

CHANGING

THE FACE OF



EDUCATION



TABLE OF CONTENTS

Transforming Teacher Preparation 3

Impacting Community 4

Training Teachers to Support the Whole Child 6

Partnering with DePaul University to Meet Student Needs 8

Cultivating Teacher Diversity 10



TRANSFORMING TEACHER PREPARATION



The Chicago Teacher Residency (CTR) develops highly-effective new teachers in neighborhood schools to meet the diverse needs of students. CTR teachers are trained to provide students access to the academic rigor and social-emotional supports they need to succeed.

In 2020, we faced unprecedented challenges in the wake of the pandemic and social unrest. The impact continues to unfold for our students as members of already vulnerable populations.

Even so, our students are resilient. They show incredible persistence in navigating remote learning while often coping with new and compounding obstacles at home.

At AUSL, we know that our students deserve opportunities where their resilience, flexibility, and personal experiences are valued, included, and elevated.

We also know that these opportunities begin with great teachers. Since 2003, AUSL's Chicago Teacher Residency has transformed educator preparation. In partnership with Chicago Public Schools (CPS) and DePaul University, we are actively bringing more diverse teachers into hard-to-staff classrooms.

The nationwide teacher shortage contributes to significant inequities in our students' educational experiences.

Unfortunately, teacher turnover remains a chronic issue in urban school districts. Each year, teachers are leaving the classroom at an alarming rate. To replace a teacher, a district might spend in excess of 20,000 dollars. This loss greatly impacts school communities like Chicago.* The charge is clear for an innovative teacher-preparation model and ongoing educator career-coaching.

Together, we can change Chicago's narrative.

The CTR's retention rate is much higher than the national average. Over the last five years, the CTR has retained 81% of its alumni in education, a significant return on investment for those who support education reform and more significantly for the students who need great teachers the most.

The CTR prioritizes recruiting teachers with diverse backgrounds, perspectives and experiences to ensure students and families have access to the futures they desire. When students are provided with high-quality teachers, communities are uplifted and opportunity is endless.

The CTR is committed to training 500 new teachers by 2025. The work of recruiting and retaining high-quality teachers happens in partnership with Chicago Public Schools, DePaul University, parents, students, guardians, educators, community partners and philanthropic supporters.

Together, we can create brighter futures for our students.

— The Chicago Teacher Residency Team

* Source: Learning Policy Institute, August, 2017

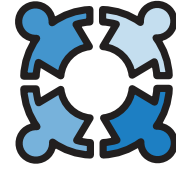
IMPACTING COMMUNITY

1,155



Since 2003, the CTR has graduated 1,155 teachers — making it one of the largest producers of resident teachers in the country. The program is a pioneer in teacher preparation and has served repeatedly as a model for other programs across the country.

OVER
80%



Over 80% of the current CTR class identify as teachers of color — compared to 29% of teachers enrolled in Illinois teacher preparation programs.*

59%



In 2020, 59% of residents identify as first-generation college students.

68%




In 2020, 68% of the incoming class are Chicago residents.

* Source: https://title2.ed.gov/Public/Report/StateHighlights/StateHighlights.aspx?p=2_01&s=e



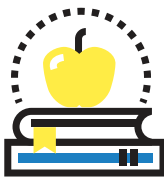
IMPACTING COMMUNITY

96% 


96% of residents believe that their mentor approaches teaching as a **culturally responsive educator**, displays a **restorative mindset**, creates a **professionally safe place** and displays **emotional intelligence** as a mentor and educator.

OVER THE LAST
5 YEARS...

students of CTR alumni have **performed at or above the national average in math and reading.**

96% 

96% of residents believe that they will be **well prepared to start their teaching career** in a CPS school.

98% 

98% of residents **look forward** to working in an AUSL network school.

“*I’m a huge, huge fan of who you are [CTR], what you are going to do, and the AUSL family. There’s nothing more important that we can do than put great teachers into the classrooms of our children across Chicago, particularly in our most underserved communities.*

“*[O]ur students are going to need teachers who believe in them, who see their potential, who can help them through the stress and trauma to envision a set of possibilities way beyond what the day to day reality might feel like.*

Your collective commitment and courage inspire me.”

– Arne Duncan, former Secretary of Education and CEO of Chicago Public Schools, speaking at graduation on the power of the CTR to transform educational outcomes for students





TRAINING TEACHERS TO SUPPORT THE WHOLE CHILD

The CTR is an accelerated teacher preparation program hosted within Chicago neighborhood public schools.

One of the first and most successful programs of its kind, the CTR recruits, trains and retains high-quality teachers and leaders committed to equity and culturally responsive education.

