



THE SCHOOL DISTRICT OF
UNIVERSITY CITY

Transform the Life of Every Student Every Day!

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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THE SCHOOL DISTRICT OF
UNIVERSITY CITY
Transform the Life of Every Student Every Day!

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.



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2020-2021 District PDC Meetings

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

[Zoom Link](#)

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

Monthly Topics:

- Mentoring New Teachers
- Budget and Conference Check
- PD Day Feedback Summary and Action
- Learning Walk Summary and Action



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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.***



THE SCHOOL DISTRICT OF
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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 2020 for 2020-2021 through 2022-2023: JP and PER

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

Election February 2019 for 2019-2020 through 2024-2025: BCJ, JG and UCHS

PDC Ballot for: _____

(School Name)

_____Term
(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.

PDC Distribution	Percentage of Budget	PDC Allocation
Building PD	6.70%	2,000
New Teacher PD	8.30%	1,000
PDC Stipend	6.70%	4,000
Mentor Stipend	25.00%	10,000
Building PDC Allocation		\$28,163.59
Total	100.00%	\$45,163.59

Schools	Number of Teachers	Percentage of Teachers	PDC Building Allocation
UCHS	57	24.57%	\$6,919.50
LLC	8	3.45%	\$971.16
BW	50	21.55%	\$6,069.74
BCJ	29	12.50%	\$3,520.45
FP	25	10.78%	\$3,034.87
JP	28	12.07%	\$3,399.05
PER	24	10.34%	\$2,913.47
JG	11	4.74%	\$1,335.34
Total	232	100.00%	\$28,163.59



District PDC Approval Process

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

<p>Julia Goldstein</p> <ul style="list-style-type: none"> • <u>Lauren O'Donnell</u> (District Rep) • Colleen Davidson • Christopher Buschling • Corrie Hamilton 	<p>Barbara C. Jordan</p> <ul style="list-style-type: none"> • <u>Nancy Luebbers</u> (District Rep & District Chairperson) • Victoria Stevens 	<p>Flynn Park</p> <ul style="list-style-type: none"> • <u>Shari Nelson-Faulkner</u> (District Rep) • Clint Christensen • Rosalind Hollins-Lewis 	<p>Jackson Park</p> <ul style="list-style-type: none"> • <u>Heather Erwine</u> (District Rep) • LeDominique Rhodes
<p>Pershing</p> <ul style="list-style-type: none"> • <u>Jaquin McBride</u> (District Rep) • Marlise Jones 	<p>Brittany Woods</p> <ul style="list-style-type: none"> • <u>Jenna Mueller</u> (District Rep) • Rubina McCadney • Kelly Werthmuller • Craig Morris 	<p>University City High School</p> <ul style="list-style-type: none"> • <u>Kym Green</u> (District Rep) • Sherry Wibben • Matthew Tuths • Kristen Vosevich • Marnie Claunch • Lauren Edison 	<p>Liebermann Learning Center</p> <ul style="list-style-type: none"> • <u>Dan Holden</u> (District Rep) • Darlene Donegan

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.)

From: _____	Building/Dept: _____
-------------	----------------------

SECTION A: APPROVAL

Via: Total Funding \$ _____

1. PDC Rep: _____ Approve Disapprove *Signature:* _____ *Date:* _____

2. Principal or Department Supervisor Approve Disapprove *Signature:* _____ *Date:* _____

3. Curriculum & Instruction Administrator Approve Disapprove *Signature:* _____ *Date:* _____
 (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

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. .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.
 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:

From:	Building/Department:
-------	----------------------

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. .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.

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



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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:	Building/Dept:
-------	----------------

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.)

\$ _____ Transportation (_____ miles @ .57.5¢ or coach airfare)

\$ _____ Lodging (only for trips 100+ miles outside St. Louis area)

\$ _____ Per diem allowance (_____ days @\$55) **ALL ORIGINAL RECEIPTS REQUIRED.**

\$ _____ 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.

