



Saginaw Public Schools Turnaround Principal Profile



Turnaround is defined as dramatic improvement in student and teacher performance in a short amount of time (Chandler & Frank, 2015).

A turnaround principal skillfully demonstrates . . .

- the competence to collect and analyze appropriate data sources to inform decisions to achieve outstanding results in a short amount of time;
- the versatility to be able to anticipate and respond to the changes related to curriculum and instruction at all levels (district, state, national)
- the commitment to allocating higher percentages of funds towards the direct instruction of students and job-embedded, teacher-specific professional development (classroom-based coaching);
- the capacity to rigorously create and sustain a well-orchestrated system of ongoing data collection and analysis to inform a continuously responsive and adaptive system of tiered instruction attentive to students' specific academic needs;
- the talent to skillfully use student and skill specific data to inform the evaluation and pursuit of instructional practices – used both across the school and by individual teachers – that directly benefit student learning;
- the motivation and drive necessary to ensure that instructional-specific conversations are taking place throughout the school through practices intentionally designed to focus conversations and efforts on improving the instruction of every teacher (including the ability to motivate others and positively influence their behaviors);
- the talent to build a professional environment that is one of:
 - *mutual respect
 - *teamwork, including shared leadership and responsibility
 - *accountability;
- the skill to foster collective responsibility by mobilizing structure, strategies, practices, and the use of resources for the ongoing evaluation and improvement of instruction;
- the desire and ability to work in a multicultural, urban setting and develop a rapport with students, staff, parents, and the school community;
- commit to the relentless pursuit of increasing staff and student learning and innovation
- prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change;
- the power to stay visibly focused and self assured despite the barrage of personal and professional attacks common during turnaround;

Chandler & Frank (2015)

Adapted from the Work of Education Resource Strategies (2014), the Institute for Strategic Learning & Leadership (2014), and Public Impact (2008).

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