



FALL 2024 REPORT



DECEMBER 2024

SCOTT M. RUDES, PH.D.
EXECUTIVE DIRECTOR

OUR HISTORY

IN 2020, ECTOR COUNTY ISD ESTABLISHED A BOLD STRATEGIC PLAN. BASED ON ONE OF THE THREE PILLARS OF THIS PLAN, THE TALENT DEVELOPMENT DEPARTMENT WAS BORN.

THE DEPARTMENT WAS FORMED TO HELP ESTABLISH AND SUPPORT MULTIPLE PIPELINES AND OPPORTUNITIES FOR TEACHER AND LEADER GROWTH. THE EARLY WORK INCLUDED CONTINUED IMPLEMENTATION OF OPPORTUNITY CULTURE, SUPPORTING PROFESSIONAL LEARNING, AND COMPLETING THE APPLICATION AND APPROVAL PROCESS FOR ODESSA PATHWAY TO TEACHING.

THE DEPARTMENT CONTINUED TO GROW AND THRIVE OVER THE NEXT FOUR YEARS. THE WORK ACCOMPLISHED BY THESE PIONEERS HAS BEEN RECOGNIZED AT THE STATE AND NATIONAL LEVEL.



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INTRODUCTION

THIS REPORT REPRESENTS A SEMESTER-LONG PROCESS OF INQUIRY FOR THE TALENT DEVELOPMENT DEPARTMENT. BEGINNING WITH INDIVIDUAL MEETINGS ACROSS OUR VARIOUS PROGRAMS, THE PROCESS QUICKLY EXPANDED TO INCLUDE THE INTERIM SUPERINTENDENT, CABINET MEMBERS, “FIRST TEAM EXECUTIVE DIRECTORS”, AND SEVERAL DIRECTORS ACROSS DIVISIONS. CONCURRENTLY, CAMPUS VISITS AND PRINCIPAL INTERVIEWS PROVIDED THE DEPARTMENT WITH CRITICAL, FRONT-LINE FEEDBACK ON THE CHALLENGES FACING TEACHERS AND STUDENTS IN ECTOR COUNTY ISD. THE FOLLOWING CHALLENGES WERE NOTED ACROSS THESE GROUPS:

- **TEACHER RETENTION:** THE DISTRICT FACES HIGH TURNOVER RATES, PARTICULARLY AMONG EARLY-CAREER TEACHERS WITH LESS THAN THREE YEARS OF EXPERIENCE. SUPPORTING AND RETAINING THESE EDUCATORS THROUGH COMPREHENSIVE INDUCTION, MENTORSHIP, AND PERSONALIZED PROFESSIONAL DEVELOPMENT IS CRITICAL.
- **TEACHER PIPELINE DEVELOPMENT:** EFFORTS TO BUILD A SUSTAINABLE TEACHER PIPELINE MUST TARGET RECRUITMENT IN HIGH-NEED AREAS, EXPAND PARTNERSHIPS WITH UNIVERSITIES, AND IMPROVE PATHWAYS SUCH AS TEACHER RESIDENCY AND ALTERNATIVE CERTIFICATION PROGRAMS.
- **PROFESSIONAL DEVELOPMENT AND SUPPORT:** PROVIDING TAILORED PROFESSIONAL DEVELOPMENT ALIGNED WITH DISTRICT GOALS, SPECIFIC CONTENT NEEDS, AND INSTRUCTIONAL PRACTICES IS ESSENTIAL. ADDITIONALLY, EXPANDING MENTORSHIP PROGRAMS AND COACHING SUPPORT FOR NEW TEACHERS WILL STRENGTHEN THEIR READINESS AND CONFIDENCE.
- **LEADERSHIP AND SCHOOL CULTURE:** STABLE AND SUPPORTIVE LEADERSHIP PLAYS A PIVOTAL ROLE IN FOSTERING A POSITIVE SCHOOL ENVIRONMENT. LEADERSHIP DEVELOPMENT FOR PRINCIPALS AND ASSISTANT PRINCIPALS SHOULD BE A PRIORITY TO ENSURE CONSISTENT SCHOOL MANAGEMENT AND TEACHER SUPPORT.
- **SUPPORT FOR NON-TEACHING STAFF:** RECOGNIZING THE CONTRIBUTIONS OF AUXILIARY STAFF SUCH AS CUSTODIANS, CAFETERIA MANAGERS, AND BUS DRIVERS THROUGH TRAINING AND LEADERSHIP DEVELOPMENT PROGRAMS ENSURES A WELL-ROUNDED AND SUPPORTIVE SCHOOL COMMUNITY.
- **DATA-DRIVEN DECISION-MAKING:** USING DATA TO INFORM RECRUITMENT, RETENTION, AND PROFESSIONAL DEVELOPMENT STRATEGIES WILL ALLOW THE DISTRICT TO ADJUST AND REFINE ITS APPROACH, ENSURING THAT ALL EFFORTS ALIGN WITH EVOLVING NEEDS.

