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Clint ISD
Local Innovation Plan

Approved June 23, 2022 - June 23, 2027

Amended Date – July 25, 2023

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District Site Based Committee Members - 2023

Dr. Juan Martinez	Superintendent
Littlejohn, James	Chair
Parker, Jennifer	Cabinet
Chavez, Rene	Cabinet
Dr. Jessie Cline	Cabinet
Tapia, Michael	Cabinet
Prado, Anthony	Cabinet
Jury, Cynthia	CTW- Campus Rep.
Avalos, Andy	Bilingual Rep.
Clapp, Christopher	HMS- Campus Rep.
Simms, Maria	HHS- Campus Rep
Pineda, Omar	EMMS- Campus Rep.
Garcia, Karen	SPED Rep.
Goranson, Christina	MVE- Campus Rep.
Trejo, Abigail	CECA- Campus Rep.
Holland, Gwendolyne	RSE- Campus Rep.
Dominguez, Alma	Parent
Hernandez, Michelle	CTE Rep.
Hernandez, Mary	GT Rep.
Martinez, Juan	CHS- Campus Rep.
Bustamante, Lorraine	DHE- Campus Rep.
Salazar, Hugo	CJHS- Campus Rep.
Saucedo, Nicholas	REMS- Campus Rep.
Ryan, James	SCE - Rep.
Laura Tullius-Medina	WDS- Campus Rep.
Marquez, Mayra	FME- Campus Rep.
Herrera, Adrian	MVHS- Campus Rep.
Sanchez, Jaime	Clint Area Non-Teaching Rep.
Oliver, Akeia	Montana Area Non-Teaching Rep.
Fuentes, Crystal	District Level Non-Teaching Rep.
Williams, Melissa	Federal Programs Director
Chavarria, Maria	Coordinator Title 1



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Background

In the summer of 2015, the 84th Texas Legislature passed HB 1842, allowing public school districts to become *Districts of Innovation* and to gain exemptions from certain provisions of the Texas Education Code. On February 23, 2017, the Clint ISD Board of Trustees unanimously passed a resolution to develop our original District of Innovation (DOI) Plan. That plan was approved and amended in 2017 and 2020 respectively. Having a District of Innovation Plan ensures the district that our schools are academically successful and providing the best instruction possible for our students was the main reason for pursuing such a designation.

Due to the flexibility of the process, the plan assists the District with meeting our Vision, Mission and Goals through the local control afforded by the state. In February 2022, the District determined that the current plan needed to be renewed and so the District Site Based Committee was provided an overview of the current plan and exemptions. Committee Members met again in April of 2022 to adopt the renewal of the DOI plan.

In June 2023, the committee was asked to convene and review a process to credential our resident teachers while they are completing their state certification process. The committee recommended that Resident Teachers who have completed the program with UTEP and Clint ISD can be certified while they are awaiting their certification.

Mission and Vision of Clint ISD

The mission of the Clint Independent School District is to prepare all students to be successful citizens. The District will work in partnership with the community and the family to create opportunities for the student to maximize personal potential.

Annual Goals

The District will be a model of high standards for student academic excellence.

The District will ensure a safe well-disciplined positive learning environment for all students.

The District will operate efficiently being fiscally responsible.

The District will become the employer of choice in order to seek and retain effective personnel.

The District will include parents, community, and business members in the education of all students.

Innovation Plan Priorities

Superintendent, Dr. Juan I. Martinez's vision is that all Clint ISD schools prepare our students to be successful beyond Clint ISD – college and career ready. The District created the District of Innovation Plan to ensure the Clint ISD can meet its vision and goals in addition to the areas on the state's accountability standards, enhance opportunities for students, and create additional supports for them as well. The plan that follows was developed to support innovation and initiatives that benefit students, staff, parents, and the broader community.

From March of 2017 through July 2020, Clint ISD conducted the required process, as outlined by



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TEA, to adopt and then amend our DOI Plan. With the support of the Board and Superintendent, and the District Committee, the DOI plan has been implemented through June 2022. This amendment will be added to our plan, which will be in place through June 2027.

