Professional Development Manual
2020-2021

Dr. Sharonica Hardin-Bartley, Superintendent of Schools
Dr. Ian Buchanan, Asst. Superintendent of Curriculum & Instruction
Elizabeth Gardner, Director of Instruction

Board of Education
President Kristine Hendrix, Vice President Lisa Brenner, Secretary Matt Bellows
Directors: LaVerne Ford-Williams, George Lenard, Joanne Soudah, Traci Moore
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Our Mission:
Transform the life of every student every day.

Our Vision:
Where All Students Graduate College and Career Ready

We Value:
1. Engaging in Open Communication with Our Stakeholders.
2. Being Accountable for Student Learning and Achievement.
3. Demonstrating Integrity by Operating with High Ethical Standards.
4. Promoting Collaboration that Leads to Innovation.

Our Strategic Priorities:
1. Rigorous, relevant, modern learning experiences
   We will make learning reimagined a reality for all students: an education that engages them as human beings, tailors learning to their individual needs, and presents relevant, real-world problems to solve—with clear connections to their future education and work.
2. Well-being and joy
   Our students — and our staff — are whole people who require an environment of safety, love and support to thrive. They will find that in our schools.
3. Excellent staff
   We will recruit, develop and retain excellent teachers, principals and specialists ready to commit to our shared vision of academic excellence through learning reimagined.
4. All hands
   Our plan is ambitious. It will happen only with the support and partnership both inside and outside the hallways of University City schools. We need the University City community and the greater community to help us succeed.
5. Resources
   Our schools must have the resources to put this plan into action. Our budget is a statement of our priorities. As a school system, we commit to finding the resources we need and to make sure our budget and operations reflect and support our priorities.
PROFESSIONAL DEVELOPMENT MISSION STATEMENT MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Supporting teachers in their continual efforts to improve instruction so that each student may achieve at higher levels in the public schools is the mission of professional development. School board members, administrators, and teachers are encouraged to keep this mission clearly in mind when making decisions pertaining to district-level and building-level professional development. Final decisions regarding professional development should support the primary goal of improving instruction to improve learning. This mission has ongoing implications for sustained training in effective classroom practices, authentic instruction, instructional leadership, technology and assessment.

SCHOOL DISTRICT OF UNIVERSITY CITY PROFESSIONAL DEVELOPMENT MISSION STATEMENT

The professional development program is planned in collaboration with the schools and district Professional Development Committees and the Office of Curriculum & Instruction. The program is designed to provide a systematic process to meet the needs of all staff in the District so that each student may achieve at higher levels. We are committed to providing high quality, high yield, on-going professional development opportunities for all certified staff that helps staff to create an exciting teaching and learning environment for all students, in alignment with the vision of Learning Reimagined. Through a New Teacher Institute, a mentoring program, and on-going curricular instruction, meaningful pre-service and in-service training for all new instructional staff is provided. In accordance with the District Strategic Plan, the Professional Development Committee and the Office of Curriculum & Instruction will foster a school culture that continuously seeks to improve the skills of all employees.

2020-2021 Professional Development Manual

As required by the Missouri Guidelines for Professional Development, The School District of University City presents the District Professional Development Plan to the Board of Education annually for approval.

This Professional Development Manual contains District and building level professional development plans, a description of the District and Building Professional Development Committee’s (PDC) roles and responsibilities, along with the necessary professional development forms that are required for approval.

The District Professional Development Manual is formed after receiving input and plans from District and building level administrators, teachers and staff. Annually, data is analyzed at the District level and at the individual school buildings. This analysis is used along with building based data, to determine the focus for individual school buildings’ professional development plans. Building PDCs and Building Leadership Teams (BLTs) collaborate around the data and make decisions about what professional development will help them attain their building goals, leading to the creation of their building professional development plan.
District level administrators plan professional development opportunities aligned to the District priorities in an effort to support teachers in attaining District-wide implementation that will yield positive changes in student achievement.

After each professional development session, a survey is distributed to all staff for their input regarding the quality of the sessions. The District PDC Representatives, Curriculum and Instruction, and building instructional leaders review the survey data and make decisions about the best way to communicate the results and make changes to future professional development based on the survey results after each session.

The manual can be used as needed throughout the school year to make decisions about professional development opportunities, to gather information about the process for conference attendance or to find out about the process for making a change to an existing professional development plan.

**Role of the District Professional Development Committee (PDC)**

Each building has a teacher elected District PDC Representative. As required by the Missouri Guidelines for Professional Development, the District PDC creates and follows guidelines for approving professional development opportunities District-wide. This includes communicating at the District level the processes being used at the building level, creating approval forms, setting guidelines for expending funds, overseeing the District PDC budget and communicating with the building principal.

The District PDC must maintain a high level of integrity, equity, fiscal responsibility and knowledge of the District Strategic Plan goals at the District level and their Building School Strategic Plan in order to work towards continuous school improvement through quality professional development.

The District PDC articulates each building’s need for professional development and ensures that the processes at the building level are being followed to engage all teachers in the professional development planning process. It is their duty to communicate with all building staff to garner their input and share the decisions that are being made on their behalf during District PDC sessions.

**Role of the Building Professional Development Committee (PDC)**

Each building has a teacher selected Building PDC. As required by the Missouri Guidelines for Professional Development, the Building PDC creates and follows a process for approving professional development opportunities at their specific building. The Building PDC must maintain a high level of integrity, equity, fiscal responsibility and knowledge of the school improvement goals at the building level when approving or disapproving of a teacher’s request to access Building PDC funds.

The Building PDC serves as the building’s voice that articulates all the teachers’ needs for professional development. It is their duty to communicate with all building staff to garner their input and share the decisions that are being made on their behalf during the professional development planning sessions.
2020-2021 District PDC Meetings

3:30-4:30 pm (during Distance Learning)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/22/20</td>
<td>Open Budget, PD Manual/Board Update, Kick-Up Plan</td>
</tr>
<tr>
<td>10/13/20</td>
<td>PD Manual Board Review, Kick Up Data Report</td>
</tr>
<tr>
<td>11/3/20</td>
<td>Kick Up Data Report and Learning Walks</td>
</tr>
<tr>
<td>12/1/20</td>
<td>Kick Up Data Report and January Planning</td>
</tr>
<tr>
<td>1/12/21</td>
<td>Kick Up Data Report, 2020-2021 PD Planning, Summer Institute Planning, PDC Nomination Sent</td>
</tr>
<tr>
<td>2/9/21</td>
<td>Instructional Walk Practice, Teacher of the Year, PDC Elections Sent</td>
</tr>
<tr>
<td>3/9/21</td>
<td>Quarter 3 PD Feedback Report, PDC Election Results, Close Budget, Summer Institute Board Presentation 3/18/21, PDC Recognitions</td>
</tr>
<tr>
<td>4/12/21</td>
<td>Summer Institute Budget, 2020-2021 PD Planning Cont., PDC Recognitions</td>
</tr>
<tr>
<td>5/11/21</td>
<td>Quarter 4 PD Feedback Report, PD Update Board Presentation July 2021</td>
</tr>
</tbody>
</table>

Monthly Topics:
- Mentoring New Teachers
- Budget and Conference Check
- PD Day Feedback Summary and Action
- Learning Walk Summary and Action
District Professional Development Committee Nomination Form

(Google Form will be sent to school staff on February 16, 2021 and will be due by February 26, 2021)

_____ is nominated as a member of the School District of University City Professional Development Committee from _____ School for a three-year term.

(The middle and high school should elect two representatives.)

Qualifications:

☐ Regular participation in building and district professional development activities

☐ Minimum of three years teaching experience with at least two years of experience in the School District of University City

☐ Member of the Building Professional Development Committee

_______________________________
Nominated Teacher’s Signature Required

Nominees will be informed on March 1, 2021.
They will accept or decline the nomination by March 5, 2021.
District Professional Development Committee Election Form
(Google Form will be sent to school staff on March 9, 2021 and will be due by March 19, 2021)

PDC Election Cycle

The following 3-year election cycle schedule will be as follows:

Election February 2021 for 2021-2022 through 2023-2024: FP, BW and LLC

PDC Ballot for: __________________________________________________________

________________________________________  _________Term
(School Name)                            (Fill in years of term)

Directions: Place a check mark next to the name of the staff member who you wish to represent you as
PDC District Representative from your school for the next three years. The teachers named below meet
the qualifications on the District Professional Development Committee Nomination Form and have
agreed to serve on the District PDC if elected.

☐ Teacher Name____

☐ Teacher Name____

☐ Teacher Name____

Election Results will be announced during PDC on March 9, 2021 and then
shared with the respective school.
Professional Development Budget

The School District of University City continues to allocate 1% of the total operating budget to professional development for teachers. The 1% allocation is in addition to the contractual days of professional development.

The District PDC annually approves the District PDC budget which includes the Building PDC Budgets. The District PDC budget is responsible for needs of District professional development days indicated in the building professional development plans, new teacher induction, mentor stipends and building allocations. The building allocations are determined by the number of staff members who have access to the budget.

<table>
<thead>
<tr>
<th>PDC Distribution</th>
<th>Percentage of Budget</th>
<th>PDC Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building PD</td>
<td>6.70%</td>
<td>2,000</td>
</tr>
<tr>
<td>New Teacher PD</td>
<td>8.30%</td>
<td>1,000</td>
</tr>
<tr>
<td>PDC Stipend</td>
<td>6.70%</td>
<td>4,000</td>
</tr>
<tr>
<td>Mentor Stipend</td>
<td>25.00%</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Building PDC Allocation</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>$28,163.59</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>$45,163.59</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schools</th>
<th>Number of Teachers</th>
<th>Percentage of Teachers</th>
<th>PDC Building Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCHS</td>
<td>57</td>
<td>24.57%</td>
<td>$6,919.50</td>
</tr>
<tr>
<td>LLC</td>
<td>8</td>
<td>3.45%</td>
<td>$971.16</td>
</tr>
<tr>
<td>BW</td>
<td>50</td>
<td>21.55%</td>
<td>$6,069.74</td>
</tr>
<tr>
<td>BCJ</td>
<td>29</td>
<td>12.50%</td>
<td>$3,520.45</td>
</tr>
<tr>
<td>FP</td>
<td>25</td>
<td>10.78%</td>
<td>$3,034.87</td>
</tr>
<tr>
<td>JP</td>
<td>28</td>
<td>12.07%</td>
<td>$3,399.05</td>
</tr>
<tr>
<td>PER</td>
<td>24</td>
<td>10.34%</td>
<td>$2,913.47</td>
</tr>
<tr>
<td>JG</td>
<td>11</td>
<td>4.74%</td>
<td>$1,335.34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>232</strong></td>
<td><strong>100.00%</strong></td>
<td><strong>$28,163.59</strong></td>
</tr>
</tbody>
</table>
District PDC Approval Process

Step 1: Teachers complete the Conference Request form and submits it to the building District PDC representative.