THIS REPORT OUTLINES ACTIONABLE STRATEGIES AIMED AT ADDRESSING THESE KEY AREAS, WITH A FOCUS ON LONG-TERM SUSTAINABILITY, INTERDEPARTMENTAL COLLABORATION, AND ENGAGEMENT WITH COMMUNITY STAKEHOLDERS. BY ADDRESSING THESE CHALLENGES WITH A COMPREHENSIVE AND COORDINATED APPROACH, THE TALENT DEVELOPMENT DEPARTMENT CAN ASSIST THE DISTRICT IN BUILDING AND MAINTAINING A STRONG EDUCATIONAL FOUNDATION THAT SUPPORTS TEACHERS, STUDENTS, AND THE BROADER SCHOOL COMMUNITY.



LEADERSHIP

SCOTT RUDES

EXECUTIVE DIRECTOR

Scott M. Rudes, Ph.D. is the Executive Director of Talent Development for Ector County ISD in Odessa, TX. He oversees a wide range of talent pipelines, including the Registered Apprenticeship for Teachers program, an "in-house" Educator Preparation Program, and several teacher and leadership pipelines. Dr. Rudes has previously served as an Executive Director in the Academic Services division of Dallas ISD, as well as campus principal positions in both Dallas ISD and Hillsborough County Public Schools (Tampa, FL). He has held numerous leadership positions at the state and national level, supporting both choice and traditional program expansion to reach students who have been traditionally underserved.



THE TALENT DEVELOPMENT TEAM



2024 – 2025 TALENT DEVELOPMENT TEAM MEMBERS

(LEFT TO RIGHT)

SUSAN HENDRICKS, DIRECTOR OF TALENT DEVELOPMENT

ANGELA JOHNSON, ODESSA PATHWAY TO TEACHING COACH

KELLY STANSELL, DIRECTOR OF TALENT DEVELOPMENT

HEATHER BLAND, ODESSS PATHWAY TO TEACHING COACH

ANGELA ROMANO, DIRECTOR OF TALENT DEVELOPMENT

SCOTT RUDES, EXECUTIVE DIRECTOR OF TALENT DEVELOPMENT

MAYRA LEYVA, OPPORTUNITY CULTURE COACH

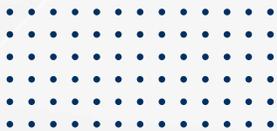
JULIA JUAREZ, ADMINISTRATIVE ASSISTANT

THELMA CORDOVA, EXECUTIVE ADMINISTRATIVE ASSISTANT

B.J. GAMBOA, ODESSA PATHWAY TO TEACHING CERTIFICATION OFFICER

DEBBIE BYNUM, DIRECTOR OF TALENT DEVELOPMENT

STRENGTHS AND STYLES



STRENGTHSFINDER

THE TALENT DEVELOPMENT TEAM BEGAN OUR JOURNEY WITH A DEEP DIVE INTO THE *CLIFTON STRENGTHSFINDER* PROCESS. THIS ASSESSMENT PROVIDED EACH TEAM MEMBER WITH THEIR TOP 5 STRENGTHS, AFFORDING US THE OPPORTUNITY TO UTILIZE OUR STRENGTHS TO COMPLEMENT THE WORK OF THE ENTIRE TEAM.

