

**PASADENA UNIFIED SCHOOL DISTRICT  
CIPD DEPARTMENT PLAN  
2020 - 2021 ANNUAL PLAN**

*Fill in the boxes below, feel free to expand to additional page:*

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| <b>DEPARTMENT</b>   | <b>Curriculum, Instruction &amp; Professional Development</b><br>(Academics Division)   |
| <b>DEPARTMENT STATEMENT OF PURPOSE</b><br><br><i>Insert statement describing what your Division does and its purpose</i>  | <b>CIPD: Statement of Purpose</b><br><br>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.   |
| <b>DEPARTMENT THEORY OF ACTION (TOA)</b><br><br><i>Your TOA provides a road map for what needs to happen and what Division needs to do to achieve desired outcome(s) for students. Can be an IF...AND...THEN statement.</i> | <b>CIPD: Theory of Action</b><br><br>IF we invest heavily in the professional development of our educators,<br><br>AND provide relevant, high quality, standards-aligned curriculum,<br><br>AND communicate the purpose and value of student-centered instructional practices,<br><br>AND establish structures for consistent training with guaranteed, job-embedded support throughout the school year,<br><br>AND keep students as the central driver for our instructional decisions,<br><br>THEN <b>principals</b> will be able to establish and protect instructional integrity for <b>teachers</b> who are equipped to design and implement instruction that allows <b>students</b> to thrive academically. |

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| <b>DEPARTMENT ORGANIZATIONAL CHART</b> | <p><b>Administrators</b><br/>Helen Hill - Director<br/>Nadirah Nayo - Coordinator, Curriculum, Instruction &amp; Professional Development</p> <p><b>Curriculum Specialists</b><br/>Jodi Marchesso - TOSA II, STEM Specialist K-12<br/>Carmela Ching - TOSA II, Elementary Literacy &amp; DLIP Specialist<br/>Jose Ortega - TOSA II, Secondary Literacy &amp; DLIP Specialist</p> <p><b>Math Academy Teachers</b><br/>Christopher Anderson - McKinley MS &amp; Prep Program (Jackson, Madison, Washington ESs)<br/>Kyle Chapman - Pasadena HS &amp; Washington MS<br/>Dylan Rupel - Sierra Madre MS<br/>Justin Skycak - Pasadena HS</p> <p><b>Clerical</b><br/>Sherry Joiner - Senior Clerk Typist</p> |
| <b>DEPARTMENT BUDGET</b>               |   |
| <b>DEPARTMENT CONTACT</b>              | Helen Chan Hill   |
| <b>TELEPHONE/E-MAIL</b>                | <a href="mailto:hill.helen@pusd.us">hill.helen@pusd.us</a><br>626-396-3600 x88206   |

- 1. Return to David Rennie By Oct. 5, 2020 2. Add to DLN folder Department Plans 2020 - 2021**

**PASADENA UNIFIED SCHOOL DISTRICT  
DEPARTMENT ANNUAL PLANNING FORM**

*Fill in the boxes below:*

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| <b>DEPARTMENT NAME:</b>                     | <b>Curriculum, Instruction &amp; Professional Development</b><br>(Academics Division)  |
| <b>DEPARTMENT STATEMENT OF PURPOSE (A):</b> | <b>CIPD: Statement of Purpose</b><br>The Pasadena Unified School District's Curriculum, Instruction and Professional Development department is driven by a commitment to |

