



## Turnaround Principal Profile

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

What does a turnaround principal look like?

### **A turnaround principal skillfully demonstrates...**

- the strong desire to achieve outstanding results in a short amount of time;
- the ability to motivate others and influence their behaviors;
- the competence to collect and analyze appropriate data sources to inform decisions;
- the ability to create and execute clear, logical plans;
- the adeptness to ensure a strong connection between learning goals and classroom activities.
- the power to stay visibly focused and self assured despite the adverse situations common during turnaround;
- the talent to foster collective responsibility and ownership for greater student achievement;
- the skill to foster this collective responsibility by mobilizing structure, strategies, practices, and the use of resources for the ongoing evaluation and improvement of instruction;
- 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;
- the aptitude to sustain an effective system of shared leadership and responsibility throughout the school;
- the talent to develop organized routines, communicate clear expectations, and grow a positive school culture;
- the skill to build a professional environment that is one of mutual respect, teamwork, and accountability; and
- the commitment to allocating higher percentages of funds towards the direct instruction of students and job-embedded, teacher-specific professional development (classroom-based coaching);

### **A turnaround principal has the confidence to lead and possesses the following competencies to...**

- prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change;
- achieve results by taking initiative and aggressively pursuing high-level academic outcomes;
- maintain his/her drive for results by demonstrating persistence, directness, and the ability to monitor and plan ahead;
- exert his/her influence for results; and
- foster analytical thinking, conceptual thinking and problem-solving in others.

Chandler & Frank (2015)

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