\$ _____ Amount requested to be paid by the District

Note: Reimbursement will not exceed Total Funding approved.

Charge conference to _____ 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 _____

 (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

Transportation: (Check One) \$ TOTAL

Note: Must be 50+ miles outside of the St. Louis area; driver only

Miles @ .58¢ per mile

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.

1. Round-trip coach airfare, bus fare, train fare or other mode of transportation including luggage fees..

2. Day before travel is acceptable only for early morning conferences and must be preapproved by Building PDCs.

Round-trip coach airfare (**Submit Receipt**)

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: \$

Place of Conference: 2. Total Allocated: \$

Date(s) of Conference: 3. Advance \$

Charge to: 4. To be Reimbursed \$

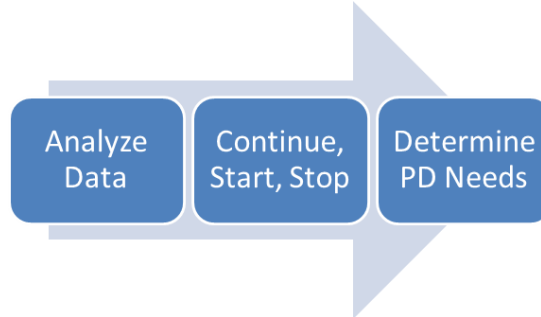
(subtract 3 from 1 or 2, whichever is less)

5. Amount Returned To the District
\$

**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 :

PD Surveys	Instructional Walks	Student Work and Data
Purpose: Teachers reflect on their needs, interests, goals and supports for professional development throughout the year	Purpose: Teachers reflect on their practice through classroom observations and exhibit study to make instructional decisions and PD needs.	Purpose: Teachers collaboratively score student work and use data to make instructional decisions and PD needs.

**The School District of University City
2020-2021 District Professional Development Plan**



**THE SCHOOL DISTRICT OF
UNIVERSITY CITY**
Transform the Life of Every Student Every Day!

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**.

3 PILLARS

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

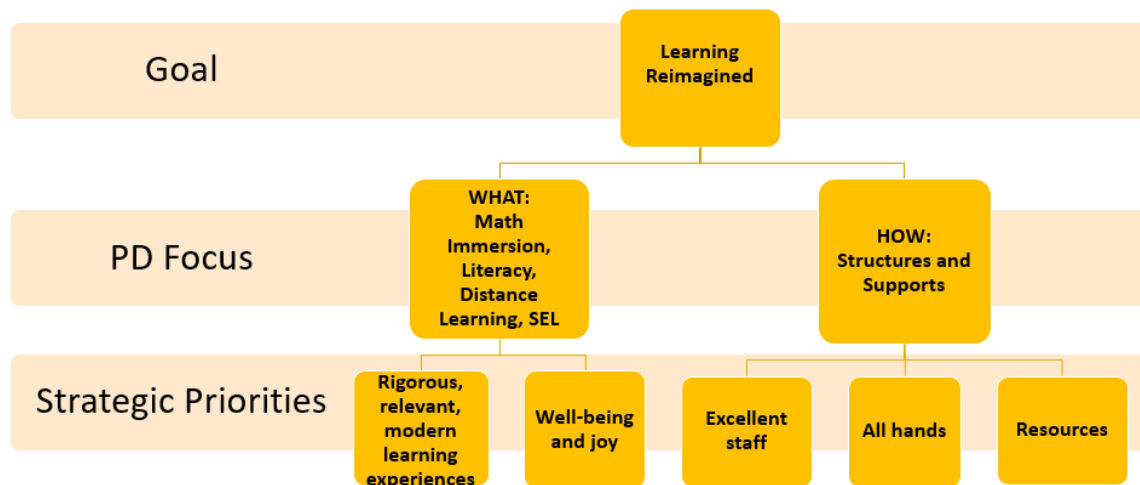


- Have students solve real-world problems
- Embed learning in a problem-based environment
- Make learning real & engaging through problem solving
- Understand that partnerships are essential for our work
- Examine award winning models to grow the work
- Know that problem-based learning is a strong model 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