Under HB 1842, District of Innovation designations and their associated District of Innovation plans are valid for five years. However, the District Committee will continue to meet over the course of that period and recommend suggested modifications to the DOI Plan to be adopted by the Board. Annually, the District Cabinet will review the need for the continued exemptions.

Areas of Innovation

During the Committee's planning sessions, the items that members wished to see reflected in the plan were categorized into the following areas:

- Innovative Curriculum
- Instructional Methods
- Teacher Instructional Supports
- Parental Involvement for support to include areas such as Attendance Recovery

Below is a summary of the goals for each category. A more thorough explanation of the specific components of the plan and the Texas Education Codes that inhibit them are provided in the next section.

Innovative Curriculum

With a diverse population of learners that continues to grow each year, the District seeks to expand its course offerings so that all students can get a head start on the path to the future that they desire, whether that be through dual-credit coursework, work-study programs, fine arts, or an expanded career and technical offerings. The courses are only the beginning; activities for students to showcase their learning will also be expanded. Relationships and learning happen beyond the classroom and the district will create activities for students in which teachers are involved as mentors or sponsors. Connections to students will assist in the daily instructional practices of our teachers. The committee reviewed and made recommendations for attendance recovery options which also serve to help our students instructionally.

For over 5 years, the District has had a 1:1 ratio for student technology devices and teachers are continually being trained in various aspects of using those devices in the classroom to connect to students. Evaluation of the current practices and implementation of programs such as the Google Classroom and online instructional strategies help guide the district's instructional plan. In the four core areas, innovative curriculum will continue to be adopted. The TCLAS grant has allowed the District to pilot the Eureka and Carnegie Math programs. Students will continue to build background knowledge with planned activities such as robotics, Science Stratosphere, Career and Tech virtual learning, and other online resources.

The District continues to look at ways to improve College Readiness and students who are college ready. HB 3 requires that the Board adopt goals for CCMR and Early Math and



Literacy Growth. Clint ISD campuses have several initiatives to ensure our campuses are innovative which include:

Student Achievement, Student Progress and Closing Student Achievement Gaps	Postsecondary Readiness	Fine Arts/21st Learning
Elementary/Middle School In-school Interventions	Computer Science Programs	All students with Chromebooks
Master Scheduling for Student Interventions	College Entrance Exams	Elementary Music Programs
After-School Accelerated Instruction	P-TECH Programs	UIL Events
Clubs (reading, math, homework etc.)	CTE Programs	Family Engagements Nights
Intersessional Calendar - ELT (Extended Learning Time)	College Career Readiness Courses	Beginning of Year Orientation Nights
English Language Development time	Attendance Daily Tracking	CIS outreach program; SEL Programs
SEL Programs	Countdown to Zero	Online Textbooks and resources
Interventions Teachers at all Campuses	Response to Intervention - One-on-one student interventions	Dance Program in All Feeder Patterns
Response to Intervention - One-on-one student interventions	Endorsement Nights	Choir in All Feeder Patterns
Professional Learning Communities - Student data review and planning	Countdown to Zero - Student Graduation Program	District Honor Band/Choir Program
Campus Based Leadership Team (Vertical Alignment)	College Readiness Facilitators	Parental Engagement Program District-wide
Positive Behavior Intervention Support initiatives	SAT Testing for Students	Parental Engagement on a monthly basis
HQIM for Reading and Math – All core content areas	Expanded Dual Credit and onRamps Courses	Gifted and Talented Expose and Showcase
1:1 initiative - Mobile Devices for All Students	TCLAS Grant Learning Opportunities	Orchestra Programs
Targeted Programs for Reading Intervention	Advanced Placement Course Offerings	21 st Century Learning <ul style="list-style-type: none"> • Maker Spaces - Libraries • Robotics – All Levels • I-LEARN Equipment • FrontRow Software • Google Classroom Environment • Online Tools for Teachers • Hotspots/Wi-Fi for students • Broadcasting Programs • Interactive Play Lu systems
Early Childhood screening/ MAP Growth testing	CTE Programs - Health Science Professions	
Walk-throughs and debriefs for teacher growth	CTE Programs - VET Tech/Auto Tech Program	
Teacher Talks	CTE Programs - Electrical Trades	
New Teacher Center Instructional Coaching for Increased Rigor in the Classrooms	CTE Programs – Firefighting/ Cyber Security Program	
Instructional Rounds /Learning Walks	CTE Programs – Culinary Arts	
PLC programs	Communities In Schools - Staff for at risk students	
District Level Instructional Support	Scholarship Programs	



