



# End-of-Year Report 2024-2025



# Overview

Thank you for taking the time to explore our Talent Development department End-of-Year report. Our team spent this year refining our Vision, Mission, Core Values and Goals to better serve the district and maintain our focus on supporting teachers and leaders. By focusing on professional development and outcomes, we play a vital role in the success of the students in ECISD.

As Executive Director, my work focuses on enhancing instructional leadership and building capacity across campuses. For our Talent Development team, we accomplished the following in the 2024-2025 school year:

- Created new goals for each team member.
- Developed playbooks for every pipeline.
- Strengthened cross-departmental collaboration to align leadership development with district-wide strategic priorities.
- Secured additional funding and resources.

We are proud to support #TeamECISD in our mission to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.



## Scott M. Rudes, Ph.D.

Executive Director

# Our 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, ODESSA PATHWAY TO TEACHING COACH**
- ANGELA ROMANO, DIRECTOR OF TALENT DEVELOPMENT**
- SCOTT RUDES, EXECUTIVE DIRECTOR OF TALENT DEVELOPMENT**
- MAYRA LEYVA, OPPORTUNITY CULTURE COACH**
- DUSTY MUNOZ, ADMINISTRATIVE ASSISTANT**
- THELMA CORDOVA, EXECUTIVE ADMINISTRATIVE ASSISTANT**
- B.J. GAMBOA, ODESSA PATHWAY TO TEACHING  
CERTIFICATION OFFICER**
- DEBBIE BYNUM, DIRECTOR OF TALENT DEVELOPMENT**





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.



# Opportunity Culture

## Highlights of 2024-2025:

- Accountability System developed and implemented
- Opportunity Culture and Multi-Classroom Leader (MCL) Handbook were created
- Differentiated cohorts and training for MCL's and MTRT's (Team Reach Teacher)
- Quarterly Meetings with Principals to analyze coaching cycle data
- Training for all principals by our partner, Public Impact
- Reviewed coaching cycle videos to determine next steps in professional development.

*Opportunity Culture is a strategic staffing model that ensures high-quality master teachers are building capacity by coaching teachers and are teaching our most fragile students.*

## What's Next?

- Training for seasoned MCLs on “Teach Like a Champion” strategies as well as the “Get Better Faster” coaching cycle
- Action Plans from Performance Reviews will be in place
- MCL and MTRT Cohorts A, B, and C will reapply in January of 2026
- Personalized Professional Learning will be delivered by the Opportunity Culture Coach in form of virtual coaching, collaboration, book study, etc.
- Publicly celebrate teams or individuals who demonstrate coaching with fidelity.
- Identify potential MCL's at each campus who can serve as a trainer of trainers for other MCLs.
- Public Impact will train Principals on how to coach and support and hold MCL's accountable.
- Public Impact will train Principals and MCL's on scheduling



# Teacher Residents

## Highlights of 2024-2025:

*Teacher Residents are college students in their last year of classes. Teacher Residents are paid as an employee and part of the Opportunity Culture model serving under an MCL to learn best strategies.*

- Communication between UTPB and ECISD has improved
- Processes have been established to ensure ECISD receives a list of approved Teacher Residents for placement in a timely manner.
- Teacher Resident Handbook created in collaboration with University partners.

## What's Next?

- Expansion of Teacher Resident program beyond Opportunity Culture campuses
- Continue the Teacher Residency program with a focus on long-term sustainability.
- Strategically place Teacher Residents based on certification areas and campus needs to maximize impact.
- Increase awareness among principals about the benefits of hosting a Teacher Resident, including potential talent pipelines and classroom support.
- ECISD and UTPB are collaborating to align on a more efficient and timely placement timeline for Teacher Residents.



# Principal Fellows



*Principal Fellows are teachers who go through a paid for program to obtain their Masters of Educational Leadership in one year. The Fellow shadows a highly effective principal for one school year.*

## Highlights of 2024-2025:

- 5 Principal Fellows successfully completed their campus-based experience and coursework. All have been placed as Administrative Interns for the next school year pending certification exam results
- Principal Fellow Handbook was created.
- A strong, collaborative relationship was built with the UTPB fellows program instructors and aligned recruitment strategies.

## What's Next?

- 10 principal fellows were recruited for the 2025-2026 school year.
- Developing a program for Fellows to understand district operations.