Resident teachers are immersed in a training experience alongside mentors who model researched-based and culturally sustaining practices of academic and social-emotional learning. Residents gain the practical skills of teaching in a localized context, allowing them to reflect on and internalize the professional habits required by transformational educators. This includes creating meaningful relationships with students and providing them access to rigorous content that will prepare them for their future careers. Ultimately, this leads CTR trained teachers to have a greater impact within their broader school communities.

The CTR model is designed to train high-quality teachers in the most challenging learning settings, many of which are hard-to-staff classrooms. CTR teachers remain in the classroom much longer than teachers prepared through traditional programs, showing the effectiveness of the training model. Residents experience a wide range of supports within the AUSL network of schools: they visit multiple schools and classrooms, learn to teach from a common curricular resource, find collegial support through alumni network programs and make an early connection to an induction coach who will support them in their first year of teaching.

“ I don’t know if I’ve ever felt more accomplished in my life than when I finished the Chicago Teacher Residency.”

– Christopher Sweet, CTR Class of 2019;
Middle School Language Arts Teacher at
Dvorak School of Excellence

Additionally, the CTR ensures that residents complete state licensure exam requirements, including coursework and the edTPA assessment. Residents are highly sought after by school leadership teams. In a field that struggles with transferable preparation, isolation, and burnout, the CTR prepares new teachers with relevant toolkits, collaborative communities and excitement for their future careers.

- » Residents earn a **master's degree*** and have **more than 1,000 hours of clinical experience in one year.**
- » AUSL principals regularly report that the CTR program leads to the **development of strong teachers in their building.**

“*AUSL teachers are highly prepared because they combine their content knowledge with a full year of student teaching with specially-trained and selected mentor teachers. They also receive significant post-graduate support from fully-released induction coaches. The results are impressive.*”

– Linda Darling-Hammond, Professor of Education Emeritus at the Stanford Graduate School of Education and former President and CEO of the Learning Policy Institute

* Compared to 58% of other teachers who possess a post-baccalaureate degree.
(fig 3. https://nces.ed.gov/programs/coe/indicator_clr.asp)
<https://nces.ed.gov/fastfacts/display.asp?id=2>



PARTNERING WITH DEPAUL UNIVERSITY TO MEET STUDENT NEEDS

Nationally ranked in the top 150 universities by US News Best Colleges, DePaul University partners with the CTR to provide a customized master's degree program to resident teachers that demonstrates the university's dedication to Chicago students.

With a uniquely designed model that includes a hybrid of in-person and virtual courses, DePaul's program provides the infrastructure to scale CTR's model and supply the growing educator workforce demand. DePaul matriculates residents with the capacity to grow and thrive in their clinical experiences by linking theory to practice. The alignment between a contextualized teaching curriculum and an apprenticeship with a mentor gives residents an unparalleled teacher preparation experience. Additionally, the university gives residents edTPA preparation and academic performance support to prepare them for their future classrooms.

* Compared to the national average of 72%.

https://secure.aacte.org/apps/rl/res_get.php?fid=4796&ref=edtpa

93% OF RESIDENTS
REPORT STRONG
ALIGNMENT

*between DePaul University course
work and their CTR program
experience.*

97% OF RESIDENTS
AGREE OR
STRONGLY AGREE

*that Depaul University and the
CTR program are preparing them
to be effective teachers.*

*Since the introduction of edTPA as
the Illinois Teacher Performance
Assessment in 2015,*

100% OF CTR
RESIDENTS
HAVE PASSED.*

“

DePaul's College of Education has a strong commitment to the mission of the Chicago Teacher Residency. We prepare educators who are socially conscious critical thinkers — educators who continually reflect on their educational and professional practices to address social inequalities.

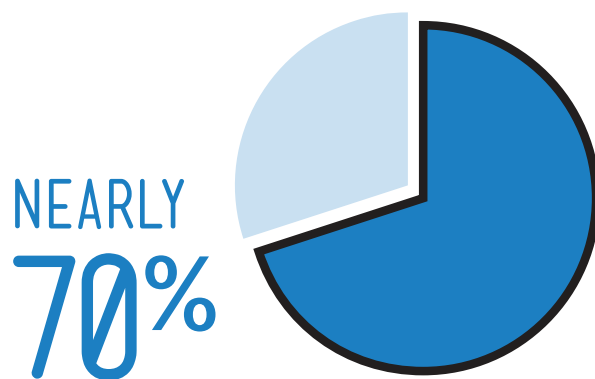
The residents' commitment to problem-solving and engagement of all learners enhances our learning environments, both virtually and in-person. I've been continuously impressed each year with the residents' passion to be the best educators they can be for their current and future students!”

