



Academy for Urban School Leadership
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Job-embedded Professional Development

AUSL is built on an understanding that we are all lifelong learners. Staff at all levels participate in frequent, ongoing professional development.

AUSL coaches participate in the following professional development and training to strengthen their practice: New Coach On-boarding; A two week training for first year Coaches; Coach Academy- The coaching team spends two days diving deep into the data, tools, and strategies that make up their coaching repertoire; Summer Professional Development-Turnaround coaches participate in 3 intensive weeks of professional development which focus on adult learning, AUSL Signature Strategies, and coaching strategies; Student Interim Assessment training- the AUSL network implements uniform student interim assessments. Coaches receive training on how to utilize and leverage results from the ANet (Achievement Network) assessment for grades 2-8 in order to position them to support teachers throughout the year as needed. Coaches will also be trained on how to similarly utilize and leverage the uniform student assessments for grades K-1 and high school.

AUSL's model is built on the belief that quality teachers are key to accelerating student impact. AUSL Coaches play a critical role in transforming student outcomes in the lowest performing schools by establishing a cohesive, PreK-12 student experience across the network through a model of consistent teacher development for AUSL teachers. Coaches are experienced educators who leave the classroom to help improve teacher practice beyond basic, to proficient. A team of 24 Coaches work with 3 schools each, engaging teachers in three 8-11 week cycles of 60-90 minutes of weekly coaching during the school year. During each cycle Coaches provide one-to-one support to 12-14 teachers to deepen the teachers' repertoire of classroom strategies, including the use of student achievement data to drive differentiated instruction, and bring relentless focus on accelerating student learning. Coaches develop and lead school-based PD at the request of Directors of School Leadership (AUSL employs 5 DSLs who each manage 5-7 AUSL schools and provide professional development support to AUSL principals), and partner with Mentor-Resident Coaches to support the professional development of AUSL resident teachers enrolled in our Chicago Teacher Residency (CTR) program.

Common planning time among educators is a crucial element in the success of a school. Planning time helps improve instruction by allowing teachers to share best practices, look at students' work, and plan curriculum and lessons together. In order for planning to add meaningfully to curriculum development and implementation, focused time should be built into the schedule. We expect teams to meet as course teams, grade-level teams, and content teams

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