# Leadership Academies

## New Principal Mentors

- Dedicated pairing process and mentoring of our newest principals.

## **What's Next?**

- Developing structured trainings and a handbook for the Principal Mentor program

*Principal Mentors are successful, experienced principals who assigned a first year principal to mentor and support.*

*Assistant Principal (AP) Academy is designed to offer Assistant Principals training and information that will help enhance their current roles as well as build capacity for future principalship.*

## AP Academy:

- Worked alongside Executive Directors of Leadership to determine AP Academy training sessions.
- Collaborated with different departments that offered training to Assistant Principals.
- Created an Attendance tracking and support system

## **What's Next?**

- Structuring monthly informational and training sessions to assist Assistant Principals with coaching teachers.



# Guest Instructors

*Talent Development provides training and support to Guest Instructors. Basic classroom management training is provided during Guest Instructor Orientation. Additionally, Guest Instructors who find themselves struggling in the classroom can reach out for classroom support and coaching.*



## Highlights of 2024-2025:

- The relationship between the Talent Development department and the Human Resources department has been strengthened.
- More than 300 Guest Instructors were trained and employed during the 2024-2025 school year.
- All previously employed Guest Instructors received additional professional development in classroom management.

## What's Next?

- Guest Instructors will receive additional professional development focused on classroom management and student engagement in the Summer of 2025
- Guest Instructors will be asked to complete a feedback survey once or twice during the year. These data will allow us to provide what the Guest Instructors feel they need.



# Teacher Mentors



*The Teacher Mentor Program is designed to help experienced teachers serve as effective mentors to the new teachers, including DOI teachers and Instructional Facilitators. Mentors commit to spend time with their mentees answering questions, providing emotional support, and doing learning walks.*

## Highlights of 2024-2025:

- 2024-2025 saw more mentors completely engage in supporting their mentees.
- Mentors actively engaged in a study of the first five chapters of *The 5 Practices of the Caring Mentor*.
- Mentors reported feeling seen and supported as teachers.

## What's Next?

- Clarification regarding which employees will have a mentor. The options include: newly certified teachers, first year District of Innovation (DOI) teachers, all DOI teachers, Instructional Facilitators (IF), and those on an Intern Certificate.
- 2025-2026 mentors who attended training during 2024-2025 will continue the book study of *"The 5 Practices of the Caring Mentor"*.
- Human Resources and Talent Development will work together to determine correct placement of mentors across eligible teacher groups.



# National Board Certification

Know as the "gold standard" of teacher certification, National Board certification is the most elite of all teacher certifications. ECISD is proud to have 12 National Board Certified teachers.

### Highlights of 2024-2025:

- 21 NB candidates submitted 42 components for scoring.
- 7 teachers became National Board Certified teachers in Dec. 2024.
- 12 teachers were eligible for Teacher Incentive Allotment due to earning NBCT status.

### What's Next?

- Support an additional 12 teachers to become NBCTs in December of 2025.
- Inform current ECISD teachers about the NB program and guide them through the process of obtaining their National Board certification and TEA's reimbursement of component fees after certification.



# Back-to-School Professional Learning Events

## Highlights of 2024–2025

- Accelerated planning following early calendar approval through coordinated logistics and cross-departmental support.
- Advanced Teacher University timeline to promote better preparation, shared ownership, and collaboration.
- Leveraged Google Forms for streamlined proposals and feedback, enhancing session quality and system consistency.
- Integrated past feedback to improve structure, communication, and participant experience across all conferences.



## What's Next?

- Launch November planning to boost coordination, collaboration, and lead time.
- Pilot Eduphoria Conference to streamline registration, attendance, and credit tracking.
- Share event dates and expectations earlier to align with the calendar and support campus planning.
- Form cross-functional subcommittees to distribute tasks and deepen collaboration.
- Enhance communication and follow-up for greater clarity and presenter/participant support.



