



Saginaw Public Schools Turnaround Superintendent/Central Office Administrator Profile

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

A turnaround superintendent/Central Office Administrator skillfully demonstrates . . .

- the ability to motivate and influence others and to build a cohesive team
- the ability to create and execute clear, logical plans to install the Blueprint throughout the organization
- the ability to create and nurture an environment that is safe, orderly, and respectful for staff and students
- the power to stay visibly focused and self assured despite the barrage of personal and professional attacks common during turnaround
- the competence to collect and analyze appropriate data sources to inform decisions and the capacity to use the data to inform a system that is responsive and adaptive to tiered instruction.
- the ability to skillfully challenge all aspects of the district's status quo to determine their alignment to turnaround practices
- the ability to prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change.
- the adeptness to ensure a strong connection and communication between district systems, building-level routines, and classroom instructional practices
- the willingness to synergize with others recognizing that others have ideas that are valuable to the organization
- the ability to build a district's professional environment that is one of:
 - mutual respect
 - teamwork, including shared leadership and responsibility
 - accountability;
- the ability to foster collective ownership for greater student achievement that includes all district stakeholders;

Chandler & Frank (2015)

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

- the ability to foster this collective responsibility in all district stakeholders by mobilizing structure, strategies, practices, and the use of resources for the ongoing evaluation and improvement of instruction;
- the motivation and drive necessary to ensure that instructional-specific conversations are taking place throughout the district through practices intentionally designed to focus district conversations and partnering efforts on improving the instruction of every teacher;
- the desire and ability to work in a multicultural, urban setting and develop a rapport with students, staff, parents, and the school community;
- the commitment to allocating higher percentages of district funds towards the direct instruction of students and job-embedded, teacher-specific professional development (classroom-based coaching) aligned to students' needs.
- the versatility to be able to anticipate and respond to the changes related to curriculum and instruction at all levels (district, state, national)

Chandler & Frank (2015)

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