Instructional Methods

The goals in this area are two-fold: offer students increased exposure to and choice in how instruction is delivered, and provide targeted professional development to staff so that they can implement new pedagogy effectively. This will require teachers who are not adopting the innovative methods to attend professional development to ensure they have the pedagogy to embrace the 21st Century Learning Program. Likewise, research shows that students have a higher success rate when they form bonds with their teachers. This being said, under the District of Innovation Plan, all teachers will be asked to sponsor or participate in a mentorship program, facilitate a club, or assist with community events, which will help our students. These areas would be reflected on staff evaluations with the exemptions noted in the plan. The staff evaluations will correlate to the delivery of instruction in the classroom.

Teacher Evaluations and Teacher Incentive Allotment

Clint ISD has an approved application for the Teacher Incentive Allotment (TIA), which was approved in 2021. With this system, Clint ISD has processes in place for teachers to earn additional compensation for teacher performance, student growth, and parent feedback. The previous DOI plan allowed for exemptions to the T-TESS to allow for a waiver system. The TIA process requires that all teachers be evaluated annually for submission to the state. This system ensures that all teachers evaluations are completed annually and any supports that teachers may need are put in place. This program also requires that the staff who earn the designations/compensation be placed at campuses of high need. This program is another innovation in which Clint ISD can place highly qualified teachers in our classrooms.

Academic Calendar for Increased Student Engagement

As the District moves toward a future of innovation and high expectations, parental involvement and investment will be critical. Initiatives which support communication to and from families, increase opportunities for volunteering, and connecting parents to instructional and community resources will be implemented. The addition of activities for students will allow for parents to become more involved as well. The academic calendar and the intersession dates allow the district to offer interventions for all students. The District creates a non-traditional calendar, which still remains within the required 75,600 minutes, but that has a start date which does not align with the law. Furthermore, alternative measures for attendance recovery will require extensive communication and support from parents as an integral part of the procedures the committee created.

Exemptions Sought from the Texas Education Code

As part of the DOI process, staff reviewed the subchapters of the Texas Education Code and determined which codes would inhibit the implementation of the desired components of the plan. The District Committee discussed all of the possible exemptions from the previous plan and reviewed the two exemptions, which were no longer needed. At the June 2022 regular scheduled Board meeting, the Board of Trustees will take action to approve the District of Innovation renewal and the existing exemptions listed.



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First Day of Instruction - §25.0811

The District seeks to have relief from the first day of instruction before the 4th Monday of August. The District will obtain feedback from students, staff and community members before adjusting the first day of instruction to modify the first day of school under §25.0811. The District will start school prior to the fourth Monday in August as prescribed by the process in the appendix.

Benefit

Allowing flexibility for the first day of school will assist the District with creating an intersessional calendar. The District has identified that extra student supports are needed and has schedule three intervention periods, or intersessions, in which extra support can be provided to students.

Professional Development - §21.458

Approximately twenty-five percent of Clint ISD's teachers have no more than five years of experience in the classroom and another twenty-six percent have six or more years' experience. With a diverse population mainly comprised of English Language Learners and Economically Disadvantaged students, the district's educators must be well-equipped to meet the unique needs of each student.

