

Southfield Public Schools Blueprint Instructional Leader 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 & Mohnney, 2017).

A Blueprint Instructional Leader 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 Instructional Leader</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 <i>every</i> teacher; 5. 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. 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 learning goals and classroom activities;
Self-Confidence	<ol style="list-style-type: none"> 9. the power to stay visibly focused and self-assured despite the barrage of personal and professional attacks common during rapid systemic reconfiguration; 10. the strength to achieve results by taking risks and thinking outside the box;
Team Leadership	<ol style="list-style-type: none"> 11. the talent to foster collective responsibility and ownership for greater student achievement; 12. the aptitude to sustain an effective system of shared leadership and responsibility throughout the school;
Analytical Thinking	<ol style="list-style-type: none"> 13. the competence to collect and analyze appropriate data sources to inform decisions;
Conceptual Thinking	<ol style="list-style-type: none"> 14. 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"> 15. 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; 16. the talent to build a professional environment that is one of mutual respect, teamwork, and accountability; and 17. the capacity to foster analytical thinking, conceptual thinking and problem-solving in others.
Initiative & Persistence	<ol style="list-style-type: none"> 18. the commitment to allocating higher percentages of funds towards the direct instruction of students and job-embedded, teacher-specific professional development (classroom-based coaching); and
Planning Ahead	<ol style="list-style-type: none"> 19. the vigor to maintain his/her drive for results by demonstrating persistence, directness, and the ability to monitor and plan ahead.