# Odessa Pathway to Teaching

*Odessa Pathway to Teaching is ECISD's in-district alternative teacher certification program. OPT is currently training it's fourth cohort of teacher candidates.*



## Highlights of 2024-2025:

- Odessa Pathway to Teaching received more applications this year than the previous 3 years. As a result, Cohort D has 17 candidates attending Pre-Service Training.
- More OPT candidates have taken practice tests as part of their test preparation.
- OPT candidates are growing as classroom teachers. Their students are showing growth. Several OPT graduates and candidates received TIA checks

## What's Next?

- Increasing the number of candidates who pass their required TExES exams and complete a minimum of one semester of their required internship during the 2025-2026 school year. This will require additional work on the part of the OPT staff and the OPT candidates.
- The OPT staff will work to provide additional support in test preparation. The goal being that more candidates complete the program and become certified.
- OPT will have a total of 42 candidates and interns during the 2025-2026 school year.
- Recruitment for Cohort E will begin in late September 2025. OPT's goal for Cohort E is to have 20 candidates attend PST and move into the classroom for the 2026-2027 school year.

# LAUNCH - New Teachers

## Highlights of 2024–2025

- Expanded the pilot to a stand-alone, multi-departmental effort.
- Established a LAUNCH New Teacher committee to continue and expand the work.
- Hosted four sessions in the Summer of 2025.
  - Over 150 new teachers attended these sessions
- Aligned the framework with Board Goals 4 & 5 and staff development requirements.

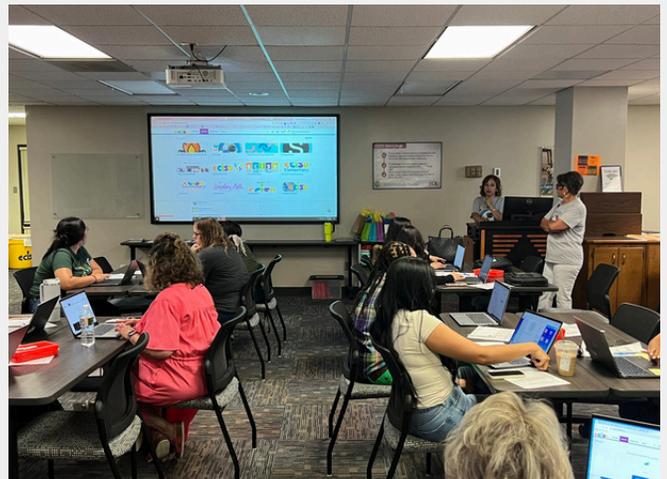
## What's Next?

- Dedicated LAUNCH New Teacher experience for International Teachers.
- Targeted support for new teacher hired after August 1st.
- Additional training/support for District of Innovation teachers (DOI) who require basic classroom management and teaching tools.

### LAUNCH - New Teachers:

*Ector County ISD dedicates itself to empowering novice educators through comprehensive professional learning opportunities during their initial three years of teaching.*

*This commitment reflects a recognition of the crucial role personalized support and ongoing development play in adapting to educational changes and fostering excellence in teaching practices.*



# LAUNCH Expansion

## Highlights of 2024–2025

- Formed a cross-functional design team and held four sessions focused on vision, goals, needs, and framework design.
- Drafted a comprehensive onboarding framework covering induction, mentorship, training, evaluation, and communication.
- Conducted a needs assessment to identify system gaps and onboarding inconsistencies.
- Set a SMART goal to ensure all departments follow a standardized checklist and deliver welcome communications and tech setup before new hires start.
- Aligned the framework with Board Goals 4 & 5 and staff development requirements.

## What's Next?

- Share finalized framework with leaders to set expectations and prep for rollout.
- Pilot onboarding in 2–3 departments in August–September.
- Gather feedback from new hires and supervisors to refine tools and support.
- Partner with HR and Tech to standardize access protocols by mid-September.
- Launch 30-day feedback survey to inform final adjustments.
- Fully implement onboarding framework for all new hires starting October 1.
- Expand role-specific onboarding and mentorship for long-term success.

*The LAUNCH Expansion workstream builds on the previous year's new teacher induction pilot and is currently being developed into a districtwide onboarding framework for all job classifications. The goal is to ensure all new employees experience a consistent, welcoming, and effective start, with aligned supports across departments to improve engagement, retention, and readiness from day one.*





