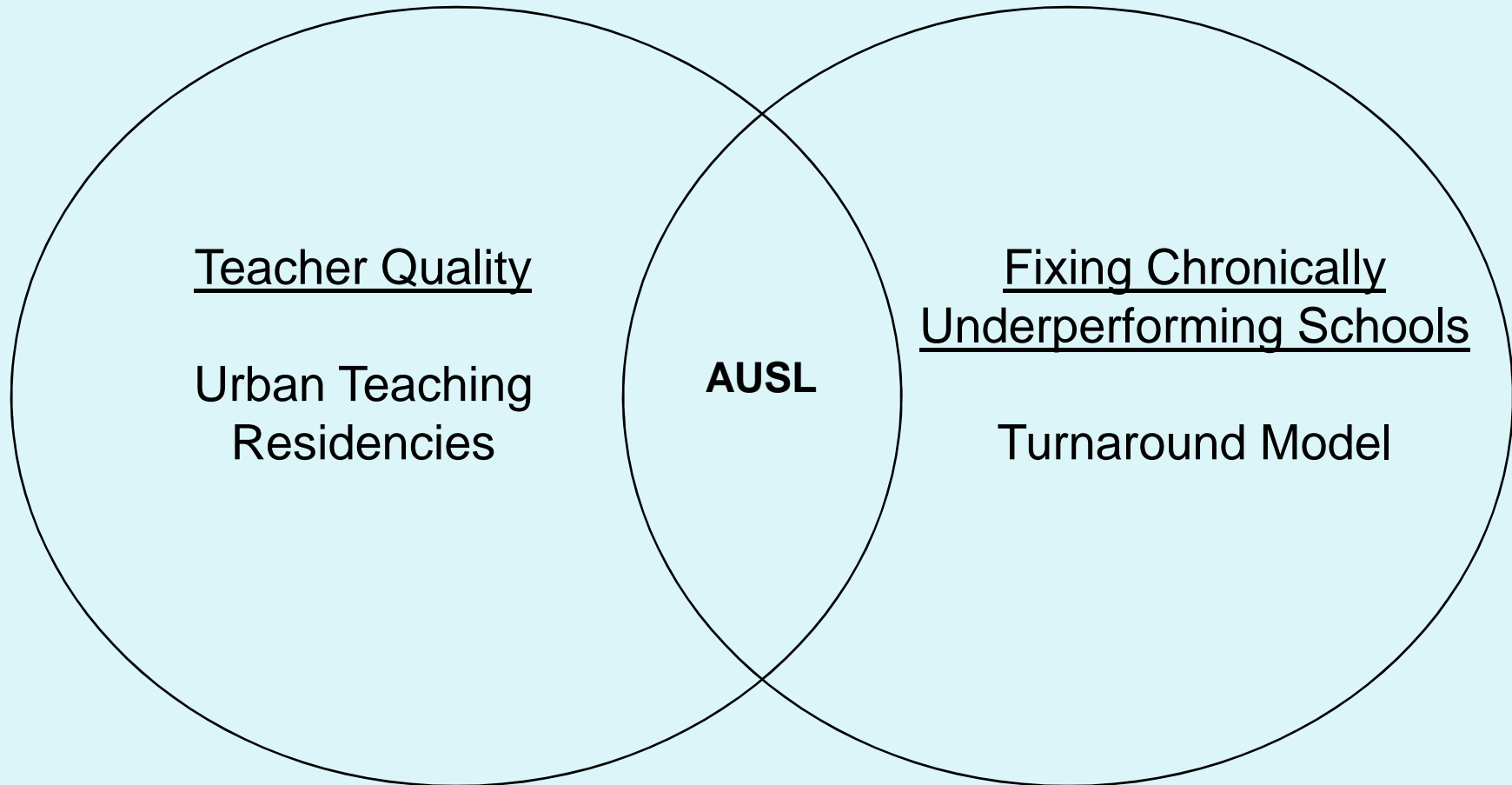
## ...has created strong believers



**And dozens of other local and national philanthropies.**

# AUSL is uniquely positioned

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The two parts of our model are mutually reinforcing – both are better because of the other

# Urban Teacher Residency

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- Serves as a the key talent pipeline for turnaround schools
- Similar to medical residency: *hands-on experience* prepares residents for the challenge of urban classrooms
- Three university partners (Erikson Institute, National-Louis University, and the University of Illinois – Chicago)
- Full-year, Master’s degree program
  - July – August University coursework
  - September-June Four days/week in classroom with mentor, one day university coursework
- Residents receive \$32K plus benefits
- AUSL and CPS receive resident’s commitment to teach in a turnaround school for four years.