<table>
<thead>
<tr>
<th>Julia Goldstein</th>
<th>Barbara C. Jordan</th>
<th>Flynn Park</th>
<th>Jackson Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Lauren O'Donnell</td>
<td>● Nancy Luebbers</td>
<td>● Shari Nelson-Faulkner</td>
<td>● Heather Erwine</td>
</tr>
<tr>
<td>(District Rep)</td>
<td>(District Rep &amp; District Chairperson)</td>
<td>(District Rep)</td>
<td>(District Rep)</td>
</tr>
<tr>
<td>● Colleen Davidson</td>
<td>● Victoria Stevens</td>
<td>● Clint Christensen</td>
<td>● LeDominique Rhodes</td>
</tr>
<tr>
<td>● Christopher Buschling</td>
<td></td>
<td>● Rosalind Hollins-Lewis</td>
<td></td>
</tr>
<tr>
<td>● Corrie Hamilton</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pershing</td>
<td>Brittany Woods</td>
<td>University City High School</td>
<td>Liebermann Learning Center</td>
</tr>
<tr>
<td>● Jaquin McBride</td>
<td>● Jenna Mueller</td>
<td>● Kym Green</td>
<td>● Dan Holden</td>
</tr>
<tr>
<td>(District Rep)</td>
<td>(District Rep)</td>
<td>(District Rep)</td>
<td>(District Rep)</td>
</tr>
<tr>
<td>● Marlise Jones</td>
<td>● Rubina McCadney</td>
<td>● Sherry Wibben</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Kelly Werthmuller</td>
<td>● Matthew Tuths</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Craig Morris</td>
<td>● Kristen Vosevich</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>● Marnie Claunch</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Lauren Edison</td>
<td></td>
</tr>
</tbody>
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Step 2: The Building PDC approves requests that follow the guidelines set by district and building PDC, and if funds are available.

Step 3: If approved, forms are submitted to the building Principal for approval. The signed Conference Request form is then sent to Elizabeth Gardner in Curriculum and Instruction.

Step 4: Curriculum and Instruction will finalize the approval process and send an email along with a copy of the approved Conference Request form and the Post PD Survey https://www.jotform.com/202404748790155.

Step 5: The teacher completes the PD Survey https://www.jotform.com/202404748790155 within 15 days of attending the workshop/conference/event. If reimbursement is needed, the teacher will also complete the Conference Reimbursement form and submit to Finance within 15 days of attending the workshop/conference/event.
# Conference Request

**CERTIFICATED STAFF – REQUEST FOR TRAVEL AND/OR ATTENDANCE AT A CONFERENCE**

*(Please return this form to your PDC Building representative at least 6 weeks prior to the conference. PDC Representatives, submit to Curriculum & Instruction Office at least 30 days before conference.)*

<table>
<thead>
<tr>
<th>From:</th>
<th>Building/Dept:</th>
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## SECTION A: APPROVAL

<table>
<thead>
<tr>
<th>Via: Total Funding $</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PDC Rep:</td>
<td>☐ Approve ☐ Disapprove</td>
<td>Signature: Date:</td>
</tr>
<tr>
<td>2. Principal or Department Supervisor</td>
<td>☐ Approve ☐ Disapprove</td>
<td>Signature: Date:</td>
</tr>
<tr>
<td>3. Curriculum &amp; Instruction Administrator</td>
<td>☐ Approve ☐ Disapprove</td>
<td>Signature: Date:</td>
</tr>
</tbody>
</table>

*(Must be approved by 1 & 2 above)*

Total Funding $____

Name of Conference: ____

Sponsor: ____

Location: ____

Date of Conference: ____

Departure Time/Date: ____

Return Time/Date: ____

Please attach a copy of the conference brochure and a completed registration form.

Attendee's Signature: ____

Date: ____

## SECTION B: REASON FOR PARTICIPATION

**Connection to the Strategic Plan:** (check one and explain)

☐ Rigorous, relevant, modern learning experiences ☐ Well being and joy ☐ Excellent Staff

☐ All Hands ☐ Resources

Explain:

**Reason for workshop:** (check one and explain)

☐ Meets the needs of my individual Professional Growth Plan

Explain:

OR

☐ Is a request from ☐ principal/supervisor, ☐ administrative evaluator ☐ central office

☐ Other: Explain

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SECTION C: TRANSFER TO PRACTICE
Conference Report and proof of participation (agenda or handouts) must be submitted to PDC rep within 30 days of the workshop/event

Plan for sharing learning: (check one and explain)
☐ Building Level (choose one):
   ☐ Dept. ☐ Faculty ☐ Grade Level ☐ C&I
Date:
☐ District Level and Date:
☐ Special Interest Group:
Date:

☐ Board of Education Presentation (must submit agenda item to C&I)
Date:

☐ Other:
Date:

Plan for implementing learning: (answer both questions)
Describe your plans for implementing your learning and measuring its impact of student achievement:

What measurement tool will you use to know if your implementation is working?:

SECTION D: FUNDING
Please estimate the total cost of the trip. (See guidelines on the last page.)

$____ Transportation (____ miles @ .57.5¢ or other mode of transport) (Only trips 50+ miles outside St. Louis area)
*Including luggage fees

$____ Lodging (Only for trips 100+ miles outside St. Louis area)

$____ Per day allowance (____ days @$75 max.) ALL ORIGINAL RECEIPTS REQUIRED (Outside St. Louis area only)

$____ Member registration fee. Registration deadline date ______
   ☐ I want the District to prepay, and I have attached the completed registration form.
   ☐ I will prepay UPON APPROVAL and will request reimbursement.

$____ Substitute needed (____ days @ $102.27)

$____ Amount requested to be paid by the District Note: Reimbursement will not exceed Total Funding approved.

Charge conference to (Choose from drop-down menu) Funding Approved

Please check and complete if appropriate:
   ☐ I will ☐ I will not be getting travel expenses from the sponsoring organization.
   ☐ I request an advance of $____ (See reverse for guidelines.)

Registration fee payable to: _____
   _____
   _____

Route to:
☐ PDC Representative
☐ Building Principal/Supervisor
☐ Curriculum & Instruction
☐ Finance
I. **Criteria for Approval of Requests for Travel**
   
   **A.** Preference will be given to applicants who;
   
   1. Explain how their request relates directly to District goals and CSIP.
   2. Have important District-wide or building responsibilities in the areas addressed by the conference.
   3. State clearly how the District will benefit, how they will benefit, how students will benefit, and how they will disseminate the information.
   4. Have been asked to be on the program or who hold an office in the professional organization.
   5. Have demonstrated ability to communicate previous learning to other staff members and to utilize new ideas in the classroom.
   6. Have not been financed for conference attendance in recent years or the current year.
   7. **Requests must be submitted in sufficient time (at least 30 days) to have Board approval in advance of the date of the conference.**

   **B.** Other considerations include:
   
   1. The cost of the conference to the District.
   2. The amount remaining in the travel account.
   3. The number of requests from the same building, level, or subject area.
   4. The cost of bringing a consultant to the District on the same topic.

   **C.** Special consideration is given to employees who volunteer to pay all or part of their expenses.

II. **Guidelines for Reimbursement**
   
   **A.** **Transportation** (whichever is less)
   
   1. .575 per mile for the driver only
      
      - Set mileage for: Jefferson City, MO (270 miles, round-trip) - $155.25; Columbia, MO (240 miles, round-trip) - $138.00; Osage Beach/Lake of the Ozarks, MO (360 miles round-trip) - $207.00; Kansas City, MO/KS (500 miles round-trip) - $287.50.
   
   2. Round-trip coach airfare, bus fare, train fare or other mode of transportation.
   
   3. Day before travel is acceptable only for early morning conferences and must be preapproved by Building PDCs.

   **B.** **Per Day**: $75 per day max. to include meals, meal tips, cab fare, parking, luggage fees, Uber, and taxes. Pro-rated for partial days: conference day = 3 meals, travel day = 1 meal (contingent on time of travel), No reimbursement for meals included in registration. **Submit ALL original receipts with Conference Reimbursement Form within 30 days. Funds will be reimbursed for preapproved amounts only.**

   **C.** **Registration Fees**: The District will pay only the member rate, but not memberships.

   **D.** **Day Trips**
   
   1. St. Louis area (50 mile radius): Registration fees only.
   
   2. Outside St. Louis area: Transportation will be paid according to the above guidelines, plus registration at the member rate and reasonable reimbursement for meals.

   **E.** **Overnight Trips** (Must be more than 100 miles from the District)
   
   1. Transportation will be paid according to the above guidelines.
   
   2. Registration fees paid at the member rate.
   
   3. Lodging fees paid at reasonable rate including taxes.

   **III. Advances** (for lodging and/or airfare only) can be made upon request.
   
   **A.** All original receipts must be submitted within 30 days of conference attendance.

   **B.** Any advance funds that do not accompany an original receipt must be returned to Finance within 30 days.

   **IV. Procedures**
   
   **A.** Curriculum & Instruction will send you a copy of the conference form you submitted upon approval. Forms will be included for the written report and for reimbursement after your trip.

   **B.** The secretary and PDC Representative will receive a copy of the approved conference form.
**PRINCIPALS/CABINET/ADMINISTRATORS**

**REQUEST FOR TRAVEL AND/OR ATTENDANCE AT A CONFERENCE**

*(Please submit to the Office of Curriculum and Instruction at least 30 or more days in advance of the conference. No funding requests for travel, hotel or registration will be considered without prior approval.)*

To: Dr. Sharonica Hardin-Bartley, Superintendent  
Date:

<table>
<thead>
<tr>
<th>From:</th>
<th>Building/Department:</th>
</tr>
</thead>
</table>

Name of Conference:  
Sponsor:

Location:  
Date of Conference:

Departure Time/Date:  
Return Time/Date:

*Please attach a copy of the conference brochure and a completed registration form. Please do not book travel or hotel without approval from the Superintendent.*

**SECTION A: CRITERIA FOR APPROVAL OF REQUESTS FOR TRAVEL:**

1. How does the request relate to the District’s Strategic Priorities and Initiatives?

   (SP 1: Creating Rigorous, Relevant, and Modern Learning Experiences  SP 2: Talented Educators Fulfilling Learning Reimagined  SP 3: Supporting Wellbeing  SP 4: Leveraging All Hands  SP 5: Resources)

2. What responsibilities do have associated with the District, which will be addressed through attending the conference?

3. How will the District, administrators, and students benefit from your attendance?

4. Upon your return, what is your plan for disseminating the information?

5. Were you asked to be on the conference program if presenting?  YES NO

6. Do you hold an office with the organization associated with this conference request?  YES NO

Other considerations include:
- The cost of the conference to the District.
- Available funding sources.
- The number of requests from the same cost center, level, or subject area.
- The cost of bringing a consultant to the District on the same topic.
SECTION B: FUNDING
Please estimate the total cost of the trip. (See Guidelines for Reimbursement.)

