



Saginaw Public Schools Turnaround Teacher Profile

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

A turnaround teacher skillfully demonstrates . . .

- the capacity to align curriculum, instruction and assessments while responding to the individual needs of students;
- the willingness to seek out knowledgeable peers, coaches or administrators for instructional support
- the desire and ability to work in a multi-cultural, urban setting and develop a rapport with students, staff, parents, and the school community.
- prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change;
- commitment to the relentless pursuit of increasing student learning and innovation
- the competence to collect and analyze data from formative and summative assessments to inform instructional decisions ;
- the skill to implement a tiered system of instruction within the classroom and to leverage the intense student support network;
- the strong desire and ability to build meaningful, caring relationships with students in order to exert academic influence
- the ability to help create and thrive in a professional environment that is one of mutual respect, teamwork, and accountability that includes all stakeholders;
- the willingness to actively engage in the PLC process
 - participating in ongoing instructional specific conversations
 - collaboratively create and execute clear, logical instructional plans
 - coordinate instruction within and across grade levels
 - try out new ideas to improve student learning

Chandler, Frank, Brophy, & Mohney (2015)

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