# Mentor Resident Coach

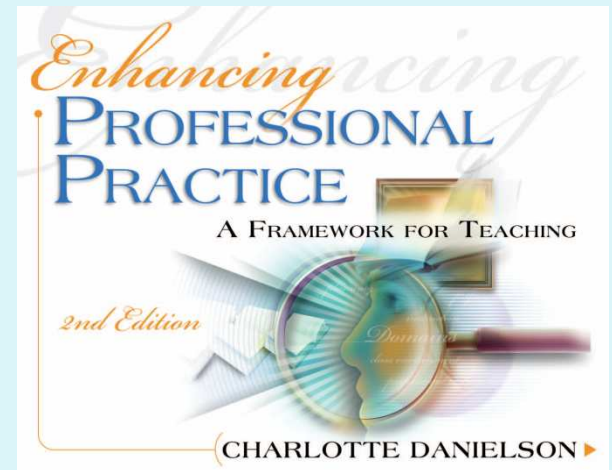
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## Roles

- Observing Cognitive Coaching & providing feedback
- Provide feedback that is aligned with Danielson's Framework for Teaching

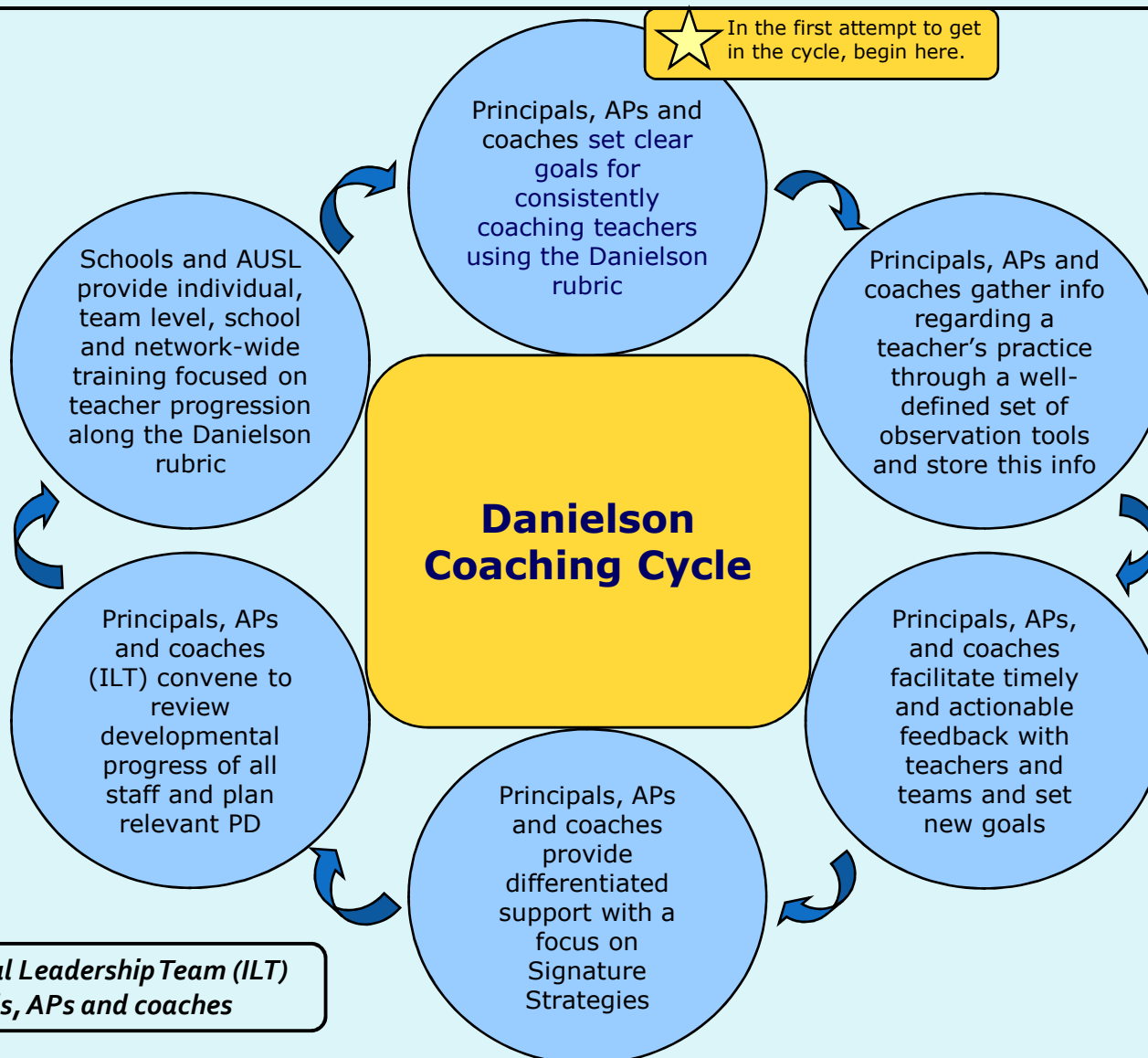
## Responsibilities

- Lead professional development to promote exemplary practice
- Communicate with school administration, the progress of the UTR program