$_______ Transportation (_____ ) Miles @ $.57.5 or coach airfare
(Only trips 50+ miles outside of the St. Louis area)
*Including baggage fees

$_______ Additional Transportation Expenses (Uber, Lyft, Rental Car, Parking)

$_______ Lodging
(Only trips 100+ miles outside St. Louis area)

$_______ Per day max allowance (__________ days @ $75) All original receipts required
(Outside St. Louis Area only)

$_______ Member registration fee Registration deadline date______________
[   ] I want the District to prepay; I have attached the completed registration form.
[   ] I will prepay upon approval and will request reimbursement.

$_________ Amount requested to be paid by the District
Note: Reimbursement will not exceed total funding approved.

Please check and complete if appropriate:
[   ] I will [   ] I will not be getting travel expenses from the sponsoring organization.
[   ] I request an advance of $_________. (See reverse for guidelines.)

REGISTRATION PAYABLE TO: (Address) ROUTE TO:
Curriculum and Instruction
Superintendent
Finance

SECTION C: APPROVAL
Total Funding Needed:
Funding Source & Code:
Office of Curriculum and Instruction: Approve Disapprove Signature:________________________
Date:____________________________________

Superintendent of Schools: Approve Disapprove Signature:________________________
Date:____________________________________

Attendee’s Signature:________________________
Date:____________________________________
I. Guidelines for Reimbursement

A. Transportation (whichever is less)
   1. .575 per mile for the driver only
   Set mileage for: Jefferson City, MO (270 miles, round-trip) - $155.25; Columbia, MO (240 miles, round-trip) - $138.00; Osage Beach/Lake of the Ozarks, MO (360 miles round-trip) - $207.00; Kansas City, MO/KS (500 miles round-trip) - $287.50.
   2. Round-trip coach airfare.
   3. Additional transportation fees including rental car, cab, Uber, Lyft, parking, and luggage fees. Funds will be reimbursed for pre approved amounts only.

B. Per Diem. $75.00 per diem to include meals and tips.
   Prorated for partial days: conference day = 3 meals, travel day = 1 meal (contingent on time of travel). Submit all original receipts with Conference Reimbursement Form within 30 days.
   Funds will be reimbursed for pre approved amounts only.

C. Registration Fees. The District will only pay the member rate, but not memberships.

D. Day Trips (50 mile radius)
   1. St. Louis area: Registration fees only
   2. Outside St. Louis Area: Transportation will be paid according to the above guidelines, plus registration fees and reasonable reimbursement for meals.

E. Overnight Trips (100 + plus from the District)
   1. Transportation will be paid according to the above guidelines.
   2. Registration fees are paid in full at the member rate.
   3. Lodging fees at reasonable rate including taxes.

II. Advances (for lodging and airfare only) can be made upon request.
   1. All original receipts must be submitted within 30 days of conference attendance
   2. Any advance of funds that do not accompany an original receipts must be returned to the Office of Finance within 30 days.

III. Procedures
   1. Upon approval from the Superintendent, a copy of the submitted form will be returned to you.
   2. It is expected that arrangements be made with the Superintendent to disseminate information learned at the conference (Question 4 from Section A CRITERIA FOR APPROVAL OF REQUESTS FOR TRAVEL) if applicable.

Revised 8/2020
**Support Staff – Request for Travel and/or Attendance at a Conference**

(Please return this form to the ESP PDC committee at least 6 weeks prior to the conference. ESP PDC Committee is to submit to Human Resource Office at least 30 days before conference.)

To: Building Principal/Department Supervisor

Date: ______________

From: 

<table>
<thead>
<tr>
<th>Building/Dept:</th>
</tr>
</thead>
</table>

Via: 1. Principal or Department Supervisor

☐ Approve  ☐ Disapprove  
Signature: __________________ Date: __________

2. ESP PDC Rep:

☐ Approve  ☐ Disapprove  
Signature: __________________ Date: __________

Total Funding $ __________

3. Asst. Supt. Human Resources

☐ Approve  ☐ Disapprove  
Signature: __________________ Date: __________

Teachers: Please attach a completed Workshop/Conference Attendance Request form.

Name of Conference: ________________________________  Sponsor: ________________________________

Location: ________________________________  Date of Conference: ________________________________

Departure Time/Date: ________________________________  Return Time/Date: ________________________________

Please attach a copy of the conference brochure and a completed registration form.

Attendee’s Signature: ________________________________  Date: __________

Please estimate the total cost of the trip. (See guidelines on the reverse side.)

<table>
<thead>
<tr>
<th>$</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>Transportation ( ______ miles @ .57.5¢ or coach airfare)</td>
</tr>
<tr>
<td>$</td>
<td>Lodging (only for trips 100+ miles outside St. Louis area)</td>
</tr>
<tr>
<td>$</td>
<td>Per diem allowance ( ______ days @$55) <strong>ALL ORIGINAL RECEIPTS REQUIRED.</strong></td>
</tr>
<tr>
<td>$</td>
<td>Member registration fee. Registration deadline date ____________________________</td>
</tr>
<tr>
<td>☐</td>
<td>I want the District to prepay, and I have attached the completed registration form.</td>
</tr>
<tr>
<td>☐</td>
<td>I will prepay <strong>UPON APPROVAL</strong> and will request reimbursement.</td>
</tr>
</tbody>
</table>

$ ______ Amount requested to be paid by the District  **Note: Reimbursement will not exceed Total Funding approved.**

Charge conference to 

<table>
<thead>
<tr>
<th>Funding Approved</th>
</tr>
</thead>
</table>

Please check and complete if appropriate:

☐ I will  ☐ I will not be getting travel expenses from the sponsoring organization.

☐ I request an advance of $ ________ ( See reverse for guidelines.)

<table>
<thead>
<tr>
<th>Registration fee payable to</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________________</td>
</tr>
</tbody>
</table>

(address)

________________________________________

Route to:  

☐ Principal/Supervisor  
☐ ESP PDC Committee  
☐ Human Resources  
☐ Finance  
☐ Curriculum & Instruction
I. **Criteria for Approval of Requests for Travel**

A. Preference will be given to applicants who:
   - Explain how their request relates directly to District goals and CSIP.
   - Have important District-wide or building responsibilities in the areas addressed by the conference.
   - State clearly how the District will benefit, how they will benefit, how students will benefit, and how they will disseminate the information.
   - Have been asked to be on the program or who hold an office in the professional organization.
   - Have demonstrated ability to communicate previous learning to other staff members and to utilize new ideas in the classroom.
   - Have not been financed for conference attendance in recent years or the current year.
   - **Requests must be submitted in sufficient time (at least 30 days) to have Board approval in advance of the date of the conference.**

B. Other considerations include:
   - The cost of the conference to the District.
   - The amount remaining in the travel account.
   - The number of requests from the same building, level, or subject area.
   - The cost of bringing a consultant to the District on the same topic.

C. Special consideration is given to employees who volunteer to pay all or part of their expenses.

II. **Guidelines for Reimbursement**

   - **Transportation** ( whichever is less)
   - $.57.5 per mile for the driver only
     - Set mileage for:  Jefferson City, MO (270 miles, round-trip) - $155.25; Columbia, MO (240 miles, round-trip) - $138.00; Osage Beach/Lake of the Ozarks, MO (360 miles round-trip) - $207.00; Kansas City, MO/KS (500 miles round-trip) - $287.50.
   - Round-trip coach airfare, bus fare, train fare or other mode of transportation.
   - Day before travel is acceptable only for early morning conferences and must be preapproved by Building PDCs.

   - **D. Per Day:** $55 per day max. to include meals, meal tips, cab fare, parking, luggage fees and taxes.
     - Pro-rated for partial days: conference day = 3 meals, travel day = 1 meal (contingent on time of travel),
     - Maximum food/drink reimbursement per meal: dinner $25, lunch $15, breakfast $15. No reimbursement for meals included in registration. **Submit ALL original receipts with Conference Reimbursement Form within 30 days. Funds will be reimbursed for preapproved amounts only.**

   - **E. Registration Fees:** The District will pay only the member rate, but not memberships.

   - **F. Day Trips**
     - St. Louis area (50 mile radius): Registration fees only.
     - Outside St. Louis area: Transportation will be paid according to the above guidelines, plus registration at the member rate and reasonable reimbursement for meals.

   - **G. Overnight Trips** (Must be more than 100 miles from the District)
     - Transportation will be paid according to the above guidelines.
     - Registration fees paid at the member rate.
     - Lodging fees paid at reasonable rate including taxes.

III. **Advances** ( for lodging and/or airfare only) can be made upon request.

   - **A.** All original receipts must be submitted within 30 days of conference attendance.
   - **B.** Any advance funds that do not accompany an original receipt must be returned to Finance within 30 days.

IV. **Procedures**

   - **A.** Curriculum & Instruction will send you a copy of the conference form you submitted upon approval. Forms will be included for the written report and for reimbursement after your trip.
   - **B.** The secretary and PDC Representative will receive a copy of the approved conference form.
# Conference Reimbursement

ALL ORIGINAL RECEIPTS MUST BE TURNED IN WITHIN 15 DAYS OF ATTENDANCE FOR REIMBURSEMENT

To: Finance Department  
Date:  
Name:  
Building:  
Principal/Supervisor Signature: ____________________________

Subject: Conference Expenses  

No reimbursements will be given without original receipts

<table>
<thead>
<tr>
<th>Transportation: (Check One)</th>
<th>$</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miles @ .58¢ per mile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Round-trip coach airfare, bus fare, train fare or other mode of transportation including luggage fees..</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Round-trip coach airfare (Submit Receipt)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Transportation (whichever is less)

- .57.5 per mile for the driver only
- Set mileage for:  
  - Jefferson City, MO (270 miles, round-trip) - $155.25;  
  - Columbia, MO (240 miles, round-trip) - $138.00;  
  - Osage Beach/Lake of the Ozarks, MO (360 miles round-trip) - $207.00;  
  - Kansas City, MO/KS (500 miles round-trip) - $287.50.  