TEC §21.458 establishes several requirements for teacher mentors. An exemption from these requirements would allow for teachers with more than two years of experience to be assigned a mentor that excels in areas that are targeted for improvement or innovation, such as project-based learning. In addition, mentors would be exempt from the qualifications described in Subsection (b), thus increasing the pool of teachers from which the district could draw for these targeted mentoring programs. The District has a district level mentor in place to support the new teachers hired. The process for District mentorship is described in the appendix.

Benefit

District level mentors can ensure that all new teachers are trained with the same level of support. Furthermore, they can ensure that the appropriate content supports are provided. Teacher turn-over has improved with a mentoring/coaching model.

Minimum Attendance for Class Credit or Final Grade - §25.092

If the District is to be able to implement innovative instructional methods such as virtual classrooms, blended learning, and work study opportunities, it will need an exemption from the 90% "seat time" attendance rule as set forth in §25.092. Relief from this Section will also inhibit barriers for students who wish to engage in service learning opportunities in the community. The process for awarding credit is listed in the appendix.



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Benefit

Clint ISD has had a 1:1 device initiative for more than five year. This allows our students to focus on digital learning, creating projects, and working in a technology setting. The District has created Elementary, and Middle/High School alternatives for the 90% attendance rules that can be additional measures, which capitalize on this learning modality. Only these approved measures will be allowed and offered to all students by the appropriate level, which will enable our students to have more options to regain credits. We will have fewer students who have lost credit due to unforeseen reasons or medical issues.

Student/Teacher Ratios and Class Size - §25.112, §25.113

Relief from codes §25.112, and §25.113 will provide extensive opportunities for innovative instructional methods at all grade levels.

TEC §25.112 sets a limit of 22 students per Pre-Kinder through fourth grade classroom. While it's often cited that small class sizes improve academic performance, campuses implementing project-based learning utilize constant small group instruction, which is also a key driver of improved learning outcomes. An exemption from the 22-student limit will allow for more students to access this enriching instructional methodology. Additionally, class sizes can be organized so that student groups who need specialized assistance, such as English Language Learners, can have a reduced student/teacher ratio; remaining classrooms would absorb the other students. Exemption from §25.113 is sought as it pertains to §25.112. The procedures created by the District for class size waivers are described in the appendix.

Benefit

The benefit for the class size waivers would be that students do not need to be moved once a new classroom has be set up due to the hiring of a teacher. Financially, resources could be allocated to other areas. The District Cabinet currently monitors the need for class size waivers and that practice would still ensure that our class ratios remain low to best support our students.

Certification Required - §21.003

Clint ISD may have the need to hire staff members in the Career and Technical Education (CTE) program who do not possess the required state certification. District programs may have the need for flexibility in the certification process to ensure the district has a CTE teacher who has the skill and knowledge of current industry fields. Many times staff members have multiple years' experience and skill, but do not have the college coursework or required TEA certifications. The exemption would allow Clint ISD to create a local process to credential CTE teachers who are in hard to fill positions for specialized industry based programs. The District will continue to seek certified teachers and retain existing teachers with CTE Certifications from TEA.



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Clint ISD would also like to allow that teachers who are part of the UTEP/Clint ISD Residency Program to be locally certified upon completion of the Residency Program and while awaiting final state certification. This will create the opportunity to provide highly trained staff to fill teacher vacancies. This will also allow us to certify teachers in the Clint/UTEP Residency program who are awaiting final certification but may need to be placed in a classroom at the beginning of the year. The procedure to locally credential a CTE teacher and Residency Teacher, in Clint ISD, is listed in the appendix.

Benefit

Clint ISD cannot always find CTE teachers with current industry skills who are fully certified. These individuals often have work based experience, but lack the full state credentials. The District's process would enable students in CTE programs to have focused instruction on current industry skills. Students would benefit by having a locally credentialed teacher, who is knowledgeable in industry standards over having a long term substitute who cannot teach industry skills.