# Danielson Coaching Cycle

**DRAFT**



# Coaching Structures

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- **Gradual Release of Teaching Responsibility**

- Directive/Collaborative/Facilitative - Side by Side Teaching
- Mentor Demonstration - Independent Teaching
- Co-teaching

- **Real Time Coaching**

- Mentor gives feedback, poses questions, redirects residents as they are teaching

- **Cognitive Coaching**

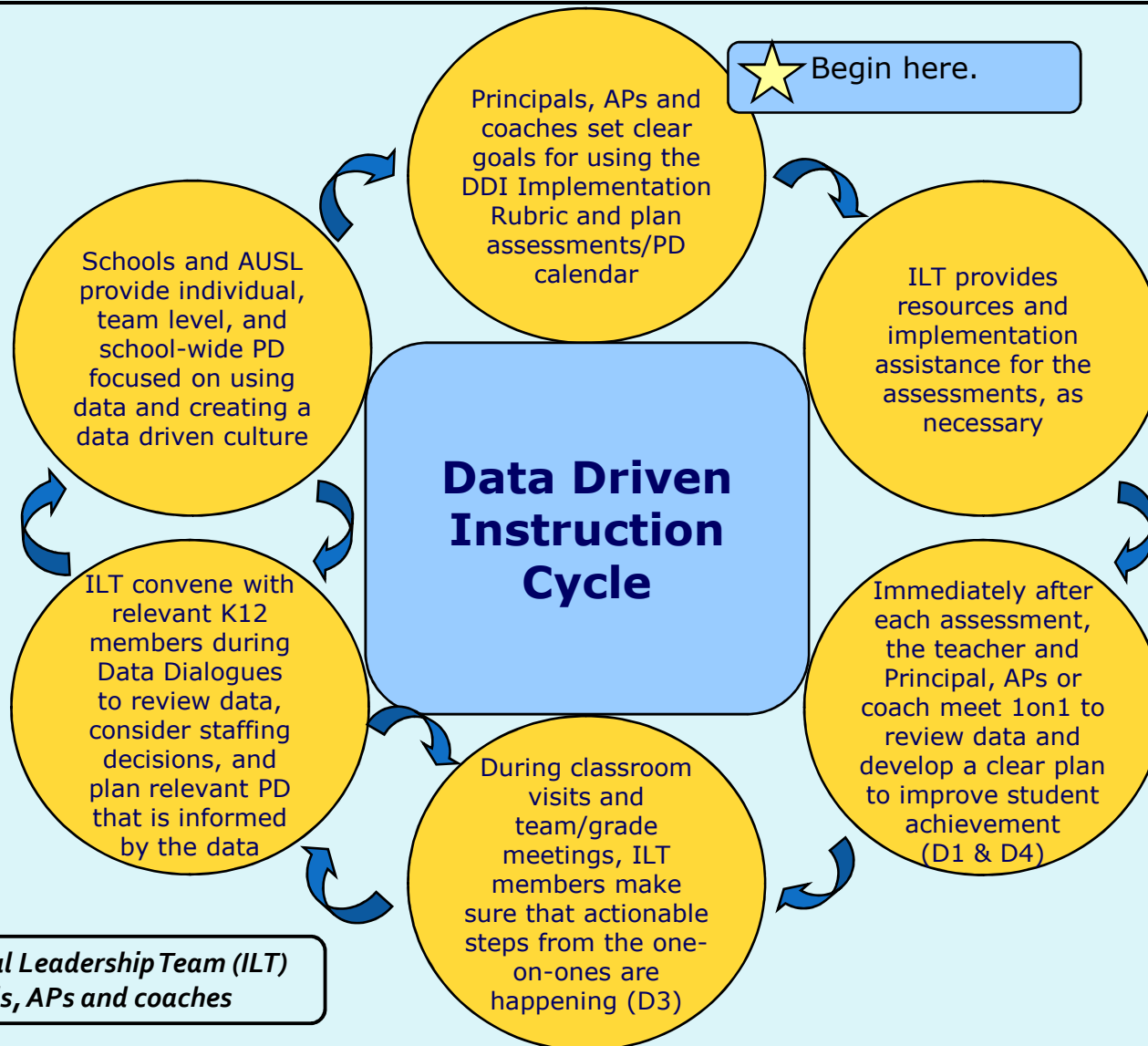
- Formal structure (pre-conference, observation, post-conference)