B. Per Day: $75 per day max. to include meals, meal tips, cab fare, parking, luggage fees and taxes. Pro-rated for partial days: conference day =3 meals, travel day = 1 meal (contingent on time of travel). No reimbursement for meals included in registration.

Submit ALL original receipts with the Conference Reimbursement Form within 30 days. Funds will be reimbursed for preapproved amounts only.

| ☐ days @ $55 per day max (Submit Receipts) | $ |
| Lodging (Submit Receipt) | $ |
| Other (Submit Receipts) | $ |
| **TOTAL** | |

Registration:

- ☐ None
- ☐ Paid in advance
- ☐ To be reimbursed in full (Submit Receipt)  
  | $ | TOTAL |

Conference Attended:

1. Total Expenses:  
2. Total Allocated:  
3. Advance  
4. To be Reimbursed:  
(subtract 3 from 1 or 2, whichever is less)
5. Amount Returned To the District  

Place of Conference:

Date(s) of Conference:

Charge to:
The School District of University City
2020-2021 District Professional Development Plan

PD Plan Development

District leaders, building leaders, and teacher leaders review and analyze student data, Instructional Walks data, and pd survey and needs assessment data to identify goals for the school year, and specific professional development needs that will support those goals. The building PDC and District PDC collaborate to create the Professional Development Plan. Effectiveness of the plan is monitored throughout the school year in order to ensure high quality PD is provided and is positively impacting students.

PD Staff Goals:

- Provide content-specific learning and support aligned to Learning Reimagined to all teachers in the district.
- Increase teachers’ knowledge, skills, and strategies in the area of social-emotional supports.
- Increase capacity for teacher leaders to improve Professional Learning Communities

Measuring Impact on Students:

<table>
<thead>
<tr>
<th>PD Surveys</th>
<th>Instructional Walks</th>
<th>Student Work and Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: Teachers reflect on their needs, interests, goals and supports for professional development throughout the year</td>
<td>Purpose: Teachers reflect on their practice through classroom observations and exhibit study to make instructional decisions and PD needs.</td>
<td>Purpose: Teachers collaboratively score student work and use data to make instructional decisions and PD needs.</td>
</tr>
</tbody>
</table>
The School District of University City
2020-2021 District Professional Development Plan

LEARNING REIMAGINED
3 PILLARS OF A MODERN LEARNING EXPERIENCE

The School District of University City is dedicated to building a forward-thinking, amazing experience for all students through Learning Reimagined. We believe that greater joy, desire to learn, and academic rigor for all students will be the result. We are looking for parents and community members to partner with us to accomplish this exciting work!

The 3 core pillars will bring new energy, hope, connections, and possibilities for the STUDENTS, the SCHOOLS, and the COMMUNITY.

HUMANIZE
- Value all students
- Help all students self-actualize & realize their unique brilliance
- Provide academic & social-emotional resources
- Centralize the teacher/student relationship
- Create a sense of belonging
- Value the power of student voice
- Build restorative justice practices into the discipline process
- Provide trauma-informed learning & therapeutic supports
- See the humanity of students through listening
- Practice mindfulness inside & outside of the classroom

METHODS: Learning Genome Project; EEC; Restorative practices, trauma informed work; Partnership with Wyman

PERSONALIZE
- Build & adjust the individual learning experience for each student
- Know student interests allowing for greater connections to learning
- Look for tools, resources, & materials to support all students
- Build learning paths that will truly serve all students
- Craft a boutique learning experience found nowhere else in the area
- Build career & college paths for all students
- Recognize that learning is personal & should be based in experiences

METHODS: Innovative team designs at grades 6 & 9; Expanded PLTW pathways & offerings; Learning Genome Project

PROBLEMATIZE
- Have students solve real-world problems
- Embed learning in a problem-based environment
- Make learning real & engaging through problem solving
- Understand that partnerships are essential for our work
- Examine award-winning models to grow the work
- Know that problem-based learning is a strong model for sustainable success
- Create authentic learning opportunities that cause students to challenge themselves & others
- Confront societal issues & challenge xenophobia in all forms

METHODS: PBL; Partnership with the WE Movement; Cornerstones; STEM Robotics; PLTW; Social Justice course

Learning Reimagined is a unique set of ideas and solutions based on research and best practices designed to serve all kids with a modern learning experience. Based on Harvard professor Dr. Richard Elmore’s work around the Instructional Core, the concept of Learning Reimagined has three core pillars that allow us to focus our work on professional learning, curriculum development, and instructional design.

Goal

WHAT: Math, Immersion, Literacy, Distance Learning, SEL

HOW: Structures and Supports

PD Focus

Strategic Priorities

Well-being and joy
Excellent staff
All hands
Resources

Rigorous, relevant, modern learning experiences
The School District of University City
2020-2021 District Professional Development Plan

Professional Development Model

Distance Learning Wednesday Model

Teacher Planning and Prep
Professional Learning Committees
Ongoing Learning and Training
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/13/2020 Thursday</td>
<td>AM</td>
<td>Building PD - Welcome Back and School-specific Opening Day Learning</td>
</tr>
<tr>
<td>6/13/2020 Thursday</td>
<td>PM</td>
<td>Building PD - Welcome Back and School-specific Opening Day Learning</td>
</tr>
<tr>
<td>6/17/2020 Monday</td>
<td>AM</td>
<td>Ucity Learns Conference - Math Immersion, Literacy, Distance Learning, Social Emotional Learning</td>
</tr>
<tr>
<td>6/17/2020 Monday</td>
<td>PM</td>
<td>Ucity Learns Conference - Math Immersion, Literacy, Distance Learning, Social Emotional Learning</td>
</tr>
<tr>
<td>6/18/2020 Tuesday</td>
<td>AM</td>
<td>Building PD - School-specific Learning for Implementation</td>
</tr>
<tr>
<td>6/18/2020 Tuesday</td>
<td>PM</td>
<td>Building PD - School-specific Learning for Implementation</td>
</tr>
<tr>
<td>1/4/2021 Monday</td>
<td>AM</td>
<td>Active Shooter AM - JG, BW, UCHS, HCNair</td>
</tr>
<tr>
<td>1/4/2021 Monday</td>
<td>PM</td>
<td>Active Shooter PN - Per, JP, FP, BCJ</td>
</tr>
<tr>
<td>1/4/2021 Monday</td>
<td>AM</td>
<td>Building PD AM - Per, JP, FP, BCJ</td>
</tr>
<tr>
<td>1/4/2021 Monday</td>
<td>PM</td>
<td>Building PD PN - JG, BW, UCHS, HCNair</td>
</tr>
<tr>
<td>2/12/2020 Friday</td>
<td>Early Release</td>
<td>Building-Specific PD</td>
</tr>
<tr>
<td>4/6/2021 Tuesday</td>
<td>AM</td>
<td>Building-Specific PD</td>
</tr>
<tr>
<td>4/6/2021 Tuesday</td>
<td>PM</td>
<td>Building-Specific PD</td>
</tr>
</tbody>
</table>
# The School District of University City
## 2020-2021 District Professional Development Plan
### U City Learns Conference

**Day 1**

<table>
<thead>
<tr>
<th>PD Focus Areas</th>
<th>Literacy</th>
<th>Math</th>
<th>SEL</th>
<th>Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Recorded Sessions</strong></td>
<td></td>
<td></td>
<td></td>
<td><a href="https://drive.google.com/file/d/1e6d0VqM1h72kNuMrXeGZa/Dl11">https://drive.google.com/file/d/1e6d0VqM1h72kNuMrXeGZa/Dl11</a></td>
</tr>
</tbody>
</table>

**8:00-9:00**

- **Health of a Lion Kick Off with Dr. Shawnice Hartlin Barley**
  - Zoom Webinar: [https://us06web.zoom.us/j/89628915848](https://us06web.zoom.us/j/89628915848)

**9:00-10:00**

- **Quarter at a Glance:** Understanding the curriculum and planning for virtual instruction.
  - Citi Team Zoom Webinar: [https://us02web.zoom.us/j/760](https://us02web.zoom.us/j/760)

**10:00-11:00**

- **Newseum Training: SS and SEL**
  - Zoom Link: [https://zoom.us/j/91884746907?pwd=VXQ4dWNlUGR5c0J6Q3l3cG92bGp8](https://zoom.us/j/91884746907?pwd=VXQ4dWNlUGR5c0J6Q3l3cG92bGp8)

**Lunch 11:30-12:30**

**12:30-1:30**

- **Math 114 (FL) K-1 only**
  - Zoom Link: [https://zoom.us/j/19224777197?pwd=V3YVcEJwQ09jRkN6Q3l3cG92bGp8](https://zoom.us/j/19224777197?pwd=V3YVcEJwQ09jRkN6Q3l3cG92bGp8)

**1:30-2:30**

- **ASU for Science**
  - Zoom Link: [https://zoom.us/j/3803922926?pwd=599j6C2Qm2m42V5h42Q09jRkN6Q3l3cG92bGp8](https://zoom.us/j/3803922926?pwd=599j6C2Qm2m42V5h42Q09jRkN6Q3l3cG92bGp8)

**2:30-3:30**

- **Best Practice w/Virtual Instruction**
  - Zoom Link: [https://zoom.us/j/24050](https://zoom.us/j/24050)

- **Asynchronous Teaching Performance Art Classes Virtually: Exploring Smart Music - MS418**
  - Tricia Harris

**9:00-10:00**

- **Cultural Proficiency**
  - Jaime Wellborn: 9:05-11:30 am
  - Join Zoom Meeting: [https://us04web.zoom.us/j/86954652234?pwd=T3ZXM3F55m9yTkFvZHMtYm5Qc2A3dz09](https://us04web.zoom.us/j/86954652234?pwd=T3ZXM3F55m9yTkFvZHMtYm5Qc2A3dz09)
  - Passcode: UCH8

**10:00-11:00**

- **Boosting Engagement and Providing Supports During Virtual Learning**
  - EdPlus w/Robi Greenaw
  - Zoom Link: [https://us02web.zoom.us/j/86954652234?pwd=T3ZXM3F55m9yTkFvZHMtYm5Qc2A3dz09](https://us02web.zoom.us/j/86954652234?pwd=T3ZXM3F55m9yTkFvZHMtYm5Qc2A3dz09)
  - Passcode: UCH8

**11:30-12:30**

- **How to use District ebooks and databases. PreK & Elementary Teachers**
  - Kelly Womphamily
  - Zoom Link: [https://zoom.us/j/86954652234?pwd=T3ZXM3F55m9yTkFvZHMtYm5Qc2A3dz09](https://zoom.us/j/86954652234?pwd=T3ZXM3F55m9yTkFvZHMtYm5Qc2A3dz09)

