



Academy for Urban School Leadership
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Recruitment, Hiring, and Retention Incentives and Strategies

Teachers for AUSL schools are recruited from two sources: AUSL teacher residency training program (The Chicago Teacher Residency) graduates, and all other sources. New graduates of the CTR program typically make up 50% or more of an AUSL elementary school's core classroom teachers. We aspire to create teachers to have high content knowledge, a strong pedagogical toolbox, and ability to form strong relationships with students.

Our CTR graduates are a critical and distinctive component of AUSL's Turnaround school human capital strategy because they are: Rigorously screened and selected (fewer than 10 percent of applicants to the residency program are accepted); Trained for a full year, full time, and prepared with a Master's degree (M.A.T or M. Ed.); Trained as a resident in an AUSL-managed school and intimately familiar with AUSL school processes, including expectations for school culture and climate, tools for using formative assessment data, teaching strategies, etc.; Well known to their "cohort" of fellow trainees, and already the nucleus of a professional learning community even before they are hired for their first teaching position; Available to be hired in time for pre-turnaround Summer PD, and committed by a contract to work at an AUSL school for four years following their training year.

Coaching is a crucial ingredient of AUSL's retention strategy. The DSL and their lead coach collaborate for a bi-weekly coach development session. The regular sessions include a co-observation followed by a co-debrief; a caseload consultation; as well as general troubleshooting and brainstorming. Each coach meets 3-6 time per year with the Director of Coaching, creating a regular check-in schedule to support the practice of goal alignment. All of this trickles down to a deeply personalized and engaged plan for coaches and the teachers they oversee. Coaches are creating a streamlined system of parameters to clarify the impact of coaching on teacher practice.

Mentor teachers are teachers who train up to two residents in their classrooms, and are compensated an additional 20% for their time and expertise. Mentor teachers are continuing to reevaluate their methods and looking for new means of improvement. Focus groups are being formed to better share practices. For further development, they are looking at successful mentor rubrics from organizations such as Leading Educators that carve out successful and innovative pathways for areas of development. They are analyzing such areas as what is missing from their current efforts, what are the needs of the mentors, what are the needs of the teachers, how to become more efficient with in the moment mentoring, and how to use lesson rehearsals, among others. By strengthening and tightening up the practice of the mentors, teachers will be able to develop on a greater scale.

The nature of structure of AUSL naturally creates avenues of opportunities for both advancement and leadership. Whether their personal path leads them to become a teacher leader, coach, mentor, or administrative staff, the opportunities for growth at AUSL are expansive and available depending on the personal interest of the teacher.

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