

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

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**Department Name:** Educational Technology

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### **Department Purpose**

*What does the department do?*

Provide educational technology resources, training and support to help schools meet their SPSA and LCAP Goals

### **Department Services**

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

Maintain the digital learning environment by:

- Providing and supporting a learning management system
- Supporting a student information system
- Providing and supporting a single sign on platform
- Ensuring CIPA compliance through content filtering and monitoring
- Ensuring CIPA compliance by providing lessons on digital citizenship
- Providing and supporting educational technology resources that support student engagement, literacy, intervention and social emotional development.
- Training all stakeholders in how to leverage ed tech tools for teaching, learning, assessment, social emotional growth, collaboration, home-school communication and progress monitoring
- Researching and sharing innovative instructional practices
- Providing technical support to teachers and school sites
- Fostering stakeholder involvement in tech decisions through the Technology Advisory Committee, Innovator/Tech Leader program, and target surveys.
- Sustaining Tech Equity through the planning and implementation of educational technology deployments including devices, applications, and other tech tools.
- Providing mentorship and support to teachers and students in the development of an innovative school culture

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

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**Total Department Budget**

*What is your department's total budget?*

The total department budget is 534638.69.

Note:

The budget includes the Innovator/Tech Leader program, conference and sub costs and ed tech applications including Canvas, Smore, Hapara, Nearpod, Gaggie, Amplified IT etc.

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

**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 set out to achieve more visibility, provide more support and training, and define a basic classroom tech package.

**Prior Year Achievement**

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

We were able to increase visibility by providing a virtual learning center, ed tech handbook and web presence. We offered 15 different trainings and provided Innovator/Tech Leader support to the sites. We were able to track attendance at trainings through the Teachpoint system. The TAC was able to identify a basic classroom tech package and update the student acceptable use policies.

**Prior Year Successes, Challenges, and Learnings**

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

Our biggest challenge was the lack of available subs due to Covid 19. The lack of subs interfered with our ability to train our Innovator/Tech Leaders, which caused us to take on more tech support. In addition, Covid made visiting the schools a challenge, so we were unable to model best tech practices and measure classroom implementation at the frequency we wanted.

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

**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?*

State and local assessment data, Ed Tech/ITS feedback surveys.

**Stakeholder Engagement/Input**

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

We looked at the goals for the LCAP and the CSI/ATSI Schools, the Academic focus buckets and the Tech Equity Initiative.

**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?*

We are considering the LCAP and CSI/ATSI goals as we look to support our schools in meeting their targets in ELA, Math and discipline.

**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?*

Academics has 3 foci this year, Literacy, MTSS and DEI: anti-racism/equity. Looking at the CSI ATSI plans, the workshop model, MTSS and digital literacy were identified as areas of need. Specifically for our ELL, AA and SPED students.

We are prioritizing the workshop model, MTSS and Digital Literacy, using our significant subgroups as a lens for this work. As we work to support the focus areas, we will be integrating LCAP Goals 1-5.

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

**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 training on how to use and integrate the interactive flat panels as a teaching and learning device to support literacy in all content areas

and

Design and begin implementation of a district wide esports program as a way to connect students who game to the learning environment and promote 21st century college and career readiness skills

and

Increase digital citizenship and literacy by providing teachers with resources and targeted lessons.

**then...** Teachers will use the tools provided by the panel to deliver lessons that are interactive, collaborative and engaging.

and

We will increase opportunities for students to be engaged on campus, get scholarships to college, develop leadership and collaborative skills and improve their academics.

and

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

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**which will...**

We will remain CIPA compliant while increasing the digital literacy and citizenship of our students.

21st Century Learning

**If we...**

Ensure effective systems by continuing to publish Tech Bytes, ITS and EdTech Handbook, and updates to the technology program in the district.

and

Continue hosting a Technology Advisory Committee to give the community an opportunity to set policy, direction and provide feedback on the digital learning environment in PUSD.

and

Provide training on how to use the Canvas LMS as a tool to create a 24/7 classroom and communication tool.

