

PASADENA UNIFIED SCHOOL DISTRICT
2022-2023 DEPARTMENT PLAN

Department Name: Curriculum, Instructiona, and Professional development

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Department Purpose

What does the department do?

In alignment with the district's mission, the Pasadena Unified School District's Curriculum, Instruction and Professional Development department is driven by a commitment to prepare our students for college and career opportunities. We support student success by developing and refining curriculum, in conjunction with providing professional growth opportunities to our staff to ensure quality instruction for every child.

Department Services

What is a general list of services that your department provides?

The department serves the broader PUSD by

- *providing Board-approved curriculum for core subjects (general and DLIP)
- *providing instructional support documents, tools, resources, materials and support sufficiency
- *coordinating and facilitate training in priority academic initiatives for all core subjects (includes initial & ongoing)
- *providing capacity building for teachers & leaders as related to academic goals
- *conducting District Wide Professional Days for all certificated & classified employees
- *aligning district assessment and progress monitoring for core subjects
- *articulating and align core curricular, instructional & training needs across academic departments to serve all students (i.e. LADD, Special Education, GATE, DLIP, IB, etc.)
- *maintaining course coherence between schools, ITS and Academics (codes, UC a-g approval, policy compliance, etc.)
- *managing Math Placement policy and procedures (assessment & data)
- *coordinating and implementing specialized support programs including

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Math Academy and Green Living

*coordinating and facilitating the purchasing and distribution of instructional materials

*ensuring Williams' instructional materials compliance

Total Department Budget

What is your department's total budget?

The total department budget is approximately \$3,091,000.00 excluding salaries..

Note:

For the 2022-23 school year the department is managing the Educator Effective Funds grant available to various departments for professional development purposes. This amount is \$633,272. The budget also includes approximately \$83,000 in one-time funding from ELO/ESSRIII. Additionally, the budget for district Instructional Materials is included. The allocation for instructional materials is approximately \$1,748,000.00. Lastly, the department is managing the Gates Effective Implementation Cohort (EIC) grant for supporting strong middle school math instruction with a priority on historically marginalized students. The allocation for EIC is \$368,088.00. The remaining approximate \$250,000.00 is Title II funding used for professional development.

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Prior Year Reflection

This section of the department plan reviews the intent of prior department plans and the successes/challenges encountered while implementing the planned actions. This portion of the plan summarizes key learnings that inform the planning for the current year.

Prior Year Intended Outcomes

What did your department plan set out to achieve during the prior year?

- Provide teacher professional development on Accelerated Learning model as a way to provide students "just in time" supports in lieu of remediateion as a Tier 1 strategy
- Ensure instructional coaches understand tenets of and can support implementaion of Accerlated Learning with teachers
- Provide explicit PD and presentations for all stakeholders to understand the what and why of accelerated learning
- Integration of SEL strategies into professional development as a way to address the affective components of instrucion
- Revise elementary and secondary ELA curriculum to be in alignment the Historically Responsivise Literacy Framework to ensure relevance of content for students
- Support strong middle school math instruction through coaching aligned to standards-based instruction
- Ensure streamlined PD feedback and records.

Prior Year Achievement

Did the department achieve what it had outlined? How do you know?

Due to coninued disruption of teaching and learning as a result of the spandemic, we were able to address and achieve some of the goals set for 2021-212 We were able to provide explicit PD on accelerataed learning to educational partners, including parents, integrate SEL strategies into professional development sessions, begin the revision of the elementary and secondary ELA curriculum and support strong middle school math instruction.

Prior Year Successes, Challenges, and Learnings

What successes, challenges, and learnings should be highlighted from the prior year?

We were able to have strong start to revising the K-12 ELA curriculum to be more responisve to and student-centered. Additionally, we were able to

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support middle math teachers to implement the current adopted math materials with fidelity and continue to streamline PD feedback and records. The challenge we faced was in providing teacher professional development in accelerated Learning. We found that this model could not be successfully separated and presented without including content and context. Teachers found it difficult to understand and implement out of the theory. They needed clearly implemented examples.

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Current Year Priorities

This section of the department plan provides a summary of the identified needs that are prioritized for informing the department plan's actions for the current year.

Data and Information Used for Plan Development

What data did you consider when developing this plan?

iReady reading and math data

Stakeholder Engagement/Input

What stakeholder engagement or information was used to inform this plan?

survey feedback

Key Data Findings/Information for This Plan

Based on data analysis and stakeholder information, what key data findings are considered in the development of this plan?

Providing grade-based PD; providing PD during teacher contractual hours;

Current Plan Priorities

Based on the key data findings, what needs emerged from your Department's root cause analysis, and which of these needs are given priority for this planning cycle?

The need for teachers to have dedicated time for planning after initial PD and the creation of PD cycles

We are prioritizing early literacy development (TK-2), reading intervention strategies for 3rd - 8th grade; and strong middle school math instruction

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Current Year Planned Actions and Metrics

This section of the department plan provides a summary of the planned actions that address the identified priorities based on data analysis and stakeholder input. Metrics associated with monitoring and/or evaluating the effectiveness of the planned actions are summarized in this section.

What action could you take to address the identified needs of your department?

What would you be able to monitor throughout the year (quarterly or more than twice per year) to know that your actions are creating a change?

Theory Of Action

If we... Provide teacher professional development in research-based early literacy strategies, including phonological awareness and phonics as a way to mitigate later reading difficulties

and

Provide instructional coaches and principals professional learning on research-based reading strategies

then... Teachers will be able to confidently implement research-based reading strategies and be able to assess for reading challenges.

and

Coaches and principals will understand the critical components of early reading instruction and be able to support teachers in implementation.

which will... Early Literacy (TK-2)

If we... Provide teacher professional development in research-based intervention strategies for students in grade 3 and above in order to mitigate reading and literacy challenges

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then... Teachers will be able to confidently implement research-based reading strategies and be able to assess for and intervene in student literacy challenges.

which will... Increased literacy (3rd- 12th)

If we... Support strong middle school math instruction through coaching aligned to standards-based instruction

and

Provide instructional coaches professional learning on research-based math strategies

then... Teachers will understand the impact that their teaching and content has on ALL student groups especially those from marginalized communities.

and

Coaches will understand coaching moves, research-based strategies, and high impact leverage points that will help to support teachers in implementation of equitable math instruction for ALL student groups especially those from marginalized communities.

which will... Support equity in instruction

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Priority 1: Early Literacy (TK-2)

[Action 1]

Provide teacher professional development in research-based early literacy strategies, including phonological awareness and phonics as a way to mitigate later reading difficulties

Metrics

- a. Coaching logs
- b. surveys/feedback of teachers
- c. reading assessment data

[Action 2]

Provide instructional coaches and principals professional learning on research-based reading strategies

Metrics

- a. Attendance logs from Getting Reading Right

Priority 2: Increased literacy (3rd- 12th)

[Action 1]

Provide teacher professional development in research-based intervention strategies for students in grade 3 and above in order to mitigate reading and literacy challenges

Metrics

- a. Coaching logs
- b. surveys of teachers and coaches
- c. assessment data

Priority 3: Support equity in instruction

[Action 1]

Support strong middle school math instruction through coaching aligned to standards-based instruction

Metrics

- a. Surveys of teachers, parents and students

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b. coaching logs

[Action 2]

Provide instructional coaches professional learning on research-based math strategies

Metrics

- a. Coaching logs
- b. meeting agendas
- c. goal indicators