# Registered Teacher Apprenticeship Program

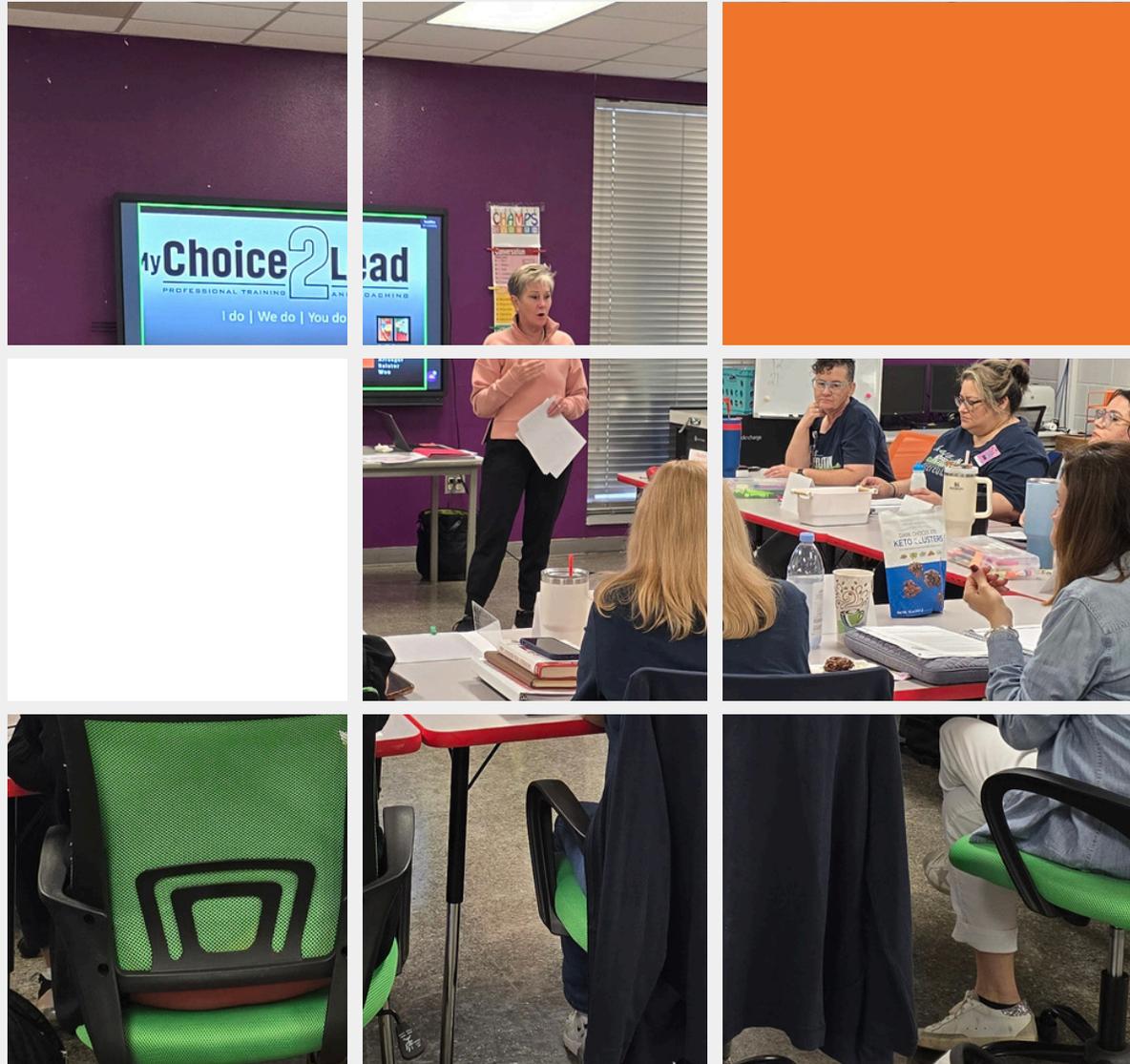
## Highlights of 2024-2025:

- We currently have 48 educational aides in the R-TAP. Five have completed the program and have earned a bachelor's degree.
- Our Future Teachers of Odessa are pre-apprentices; there are four from the class of 2025 who will be working in our schools beginning this fall.

## What's Next?

- Securing funding of tuition and books when needed for apprentices enrolled in the ECISD program.
- Joining a regional collaborative called CREW (Center for Reigniting the Educator Workforce). This collaborative will help provide structures and strategies for building and sustaining a successful apprenticeship program.

*An apprenticeship is a work-based learning program combining practical job training with study for our educational aides and Instructional facilitators. They work alongside experienced staff gaining valuable job-specific skills while earning a bachelor's degree.*



# Thank You

The ECISD Talent Development Department is here to realize its mission of empowering our diverse staff to develop and evolve their unique talents for the success of all students. Please reach out to our department with any questions or requests for support.

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