– Anne Butler, Assistant Professor, Special Education, Department of Counseling and Special Education

Quality Teachers for Hard-to-Staff Positions

Partnering with DePaul's Special Education program has positioned the CTR to meet the needs of CPS schools while reshaping how special education teachers are trained. In four years, the CTR has graduated and placed 50 new special education teachers in CPS schools. Because of the high demand, the CTR and DePaul have collaborated to develop and refine coursework that has increased the efficacy of CTR trained teachers. Now, special education teachers in the AUSL network are able to leverage the learning from DePaul and serve as mentor teachers. When more mentor teachers are developed in high-needs areas, it widens the opportunity for more residents to enter the program and receive a high-quality training experience.

In response to the growing demand for middle school and high school STEM teachers, the CTR has partnered with DePaul to design a middle school and high school teacher preparation program welcoming content-expert career changers into the classroom. Together, the CTR and DePaul are able to remove barriers for new teachers to enter the profession and reduce the teacher shortage.



of the CTR class train in hard-to-staff areas: Special Education, Middle School Math and Middle School Science.

“**I was teaching in a low incidence classroom (students with significant disabilities) ... Chicago Teacher Residency taught me how to teach every student regardless of their challenges. CTR has given me the tools to transform the lives of students through education.**”

– Monique Coleman, CTR Class of 2018; Diverse Learner Teacher at McNair School of Excellence

“**Chicago Teacher Residency mentor teachers are willing to explore all aspects of education to make it easier for the student to understand. [My son] was treated as an individual and not as a case that needed to be handled. He has been able to find himself and become more articulate and comfortable with expressing himself, whereas he was shushed and not really heard in the past. They were focused on his education; they were able to talk to him as a person instead of talking to him as a problem child with a learning disability.**”

– Ms. Pagan, Parent of Student at The Chicago Academy

CULTIVATING TEACHER DIVERSITY

The CTR prioritizes recruiting a teacher workforce that is reflective of CPS students. Understanding that all students benefit from teacher diversity, the CTR is committed to attracting, developing and retaining teachers who are from the very communities it serves. Increasing teacher diversity is an important aspect of improving educational equity for all students — especially for students of color (Center for American Progress, 2017). Recruiting diverse residents begins with partnering alongside a host of community organizations such as AmeriCorps, professional organizations, various in-school and after-school programs and local education institutions to recruit career changers and recent college graduates into the CTR.

- » Since 2003, **the CTR has graduated 1,155 teachers** — making it one of the largest producers of resident teachers in the country. The program is a pioneer in teacher preparation and has served repeatedly as a model for other programs across the country.
- » **Over 80% of the current CTR class identify as teachers of color.***
- » In 2020, **59% of residents identify as first-generation college students.**
- » In 2020, **68% of the incoming class are Chicago residents.**

* Compared to 29% of teachers enrolled in Illinois teacher preparation programs in 2017–18.
https://title2.ed.gov/Public/Report/StateHighlights/StateHighlights.aspx?p=2_01&s=e



While serving as a City Year corps member at Herzl School of Excellence on Chicago’s West Side, Char-Li Ali was approached by an AUSL staff person who encouraged her to apply to the program.

“It all really just lined up for me,” says Char-li. **“City Year was a stepping stone on my path. I was in an AUSL School, I applied, met with recruiters, went through the residency, and now I’m an AUSL teacher.”**

Char-Li notes that there were a lot of factors that went into her having a great residency year. **“My mentor pushed me to be a better teacher and student,”** said Char-li. **“My cohort became my entire family during the residency year, and I still talk to them and my mentor teacher. This was probably the best decision I ever made.”**

– Char-Li Ali, CTR Class of 2020; 4th Grade Literacy and Social Studies Teacher at Gresham School of Excellence



Teaching as a Leadership Profession

The CTR's success is directly linked to the mentor teachers who partner alongside residents for their training year. With mentors at the heart of the resident training process, the CTR believes that teaching is a leadership profession where residents and mentors are equipped with tools to make an impact within their classrooms and beyond.

Last year, 50% of mentors were former residents, reflecting their desire to give back and continue developing as teacher leaders. The CTR recruits and develops mentor teachers who not only model great teaching but also create a supportive and collaborative space where adult learning thrives.

- » **96% of residents believe that their mentor** approaches teaching as a **culturally responsive educator**, displays a **restorative mindset**, **creates a professionally safe place** and **displays emotional intelligence** as a mentor and educator.
- » **98% of residents look forward** to working in an AUSL network school.
- » **96% of residents believe** that they will be **well prepared to start their teaching career** in a CPS school.