Clint ISD teachers who completed a full year residency program with UTEP and the District or partnering district can be placed in classrooms while teachers are finishing their credentials. Teacher shortages can be avoided through this program.



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Appendix of Procedures for Exemptions



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First Day of Instruction (TEC 25.0811)

Texas Education Code Section 25.0811 prohibits the District from beginning instruction before the fourth Monday in August. Flexibility to begin instruction earlier in the calendar year will enable the District to be more responsive to students by balancing the amount of instructional time in the semesters and each nine weeks. This adjustment will allow teachers to better pace and deliver instruction during the first semester of school. The flexibility will allow students, who are in need of retest opportunities on state testing, additional instructional days prior to the retest opportunity in December. In addition, greater flexibility regarding the calendar will allow for the District to conclude school in May. This will provide summer school teachers and students the opportunity to plan and prepare a more targeted and focused academic setting for students during the month of June. Furthermore, this area will also allow for our learners to pursue college courses, enrichment programs, and summer employment. The adjustment of the calendar will also allow the flexibility in the school calendar to focus on professional learning days that can occur more frequently for teachers and staff. In addition, this will provide a higher level of targeted professional development without impacting teacher contract days.

The Clint ISD administrative team will conduct the following process each year to complete a calendar that will best serve the students, staff and community:

1. When possible align draft calendar with UTEP and EPCC's calendars.
2. Check the testing dates with the Texas Education Agency.
3. When possible, align draft calendar with neighboring districts.
4. Identify holidays and try to align with the neighboring districts and colleges.
5. Consult with principals for feedback.
6. Cabinet reviews and discusses to ensure compliance with teacher contract days at 187 days and student instructional minutes at 75,600.
7. Cabinet decides on the proposed first day of school.
8. Create draft calendars.
9. Present drafts to site based committee for input.
10. Cabinet reviews prior to publication.
12. Draft calendar with the majority vote from the site based committee will be proposed to the school board for final approval.



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Professional Development (TEC §25.451) - Policy: DEAA (LEGAL)

Approximately twenty-five percent of Clint ISD's teachers have no more than five years of experience in the classroom and another twenty-six percent have six or more years' experience. With a diverse population mainly comprised of English Language Learners and Economically Disadvantaged students, the district's educators must be well-equipped to meet the unique needs of each student. Ensuring we can provide options for professional development will help increase our teachers' skill set.

Adopting an innovative curriculum and ensuring that teachers have the calendar, time and resources available to be trained in that curriculum will ensure our students are successful both academically and socially. The innovative curriculum and teaching styles specified in the plan will ensure our students can be prepared as our mission statement describes.

The Clint ISD staff will support our teachers based on their level of experience and content knowledge as described in the chart below:

New Teachers to Profession
1 hr./week min.

Staff:

- New Teacher Mentors
- Assistant Principals
- Curriculum Coaches
- Instructional Coordinators

2nd Year Teachers
1 hr/every two weeks min.

Staff:

- New Teacher Mentors
- Assistant Principals
- Curriculum Coaches
- Instructional Coordinators

Veterans New to District
Change of subject/grade-level
30 min/week, first 6 weeks

Staff:

- Instructional Coordinators
- Assistant Principals

- Times spent supporting teachers can be adjusted at the discretion of the campus administration.
- Teachers new to CISD, regardless of experiences, will follow the New Teacher Academy orientation process.
- Professional development for new teachers to the profession will be provided by new teacher mentors at prescribed, research-based times throughout the year.
- Professional development will be provided to all mentors, (Inst. Coord, Curr. Coaches, APs) to allow them to complete a research based mentor training program that integrates national and state standards.



Minimum Attendance for Class Credit or Final Grade (TEC §25.092)

Except as provided by this section, a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered. The District has created Elementary, and Middle/High School alternatives for the 90% attendance rules that can be additional measures. Only these approved measures will be allowed and offered to all students by the appropriate level.

