



Turnaround Teacher 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 teacher look like?

A turnaround teacher skillfully demonstrates . . .

- the strong desire and ability to achieve outstanding student achievement results in a short amount of time;
- the strong desire and ability to build meaningful, caring relationships with students in order to exert academic influence;
- the skill and willingness to leverage the student support network to ensure that students'social, emotional, nutritional and health needs are addressed;
- the ability to motivate students and influence their behaviors;
- the willingness and capacity to hold ongoing instructional-specific conversations designed to focus conversations and efforts on improving student learning;
- the ability to collaboratively create and execute clear, logical instructional plans that produce strong results in student learning;
- the commitment to coordinate instruction within and across grade levels;
- the aptitude to discuss subject specific content instruction and the drive to try out new ideas to improve student learning;
- the capacity to align curriculum, instruction and assessments while responding to the individual needs of students;
- the competence to collect and analyze data to inform instructional decisions;
- the ability and desire to design and utilize formative assessments to modify and adjust instruction on a daily basis;
- the skill to implement a tiered system of instruction within the classroom to meet the needs of all students;
- the ability to help create and thrive in a professional environment that is one of mutual respect, teamwork, and accountability;
- the ability to seek out knowledgeable peers, coaches or administrators for instructional support in the never ending quest to deliver the vision of high quality subject-specific instruction in every class period every day;

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

Chandler, Frank, Brophy, & Mohny (2015)

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

prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change;
achieve results by taking risks and reflecting and acting on lessons learned;
maintain his/her drive for results by demonstrating persistence, directness, and the ability to monitor and plan ahead;
commit to the relentless pursuit of increasing student learning; and
skillfully challenge the status quo.

Chandler, Frank, Brophy, & Mohny (2015)

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