- **Zoom 101**
  - EdPlus w/Sherrin Kutpa
  - Zoom Link: [https://zoom.us/j/86954652234?pwd=T3ZXM3F55m9yTkFvZHMtYm5Qc2A3dz09](https://zoom.us/j/86954652234?pwd=T3ZXM3F55m9yTkFvZHMtYm5Qc2A3dz09)
  - Passcode: UCH8

- **The Social Justice Project: A Year Long Book Club for Honoring the Voices of Young Learners - Collaborative Planning**
  - Zoom Link: [https://zoom.us/j/86954652234?pwd=T3ZXM3F55m9yTkFvZHMtYm5Qc2A3dz09](https://zoom.us/j/86954652234?pwd=T3ZXM3F55m9yTkFvZHMtYm5Qc2A3dz09)

- **EdCamp: How are you thinking about making Distance Learning engaging?**
  - Zoom Link: [https://zoom.us/j/86954652234?pwd=T3ZXM3F55m9yTkFvZHMtYm5Qc2A3dz09](https://zoom.us/j/86954652234?pwd=T3ZXM3F55m9yTkFvZHMtYm5Qc2A3dz09)

**12:30-1:30**

- **Zoom Link for ELA, SS, World Languages, CTE, ROCITC:**
  - [https://us02web.zoom.us/j/86954652234?pwd=T3ZXM3F55m9yTkFvZHMtYm5Qc2A3dz09](https://us02web.zoom.us/j/86954652234?pwd=T3ZXM3F55m9yTkFvZHMtYm5Qc2A3dz09)

- **U City Restorative Practice Team**
  - Meeting ID: 869 8220 7513
  - Passcode: InPGH0C9PF

- **Zoom Link for Math, Science (6-8), PLTW, Arts:**
  - Meeting ID: 869 8220 7513
  - Passcode: InPGH0C9PF

- **Meeting ID:** 922 5886 1755
  - Passcode: 510397

- **Meeting ID:** 840 4037 0418
  - Passcode: AFL

- **Meeting ID:** 840 3083 9226
  - Passcode: 599484

- **Meeting ID:** 724 1437 9590
  - Passcode: 9R5BSn

- **Meeting ID:** 869 8220 7513
  - Passcode: InPGH0C9PF

- **Meeting ID:** 869 8220 7513
  - Passcode: InPGH0C9PF

- **Meeting ID:** 869 8220 7513
  - Passcode: InPGH0C9PF

**Zoom Link & Zoom ID for each session**

---

24
<table>
<thead>
<tr>
<th>Time</th>
<th>K-1</th>
<th>3-5</th>
<th>6-8 ELA Teachers</th>
<th>9-12</th>
<th>Choice</th>
<th>Choice</th>
<th>Choice</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:50</td>
<td>Literary Instruction &amp; Reading Horizons</td>
<td>Using Reading/Writing Workshop to Build</td>
<td>Cultural Professions &amp; Exploring Career Options</td>
<td>Asynchronous PD</td>
<td>EdCamp Room - How do you connect and engage with parents during distance learning?</td>
<td>Google - Benchmark Assessments and More</td>
<td>Mark &amp; Mark</td>
<td>Zoom Session</td>
</tr>
<tr>
<td>10:00 - 11:00</td>
<td>Learning for Social &amp; Emotional Arts</td>
<td>Asynchronous PD</td>
<td>Exploring DESE Summer Learning Series Hub</td>
<td>Asynchronous PD</td>
<td>EdCamp Room - How do you build classroom community through distance learning?</td>
<td>Technology Support for Mark Open Office Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 - 1:00</td>
<td>Lunch</td>
<td>Math 314 (FLP) 4-5 only</td>
<td>Choosing Literacy Skills (ELA)</td>
<td>Asynchronous PD</td>
<td>EdCamp Room - How do you engage with parents during distance learning?</td>
<td>Google - Benchmark Assessments and More</td>
<td>Mark &amp; Mark</td>
<td>Zoom Session</td>
</tr>
<tr>
<td>1:00 - 2:15</td>
<td>Early Learning</td>
<td>Math 314 (FLP) 4-5 only</td>
<td>Choosing Literacy Skills (ELA)</td>
<td>Asynchronous PD</td>
<td>EdCamp Room - How do you build classroom community through distance learning?</td>
<td>Technology Support for Mark Open Office Hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# The School District of University City
## 2020-2021 District Professional Development Plan
### U City Learns Conference
#### Day 3

**U City Learns Professional Development**

*All Recorded Sessions: [Link](https://drive.google.com/drive/folders/150u1V1gPrDdVhovWhel2aWkNn5Sjg8AgY11?)*

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>2015-2016 Literacy Instruction &amp; Reading/Human BC &amp; HH</td>
<td>5-11 Literacy Instruction &amp; Reading (K-12)</td>
<td>8-9 Choice</td>
<td>9-10 Choice</td>
</tr>
<tr>
<td></td>
<td>Zoom Link: <a href="https://us04web.zoom.us/j/8999198592?pwd=U215dGV0c0NkZzN2SW90U0s0TmJrdz09">Link</a></td>
<td>Zoom Link: <a href="https://us04web.zoom.us/j/976547414?pwd=T093a1RnOEU4WWx3U0x0bWZrT1FoZz09">Link</a></td>
<td>8:30-9:00 Choice</td>
<td>9:00-10:00 Choice</td>
</tr>
<tr>
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<td>Passcode: 589157</td>
<td>Passcode: 654321</td>
<td>Passcode: 654321</td>
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</tr>
</tbody>
</table>

**Lunch 11:15-12:**

**12:00-1:00:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00-1:00</td>
<td>2015-2016 Literacy Instruction &amp; Reading/Human BC &amp; HH</td>
<td>5-11 Literacy Instruction &amp; Reading (K-12)</td>
<td>8-9 Choice</td>
<td>9-10 Choice</td>
</tr>
<tr>
<td></td>
<td>Zoom Link: <a href="https://us04web.zoom.us/j/8999198592?pwd=U215dGV0c0NkZzN2SW90U0s0TmJrdz09">Link</a></td>
<td>Zoom Link: <a href="https://us04web.zoom.us/j/976547414?pwd=T093a1RnOEU4WWx3U0x0bWZrT1FoZz09">Link</a></td>
<td>8:30-9:00 Choice</td>
<td>9:00-10:00 Choice</td>
</tr>
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<td>Passcode: 589157</td>
<td>Passcode: 654321</td>
<td>Passcode: 654321</td>
<td>Passcode: 654321</td>
</tr>
</tbody>
</table>

**End of Wednesday - PD Survey for Overall U City Learns PD Experience**
## District Curriculum Process

<table>
<thead>
<tr>
<th>Year 1 Write</th>
<th>Year 2 Pilot</th>
<th>Year 3 Implement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
<td><strong>Step 2</strong></td>
<td><strong>Step 3</strong></td>
</tr>
<tr>
<td>Write Draft 1</td>
<td>Advisory Committee (Board Approval)</td>
<td>Write Draft 2 &amp; Pilot in Writer’s Classrooms</td>
</tr>
<tr>
<td>- Mission, Vision, Values &amp; Goals</td>
<td>- Units Plans</td>
<td>- Units Plans</td>
</tr>
<tr>
<td>- Vertical Alignment for the content area</td>
<td>- Draft Weekly Scope and Sequence</td>
<td>- Draft Weekly Scope and Sequence</td>
</tr>
<tr>
<td>- Essential Learning Objectives</td>
<td>- Student Exemplars of the Summative Performance Task (teacher online access)</td>
<td>- Student Exemplars of the Summative Performance Task (teacher online access)</td>
</tr>
<tr>
<td>- Performance Assessment &amp; Scoring Guides</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>- Resource Materials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 5**
Implement in all classrooms with support from pilot teacher
- Revise Weekly Scope and Sequence
- Student Exemplars of the Summative Performance Task (teacher online access)
Type II or Type III Credit

Type II Professional Growth

Type II professional growth is measured in Professional Growth units which may be earned in the following ways:

1. University credit (one university credit is equal to one Professional Growth Unit). It is the responsibility of the employee to have the university transcript sent to the Human Resources Office. To receive credit, the employee must:
   a. Plan a program of study approved by the principal or supervisor and assistant superintendent for human resources using appropriate District forms.
   b. Fill-out the appropriate forms each semester or summer prior to enrollment in courses.
   c. Send official transcripts of completed courses to the assistant superintendent for human resources. This step is necessary for assurance of salary credit.
   d. Record the course(s) on the appropriate form and attach to the evaluation report prepared by the principal or supervisor.

2. Non-university credit can be earned through participation in the School District of University City’s in-service program, and staff development programs sponsored by approved institutions such as The Learning Center, city Art Museum, and others. Unless specifically stated, the employee seeking credit would pay the fee or tuition costs, if any. National Board Certified teachers may be granted up to six graduate hours toward a channel change for work towards their National Board Certification candidacy and accomplishment, as verified by the American Council on Education. Employees must meet the following requirements to receive non-university professional growth units:
   a. District-sponsored Type II workshops: Receive advance approval, fulfill the requirements and submit the appropriate forms.
   b. Workshops sponsored by other institutions or individually arranged: Receive advance approval and follow-up verification and submit the appropriate forms.
   c. All professional growth activities are to be listed on the appropriate form and attached to the annual evaluation report.

Type II Professional Growth Units must be approved for credit in advance, not only by one's immediate supervisor, but also by the Assistant Superintendent of Curriculum and Instruction.
**Type III Professional Growth**

Type III professional growth is measured in Professional Growth units which may be earned in the following way:

1. Service on a District-level committee that requires a minimum of sixteen (16) hours of participation and at least thirty-two (32) hours of individual or subcommittee preparation. Each such committee can provide one (1) Type III unit per school year.

2. Service as Mentor for a new employee who is in the first or second year in the profession. The Mentor may opt for Type III credit each year instead of the monetary stipend which is granted to Mentors. (Unless Type III Credit is requested within ten working days after becoming a Mentor, the teacher will receive the stipend.) Service as a Mentor requires a minimum of sixteen (16) hours beyond the school day and at least thirty-two (32) additional hours assisting a new teacher in preparing a two-year Professional Growth Plan and performing other duties.

3. Service as a Buddy for a practicing teacher (more than two years of previous experience) who is in the first year of teaching in the School District of University City that requires a minimum of sixteen hours (16) beyond the school day and at least thirty-two (32) additional hours assisting the teacher in becoming oriented to the District.