**then...**

We will minimize disruptions to the the learning environment caused by confusion, lack of information, and support. Staff will have the information they need to more effectively use technology tools in their work environment.

and

PUSD stakeholders will continue to have an opportunity to provide input and feedback on the technology practices of the district.

and

We will increase opportunities for students to participate in an asynchronous learning environment

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

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<p><b>which will...</b></p>	<p>when absent from school, allow us to pivot to a remote learning environment more smoothly and increase parent visibility into the learning environment.</p> <p>Effective Systems</p>
<p><b>If we...</b></p> <p><b>then...</b></p> <p><b>which will...</b></p>	<p>Implement a basic classroom technology package that includes a teacher device, interactive flat panel, document camera, printer, and accessories in all classrooms in the district.</p> <p>We will increase tech equity throughout the district by ensuring that all teachers have the digital tools needed to deliver engaging lessons.</p> <p>Equity</p>
<p><b>If we...</b></p>	<p>Provide training on how to use Hapara as a tool to manage the learning environment with intentional focus on the workshop model and providing structures for MTSS.</p> <p>and</p> <p>Provide training on how to use Nearpod as a tool to deliver engaging lessons in all core subject areas and as a way to structure MTSS and the workshop model</p> <p>and</p> <p>Provide training on how to use Paper tutoring as a resource for delivering MTSS support with an intentional focus on literacy and the workshop model.</p> <p>and</p> <p>Collaborate with CIPD to provide coaching, support, training and resources that utilize digital tools to</p>

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

support MTSS and literacy.

**then...** More teachers will use Hapara to manage their digital learning environment, increasing student time on task.

and

More teachers will use Nearpod activities during the workshop model, creating greater differentiation and space for teachers to work with individuals and small groups of students

and

More teachers will take advantage of the services that paper tutoring has to offer and more students will receive individualized instruction

and

Teachers will have a greater understanding of how to use the district's digital tools to provide instructions and support student learning. We will have a more aligned and consistent set of resources for use in all classrooms.

**which will...** Literacy

**If we...** Provide research-based, educational technology resources and training to systemically address the needs of all students including the targeted CSI/ATSI subgroups, ELL, AA, Foster and SPED.

**then...** Teachers will have a greater understanding of how to use the district's digital tools to provide instruction and support student learning with a focus on tools that support significant subgroups

**which will...** MTSS



PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

**If we...** Provide training to parents on how to use Canvas, Aeries Parent Portal, Webex, Google, digital citizenship, literacy, and other identified areas of need.

and

Publish Family Tech Bytes

**then...** Parents will have more opportunities to be engaged in the learning environment and outcomes of their students.

and

Parents and students will have more tools to participate in the PUSD learning environment.

**which will...** Parent Engagement

**If we...** Continue to fund two Academic Technology Coaches who provide tech support, model best practices, provide training and share resources intentional to meeting LCAP goals and the 3 academic buckets.

and

Continue to fund the Tech Leader/Innovator program at the school sites to ensure timely tech support, and modeling of 21st Century teaching and learning practices in the areas of literacy, MTSS and equity.

**then...** The District will have coaching support focused on creating an equitable digital learning environment that supports growth in literacy, MTSS, equity, innovation and digital citizenry.

and

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

**which will...**

Teachers will have a coaching resource available to them on site that can provide more timely tech support and coaching that is specific to educational technology and individual site practices.

Responsive Support

**If we...**

**then...**

**which will...**

Attend educational technology conferences, workshops, webinars, certification programs to increase the ability of the Ed Tech Department including the Director, TOSAs, Tech Leaders and Innovators, to provide support, training, resources, mentoring and modeling of 21st Century learning practices with a focus on equity, MTSS and literacy, including the workshop model..

and

Increase the visibility, sustain and update the virtual learning center so teachers have asynchronous access to a variety of professional development resources that focus on the district's educational technology, literacy and MTSS.

The Ed Tech Department, Tech Leader, Innovators and teachers will have more opportunities to improve their practice with the goal of increasing student's academic and social emotional growth.

and

Teachers will have more professional development resources available to them, which if participated in, should improve classroom instructional practices

Well-Trained and Qualified Teacher

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

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**Priority 1: 21st Century Learning**

[Action 1]

Provide training on how to use and integrate the interactive flat panels as a teaching and learning device to support literacy in all content areas

Metrics

- a. Teachpoint attendance records, feedback system, panel management system, classroom walk throughs

[Action 2]

Design and begin implementation of a district wide esports program as a way to connect students who game to the learning environment and promote 21st century college and career readiness skills

Metrics

- a. Complete Project Scope, Board Agenda/Minutes, player satisfaction survey, analysis of student before and after data in academics, attendance and discipline.