TOP 5 STRENGTHS PRESENT IN THE GROUP

1. RELATOR (7 OCCURRENCES) – EMPHASIZES BUILDING DEEP RELATIONSHIPS AND WORKING WELL WITH OTHERS.
2. ACHIEVER (4 OCCURRENCES) – DEMONSTRATES DRIVE AND AMBITION, STRIVING FOR SIGNIFICANT ACCOMPLISHMENTS.
3. CONSISTENCY (4 OCCURRENCES) – VALUES FAIRNESS AND ADHERENCE TO STANDARDS.
4. STRATEGIC (4 OCCURRENCES) – EXCELS IN SEEING PATTERNS AND PLANNING FORWARD-THINKING STRATEGIES.
5. LEARNER (3 OCCURRENCES) – DISPLAYS CURIOSITY AND A PASSION FOR CONTINUOUS LEARNING.

STRENGTHS MISSING FROM THE GROUP:

1. ACTIVATOR – INITIATES ACTION AND DRIVES MOMENTUM.
2. ADAPTABILITY – FLEXIBILITY AND READINESS TO ADJUST TO CHANGE.
3. COMMAND – TAKES CHARGE AND INSPIRES CONFIDENCE IN LEADERSHIP.
4. COMMUNICATION – EXPRESSES IDEAS CLEARLY AND CONNECTS WITH OTHERS THROUGH STORYTELLING.
5. EMPATHY – SENSES AND UNDERSTANDS OTHERS' EMOTIONS.
6. FOCUS – PRIORITIZES GOALS AND MAINTAINS DIRECTION.
7. RESTORATIVE – SOLVES PROBLEMS AND RESTORES FUNCTIONALITY.
8. SELF-ASSURANCE – CONFIDENCE IN MAKING DECISIONS INDEPENDENTLY.
9. WOO – EASILY CONNECTS WITH PEOPLE AND BUILDS RELATIONSHIPS QUICKLY.

**THESE INSIGHTS SUGGEST STRENGTHS IN
RELATIONSHIP-BUILDING AND STRATEGIC
THINKING, WHILE INFLUENCING AND
ADAPTABILITY SKILLS COULD BE DEVELOPED
FURTHER.**



SWOT ANALYSIS



WHAT IS A SWOT ANALYSIS?

The Talent Development Team spent the first weeks of the school year engaged in an activity known as a S.W.O.T. analysis. Each team member completed the activity individually, and those results were brought to the larger group for analysis and discussion. The following pages outline the major themes in the areas of Strengths, Weaknesses, Opportunities, and Threats for the Talent Development department.

STRENGTHS

- **Experienced and Diverse Team**: The Talent Development (TD) team consists of highly educated professionals with vast years of experience, both within and outside the district. Their diverse backgrounds and real-world expertise span across various areas of education, enhancing their ability to address different challenges.
- **Commitment and Collaboration**: The team is action-oriented, dedicated, and genuinely cares about improving educational opportunities for ECISD educators and students. They work collaboratively, bringing different perspectives and strengths to the table, and are committed to student success.
- **Strong Leadership and Partnerships**: The TD department has established a strong leadership pipeline and partnerships with external experts, enhancing mentorship, coaching, and professional learning opportunities.
- **Hospitality and Positive Culture**: The team values hospitality, focusing on making people feel welcome, comfortable, and valued, contributing to a positive and supportive working environment.
- **Dependable and Hardworking**: The team is recognized for its dependability, strong work ethic, and a "can-do" attitude, making them effective in executing their responsibilities.



WEAKNESSES

- **Communication Gaps**: There are challenges with communication, leading to breakdowns and information silos within the department. This has resulted in a lack of cohesion and understanding of each individual's responsibilities.
- **High Turnover and Instability**: Frequent turnover in leadership and staff has caused instability, disrupting consistency and long-term planning. The team has struggled to function as a cohesive unit, and there's a lack of a unified vision or common goals.
- **Limited Resources**: The small size of the team relative to the workload and a limited number of staff members can hinder the department's ability to provide personalized support and achieve its objectives.
- **Perception and Identity Issues**: Other departments in the district may not fully understand the scope of work in Talent Development, leading to misconceptions, underappreciation, and the risk of becoming a "dumping ground" for unwanted tasks.