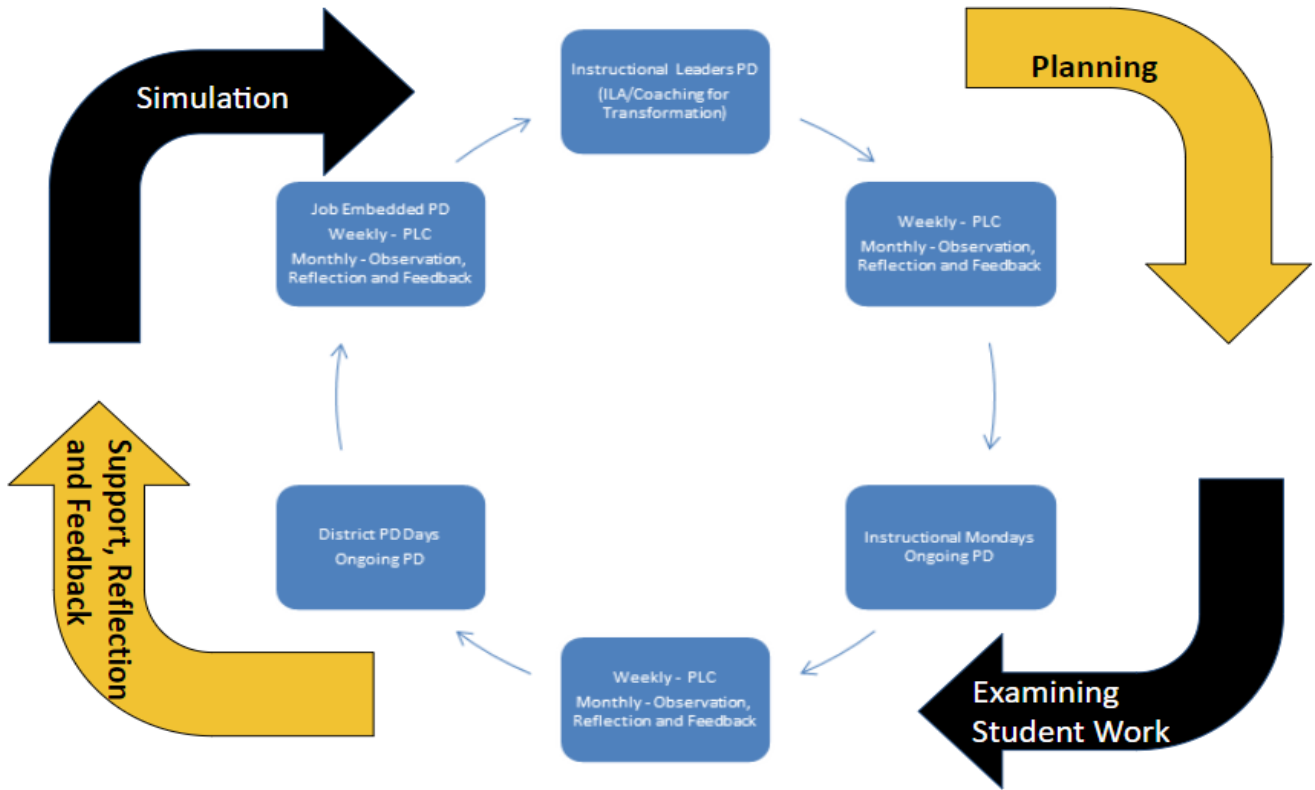
FOUNDATION

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.



