

Southfield Public Schools Blueprint Superintendent/Central Office Administrator Profile

Systemic reconfiguration purposefully disrupts current practice to create a new structure of coherent, aligned district and building systems to ensure success for all students (Chandler & Mohny, 2017).

A **Blueprint Superintendent/Central Office Administrator** skillfully demonstrates the leadership competencies and expertise **needed to support systemic reconfiguration and to effectively respond to the district's commitment** to “dramatic improvement in student, teacher, and leader performance in a short amount of time” (Chandler & Frank, 2015).

Leadership Competency	Expertise Demonstrated in the Role of a <i>Blueprint Superintendent/Central Office Administrator</i>
Achievement	<ol style="list-style-type: none"> 1. the strong desire to achieve outstanding results in a short amount of time; 2. the ability to create and execute clear, logical plans; 3. 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; 4. 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 <u>every</u> teacher; 5. the drive to prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change;
Impact & Influence	<ol style="list-style-type: none"> 6. the ability to motivate others and influence their behaviors; 7. 7. the ability to exert his/her influence for results;
Monitoring & Directiveness	<ol style="list-style-type: none"> 8. the adeptness to ensure a strong connection between district systems, building-level routines, and classroom instructional practices; 9. 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;
Self-Confidence	<ol style="list-style-type: none"> 10. the power to stay visibly focused and self-assured despite the barrage of personal and professional attacks common during rapid systemic reconfiguration; 11. the strength to achieve results by taking risks and thinking outside the box;
Team Leadership	<ol style="list-style-type: none"> 12. the talent to foster collective responsibility and ownership for greater student achievement that includes all district stakeholders; 13. the skill to foster this collective responsibility in all district stakeholders by mobilizing structure, strategies, practices, and the use of resource for the ongoing evaluation and improvement of instruction; 14. the aptitude to sustain an effective system of shared leadership and responsibility throughout the school; 15. the aptitude to sustain an effective system of shared leadership and responsibility throughout the district;
Analytical Thinking	<ol style="list-style-type: none"> 16. the competence to collect and analyze appropriate data sources to inform decisions; 17. the skill to challenge all aspects of the district's status quo to determine their alignment to <i>Blueprint</i> practices;
Conceptual Thinking	<ol style="list-style-type: none"> 18. 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;
Developing Others	<ol style="list-style-type: none"> 19. 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; 20. the talent to build a professional environment that is one of mutual respect, teamwork, and accountability; and 21. the capacity to foster analytical thinking, conceptual thinking and problem-solving in others.
Initiative & Persistence	<ol style="list-style-type: none"> 22. the commitment to allocating higher percentages of funds towards the direct instruction of students and job-embedded, teacher-specific professional development (classroom-based coaching);
Planning Ahead	<ol style="list-style-type: none"> 23. the vigor to maintain his/her drive for results by demonstrating persistence, directness, and the ability to monitor and plan ahead; and 24. the ability to create and execute clear logical plans to install the <i>Blueprint</i> throughout the organization.