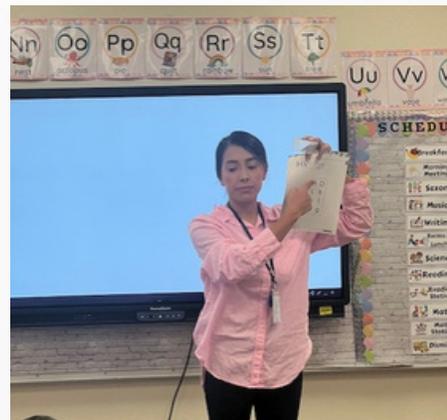
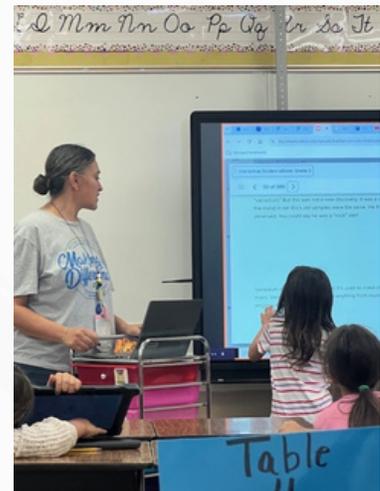
OPPORTUNITIES

- **Leadership and Strategic Reorganization:** The change in leadership presents an opportunity for fresh perspectives and strategic realignment. This can stabilize the department, create a more cohesive team, and align responsibilities with the district's goals.
- **Professional Development Expansion:** There is potential to expand leadership development programs, mentorship, and coaching initiatives, as well as create customizable learning paths that cater to the needs of ECISD staff.
- **Enhanced Collaboration:** By leveraging the diverse skill sets within the team and collaborating more effectively with other departments, the TD department can improve professional learning opportunities and outcomes across the district.
- **Improving Communication and Branding:** Telling the department's story more effectively can help others in the district understand the work TD does, thereby enhancing its reputation and influence.



THREATS

- **Budget Constraints and Resource Limitations:** Financial limitations, including potential budget cuts, threaten the department's ability to maintain or expand its programs, hire additional staff, or provide personalized coaching.
- **Perception and Misalignment:** Misalignment with district goals and negative perceptions from other departments could undermine the TD department's effectiveness and limit collaboration opportunities.
- **Burnout and Instability Risks:** Continued instability due to leadership turnover and overlapping responsibilities may lead to team member burnout, affecting morale and productivity.
- **Job Market Competition:** External factors, such as competition from other industries (e.g., the oil field) and a competitive job market, pose challenges to attracting and retaining talent within the department.



VISION

MISSION

CORE VALUES



BUILDING ON OUR IDENTIFIED STRENGTHS AND THE RESULTS OF OUR DEPARTMENTAL S.W.O.T. ANALYSIS, THE TEAM MOVED FORWARD WITH DEVELOPING A VISION AND MISSION WHICH ENCOMPASS WHO WE ARE AND WHERE WE WANT TO BE. OUR CORE VALUES BUILD UPON THOSE THAT WERE ESTABLISHED WHEN THE DEPARTMENT WAS CREATED IN 2020 –

PLANT, BLOOM, GROW





Empower our diverse staff to develop and evolve their unique talents for the success of all students.

VISION

MISSION

Through collaborative professional learning opportunities, we will strive to equip all staff with the skills to lead and excel.



CORE VALUES

Plant

- **Planting Empowerment:** Foster an environment where individuals nurture their talents and strengths, laying the groundwork for growth.
- **Planting Inclusivity:** Create equitable opportunities for all, promoting respect and belonging.

Grow

- **Growing Through Continuous Learning:** Encourage ongoing personal and professional development, promoting a growth mindset.
- **Growing Accountability:** Foster responsibility and measurable results, ensuring individual contributions to personal and organizational growth.
- **Growing Innovation:** Explore new ideas and opportunities to adapt to an ever-changing environment.