“*If you are looking for an opportunity to catapult your teaching and success, AUSL is the right way. You will receive support way beyond the walls of the classroom. Kids deserve a teacher who is not only motivated but also proficiently trained to give them the best experiences based on professional instruction.*”

– Andre Cowling, CTR Class of 2003; Entrepreneur and former AUSL Principal and Executive Director of Regional Programs at New Leaders for New Schools

“*I would recommend the CTR to anyone who is committed to educating Chicago's young people. Teaching is some of the hardest work we can do, and CTR provided the training, support and network to do it well.*”

– Sarah Z. Buhayar, CTR Class of 2003; Director, Foundation Strategy Office at Bill & Melinda Gates Foundation



Transforming Lives Beyond the Classroom

CTR alumni are prepared to make extraordinary contributions to the field of education. From serving as mentors or peer coaches to school administrators or directors of community organizations, alumni continue to advocate for high-quality educational experiences for all students. **Inspired by our alumni's leadership, the Alumni Network was established to celebrate the impacts alumni have made in students' lives.** Additionally, the Alumni Network promotes connection and fellowship in support of **building a professional community of more than 1,000 alumni.**

Implementing Student Feedback to Train Teachers

Students are the CTR's most valuable stakeholders and inform resident training by providing invaluable feedback. The CTR administers the Tripod Survey during the program year, which measures teacher performance across multiple areas and delivers student feedback on teachers. Tripod scores correlate strongly with student achievement, particularly in reading and math. Residents are able to pivot their practice to meet their students' academic and socio-emotional needs.

Over the last five years, students of CTR alumni have performed at or above the national average in math and reading.

- » This performance fits in with the rising scores in Chicago neighborhood elementary schools, which have been making dramatic gains — with **over 50% of 3rd–8th graders making average national growth and over 50% of 8th graders at grade-level projected to attend a Level 1 or 1+ high school.**

- » The impetus of that growth has been that **33% of all AUSL teachers are CTR alumni.** Their ongoing adoption of AUSL's philosophy, curriculum and continuous improvement has helped contribute to the network's results. On average, **over 76% of AUSL schools have been in good standing for the last three years.**

The CTR collaborates intentionally with principals to gain insights into the types of skills and mindsets that school leaders understand to be critical for student achievement.

“**As a principal, I value having strong teachers in my school who understand the need for quality teaching in black and brown communities. Each year, our CTR residents whom we hire to work as first-year teachers amaze me and add tremendous value to our school community. They share the same belief in our mission and vision and always bring new perspectives to our team. This allows us to constantly challenge the status quo, develop better practices and show our students each day what excellence in teaching can do to impact their ability to learn.**”

– Aquabah Gonney, Principal of Lewis School of Excellence

* Source: https://quagliainstitute.org/dmsView/MyVoice_NatReport2013



ACCORDING TO
STUDENT SURVEY
DATA OF RESIDENTS
CONDUCTED IN
THE 2019-20
SCHOOL YEAR:

97%

*of primary students said
their resident teacher
cared about them.*

83%

*of middle school students
said their resident
teacher challenged them
academically.*

*These results compare favorably to a survey
conducted by Pearson Foundation which states:*

51% of students believe their teachers care “about my problems and feelings.”

*55% believe their teachers care about them as an individual.**

“*Considering I was a career changer, I needed something more than a summer or a few weeks of student teaching. The CTR was a program that put time and resources into developing teachers beyond a one-to-two-month practicum or internship. We studied and learned the social-emotional, cognitive and physical impacts day-to-day decisions can have on a child’s development over time. My residency experience was rich and filled with opportunities to refine my practice, and as a result I was able to confidently teach and empower hundreds of students over my 12-year journey.*”

– Mauricia Estes, Class of 2008; Assistant Principal of Carter School of Excellence





Join Our Mission — Looking to the Future

Now more than ever, the work of bringing a high-quality education to students in their own neighborhood is a matter of equity and basic human rights. Students deserve access to schools with caring adults who are equipped and committed to their success.

As our students and families continue to show tremendous resilience, the CTR has been able to respond quickly to the renewed call for educators to close widening gaps in learning, develop the whole child and cultivate culturally responsive learning partnerships. Yet, there is still **more** work to be done.

Our goal is to train 500 teachers who are committed to meeting the diverse needs of our students by 2025.

We cannot do this work alone and **call on you to join us in recruiting, developing and retaining the next generation of teacher leaders whom our students deserve.**

Together, we are transforming teacher training to support the whole child.

The Chicago Teacher Residency is part of the Academy for Urban School Leadership (AUSL). AUSL is a school management organization that works tirelessly to deliver on the promise that all students have access to an excellent education, right in their own neighborhoods. We inspire student achievement with our highly trained and passionate teachers who care for each child's educational, social and emotional needs. Our holistic model ensures our students experience more, with programs that aren't always offered in public schools. Today, we manage 31 Chicago Public Schools serving nearly 16,000 students.

Chicago Teacher Residency Values

We value continuously centering the voice and experience of students, acknowledging and addressing historical and systemic injustice and embracing productive change.



For more information:

Visit us at auslchicago.org

Follow us on    @AUSL