



## 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).

What does a turnaround superintendent look like? **A turnaround superintendent 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 to install the *Blueprint* throughout the organization;
- the adeptness to ensure a strong connection between district systems, building-level routines, and classroom instructional practices;
- 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 that includes all district stakeholders;
- the skill 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 capacity to rigorously create and sustain a well-orchestrated district 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 across the district that directly benefit student learning;
- 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 aptitude to sustain an effective system of shared leadership and responsibility throughout the district;
- the talent to build a district's professional environment that is one of mutual respect, teamwork, and accountability; and
- 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.

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

- skillfully challenge all aspects of the district's status quo to determine their alignment to turnaround practices;
- 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).