Clint ISD will conduct the following process each year to award credit through alternative means:

Attendance measures (interventions) for parents and students to assure compliance with 90% attendance state law based on level of school:

Elementary:

- Portfolio (compilation of student work)- campus developed
- After school attendance – 1hr (60 min). Students must bring work to the Afterschool program.
- Cross-Curricular Project – campus developed and approved by the administration
- Saturday School- 8:00 a.m. -11:00 a.m.
- Friday (Homework/Make-up) Club- afterschool release time until 5:00 p.m. No transportation will be provided. Students must bring work to the Friday Club.
- Mentorship CIS/Counselor – Send after 3rd absence (excused or unexcused).

Middle/High School:

- Mentorship CIS/Counselor/SEL Lead – Send after 3rd absence (excused or unexcused)
- Extended Activity (Community Event with academic focus) – campus developed in cooperation with parent and approved by the administration.
- Saturday School- 8:00 a.m. -11:00 a.m.
- Extended Day (Before and After School) - 1 hour (60 minutes). Students must bring work to the Afterschool program.
- Credit Recovery- District approved credit recovery program
- Cross Curricular Project- campus developed and approved by the administration.

Additional Procedures:

- When students get to below 90% attendance they must have an intervention plan.
- Students should not have more than one intervention plan per semester excluding extenuating circumstances.
- Campuses will run weekly attendance reports to assure for 90% attendance
- Campuses will meet with parents regularly about attendance issues
- Campuses will send warning letter for loss of attendance after 3rd absence.
- Campuses will send an Electronic Message at the beginning of the year to alert parents about TEC 25.092.



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Class Size Waivers (TEC §25.111-25.113)

The Texas Education Code does not allow for more students in grades Pre-Kinder through 4th grades than 22 without an approved waiver. Clint ISD has used waivers, in the past, instead of hiring teachers. As one student enrolls in a class, it may put the district over TEC §25.112 causing the financial burden of hiring a teacher. The exemption would not be put in place to increase all teacher class loads, but enable the district to add one or two students without waivers to the state.

The benefit for the class size waivers would be that students do not need to be moved once a new classroom has been set up due to the hiring of a teacher. Financially, resources could be allocated to other areas. **The Clint ISD administrative team will conduct the following process each year to approve class size waivers in order to serve the students, staff and community:**

The District will elect to change the minimum class size, for grades Pre-K to 4, from 22:1 to 24:1.

1. Any requested class size waiver(s), for grades Pre-K through 4, over 22:1 and under 25:1 will be taken to the District's Cabinet for review and approval then,
2. The requested waiver above the 22:1 would be presented to the District Site Based Decision Making Committee for approval, then
3. Once the Cabinet and District Site Based Committee approve waivers, the Board of Trustees will be informed of the additional classes and students.
4. Parents will not be notified of the increased class size unless it is 25:1 or more.
5. The District feels that increasing class sizes by 1 or 2 students was in the best interest of the student, parents, families and the District.
6. The District felt that sending notice to parents, for changes under 25:1 was more confusing than helpful.



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Certification Required (TEC 21.003)

TEC §21.003 (a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

Clint ISD would like to allow that a district created certification process be created for certain Career and Technical Education teachers (CTE) in areas of scarcity. This will create the opportunity to offer CTE programs by staff who have a wide range of industry knowledge and real world experience. This will allow us to certify teachers in CTE through our own process when a teacher is not available.

Clint ISD would also like to allow that teachers who are part of the UTEP/Clint ISD Miner Residency Program to be locally certified upon completion of the Residency Program and while awaiting final state certification. This will create the opportunity to provide highly trained staff to fill teacher vacancies. This will also allow us to certify teachers in the Clint/UTEP Miner Residency program who are awaiting final certification but may need to be placed in a classroom at the beginning of the year.