- **Planning Conferences**

- Designed to help resident think through learning outcomes

# Data Driven Instruction Cycle

**DRAFT**



*Note: Instructional Leadership Team (ILT) includes Principals, APs and coaches*

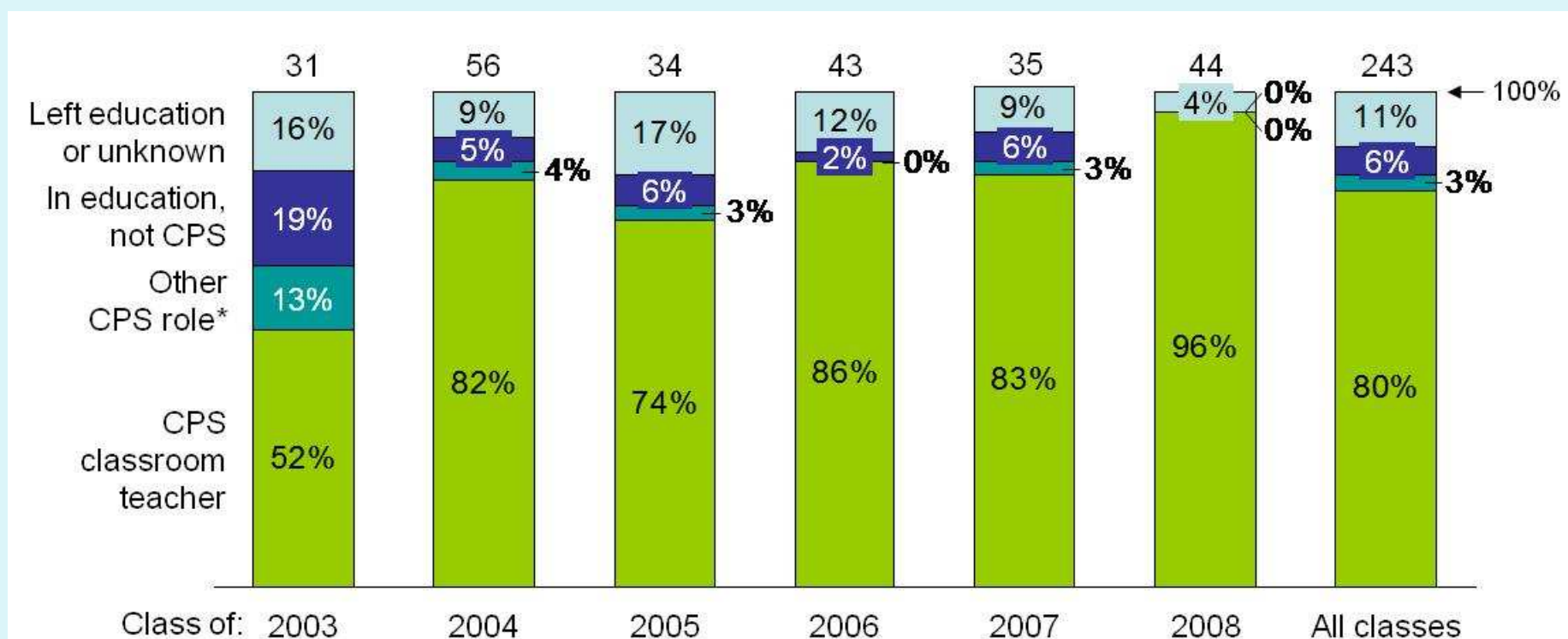
# Assessment - CDAS

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- Classroom Diagnostic Assessment System
  - A set of tools used to measure the student achievement of predetermined learning goals as a reflection of the educational process
- Under the leadership of Life Long learning and Associates, AUSL has developed assessment systems for math, science, and reading that consist of:
  - Illinois benchmarks that have been “unpacked”
  - Short formative assessments aligned to the benchmarks
  - Pacing guides that correlate curriculum materials with benchmarks and assessments

# Most AUSL residency program graduates are still CPS classroom teachers

Percent of graduates by 2008-09 employer type



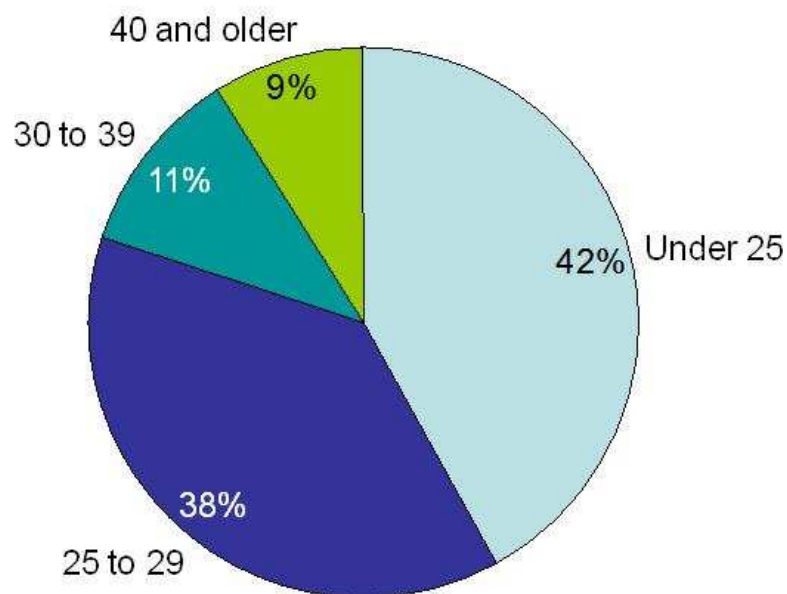
\* Includes principals, assistant principal, coaches, CPS central office staff

