



District Coordinator *for*
School Improvement

Core Principles





DCSI Core Principle

Build Capacity

The DCSI will improve and sustain the skills, knowledge, tools and other resources needed to do their job effectively and efficiently.

Action Steps

The DCSI will be able to:

- ☑ identify their leadership style and their current skill set.
- ☑ recognize the importance of coaching through observation and feedback, and goal setting in the role of DCSI.
- ☑ develop a deep understanding of the ESF & EDF including a knowledge of policy and statutes around School Improvement.
- ☑ successfully navigate the political landscape of working with the superintendent, school board, and other district level leaders who may have different goals or agendas.
- ☑ implement a systematic approach for communicating with all stakeholders.

ESF Connection:

Essential Actions 1.1 | 1.2 | 2.2



DCSI Core Principle

Create Network

DCSIs understand the value of others serving in the same role, and endeavors to assist others in their professional growth. Together, DCSIs will assist, guide, problem solve, provide advice, and drive actions to improve schools by sharing resources, ideas and connecting with others.

Action Steps

The DCSI will be able to:

- build connections with like-minded people and create opportunities to share.
- maintain open and honest communication with other DCSIs. DCSIs will be able to share freely about challenges, successes, and potential areas for growth.
- willingly share with other DCSIs to problem solve.
- freely share resources to promote success for all Texas schools.

ESF Connection:

Essential Actions 1.1 | 1.2 | 2.2



DCSI Core Principle

Lead Change

The DCSI will create experiences for principals that reveal new and improved possibilities. They will also lead and coach principals to drive strategies for change. The DCSI will enable principals to harness school improvement systems grounded in the ESF and EDF to drive school improvement and student outcomes.

Action Steps

The DCSI will be able to:

- ✓ use a **systematic approach** for change management.
- ✓ have a deep **understanding of data and research** that supports school improvement and student outcomes.
- ✓ provide a clear **understanding of the supporting resources** to drive change (ESF, EDF, TIL, etc.) and is able to assist in strengthening improvement efforts.
- ✓ lead coaching cycles and **deliver effective feedback** that has a positive impact on student and staff outcomes.

ESF Connection:

Essential Actions 1.1 | 1.2 | 2.2 | 3.2



DCSI Core Principle

Inspire Growth

The DCSI will gain inspiration and momentum to be an agent of change through coaching and feedback, skill building, implementation of support, and attending training provided by TEA and ESCs to better support ESF & EDF implementation efforts. DCSIs will gain confidence and the capacity to take action for substantial change in school improvement.

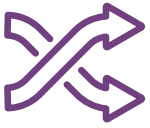
Action Steps

The DCSI will be able to:

- ☑ motivate those they work with to **develop change agent behaviors and attitudes**.
- ☑ maximize their growth by being able to prioritize their time, organize their resources and **prioritize initiatives to find what is most relevant** to the needs of the campus/district.
- ☑ act as a reflective leader who will **seek continued growth** through professional development and self-care.
- ☑ possess a visionary attitude that allows them to **focus on short term and long term** systems and structures that **promote sustained growth** and success. These systems and structures will need to be monitored and adjusted throughout the process.

ESF Connection:

Essential Actions 1.1 | 3.1 | 3.2



DCSI Core Principle

Encourage Transformation

The DCSI is a trailblazer that will facilitate and lead change initiatives by thinking outside of the box and collaborating with principals, superintendents, or other district leaders to create solutions, more equitable learning experiences, and positive change efforts. DCSIs recognize opportunities for school improvement and act as change agents.

Action Steps

The DCSI will be able to:

- ☑ act as a positive force within the district. The DCSI is viewed as **an optimist, who will establish an achievable vision** based on ESF and EDF alignment.
- ☑ constantly **analyze data** to identify campus and district level needs and help to **reform systems and improve outcomes**. The DCSI is in the position to identify how current district level systems affect the campus level systems and how to modify these systems to promote student outcomes.
- ☑ think outside of the box and will be able to recognize and **communicate how the smaller systems and action steps feed into the big picture** of student outcomes.
- ☑ clearly articulate and **communicate the priorities and progress to all stakeholders** to encourage collaboration and growth.

ESF Connection:

Essential Actions 1.1 | 3.1