Career and Technology Teachers:

The Clint ISD administrative team will complete the following steps to offer to certify locally a CTE teacher:

1. The Human Resources Department will post and advertise CTE positions in order to obtain a qualified applicant. The position will be posted at least two weeks or until filled.
2. In the event that a Certified CTE teacher cannot be hired, the Human Resources Department will then revise the job posting to allow for Industry Based criteria. The Principal and CTE Coordinator need to add qualifications and curriculum of what needs to be added for selection criteria.
3. The Cabinet will approve these criteria prior to the posting.
4. The position will be posted again with the revised criteria, for two weeks or until filled.
5. Once an applicant is hired, the candidate will complete the full district training protocol for local credentialing. The candidate will complete the following requirements:
 - a. Possess a minimum of 5 years of work experience within the certification field and that experience must be within the last 10 years.
 - b. The Campus Admin in coordination with the CTE Coordinator will create 5 portfolio requirements.
 - i. The teacher will observe a high performing teacher in CTE within the district each semester and complete a Focused Observation process reflection.
 - ii. The teacher will collect student artifacts every 9 weeks, relating to PBL or student portfolios.
 - iii. The teacher will collaborate with the curriculum coach and administrators to monitor growth in a lesson starting with the Beginning, Middle, and End.
 - iv. The teacher will continue PD on industry standards and continue professional development on industry areas to maintain certifications.
 - v. The teacher will sponsor extra-curricular activities for students to participate in CTE events
 - vi. The teacher will create/revise a pacing guide for their content TEKS.
 - vii. The teacher will establish industry partners to enhance learning in and out of the classroom.
 - viii. The teacher will attend training on differentiated instruction.

- c. The CTE Candidate must complete all New Teacher Mentor trainings while they complete their full Pathway 1 cycle.
- d. The CTE Candidate will meet with their mentor the required number of minutes weekly as per the New Teacher Center Program.
- e. The CTE Candidate will have two 20 Minute Walkthroughs conducted which will be reviewed by administration, one of which must be recorded with the District's online recording system.
- f. The T-TESS process and SLO process must show developing or above of the CTE Candidate and the students.
- g. The CTE Candidate will observe at least one high performing teacher, once each semester.
- h. The CTE Coordinator will meet with the CTE Candidate each 9 weeks to review progress.
- i. The CTE Coordinator in collaboration with the campus administration will review the completed portfolio and make the recommendation by the end of the school year if all credentialing requirements have been met.

UTEP Miner Residency Teachers:

Candidates may have completed the UTEP Miner Residency Program with any partnering district. The Clint ISD administrative team will complete the following steps to offer to certify locally a Resident teacher:

1) POP Cycles (Pre-Conference, Observation, Post-Conference)

- a) UTEP Site Coordinator will conduct 2 required formal observations and 3-4 informal observations during each residency semester:
 - i) First residency semester 2 POP Cycles. End goal: 2.0- Developing
 - ii) Second residency semester 2 POP Cycles. End goal: 3.0- Proficient
- b) Resident must complete:
 - i) Student Achievement Chart
 - ii) Student Assessment Samples
Analysis of video- lesson delivery- with reinforcement and refinement areas identified based on domains in the Miner Assessment Tool.
 - iii) Completed POP Packet with all sections and reflective questions addressed.
 - iv) Scores for each dimension of the Miner Assessment Tool with documented evidence.

2) Walkthroughs

- a) A total of 6-8 walkthroughs during the residency will be conducted by the Site Coordinator.

3) Performance Gates/Final Grade

- a) At the end of each Miner Teacher Residency semester, Residents are assigned Satisfactory or Unsatisfactory.
- b) Satisfactory Requirements:
 - i) All absences made up
 - ii) Residents must have scored at least a 2.0 at the end of residency 1 on each dimension in the Miner Assessment Tool and at least a 3.0 at the end of residency 2.
 - iii) Residents must meet the criteria for all course assignments

4) Residents follow UTEP Residency Model:

- a) Co-Plan and Co-Teach with Mentor Teacher (Monday, Tuesday, Thursday)
- b) Guest Teach on Fridays
- c) Attend UTEP Classes on Wednesdays

5) Residents must meet all graduation requirements

- a) Residents receive diploma