4. Sponsorship of a school club or activity not eligible for an Extra Service Contract. The club or activity must have prior approval of the principal and the Assistant Superintendent for Curriculum and Instruction, meet after school, on weekends and/or vacation periods; involve students drawn from across levels and/or classes beyond the teacher's usual teaching group; and call for specialized skills or leadership qualities on the part of the sponsor as evidenced by experience, interest or talents, as recognized by the principal. Each Type III Unit requires a minimum of thirty-two (32) hours of student contact beyond the normal school day. Sponsorship hours are cumulative during the current school year only and do not carry over from one school year to the next. Time and effort logs are to be maintained by the teacher/sponsor, verified by the principal and forwarded to the Department of Curriculum and Instruction.
To: The Office of Curriculum & Instruction

From: __________________________________________________

School: _______________________________________________

❑ Pre-approval signature _____________________________________ Date: ___________
  Principal

Subject: Type II In-service/Workshop Credit

Title of Inservice/Workshop: _____________________________________________

Date(s): _____________________________________________________________

❑ Pre-approval signature _____________________________________________ Date: ______
  Asst. Superintendent of Curriculum & Instruction

The Office of Curriculum & Instruction has pre-approved your request for Type II credit by completing 16 hours of inservice/workshop plus 32 hours of implementation with students for each earned credit.
Type III Professional Growth Pre-Approval Form

To: The Office of Curriculum & Instruction

From: __________________________________________________

School: _______________________________________________

☐ Pre-approval signature _________________________________ Date: __________

Principal

Subject: Type III Committee Work

Title of Committee: ___________________________________________

Date(s): ______________________________________________________

☐ Pre-approval signature _________________________________ Date: ______

Asst. Superintendent of Curriculum & Instruction

☐ Pre-approval signature _________________________________ Date: ______

Asst. Superintendent of Curriculum & Instruction

The Office of Curriculum & Instruction has pre-approved your request for Type III credit by completing 16 hours of committee work plus 32 hours of assigned work outside of committee meetings for the credit earned.
DEPARTMENT OF CURRICULUM & INSTRUCTION
Professional Growth Credit: Type II Completion Form

To: The Department of Curriculum & Instruction

Subject: Type II In-service/Workshop Credit Completion

Purpose of Form: To send directly to this office after completion of Type II workshops. Once this office has verified the credit, this form will be forwarded to the Office of Human Resources.

I have completed 16 hours of in-service/workshop instruction plus 32 hours of implementation with students for each earned credit. The workshop was approved in advance by my principal along with the Office of Curriculum & Instruction using the Pre-Approval Form.

Name: _________________________________ School: ____________________________

Title of Workshop: ___________________________________________________________

No. of Credits: ____________________ Date taken: ________________________________
(i.e.: Summer, Fall or Spring Semester / Year)

☒ 16 Hours of In-class Instruction Completed _________________________________________

Workshop Presenter Signature Date

☒ 32 hours of Utilization with Students Completed ______________________________________

Principal or Supervisor Signature Date

Forward to Department of Curriculum & Instruction when completed.

For office use only:

☒ Participation & Utilization Verified and Forwarded to Office of Human Resources ____________________________________________

Asst. Superintendent of Curriculum & Instruction Signature Date

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DEPARTMENT OF CURRICULUM & INSTRUCTION

Professional Growth Credit: Type III Completion Form

To: The Department of Curriculum & Instruction

Subject: Type III Committee Work Credit Completion

Purpose of Form: To send directly to this office after completion of Type III committee work. Once this office has verified the credit, this form will be forwarded to the Office of Human Resources.

I have completed 16 hours of committee work plus 32 hours of assigned work outside of committee meetings for each earned credit. The committee work was approved in advance by my principal along with the Office of Curriculum & Instruction using the Pre-Approval Form.

Name: _________________________________ School: ____________________________

Title of Committee Work: ___________________________________________________________

No. of Credits: ____________________ Date taken: ________________________________
              (i.e.: Summer, Fall or Spring Semester / Year)

☐ 16 Hours of Committee Work Completed ____________________________________________
   Coordinator of Committee Date

☐ 32 hours of Assigned work Outside of meetings Completed ____________________________
   Principal or Supervisor Signature Date

Forward to Department of Curriculum & Instruction when completed.

For office use only:

☐ Participation & Utilization
Verified and Forwarded to Office of Human Resources ____________________________
   Asst. Superintendent of Curriculum & Instruction Signature Date
College/University Course Work Tuition Reimbursement

The Board of Education recognizes the value of professional study and shall provide tuition reimbursement for employees who successfully complete graduate level courses from a Missouri Department of Elementary and Secondary Education approved college or university when those courses have received prior approval from the superintendent or designee.

1. The maximum dollar amount of reimbursement per credit hour shall not exceed that which is charged for graduate hours by the University of Missouri - St. Louis or the actual cost, whichever is lower.

2. Twelve (12) graduate credit hours shall be the maximum number of credit hours per teacher for reimbursement in any school year beginning with the fall semester and concluding at the end of the following summer session.

3. The District shall not reimburse any course for which the teacher incurs no tuition cost nor for any incidental costs, including but not limited to textbooks, supplies, registration fees and parking fees.

Upon successful completion of the course with a grade of "A" or "B", the teacher must provide the Assistant Superintendent for Human Resources with an official transcript and an original verification of payment.

Official transcripts and verifications of payment for classes taken from August through July of the current school year must be turned in by September 15th of the next school year for the payment no later than October 31st. If an extension to the listed due date is required, it must be approved by the Assistant Superintendent of Human Resources. Tuition reimbursement approval is only for classes related to the business of the school district.

Tuition Reimbursement from the District must be repaid (based on payment to the employee) if the employee leaves within one year at the rate of 100% and within two years at the rate of 50%. Employees eligible for ESIP would be exempt from this clause.

A tuition cap of $100,000 for the District will be implemented for the payment made in October of the following school year. Each staff member will be reimbursed up to the cost of 6 credit hours at the UMSL rate. Requests for reimbursement that exceeds this amount will be prorated up to $100,000. The District shall make no payment to employees separated from the District at the time of reimbursement.

Information for reimbursement can also be found in the Articles of Agreement (Blue & Green Books) and an electronic version of the reimbursement form can be found on the District Website under HR.
# Channel Change Request Form

For a channel change to be effective for any given semester, this form along with the necessary degrees, hours, or credit must be submitted via official transcript and or approved district Type II or III forms to the Human Resources department no later than August 31 or January 31.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Click here to enter text.</th>
<th>Date:</th>
<th>Click here to enter a date.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Click here to enter text.</td>
<td>Location:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Current Pay:</td>
<td>Click here to enter text.</td>
<td>Requested Pay:</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Current Level/Step:</td>
<td>Click here to enter text.</td>
<td>Requested Level/Step:</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

**Reason for the request:** Click here to enter text.

**Transcripts Delivery Method:**
- [ ] Mail
- [ ] Email
- [ ] Not applicable

If request is based on a combination of credits, please indicate how all credits were acquired below:

<table>
<thead>
<tr>
<th>Credit Type</th>
<th>Date Credit Earned</th>
<th>Course Credit Received For</th>
<th>Course Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>(University, Type 2, Type 3)</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
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<td>Click here to enter text.</td>
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<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

Signature: ____________________________  Date Submitted: ____________________________

**Human Resources ONLY**

| Date Received: | | [ ] Approved  [ ] Denied, reason: |

Date Board Approved: ____________________________
## TIME AND EFFORT LOG

**Employee**

Name: ______________________________  Account Number ________________________________

- $22/hour: (ex. meetings, workshops, professional development)
- $27/hour (ex. tutoring, Saturday school, student screenings, curriculum writing)
- ___/hour (other)

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY DESCRIPTION</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Total Hours**

$  

**TOTAL COST**

Employee Signature / Date  Principal Signature / Date

****All time & effort logs must be turned in prior to the last day of school in order to be paid by June 30th. Due to the budget cycle, funds are not available after June 30th.****

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EXTRA DUTY REQUEST

Employee Name: _________________________________________________

Explanation:  ____________________________________________________

Estimated Hours Not to Exceed:  ________________________________

☐ $22/hour: (ex. Meetings, workshops, professional development)

☐ $27/hour: (ex. Tutoring, Saturday school, student screenings)

Total Request Not to Exceed:  ________________________________

Funding Source: ________________________________

________________________________________
Employee

________________________________________
Building Principal/Date

________________________________________
School/Department/Facilitator

________________________________________
Director of Instruction

________________________________________
Date

________________________________________
Chief Financial Officer/Date

* Signed copies of Extra Duty Request will be sent to Curriculum and Instruction and the Building Principal.

**Extra duties should not be performed until the employee is notified of approval by the Building Principal.

***Staff will not be paid for work performed prior to final approval and Time & Effort Log or Group Sign-In Sheets are received.

****All time & effort logs must be turned in prior to the last day of school in order to be paid by June 30th. Due to the budget cycle, funds are not available after June 30th.
New Teacher Support

Each year the District welcomes new teachers and staff during a five-day intensive workshop, the New Staff Institute, outlining the most important facets of the District and roles they will serve. The District PDC exercises their role with the new teachers by funding the New Teacher Institute, stipends for Mentors, and funding the Beginning Teacher Assistance Programs (BTAP) upon request. At the building level, mentors or buddies are provided for each new staff member. Mentors and coaches socially and instructionally promote the success of the new staff member. All new staff members are encouraged to participate in building level and District-wide professional development offerings.
## 2020-2021 New Teacher Meetings

### 4:00-6:00 p.m.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Who Should Attend</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/24/2020</td>
<td>Learning Reimagined and Mentor Support</td>
<td>All New Teachers (hired in 2020)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Mentors and Buddies</td>
</tr>
<tr>
<td>10/22/2020</td>
<td>Beginning Teacher Assistance Program</td>
<td>New Teachers in their first 2 years of teaching</td>
</tr>
<tr>
<td>11/12/2020</td>
<td>SEL Education, Equity, Excellence</td>
<td>All New Teachers (hired in 2020)</td>
</tr>
<tr>
<td>12/10/2020</td>
<td>Beginning Teacher Assistance Program</td>
<td>New Teachers in their first 2 years of teaching</td>
</tr>
<tr>
<td>1/21/2021</td>
<td>Education, Equity, Excellence</td>
<td>All New Teachers (hired in 2020)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Mentors and Buddies</td>
</tr>
<tr>
<td>2/11/2021</td>
<td>Beginning Teacher Assistance Program</td>
<td>New Teachers in their first 2 years of teaching</td>
</tr>
<tr>
<td>3/18/2021</td>
<td>Education, Equity, Excellence</td>
<td>All New Teachers (hired in 2020)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Mentors and Buddies</td>
</tr>
<tr>
<td>3/31/2021</td>
<td>Beginning Teacher Assistance Program</td>
<td>New Teachers in their first 2 years of teaching</td>
</tr>
<tr>
<td>4/15/2021</td>
<td>Beginning Teacher Assistance Program</td>
<td>New Teachers in their first 2 years of teaching</td>
</tr>
<tr>
<td>5/13/2021</td>
<td>Reflection, Goal Setting and Celebration</td>
<td>All New Teachers (hired in 2019)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Mentors and Buddies</td>
</tr>
</tbody>
</table>