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|  | <p>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.</p>  |
| <p><b>LIST OF SERVICES</b></p>             | <ul style="list-style-type: none"> <li>● Provide Board-approved curriculum for core subjects (general and DLIP)</li> <li>● Provide instructional support documents, tools, resources, materials and support sufficiency</li> <li>● Coordinate and facilitate training in priority academic initiatives for all core subjects (includes initial &amp; ongoing)</li> <li>● Provide capacity building for teachers &amp; leaders as related to academic goals</li> <li>● Conduct District Wide Professional Days for all certificated &amp; classified employees</li> <li>● Align district assessment and progress monitoring for core subjects</li> <li>● Articulate and align core curricular, instructional &amp; training needs across academic departments to serve all students (i.e. LADD, Special Education, GATE, DLIP, IB, etc.)</li> <li>● Maintain course coherence between schools, ITS and Academics (codes, UC a-g approval, policy compliance, etc.)</li> <li>● Manage Math Placement policy and procedures (assessment &amp; data)</li> <li>● Coordinate and implement specialized support programs including Health, Math Academy, Arts, GATE &amp; Magnet Schools</li> <li>● Transition curriculum, instruction and professional development to meet needs of current setting (i.e. distance learning, hybrid, in-person)</li> </ul> |
| <p><b>DEPARTMENT THEORY OF ACTION:</b></p> | <p style="text-align: center;"><b>CIPD: Theory of Action</b></p> <p>IF we invest heavily in the professional development of our educators,</p> <p>AND provide relevant, high quality, standards-aligned curriculum,</p> <p>AND communicate the purpose and value of student-centered instructional practices,</p> <p>AND establish structures for consistent training with guaranteed, job-embedded support throughout the school year,</p> <p>AND keep students as the central driver for our instructional decisions,</p> <p>THEN <b>principals</b> will be able to establish and protect instructional integrity for <b>teachers</b> who are equipped to design and implement instruction that allows <b>students</b> to thrive academically.</p>   |

The following is a template for Department staff to think about linking together who they serve, desired outcomes, services/strategies/actions they take, and how they know if desired outcomes are being achieved.

| <b>1. Department Goals (Outcomes) 2020-21 (B)</b><br><i>What outcomes do you want to see? For who?</i><br><i>Are they aligned to Strategic, LCAP, other plans?</i> | <b>Metrics (C)</b><br><i>How will you measure impact?</i>  | <b>Targets (D)</b><br><i>Include baseline level, if available</i>                          |
|--|--|--|
| Ensure teachers know and implement their content standards within the PUSD curriculum.   | Access to standards-based PUSD Curriculum<br><br>Access to standards-based, Board adopted instructional materials  | Improved instructional practices among teachers.   |
| Ensure teachers know and can implement "Workshop" instructional methodology.   | Number of teachers participating in Workshop-specific training<br><br>Frequency of small group or individualized interactions in classes via instructional rounds and class observations | Improved instructional practices among teachers.   |
| Ensure instructional coaches understand and can conduct student-centered coaching cycles.  | Number of instructional coaches participating in Coaches Weekly<br><br>Submission of Coaching Cycle logs<br><br>Number of teachers receiving coaching cycles                             | Increased capacity among instructional coaches to do differentiated job-embedded coaching. |
| Ensure streamlined PD feedback and records.  | Percentage of respondents to PD surveys  | Increased alignment between administrator and teacher support for instruction              |
| Ensure site administrators know and can discern best instructional practices in order to provide appropriate teacher support for instruction.                      | Number of site administrators participating in instruction-specific training<br><br>Positive perception of PD in survey results  | Increased alignment between administrator and teacher support for instruction.             |

| <b>2. Department Actions for 2020-21(E)</b><br><i>What will we do in 20-21 to achieve our goals and meet our targets?</i>                   | <i>Will this take additional resources to do in 21-22?</i><br><b>Yes/No</b> |
|---|---|
| Purchase PD Management System: TeachPoint   | Yes   |
| Provide training cycles to both Instructional Coaches and Principals on instructional best practices (virtual or in-person)                 | No  |
| Revise curriculum for “accelerated learning” to address learning loss and support distance learning   | No  |
| Supply teachers scaffolded tools for virtual learning that support “Workshop” (i.e. Units of Study Virtual Mini-Lessons; digital libraries) | Yes   |
| Provide training series for teachers on best instructional practice for setting (distance learning, hybrid, in-person)                      | No  |