[Action 3]

Increase digital citizenship and literacy by providing teachers with resources and targeted lessons.

Metrics

- a. E-rate compliance documents, Nearpod usage reports

**Priority 2: Effective Systems**

[Action 1]

Ensure effective systems by continuing to publish Tech Bytes, ITS and EdTech Handbook, and updates to the technology program in the district.

Metrics

- a. Smore analytics

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

[Action 2]

Continue hosting a Technology Advisory Committee to give the community an opportunity to set policy, direction and provide feedback on the digital learning environment in PUSD.

Metrics

- a. Sign In documents, evidence of work

[Action 3]

Provide training on how to use the Canvas LMS as a tool to create a 24/7 classroom and communication tool.

Metrics

- a. Teachpoint attendance records, feedback system

**Priority 3: Equity**

[Action 1]

Implement a basic classroom technology package that includes a teacher device, interactive flat panel, document camera, printer, and accessories in all classrooms in the district.

Metrics

- a. Purchase reqs, project scope, Classroom Tech Satisfaction Survey

**Priority 4: Literacy**

[Action 1]

Provide training on how to use Hapara as a tool to manage the learning environment with intentional focus on the workshop model and providing structures for MTSS.

Metrics

- a. Teachpoint attendance records, feedback system

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

[Action 2]

Provide training on how to use Nearpod as a tool to deliver engaging lessons in all core subject areas and as a way to structure MTSS and the workshop model

Metrics

- a. Teachpoint attendance records, feedback system

[Action 3]

Provide training on how to use Paper tutoring as a resource for delivering MTSS support with an intentional focus on literacy and the workshop model.

Metrics

- a. Teachpoint attendance records, feedback system

[Action 4]

Collaborate with CIPD to provide coaching, support, training and resources that utilize digital tools to support MTSS and literacy.

Metrics

- a. Meeting agendas, Smore analytics, Teachpoint attendance records, feedback system

**Priority 5: MTSS**

[Action 1]

Provide research-based, educational technology resources and training to systemically address the needs of all students including the targeted CSI/ATSI subgroups, ELL, AA, Foster and SPED.

Metrics

- a. Staff Tech Bytes, Teachpoint attendance records, feedback system

**Priority 6: Parent Engagement**

[Action 1]

Provide training to parents on how to use Canvas, Aeries Parent Portal, Webex, Google, digital citizenship, literacy, and other identified areas of need.

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

---

Metrics

- a. Sign In sheets, feedback forms, Canvas Classroom

[Action 2]

Publish Family Tech Bytes

Metrics

- a. Smore Analytics

**Priority 7: Responsive Support**

[Action 1]

Continue to fund two Academic Technology Coaches who provide tech support, model best practices, provide training and share resources intentional to meeting LCAP goals and the 3 academic buckets.

Metrics

- a. Fresh Desk support tickets
- b. training feedback, Tech Byte Smore Analytics

[Action 2]

Continue to fund the Tech Leader/Innovator program at the school sites to ensure timely tech support, and modeling of 21st Century teaching and learning practices in the areas of literacy, MTSS and equity.

Metrics

- a. Monthly time sheets
- b. activity logs, Teachpoint logs and feedback.

**Priority 8: Well-Trained and Qualified Teacher**

[Action 1]

Attend educational technology conferences, workshops, webinars, certification programs to increase the ability of the Ed Tech Department including the Director, TOSAs, Tech Leaders and Innovators, to provide support, training, resources, mentoring and modeling of 21st Century learning practices with a focus on equity, MTSS and literacy, including the workshop model..

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

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Metrics

- a. Conference green sheets, Teachpoint attendance records, feedback system

[Action 2]

Increase the visibility, sustain and update the virtual learning center so teachers have asynchronous access to a variety of professional development resources that focus on the district's educational technology, literacy and MTSS.

Metrics

- a. Canvas analytics, Feedback, Teachpoint