*Calendar invites will be sent with locations*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22/2020</td>
<td>Student Engagement and Motivation – 1. Effective instruction; 2. Clear learning goals and/or objectives; 3. Student voice and choice; and 4. Teaching and learning activities with high student engagement;</td>
<td>Elizabeth Gardner, Director of Instruction</td>
</tr>
<tr>
<td>2/11/2021</td>
<td>Classroom Environment 1. Classroom management techniques; 2. Time, space, transitions and activities management; and 3. Awareness of diverse classroom, school and community cultures;</td>
<td>Elizabeth Gardner, Director of Instruction</td>
</tr>
<tr>
<td>4/15/2021</td>
<td>Education-Related Law 1. Certification requirements; 2. Professional rights and responsibilities; and 3. Self-assessment and professional learning.</td>
<td>Dr. Kashina Bell, Assistant Superintendent for People and General Administration</td>
</tr>
<tr>
<td>3/31/2021</td>
<td>Professional Communication 1. Effective communication with students, mentors, colleagues and parents; 2. Verbal and nonverbal communication techniques; and 3. Effective use of technology and social media for communication; and</td>
<td>Elizabeth Gardner, Director of Instruction</td>
</tr>
</tbody>
</table>
New Staff Orientation 2020-2021
Theme: Courageous Change Makers During Unprecedented Times
Meeting Dates: Wednesday, August 5, 2020-Tuesday August 11, 2020

Day 1: Wednesday August 5, 2020: “Welcome to The School District of University City”
Focus: All things HR
Group to attend: All New Staff

<table>
<thead>
<tr>
<th>Times Total Hours 5</th>
<th>Topics</th>
<th>Facilitators</th>
<th>Zoom Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:00 AM</td>
<td>Welcome Introduction of Staff</td>
<td>Candice Wayne Dr. Kashina Bell Dr. Sharonica Hardin-Bartley</td>
<td>Join Zoom Meeting <a href="https://us02web.zoom.us/j/83748841219?pwd=Qkthd0kyREpwRkc4MTFNdhObiZXdx09">https://us02web.zoom.us/j/83748841219?pwd=Qkthd0kyREpwRkc4MTFNdhObiZXdx09</a> Meeting ID: 837 4884 1219 Passcode: 553125</td>
</tr>
<tr>
<td>10:00-10:30 AM</td>
<td>Vision, Mission, Learning Reimagined, Profile of a graduate</td>
<td>Candice Wayne Susan Hill, Director of Pre-K College and Career readiness</td>
<td>Same as above</td>
</tr>
<tr>
<td>10:30-11:00 AM</td>
<td>District Website, Board Policy, Loan Paperwork,</td>
<td>Candice Wayne</td>
<td>Same as above</td>
</tr>
<tr>
<td>11:00-11:30 AM</td>
<td>HR Systems: AESOP TalentEd Platform: Recruit and Hire, Records, Perform</td>
<td>Candice Wayne Dr. Kashina Bell</td>
<td>Same as above</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Lunch</td>
<td></td>
<td>Same as above</td>
</tr>
<tr>
<td>12:00 PM-12:30 PM</td>
<td>Payroll</td>
<td>Jennifer Mullen, Payroll Specialist</td>
<td>Same as above</td>
</tr>
<tr>
<td>12:30-1:00 PM</td>
<td>Benefits</td>
<td>Donna Clifton, CBIZ Partner</td>
<td>Same as above</td>
</tr>
<tr>
<td>1:00-1:30 PM</td>
<td>EAP</td>
<td>Tim Holbart, H&amp;H EAP Services</td>
<td>Same as above</td>
</tr>
<tr>
<td>1:30 PM -2:00 PM</td>
<td>SLU Presentation</td>
<td>Gary Ritter, Professor and Dean Saint Louis University</td>
<td>Same as above</td>
</tr>
<tr>
<td>Times</td>
<td>Topics</td>
<td>Facilitators</td>
<td>Zoom Link</td>
</tr>
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<td>-------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>9:00-AM -9:30 AM</td>
<td>Welcome, History of community and numbers by building</td>
<td>Candice Wayne</td>
<td></td>
</tr>
<tr>
<td>9:30-9:45 AM</td>
<td>Board Member Introductions</td>
<td>Dr. Sharonica Hardin-Bartley School Board Members</td>
<td>Same as above</td>
</tr>
<tr>
<td>9:45-10:00 AM</td>
<td>Break</td>
<td></td>
<td>Same as above</td>
</tr>
<tr>
<td>10:00 AM-11:00 AM</td>
<td>Community Partners Panel</td>
<td>Candice Wayne/ Dr. Kashina Bell</td>
<td>Same as above</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>[Link for activity]</td>
</tr>
<tr>
<td>11:00 AM -12:00 PM</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-12:30 AM</td>
<td>Humanizing School District of University City</td>
<td>Gary Spiller, Executive Director Student Services</td>
<td><a href="https://us02web.zoom.us/j/87188236327?pwd=UjFtbDdKRWFtUkRjeUJrMk9ER0w3UT09">Join Zoom Meeting</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Meeting ID: 871 8823 6327 Passcode: Cn3CH0</td>
</tr>
<tr>
<td>12:30 PM-2:30 PM</td>
<td>Alive and Well Presentation</td>
<td>Emily Luft, Alive and Well Communities: District Partner</td>
<td>Same as above</td>
</tr>
</tbody>
</table>

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**Day 3: Friday August 7, 2020 : Focus: “Equity, SEL and Curriculum”**  
**Group to attend: All New Staff**

<table>
<thead>
<tr>
<th>Times</th>
<th>Topics</th>
<th>Facilitators</th>
<th>Zoom Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-AM -9:30 AM</td>
<td>Welcome</td>
<td>Candice Wayne</td>
<td><a href="https://us02web.zoom.us/j/8867981111?pwd=L3NUYWJJsR3lkVE1jdXQydlRmLz09">Join Zoom Meeting</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Meeting ID: 886 7981 1117 Passcode: kg9234</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Facilitators</td>
<td>Zoom Link</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9:30-10:00 AM</td>
<td>Union Presentation</td>
<td>Lillian Blackshear (UCEA)/Marian Reed (AFT)</td>
<td>Same as above</td>
</tr>
<tr>
<td>10:00 AM - 10:30 AM</td>
<td>Reflection on CLR Experience</td>
<td>Dr. Hollie</td>
<td><a href="https://culturallyresponsive-org.zoom.us/j/84060381132?pwd=aElXYzk2RHN3bE5UeENKRE4veiZUZz09">https://culturallyresponsive-org.zoom.us/j/84060381132?pwd=aElXYzk2RHN3bE5UeENKRE4veiZUZz09</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Meeting ID: 840 6038 1132 Passcode: CCRTL</td>
</tr>
<tr>
<td>10:30 AM - 11:30 AM</td>
<td>CLR Debrief and Q&amp;A with Dr. Hollie</td>
<td>Dr. Hollie</td>
<td>Same as above</td>
</tr>
<tr>
<td>11:30 AM - 12:30</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30 PM - 2:00</td>
<td>C&amp;I Nuts and Bolts</td>
<td>C&amp;I Team</td>
<td><a href="https://us02web.zoom.us/j/83074545806">https://us02web.zoom.us/j/83074545806</a></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Meeting ID: 830 7454 5806</td>
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</table>

Day 4: Monday, August 10, 2020: Focus: “A Day with the C&I Team”
Grades 6 - 12 only
*Pre-K - elementary: Report to their respective school sites, as scheduled by principal,
*Non-Certified report to site determined by your direct supervisor

<table>
<thead>
<tr>
<th>Times Total Hours</th>
<th>Topics</th>
<th>Facilitators</th>
<th>Zoom Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5 Hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00-AM - 9:30 AM</td>
<td>Welcome</td>
<td>C&amp;I</td>
<td><a href="https://us02web.zoom.us/j/84613750280">Join Zoom Meeting</a> Meeting ID: 846 1375 0280</td>
</tr>
<tr>
<td>9:30-AM - 11:30 AM</td>
<td>Technology Solutions</td>
<td>Mark Basi</td>
<td><a href="https://us02web.zoom.us/j/84613750280">Join Zoom Meeting</a> Meeting ID: 846 1375 0280</td>
</tr>
<tr>
<td></td>
<td>Office Hours</td>
<td>Beverly Velloff (STEM) Mark Basi (Technology)</td>
<td>Zoom Links are hyperlinked to names.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elizabeth Gardner (Specialist)</td>
<td></td>
</tr>
</tbody>
</table>

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Day 5: Tuesday August 11, 2020 : Focus: “A Day with the C&I Team”
Group to attend: Grades PK - 5 Only
*Secondary staff report to their respective school sites, as scheduled by principal
*Non-Certified report to site determined by your direct supervisor

<table>
<thead>
<tr>
<th>Times</th>
<th>Total Hours</th>
<th>Topics</th>
<th>Facilitators</th>
<th>Zoom Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:10 AM - 10:15 AM</td>
<td>4.5 Hours</td>
<td>Welcome</td>
<td>C&amp;I</td>
<td>Join Zoom Meeting <a href="https://us02web.zoom.us/j/84613750280">https://us02web.zoom.us/j/84613750280</a></td>
</tr>
<tr>
<td>10:15 AM - 11:15 AM</td>
<td>STEM Curriculum</td>
<td>Beverly Velloff</td>
<td></td>
<td>Meeting ID: 846 1375 0280</td>
</tr>
<tr>
<td>11:15 AM - 12:15 PM</td>
<td>ELA and Social Studies</td>
<td>Elizabeth Gardner, Christina Sneed, Melissa Moussalli</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15 - 12:45 PM</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45 - 2 PM</td>
<td>Technology Solutions</td>
<td>Mark Basi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mentorship

Each year building principals select mentors to support the newly hired staff. Typically, principals choose a veteran teacher who teaches the same content and/or grade level as the new teacher. Mentors are required per the Missouri Guidelines for Professional Development to annually participate in District provided mentor training. During the training, mentors learn about characteristics of effective mentoring. The mentors’ roles and responsibilities are defined at the building level through monthly meetings as a cohort or on an individual basis. Mentors keep a Time and Effort Log of their support that exceeds the contractual day and receive a stipend at the conclusion of the school year for their hours of support.

