PASADENA UNIFIED SCHOOL DISTRICT
2024-2025 DEPARTMENT PLAN

Department Name: Curriculum, Instruction, Professional Development and Ed Tech

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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, Professional Development and Ed Tech 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
- 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 and integrated technology 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 (course codes, UC a-g approval, policy compliance, etc.)
- managing Math Placement policy and procedures (assessment & data)
- coordinating and implementing specialized support programs including

Math Academy and Green Living
- coordinating and facilitating the purchasing, processing, and distribution of instructional materials
- ensuring Williams' instructional materials compliance
- managing help desk tickets for digital academic platforms
- managing the tech application approval process for staff app requests
- Ed Tech integration of digital academic platforms

Total Department Budget

What is your department's total budget?

For the 2024-2025 school year the department budget includes the following:

Title II funds (restricted); Additionally, the budget for district Instructional Materials is included. The allocation for instructional materials is approximately $1,500,000.00. .

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?

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

Prior Year Achievement

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

According to iReady Diagnostic data we have seen improvements in foundational reading skills through intentional implementation teacher PD in the areas of Word Recognition. Additionally, the middle school math project saw gains in math proficiency for all students but especially our focus students (Black, Latine and lower SES), which showed evidence of changes in teacher pedagogy and implementation of the math program

Prior Year Successes, Challenges, and Learnings

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

Challenge: gathering data regarding interventions for students at risk for dyslexia from teachers

Success in Middle School Math: implementation of systems and structures that allowed for a pathway of professional learning for coaches and teachers; challenge includes maintaining the sustainability of these systems and structures

Challenge in data collection: how to support sites in systematizing data collection from the individual teacher level, department level, etc.

Success in prioritizing reading foundations for 23-24 and the transition into language comprehension via an adoption and PD around instructional shifts and HQIM: leveraging PLCs as a structure through which to deliver PD on early literacy;

Challenge: the integration of technology and culturally responsive pedagogy in core-area trainings

Success: Completion of the high school math Fit and Feasibility

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?

We took into account the survey and feedback data from teachers who attended PLCs and other professional learning in addition to caregivers and student experiences.

Stakeholder Engagement/Input

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

• Information was gathered from attendance at several parent group meeting, such as DELAC and AAPC as well as using caregiver feedback through the middle school math project on how their students experienced math at home.
• Principals and coaches analyzed data provided by teachers regarding their experience in professional development they received in PLCs.
• Students provided feedback on their experiences with core instructional programs.
• Teachers provided input on the selection of Board-adopted materials.

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?

• Caregiver feedback indicates a disconnect in how they can support their student
• PLCs: Time is not always used effectively to fulfill PLC goals
• Student responses to core instructional programs: Engagement in new adopted programs feel "just right"
• Teacher input from selection of core instructional programs: The selected programs were vetted through a thorough process

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?

• Caregiver feedback: Need for more sessions to help their students using Board-adopted programs
• PLCs: More effective support for PLC facilitation
• Student responses to core instructional programs: Intentional use of adopted programs to teach grade-level content
• Teacher input from selection of core instructional programs: Sustainable professional learning pathway to implement Board-adopted programs with integrity

• Stronger caregiver engagement
• Building instructional leadership capacity of coaches and site leaders
• Job-embedded support for teachers to implement high quality instructional materials with integrity
• Support for teachers to effectively integrate technology in their instruction
• Student experience centered in integration of culturally relevant pedagogy

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...	Collaborate with Family & Engagement to implement family content nights for caregivers and Provide consistent Student/Family Tech Bytes digital newsletters to inform caregivers of EdTech issues and concerns
then...	Caregivers will understand the purpose of the various content area systems and be able to assist their students and Caregivers will be more informed as to Ed Tech issues and be able to assist their students in continued use of technology
which will...	result in stronger caregiver engagement

If we...	Provision professional development around supporting the implementation of adopted materials in a Tier 1 setting and Provide Coaches Weekly as a professional learning

	space for coaches to strengthen their coaching cycles around lesson internalization and feedback cycles
then...	there will be a common language across the district in the understanding of what strong Tier I instruction looks, sounds and feels like and there will be a common understanding of supporting teachers in lesson internalization and feedback
which will...	help building the instructional leadership capacity of coaches and site leaders

If we...	Situate Tech Leaders to provide support to teachers to understand and use tech tools to positively impact student learning experiences with the content
then...	we will build capacity in teachers to select appropriate tech tools to enhance the curriculum in meaningful ways into all content areas
which will...	Result in support for teachers to effectively integrate technology in their instruction

If we...	Leverage the PLC and other collaborative structures to deliver PD, monitor student progress, using asset based data analysis protocols that target historically marginalized students, and engage in lesson internalization
then...	data analysis will become a norm in the cycle of instruction; teachers will use the data to intentionally support instruction of the focus students
which will...	Result in job-embedded support for teachers to implement high quality instructional materials with integrity

