

Southfield Public Schools Blueprint Teacher 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* teacher 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</i> Teacher
Achievement	<ol style="list-style-type: none"> 1. the strong desire and ability to achieve outstanding student achievement results in a short amount of time; 2. the skill and willingness to leverage the Intense Student Support Network to ensure that students' social, emotional, health, and nutritional needs are addressed; 3. the ability to collaboratively create and execute clear, logical instructional plans that produce strong results in student learning; 4. 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"> 5. the ability to motivate students and influence their behaviors; 6. the commitment to coordinate instruction within and across grade levels;
Monitoring & Directiveness	<ol style="list-style-type: none"> 7. the adeptness to ensure a strong connection between learning goals and classroom activities;
Self-Confidence	<ol style="list-style-type: none"> 8. the power to commit to the relentless pursuit of increasing student learning; 9. the strength to achieve results by taking risks and reflecting and acting on lessons learned; 10. the vigor to skillfully challenge the status quo;
Team Leadership	<ol style="list-style-type: none"> 11. the willingness and capacity to hold ongoing instructional-specific conversations designed to focus dialogue and efforts on improving student learning;
Analytical Thinking	<ol style="list-style-type: none"> 12. the competence to collect and analyze data to inform instructional decisions; 13. the capacity to align curriculum, instruction, and assessments while responding to the individual needs of each student;
Conceptual Thinking	<ol style="list-style-type: none"> 14. the skill to implement a tiered system of instruction and student support within the classroom to meet the needs of every student;
Developing Others	<ol style="list-style-type: none"> 15. the aptitude to discuss subject-specific content instruction and the drive to try out new ideas to improve student learning; 16. the ability to help create and thrive in a professional environment that is one of mutual respect, teamwork, and accountability; 17. the ability and desire to design and utilize formative assessment to modify and adjust instruction on a daily basis;

Initiative & Persistence	18. 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 to every student; and
Planning Ahead	19. the vigor to maintain his/her drive for results by demonstrating persistence, directness, and the ability to monitor and plan ahead.