<table>
<thead>
<tr>
<th><strong>Barbara Jordan</strong></th>
<th><strong>Flynn Park</strong></th>
<th><strong>Jackson Park</strong></th>
<th><strong>Pershing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Orjih</td>
<td>Melissa Klopstein</td>
<td>Jasmine Jones</td>
<td>Michael Loveless</td>
</tr>
<tr>
<td>Aileen Jones</td>
<td>Clint Christianson</td>
<td>Anne Cummings</td>
<td>Jessica Clark</td>
</tr>
<tr>
<td>Latasha Gaston</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Julia Goldstein Early Childhood</strong></th>
<th><strong>Brittany Woods Middle School</strong></th>
<th><strong>University City High School</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleen Davidson</td>
<td>Kacie Miller</td>
<td>Brea Hieke</td>
</tr>
<tr>
<td>Corrie Hamilton</td>
<td>Jenna Mueller</td>
<td>Nicole Thomas</td>
</tr>
<tr>
<td></td>
<td>Christina Grove</td>
<td></td>
</tr>
</tbody>
</table>
Beginning Teacher Mentor - A tenured teacher who provides guidance and support to teachers who are new to The School District of University City and in their first two years of teaching. The Beginning Teacher Mentor will provide a minimum of two hours of support each month.

Buddy Mentor – A tenured teacher who provides guidance and support to teachers who are new to The School District of University City and have more than two years of teaching experience. The Buddy Mentor will provide a minimum of one hour of support each month.

Mentor Qualifications and Characteristics:

In order to be eligible to serve as a mentor, the teacher must:

- Be a tenured teacher.
- Support the Instructional Core and the pillars of Learning Re-imagined implement the gradual release of responsibility as evidenced by their professional practice and walk-through data.
- Participate in the District Mentor training sessions (see below).
- Be Trustworthy, Nurturing, Have Integrity, Be Confidential, Be Positive.
- Communicate clearly and positively.
- Observe teaching and discuss observations objectively and non-judgmentally.
- Model the best instructional practices.
- Provide consistent follow up support and guidance to the new teacher.
- Be flexible and able to build relationships.
- Serve as staff developer who is facilitator of adult learning, be a friend, and a good listener, and communicator.
- Be an advocate for new teachers.

Resource: the Mentoring Leadership & Resource Network: [http://www.mentors.net/about.php](http://www.mentors.net/about.php)
# Mentor/Mentee Check List

**August**

## Orientation

- [ ] Attend new teacher orientation
- [ ] Establish/log meeting times with new teacher
- [ ] Review all applicable handbooks & emergency procedures
- [ ] Introduce technology systems, trainers, resources
- [ ] Familiarize mentee with district & building calendars (Google)

## Building

- [ ] Introduce teacher to staff
- [ ] Demonstrate use of building equipment
- [ ] Discuss supervisory duties/procedures
- [ ] Show where cumulative files are kept and how to access them
- [ ] Discuss office procedures
- [ ] Discuss telephone procedures
- [ ] Show how to obtain classroom supplies
- [ ] Obtain textbooks, manuals, & curriculum guides
- [ ] Give a tour of the building, parking areas, confirm entry card & keys

## Classroom

- [ ] Assist with room preparations
- [ ] Review Curriculum documents, resources, and assessments
- [ ] Review time schedule, expectations & activities for the first day with students
- [ ] Share organizational systems for grades, homework, parent communications, etc.
- [ ] Review student information provided in the Student Information Management System (SIS)
- [ ] Review effective teaching methods of a lesson
- [ ] Assist with planning for the first week of school
- [ ] Explain Back to School Night and Open House procedures
- [ ] Review daily tasks of attendance, lunch count, recess, etc.
- [ ] Discuss organization of parent volunteers in the classroom

## What Went Well:

## Areas to Work on:
### September - October

<table>
<thead>
<tr>
<th>Task</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Discuss student behavior documentation (date, behaviors, actions taken, parent contact log)</td>
<td>□ Explain importance of accurate recordkeeping (gradebook, attendance)</td>
</tr>
<tr>
<td>□ Assist in developing &amp; implementing classroom management strategies</td>
<td>□ Encourage mentee to continue reflecting on his/her teaching experience</td>
</tr>
<tr>
<td>□ Discus the care team process</td>
<td>□ Discuss student assessment &amp; progress reports</td>
</tr>
<tr>
<td>□ Discuss curriculum, access to the curriculum guides &amp; importance to lesson planning</td>
<td>□ Discuss policy for homework, make-up work &amp; late work</td>
</tr>
<tr>
<td>□ Help establish a Substitute Teacher Folder</td>
<td>□ Discuss Parent Teacher Conferences</td>
</tr>
<tr>
<td>□ Discuss procedures for new students who enroll/withdraw after the school year has begun</td>
<td>□ Discuss supplementary tools, materials, resources, media center &amp; specialists, etc.</td>
</tr>
<tr>
<td>□ Discuss curriculum, access to the curriculum guides &amp; importance to lesson planning</td>
<td>□ Share lesson plans &amp; other related schedules/activities (i.e. field trip procedures)</td>
</tr>
<tr>
<td>□ Discuss grading philosophy (what, when, how, why) &amp; review recording/weighting data</td>
<td></td>
</tr>
</tbody>
</table>

**What Went Well:**

**Areas to Work on:**

### November - December

<table>
<thead>
<tr>
<th>Task</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Advise new teacher of special events, delayed opening &amp; snow day procedures</td>
<td>□ Check in on classroom management &amp; discipline procedures</td>
</tr>
<tr>
<td>□ Discuss staff-program change procedures for the upcoming school year.</td>
<td>□ Discuss assessment techniques &amp; recordkeeping skills</td>
</tr>
<tr>
<td>□ Reflect on areas for growth</td>
<td>□ Discuss new teacher probationary policy</td>
</tr>
<tr>
<td>□ Discuss different learning styles</td>
<td>□ Discuss end of semester procedures</td>
</tr>
<tr>
<td>□ Complete new teacher observation &amp; provide feedback</td>
<td>□ Arrange for new teacher to observe one of you best lessons</td>
</tr>
<tr>
<td>□ Conduct walk throughs with “New Teacher Mentor/Mentee Observation and Reflection Tool”</td>
<td>□ Reflect on New Teacher Meetings and areas that need continued support</td>
</tr>
</tbody>
</table>

**What Went Well:**

**Areas to Work on:**
## January-February

- Complete new teacher observation & provide feedback
- Reflect on New Teacher Meetings and areas that need continued support
- Conduct walk throughs with “New Teacher Mentor/Mentee Observation and Reflection Tool”
- Discuss curriculum, access to the curriculum guides & importance to lesson planning
- Encourage mentee to continue reflecting on his/her teaching experience

### What Went Well:

### Areas to Work on:

## March-April

- Complete new teacher observation and provide feedback
- Give suggestions for keeping momentum & interest at the end of the year for students & teachers
- Review procedure for field trips, in necessary
- Discuss Summer School enrollment procedures
- Review proper procedure for signing contract and following deadlines

### What Went Well:

### Areas to Work on:

## May

- Review plans for end-of-year student activities
- Give suggestions for keeping momentum & interest at the end of year for students & teacher
- Review the PGP and discuss progress
- Discuss end-of-year checkout procedures
- Ask for feedback on the mentor program & record data to be shared

### What Went Well:

### Areas to Work on:
NATIONAL BOARD CERTIFICATION

THE DISTRICT'S COMMITMENT TO NATIONAL BOARD CERTIFICATION

The District is highly committed to the National Board Teacher Certification process and will provide financial support for teachers who commit to the entire process. Since this is a significant commitment on the part of the District, “as part of this process, teachers must analyze their teaching context and students’ needs, submit videos of their teaching, and provide student work samples that demonstrate growth and achievement”. Teachers who successfully complete the certification are expected to skillfully demonstrate evidence of student learning through a rigorous focus on the Instructional Core.

WHAT IS NATIONAL BOARD CERTIFICATION?

National Board Certification is both a rigorous professional development experience and an advanced teaching certification.

National Board Standards and National Board Certification give teachers and schools the tools to define and measure teaching excellence. Similar to certification in fields like medicine, National Board Certification is a rigorous, peer-reviewed process that ensures that Board-certified teachers have proven skills to advance student achievement.

1) A strong command of content;
2) The ability to design appropriate learning experiences that advance student learning;
3) The use of assessments to inform instructional decision making; and
4) Partnerships with colleagues, parents and the community.

Through this structured and iterative process, teachers expand and refine their content knowledge and pedagogy. The outcome is more powerful teaching that improves student achievement and reflects college and career readiness.

HOW DO TEACHERS ACHIEVE NATIONAL BOARD CERTIFICATION?

The certification process for National Board Certification is designed to collect standards based evidence of accomplished practice. In all certificate areas, candidates for National Board Certification are required to complete four components: three portfolio entries, which you submit online, and a computer-based assessment, which is administered to you at a testing center.

- Computer-based assessment
  - Component 1: Content Knowledge
- Portfolio entries
  - Component 2: Differentiation in Instruction
  - Component 3: Teaching Practice and Learning Environment
  - Component 4: Effective and Reflective Practitioner

PARTICIPATING IN NATIONAL BOARD CERTIFICATION
The National Board Certification process is led by a National Board Certification teacher/trainer. The pre-candidates class is offered each spring for individuals interested in learning more about the National Board Certification Process. New cohorts begin in the fall, usually in September. For more information about National Board Certification, contact Elizabeth Gardner, Director of Instruction at egardner@ucityschools.org.

National Board Teacher Certification Overview
- Through National Board Certification, teachers have the opportunity to demonstrate teaching excellence, leadership, and results—and achieve a prestigious national credential that can advance their careers and, in some areas, increase their earning potential.
- National Board Certification is a growing education reform movement that is advancing student achievement and learning, developing and recognizing excellence in teaching, and improving schools.
- Teachers who achieve National Board Certification have met high standards through study, expert evaluation, self-assessment, and peer review.

District Financial Support
The District is highly committed to the National Board Teacher Certification process and will provide the following financial support for teachers who commit to the entire process:
- $75.00 registration fee
- $1,900 fees for the four assessment components (or $475.00 per component).
*Teachers will pay the $75.00 registration fee and the fee for each of the four assessment components. Teachers will be reimbursed for the registration fees and the assessment fee after the certification process is completed.

Resources:
https://www.edplus.org/Page/262
http://www.nbpts.org/