Bloom

- **Blooming Through Collaboration:** Achieve success through teamwork within our team and across departments, overcoming challenges with collective strengths.
- **Blooming Excellence:** Uphold high standards to push everyone toward their fullest potential.





DISCOVERING ECISD



DISTRICT THEMES

DR. RUDES CONDUCTED INTERVIEWS WITH ALL EXECUTIVE DIRECTORS AND CABINET MEMBERS IN ECISD. THE FOLLOWING AREAS WERE NOTED AS AREAS FOR FOCUS WITHIN TALENT DEVELOPMENT:

TEACHER RETENTION: RETAINING TEACHERS, ESPECIALLY THOSE WITH LESS THAN THREE YEARS OF EXPERIENCE, IS A CRITICAL PRIORITY. THE DISTRICT MUST SUPPORT EARLY-CAREER TEACHERS AND PROVIDE ADDITIONAL RESOURCES FOR VETERAN STAFF

TEACHER PIPELINE: STRENGTHENING THE TEACHER PIPELINE IN HIGH-NEED AREAS LIKE BILINGUAL AND SPECIAL EDUCATION IS ESSENTIAL THROUGH IMPROVED RECRUITMENT AND SUBSTITUTE TEACHER SUPPORT

MENTORSHIP AND SUPPORT: ENHANCING MENTORSHIP PROGRAMS FOR FIRST-YEAR TEACHERS AND CREATING STRUCTURED SUPPORT FOR SPECIALIZED ROLES LIKE INTERNATIONAL TEACHERS CAN REDUCE TURNOVER AND IMPROVE JOB SATISFACTION

IMPROVED COMMUNICATION AND COORDINATION: CLEAR COMMUNICATION BETWEEN DEPARTMENTS LIKE TALENT DEVELOPMENT, CURRICULUM & INSTRUCTION (C&I), AND HR IS NEEDED TO ALIGN PROFESSIONAL DEVELOPMENT (PD) EFFORTS WITH DISTRICT PRIORITIES

QUALITY AND TAILORED PD: PD MUST BE CONTENT-SPECIFIC AND SUFFICIENTLY TIMED TO ENSURE MEANINGFUL ENGAGEMENT, PARTICULARLY IN SPED, BILINGUAL EDUCATION, AND CLASSROOM MANAGEMENT

NON-TEACHING STAFF DEVELOPMENT: NON-TEACHING STAFF LIKE CUSTODIANS AND BUS DRIVERS ALSO NEED LEADERSHIP DEVELOPMENT AND TRAINING PROGRAMS TO ENSURE EQUITABLE PROFESSIONAL RESPECT

RETENTION AND FLEXIBILITY: INCREASING RETENTION THROUGH FLEXIBLE TEACHER TRANSFERS AND PERSONALIZED PD FOR VETERAN STAFF IS VITAL

DATA-DRIVEN DECISIONS: REGULARLY COLLECTING AND ANALYZING DATA ON STAFF SATISFACTION, TURNOVER, AND PD EFFECTIVENESS WILL GUIDE IMPROVEMENTS

EXTERNAL PARTNERSHIPS: COLLABORATING WITH UNIVERSITIES, LOCAL BUSINESSES, AND COMMUNITY ORGANIZATIONS IS ESSENTIAL FOR BUILDING A SUSTAINABLE TEACHER PIPELINE AND SUPPORTING WORKFORCE DEVELOPMENT



DISTRICT THEMES

BASED ON CONVERSATIONS WITH DISTRICT LEADERS, THE FOLLOWING CATEGORIES WERE MENTIONED AS IMPORTANT AREAS FOR THE EXECUTIVE DIRECTOR AND DEPARTMENT TO ADDRESS:

MENTORSHIP AND COACHING: ENHANCE MENTORSHIP PROGRAMS FOR NEW TEACHERS AND PRINCIPALS, PROVIDING CONSISTENT SUPPORT THROUGHOUT THEIR FIRST YEARS.

IMPROVED PD STRUCTURE: REFINE PD TO BE MORE TAILORED, FLEXIBLE, AND ROLE-SPECIFIC. COLLABORATE WITH C&I AND OTHER DEPARTMENTS TO ALIGN PD WITH DISTRICT GOALS.

