

PASADENA UNIFIED SCHOOL DISTRICT
2021- 2022 DEPARTMENT PLAN

Department Name: Curriculum, Instruction & 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 Health, Math Academy, Arts, GATE & Magnet Schools

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*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 1663368.63.

Note:

The actual annual CIPD operating budget is approximately \$223, 003.00. For the 2021-22 school year the department has received one-time funds to assist in providing supplemental instructional supports. This amount is \$840,385.63. Additionally, as of the 2021-22 school year, CIPD has assumed the duties and budget for district Instructional Materials. The allocation for instructional materials is \$600,000.00.

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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?

Ensure teachers know and implement their content standards within the PUSD curriculum.

Ensure teachers know and can implement "Workshop" instructional methodology.

Ensure instructional coaches understand and can conduct student-centered coaching cycles.

Ensure streamlined PD feedback and records.

Ensure site administrators know and can discern best instructional practices in order to provide appropriate teacher support for instruction.

Purchase PD Management System: TeachPoint

Provide training cycles to both Instructional Coaches and Principals on instructional best practices (virtual or in-person)

Revise curriculum for "accelerated learning" to address learning loss and support distance learning

Supply teachers scaffolded tools for virtual learning that support "Workshop" (i.e. Units of Study Virtual Mini-Lessons; digital libraries)

Provide training series for teachers on best instructional practice for setting (distance learning, hybrid, in-person)

Prior Year Achievement

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

Due to the pandemic, we were able to address and achieve some of the goals set for 2020-21. We were able to revise the curriculum for accelerated learning, supply scaffolded tools for virtual instruction, provide a training series for hybrid and distance learning and purchased a PD management system (TeachPoint). Achieving these goals was evidenced by the revised curriculum in the PUSD curriculum folder, the purchase of TeachPoint, the technology and digital tools supplied to teachers (gooseneck cameras; use of Canvas) and the Professional Development Distance Learning Hub that contained recordings of PD and links to session materials.

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Prior Year Successes, Challenges, and Learnings

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

The ability to provide consistent Professional Development in an organized manner allowed staff to opt into sessions that they needed instead of providing a general blanket of PD sessions. The sessions were brief enough (1 hour) to allow staff to absorb the information. In addition, the use of weekly office hours to assist with questions and concerns, manned by the Remote Power Team (RPT) was also successful.

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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?

Teacher and administrator feedback

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?

Environment of virtual learning for teachers; providing shorter timeframes for professional development and the ability for staff to opt into professional development

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?

On-going, on-demand support for teachers and admin lead to customization and differentiation of PD; Teachers needed to be the decision maker in their learning(self directed)

We are prioritizing the integration of SEL as we support understanding and implementation of accelerated learning strategies

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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 on Accelerated Learning model as a way to provide students "just in time" supports in lieu of remediateion as a Tier 1 strategy

and

Ensure instructional coaches understand tenets of and can support implementaion of Accerlated Learning with teachers

and

Provide explicit PD and presentations for all stakeholders to understand the what and why of accelerated learning

then... Students will have more access to grade level content

and

Teachers support students to internalize learning and quickly understand the application of content

and

Teachers will understand the benefits of increasing student self-awareness and positive behaviors

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which will...	Accelerate Learning
If we...	Integration of SEL strategies into professional development as a way to address the affective components of instruction
then...	Teachers will understand the benefits of providing grade-level instruction for ALL students
which will...	Integrate Social Emotional Learning (SEL)
If we...	Revise elementary and secondary ELA curriculum to be in alignment the Historically Responsive Literacy Framework to ensure relevance of content for students and Support strong middle school math instruction through coaching aligned to standards-based instruction and Ensure streamlined PD feedback and records.
then...	Staff will be able to provide timely feedback in a centralized and digital location and Teachers will understand the impact that their teaching and content has on ALL student groups and The members of CIPD will be able to easily search and locate feedback regarding PD and curricular materials so that they may act upon it accordingly

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which will... Support equity in curriculum and instruction

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Priority 1: Accelerate Learning

[Action 1]

Provide teacher professional development on Accelerated Learning model as a way to provide students "just in time" supports in lieu of remediation as a Tier 1 strategy

Metrics

- a. Coaching logs
- b. surveys of teachers and coaches

[Action 2]

Ensure instructional coaches understand tenets of and can support implementation of Accelerated Learning with teachers

Metrics

- a. feedback from Coaches' Weekly
- b. coaching observations

[Action 3]

Provide explicit PD and presentations for all stakeholders to understand the what and why of accelerated learning

Metrics

- a. Number of presentations/PD on accelerated learning
- b. feedback/surveys

Priority 2: Integrate Social Emotional Learning (SEL)

[Action 1]

Integration of SEL strategies into professional development as a way to address the affective components of instruction

Metrics

- a. Feedback/surveys
- b. class observations

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Priority 3: Support equity in curriculum and instruction

[Action 1]

Revise elementary and secondary ELA curriculum to be in alignment the Historically Responsive Literacy Framework to ensure relevance of content for students

Metrics

- a. Project timeline review
- b. feedback from distirct Student Think tank

[Action 2]

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

Metrics

- a. surveys of teachers, parents and students

[Action 3]

Ensure streamlined PD feedback and records.

Metrics

- a. feedback entered into Teach Point PD system
- b.