**The School District of University City
2020-2021 District Professional Development Plan**

Professional Development Model



Distance Learning Wednesday Model



**The School District of University City
2020-2021 District Professional Development Plan
Professional Development Days**

Date	Time		
8/13/2020 Thursday	AM	Building PD - Welcome Back and School-specific Opening Day Learning	
	PM		
8/17/2020 Monday	AM	UCITY LEARNS CONFERENCE - Math Immersion, Literacy, Distance Learning, Social Emotional Learning	
	PM		
8/18/2020 Tuesday	AM		
	PM		
8/19/2020 Wednesday	AM		
	PM		
8/20/2020 Thursday	AM	Building PD -School-specific Learning for Implementation	
	PM		
1/4/2021 Monday	AM	Active Shooter AM - JG, BW,UCHS,MCNair	Building PD AM -Per, JP,FP,BCJ
	PM	Active Shooter PM -Per, JP,FP,BCJ	Building PD PM - JG, BW,UCHS,MCNair
2/12/2020 Friday	Early Release	Building-Specific PD	
4/6/2021 Tuesday	AM	Building-Specific PD	
	PM		



THE SCHOOL DISTRICT OF
UNIVERSITY CITY
Transform the Life of Every Student Every Day!

The School District of University City
2020-2021 District Professional Development Plan
U City Learns Conference

Day 1

PD Focus Areas		Literacy	Math	SEL	Distancel Learning		
UCITY LEARNS PROFESSIONAL DEVELOPMENT							
All Recorded Sessions: https://drive.google.com/drive/u/0/folders/1SdVUqT9pdd6ovMteL2wkN7nSJ8rAqY1U							
8:00-9:00	Health of a Lion Kick Off with Dr. Sharonica Hardin Bartley Zoom Webinar: https://us02web.zoom.us/j/86562883484						
Attendance & Exit Slip for each session: https://bit.ly/ucitylearnsday1			U.City Learns Help Desk: ucitylearns@ucityschools.org Please reach out if you have any technical difficulties or outstanding questions.				
	K-5	9-12	Choice	PreK	Choice		
9:00-10:00	Quarter at a Glance: Understanding the curriculum and planning for virtual instruction. C&I Team Zoom Webinar: https://us02web.zoom.us/j/86562883484	Cultural Proficiency Jaime Wellborn 9:05-11:30 am Join Zoom Meeting https://us02web.zoom.us/j/86915857223?pwd=VzN3RnoZTzJGQOHFyM2RlWko3UzZVTz09	Zoom 101 EdPlus w/ Sherri Kulpa Zoom Link: https://edplus.zoom.us/j/86915857223?pwd=VzN3RnoZTzJGQOHFyM2RlWko3UzZVTz09	The Social Justice Project: A Year-Long Book Club for Honoring the Voices of Young Learners -Collaborative Planning Zoom Link: https://us02web.zoom.us/j/86562883484	EdCamp: How are you thinking about making Distance Learning engaging? Zoom Link: 		
	3-5		Choice	Choice	Choice		
10:00-11:30	Newsela Training SS and SEL Zoom Link: https://zoom.us/j/98168748007?pwd=VWl0c0h0VnNlLzZlbnV0L0xvVGR9Zz09	Meeting ID: 869 1585 7223 Passcode: UCHS	Boosting Engagement and Providing Supports During Virtual Learning EdPlus w/Rob Greenhaw Zoom Link: https://edplus.zoom.us/j/86915857223?pwd=VzN3RnoZTzJGQOHFyM2RlWko3UzZVTz09	How to use District ebooks and databases- PreK & Elementary Teachers Kelly Werthmuller Zoom Link Zoom Link Slides	Boosting Engagement and Providing Supports During Virtual Learning EdPlus w/Rob Greenhaw Zoom Link: https://edplus.zoom.us/j/86915857223?pwd=VzN3RnoZTzJGQOHFyM2RlWko3UzZVTz09		