AUXILIARY STAFF TRAINING: EXPAND PD OPPORTUNITIES FOR AUXILIARY STAFF, WITH CLEAR GROWTH AND RECOGNITION PATHWAYS.

STRENGTHEN DATA USE: ADOPT A DATA-DRIVEN APPROACH TO EVALUATE PD EFFECTIVENESS, MONITOR TURNOVER, AND IDENTIFY IMPROVEMENT AREAS.

AFTER REVIEWING THIS FEEDBACK, THE TALENT DEVELOPMENT DEPARTMENT WILL FOCUS ON STRENGTHENING THE TEACHER PIPELINE, ENHANCING SUPPORT FOR ALL STAFF THROUGH TARGETED MENTORSHIP AND PD, AND FOSTERING BETTER COORDINATION ACROSS DEPARTMENTS. A CLEAR EMPHASIS ON DATA-DRIVEN DECISIONS, COMMUNICATION, AND PARTNERSHIPS WILL ENSURE A COHESIVE AND EFFECTIVE TALENT DEVELOPMENT STRATEGY.



CAMPUS VISITS



CAMPUS VISITS

Throughout the first semester, the Talent Development Directors and Team regularly met on campuses and toured classrooms to gain critical understanding of what our teachers, students and administrators are facing each day.

In addition, Dr. Rudes personally met with principals in all 45 schools and toured each campus. These visits and informal interviews provided additional information to inform the direction and goals of the Talent Development Department.



SUMMARY OF CAMPUS KEY THEMES

Teacher Recruitment and Retention:

- Persistent teacher vacancies, especially in SPED, bilingual education, and secondary content.
- Heavy reliance on international teachers and alternative certification pathways.

Leadership and Culture:

- Stable leadership linked to positive school culture and teacher retention.
- Leadership development programs like Holdsworth are strengthening school leadership pipelines.

Diverse Student Populations:

- High student mobility creating learning gaps.
- Critical need for bilingual and SPED support due to language barriers and special education demands.

Programmatic and Instructional Focus:

- Strong focus on literacy and innovative instructional practices (e.g., blended learning, project-based learning).
- Specialized programs like IB, AVID, and dual credit supporting advanced learning opportunities.

External Partnerships and Community Involvement:

- Schools building partnerships with local businesses, churches, and parents for student support.



CAMPUS OBSERVATIONS

Staffing and Vacancies:

- Teacher vacancies and turnover remain challenges, especially in hard-to-fill roles.
- International teachers play a critical role but face certification challenges.
- Expand cultural and community engagement partnerships.
- Address student mental health and behavioral issues through social-emotional learning.

Professional Development and Support:

- Opportunity Culture models provide teacher support through MCLs and RAs.
- Odessa Pathway to Teaching and other training programs need better mentorship and coaching structures.

Teacher Retention and Development:

- Some campuses struggle with high turnover; others build strong communities through leadership development.
- Mentorship for new teachers is essential, especially for alternative certification candidates.

Special Education and Bilingual Education:

- SPED and bilingual staffing shortages persist, requiring targeted recruitment efforts.
- Support for New Teachers
- Better onboarding and mentorship needed for teacher residents and IFs.

RECOMMENDATIONS FOR SUPPORT

Enhanced Training and Coaching

- Targeted OPT training in classroom management and differentiated instruction.
- More resources for PLCs and MCL models.

Teacher Recruitment and Retention

- Offer incentives for hard-to-staff roles.
- Strengthen mentorship for teacher residents and alternative certification candidates.

Building Stronger Leadership

- Expand leadership development programs to enhance school leadership and retention.

Diverse Staffing Needs

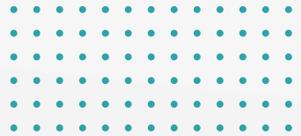
- Increase transparency in international teacher hiring and campus involvement.

Special Education and Support Services

- Prioritize SPED staffing and provide structured support for SPED teachers.



CONCLUSION



SUMMARY



The district's efforts to strengthen teacher retention and build a sustainable teacher pipeline are critical to addressing ongoing challenges in staffing, professional development, and student outcomes. The insights gathered from staff, campus visits, and leadership team interviews point to several key priorities that require immediate and sustained action.