# AUSL applicants are drawn from a diverse applicant pool with varied experiences

Percent of AUSL class 2008-09

## Age at start of program

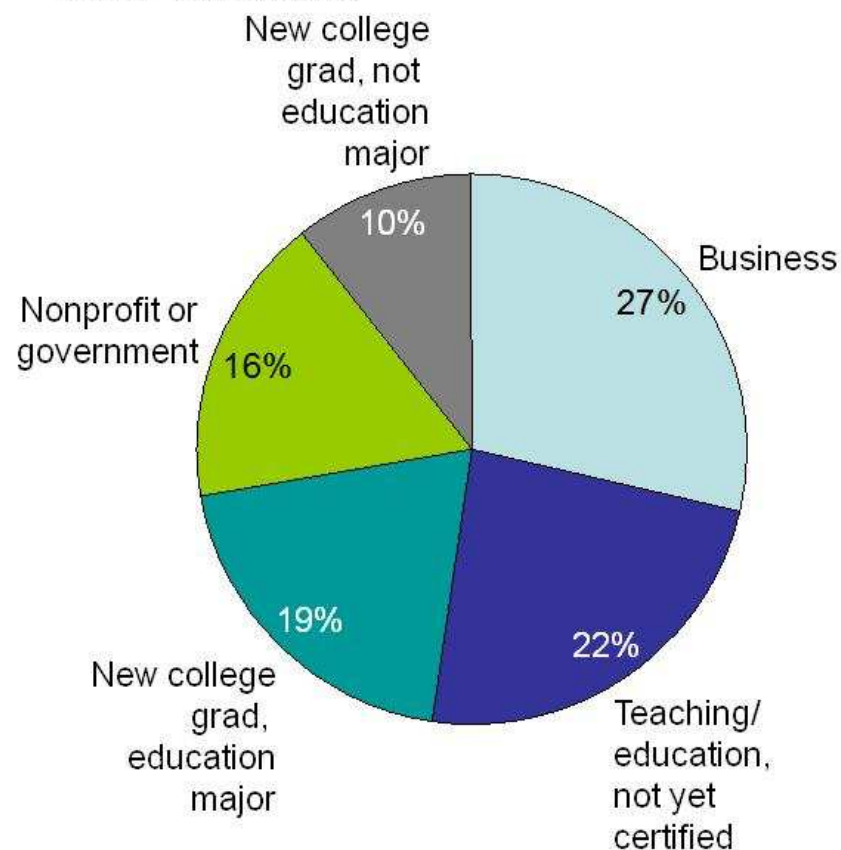
100% = 79 residents



12/18/08

