

Multi-tiered, ongoing job-embedded professional development has been a hallmark of the TDS program. In each of its city sites, TDS fields a team of three instructional facilitators. Two of these are experts in math and English language arts instruction, while the third focuses on School and Student Support Services (S4). The math and English language facilitators provide professional development to train teachers in their respective fields, using research-based instructional strategies designed to engage and motivate disadvantaged students and to help those who are achieving below grade level to accelerate learning. In addition, each school designates highly-skilled teachers, one in math and one in ELA, to serve as onsite coaches in their respective fields, while a School Transformation Facilitator (STF) coordinates the school improvement program overall and facilitates communication with all stakeholders.

TDS instructional facilitators provide direct professional development and modeling of best practices for teachers, both in pre-service trainings and through ongoing technical assistance. They also work closely with the onsite school math and ELA coaches, equipping them to provide continuous support to teachers (particularly new or younger teachers and those who may be working outside of their primary content areas). Facilitators work with coaches and teachers to implement TDS curricula developed for students living in poverty, to identify and employ strategies based on the most current research in the science of learning, and to create and maintain extra-help labs for those in greatest need of support (students more than two years behind grade level in math or reading). In addition, the TDS teacher team structure creates a professional community in which teachers support one another, working together on improved instructional strategies, lesson planning, student supports, and instructional coherence. Through the tiered involvement of TDS instructional facilitators, onsite instructional coaches, and colleagues with different strengths and experiences, teachers in TDS schools have access to not monthly, but weekly and even daily opportunities for professional development. This helps to create a culture of achievement that will continue beyond the program's implementation in the school.

The S4 facilitator works directly with principals, onsite School Transformation Facilitators, and other school staff to develop the staff's capacity to make effective use of Early Warning Indicator data to identify and assist students most at risk, and to implement strategies to create a positive school climate that enables all students to reach their highest potential. In addition, the S4 facilitator works directly with teachers using TDS' *Mastering the Middle Grades* and *Freshman Seminar* curricula, study and life skills courses that help students navigate the challenging transitions of adolescence, develop social skills and self-management, and explore career options and life goals. These facilitators, along with the TDS Regional Manager and the School Transformation Facilitators, work closely with school and district administrators to ensure that the programs implemented are aligned with the goals and objectives of the district and the State of Illinois.

The effectiveness of the TDS' tiered professional development and the full coaching cycle are documented in two recent papers focusing on ELA instruction: <http://new.every1graduates.org/wp-content/uploads/2014/06/Davis-McPartland-Pryeski-2014-The-Effects-of-Coaching.pdf> and http://new.every1graduates.org/wp-content/uploads/2013/06/ADLIT_Coaching-Paper_2010.pdf.