If we...	Conduct classroom walk through observations with intentionality
then...	teachers will receive actionable feedback on the learning ecosystem that supports student learning and be more knowledgeable of their impact on student experiences and be able to adjust their practices accordingly
which will...	Result in student experience centered in the integration of culturally relevant pedagogy

Priority 1: Stronger caregiver engagement

[Action 1]

Collaboration with Family & Engagement to implement family content nights for caregivers

Metrics

a. Quarterly - caregiver attendance at family nights
b. survey/feedback from caregivers

[Action 2]

Student/Family Tech Bytes smore to inform caregivers of EdTech issues and concerns

Metrics

a. Monthly - review analytics of usage

Priority 2: Building instructional leadership capacity of coaches and site leaders

[Action 1]

Provision of professional development around supporting the implementation of adopted materials in a Tier 1 setting

Metrics

a. Quarterly - feedback after each session and results synthesized once a quarter

[Action 2]

Coaches Weekly professional learning for coaches to strengthen their coaching cycles around lesson internalization and feedback cycles

Metrics

a. Quarterly - review coaching logs and reflections

Priority 3: Support for teachers to effectively integrate technology in their instruction

[Action 1]

Tech Leaders provide support to teachers to understand and use tech tools to positively impact student learning experiences with the content

Metrics

a. Attendance at tech leader PLs and monthly logs
   Biannual student survey for learning experiences with tech

Priority 4: Job-embedded support for teachers to implement high quality instructional materials with integrity

[Action 1]

Leverage the PLC and other collaborative structures to deliver PD, monitor student progress, using asset based data analysis protocols that target historically marginalized students, and engage in lesson internalization

Metrics

a. Quarterly - data analysis chat results regarding lesson internalization targeted on the focus student groups

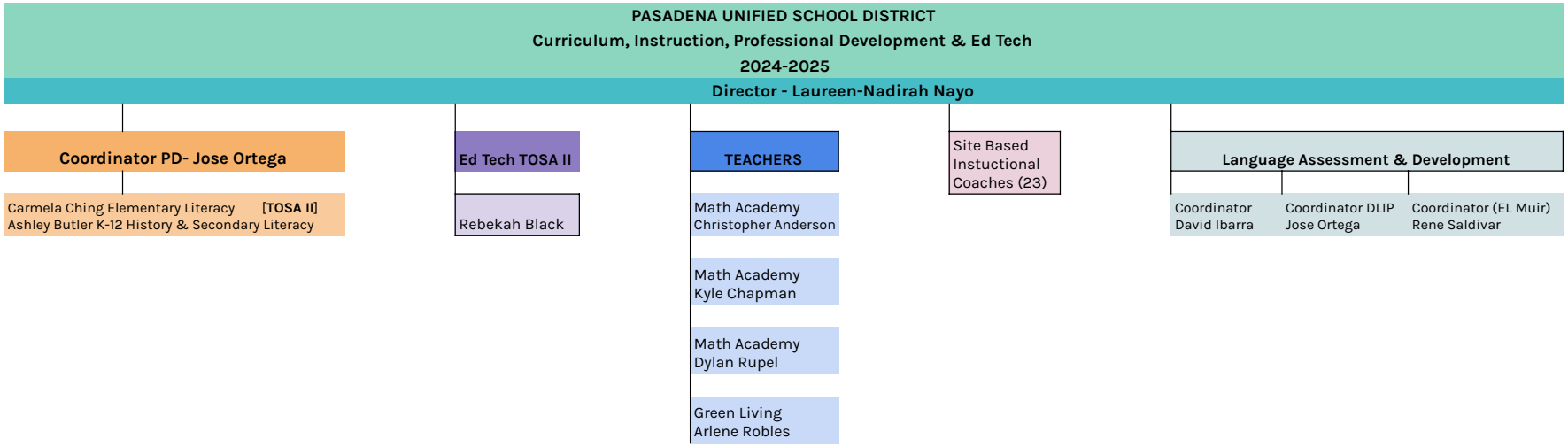
Priority 5: Student experience centered in integration of culturally relevant pedagogy

[Action 1]

Conduct classroom walk through observations

Metrics

a. Quarterly - collected observation data.


PASADENA UNIFIED SCHOOL DISTRICT
Curriculum, Instruction, Professional Development & Ed Tech
2024-2025
Director - Laureen-Nadirah Nayo
Coordinator PD- Jose Ortega
Carmela Ching Elementary Literacy [TOSA II]
Ashley Butler K-12 History & Secondary Literacy
Ed Tech TOSA II
Rebekah Black
TEACHERS
Math Academy
Christopher Anderson
Math Academy
Kyle Chapman
Math Academy
Dylan Rupel
Green Living
Arlene Robles
Site Based
Instuctional
Coaches (23)
Language Assessment & Development
Coordinator
David Ibarra
Coordinator DLIP
Jose Ortega
Coordinator (EL Muir)
Rene Saldivar