## Pre-AUSL experience

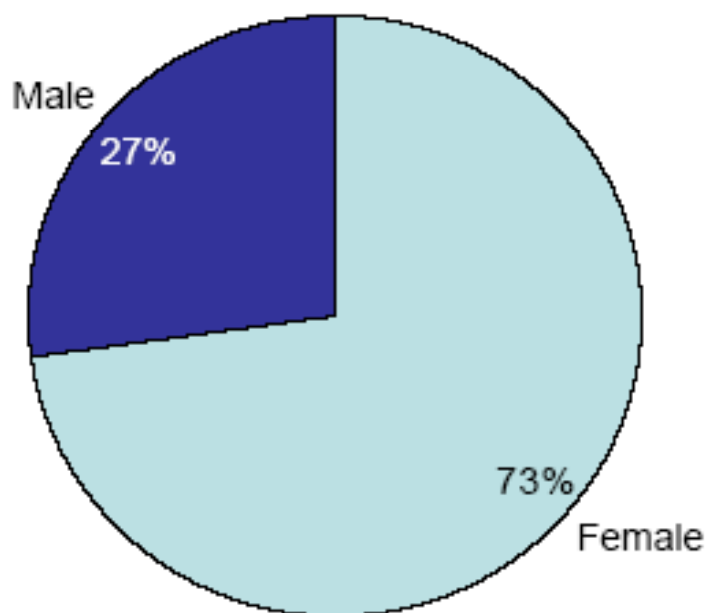
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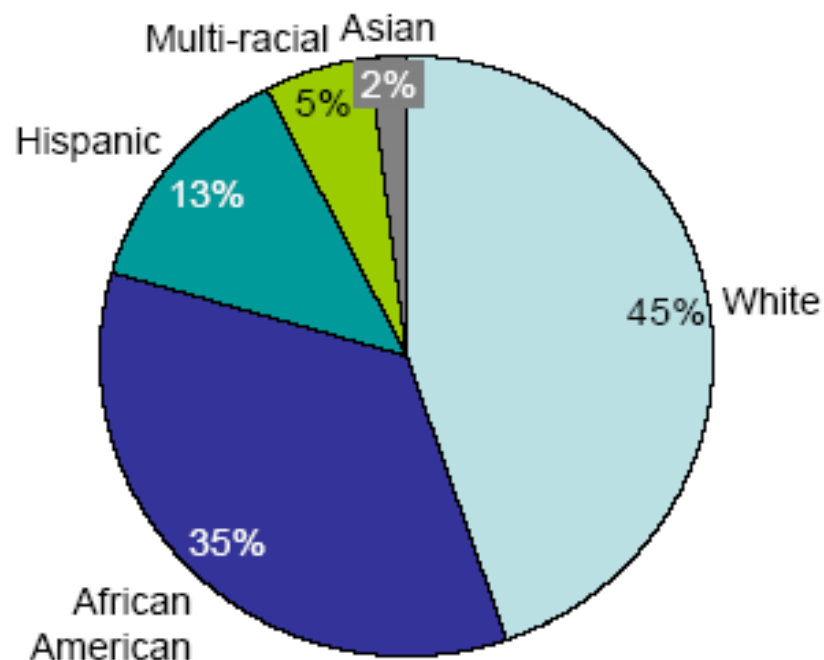
# Most AUSL residency program graduates are diverse