1. Teacher Retention and Support:

- Implement targeted retention strategies, particularly for early-career and specialized teachers.
- Expand mentorship and induction programs with structured coaching for new teachers.
- Offer personalized professional development (PD) for veteran teachers to maintain engagement and career growth.

2. Teacher Pipeline Development:

- Strengthen partnerships with universities and alternative certification programs to create a consistent pipeline of qualified teachers.
- Expand grow-your-own initiatives like teacher residency and para-to-teacher programs.
- Enhance international teacher recruitment and streamline certification processes.

3. Professional Development and Mentorship:

- Refine the PD model by aligning it with district goals and specific teacher needs, especially in special education (SPED), bilingual education, and instructional coaching.
- Increase collaboration across Talent Development, Curriculum & Instruction, and HR to ensure clear communication and avoid overlapping initiatives.

4. Data-Driven Decision-Making:

- Develop a comprehensive system for tracking effectiveness of Opportunity Culture roles, teacher satisfaction, retention, and PD effectiveness.
- Use data insights to adjust recruitment, training, and support strategies continuously.

5. Leadership and Cultural Development:

- Expand leadership development programs for principals and assistant principals.
- Foster a supportive and collaborative school culture through leadership stability and clear communication.

6. Support for Non-Teaching Staff:

- Provide tailored training and career development opportunities for auxiliary staff, recognizing their vital role in the district's success.

DEPARTMENTAL GOALS

BASED ON THE KEY FINDINGS DETERMINED THROUGH INTERVIEWS, CAMPUS VISITS, AND GOAL-SETTING SESSIONS, THE TALENT DEVELOPMENT DEPARTMENT HAS ESTABLISHED THE FOLLOWING GOALS FOR THE 2024-2025 SCHOOL YEAR:

By March 2025, the Talent Development department will establish and share a framework for creating a Personalized Professional Learning (PPL) implementation plan with Division and Executive Leaders.

By May 2025, the Talent Development department will implement a unified communication strategy to streamline processes, standardize messaging, and ensure alignment with district priorities.

By May 2025, the Talent Development department will collaborate with other departments to design and implement a district-wide rollout framework for the LAUNCH induction initiative, defining clear roles, responsibilities, and timelines to support the successful rollout of the program for the 2025-26 school year.

By June 2025, the Talent Development department will develop a playbook that includes systems for each workstream in the areas of roles and responsibilities, resources, accountability, sustainability, and program evaluation.



NEXT STEPS

THE TALENT DEVELOPMENT DEPARTMENT IS PLEASED TO SHARE THIS WORK WITH OUR INTERNAL AND EXTERNAL STAKEHOLDERS. THIS INITIAL REPORT SERVES AS A BLUEPRINT FOR FUTURE DECISIONS AND IS NECESSARY TO FOCUS OUR EFFORTS AS WE LIVE OUT OUR VISION AND MISSION.

AS WE WORK TOWARDS ATTAINING OUR DEPARTMENTAL GOALS, THESE NEXT STEPS WILL ASSIST AND GUIDE US THROUGH OUR PROCESS:

1. **Establish Clear Accountability:** Define roles and responsibilities across departments to ensure implementation of retention, pipeline, and Professional Development initiatives.
2. **Launch a Comprehensive Strategy:** Develop a district-wide playbook outlining processes for teacher recruitment, support, and retention.
3. **Strengthen Communication:** Create regular interdepartmental meetings to align efforts and provide consistent updates to district leadership.
4. **Expand Community Partnerships:** Collaborate with local universities, businesses, and organizations to create career pipelines and offer community-driven support for schools.
5. **Evaluate and Adjust Programs:** Conduct regular evaluations of PD sessions, mentorship programs, and teacher satisfaction surveys to inform continuous improvement.

By focusing on these priorities, the Talent Development department will support a sustainable, supportive, and effective educational environment that fosters teacher success and student achievement. Consistent leadership, intentional collaboration, and data-driven strategies will be essential in transforming these goals into lasting results.

Thank you for your support
of the
ECISD Talent Development Department!



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