Percent of 243 graduates by 2003-08

### Gender

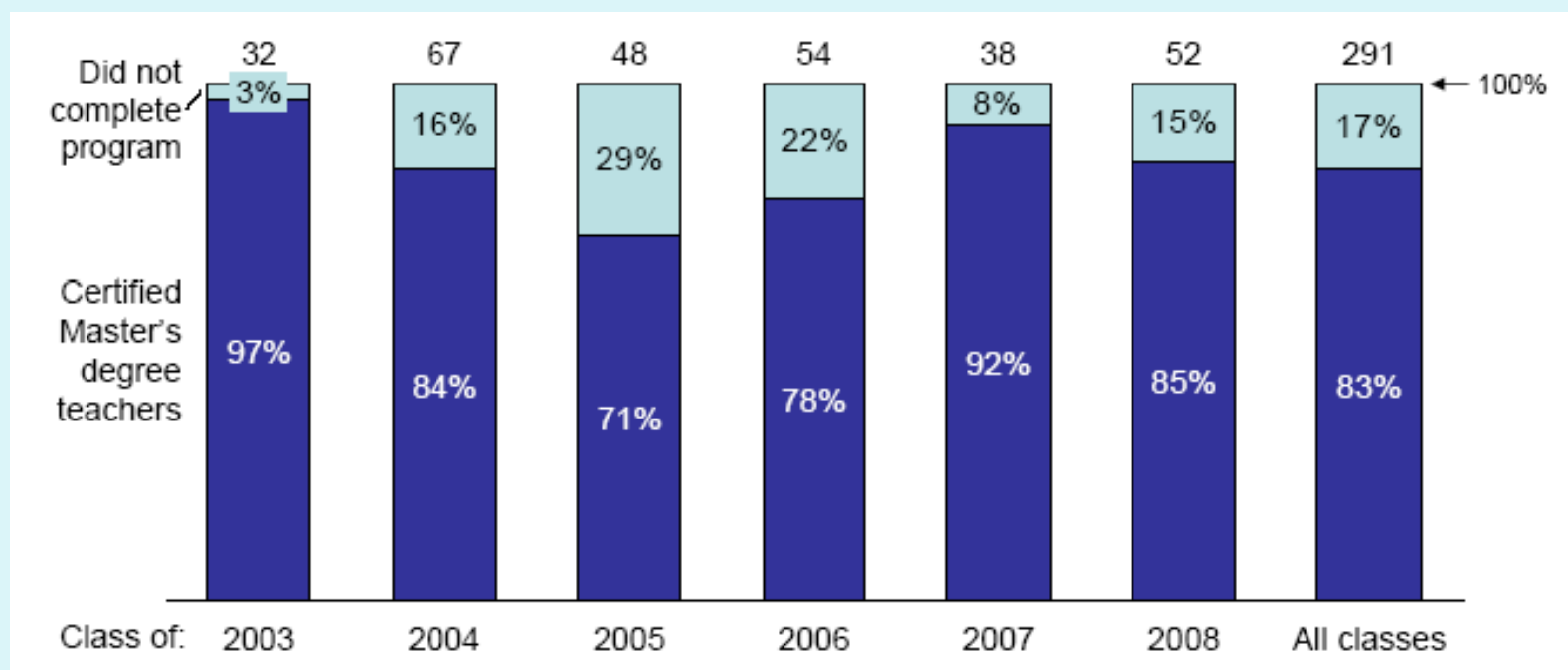


### Race/ethnicity



# Graduation rates – AUSL Residency

Percent of those starting program achieving certification and Master's degree





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