Lunch 11:30-12:30							
	K-1	6-12	Choice	Choice	Choice		
12:30-1:30	Math 314 (IFL) K-1 only Zoom Link: https://wustl.zoom.us/j/92258861755?pwd=cGZYUVDIjGNNbXBnK0lPQXVRaTR2Zz09	Zoom Link for ELA, SS, World Languages, CTE, ROTC: https://us02web.zoom.us/j/8582207513?pwd=Vm1VUVlKcFfaRE5wQ1oRDRVT3hZ09	Virtual Environment (Building Relationships, Class Culture, and Positive Behavior Management) U.City Restorative Practice Team Zoom Link: https://us02web.zoom.us/j/87214375990?pwd=M0RXRVZlbWt0MjU0eXRU0R0YRlRlSz09	Wellness in Adversity - "Trauma Disrupts -- Relationships Heal" Joshua Hendrickson, PhD, LCSW, CHC & Joanie Terrizzi Zoom Link: https://us02web.zoom.us/j/84030839226?pwd=T0w1ckE4TlM1aFNRRko5Y3pK2i6Zz09	Google Classroom for Beginners EdPlus w/ Sherri Kulpa Zoom Link: https://edplus.zoom.us/j/86915857223?pwd=VzN3RnoZTzJGQOHFyM2RlWko3UzZVTz09	Teaching Performance Art Classes Virtually: Elementary Music Tricia Harris Zoom Link: https://us02web.zoom.us/j/84243738690?pwd=RFq2NExpNWhoSXVuzmVURFNHNFd09	
1:30-2:30		Meeting ID: 922 5886 1755 Passcode: 510397	Meeting ID: 885 8220 7513 Passcode: InPGHOQcPF		Meeting ID: 872 1437 5990 Passcode: kRB5zx	Art & Dance PreK-12 Student Engagement in Virtual Arts Experience- Alicia Like Join Zoom Meeting https://us02web.zoom.us/j/85179072910?pwd=MXN6cTB0ZlV0K2Y4WElyTkNXUmF1Zz09	Music & Theater 6-12 Teaching Performance Art Classes Virtually: MS/HS Music/Theater Tricia Harris Zoom Link: https://us02web.zoom.us/j/84243738690?pwd=RFq2NExpNWhoSXVuzmVURFNHNFd09
2:30-3:30		Meeting ID: 840 4637 8418 Passcode: AFL ASU for Science	Meeting ID: 840 4637 8418 Passcode: AFL		Free High Quality Digital Platforms to Engage Students EdPlus w/ Christy Brooks Zoom Link: https://edplus.zoom.us/j/86915857223?pwd=VzN3RnoZTzJGQOHFyM2RlWko3UzZVTz09	Best Practice w/Virtual Instruction EdPlus w/ Sherri Kulpa Zoom Link: https://edplus.zoom.us/j/86915857223?pwd=VzN3RnoZTzJGQOHFyM2RlWko3UzZVTz09	Asynchronous Teaching Performance Art Classes Virtually: Exploring Smart Music - MS/HS Tricia Harris
Attendance & Exit Slip for each session							

The School District of University City 2020-2021 District Professional Development Plan U City Learns Conference Day 2

	K-1	2-3	6-8 ELA Teachers	9-12	Choice	Choice	Choice	Choice
8:00 - 8:50					PK-5 - Vocabulary Development for Phonics & Phonemic Awareness, Sandra Cox Zoom Link: https://us02web.zoom.us/j/84489224436?pwd=HbpcUjV3WnRlM2F6dG1xV2oVhLUt09 Meeting ID: 844 8922 4436 Passcode: 803784	Asynchronous PD Google Apps for Edu Hyperlink: https://docs.google.com/presentation/d/1WAD1G0ipN7S7vukDzWwWzDOWY6OmvsSddCEvZld98/present?slide=id.p	EdCamp Room - How will you connect and engage with parents during distance learning? Zoom Link: https://us02web.zoom.us/j/83865714031?pwd=OXEVXGHHWFrdm1PUXVlKvZvDS3JgUT09	Galileo - Benchmark Assessments and More Mark Basi Zoom Teachers Guide Parent Letter
8:55-9:55	Literacy Instruction & Reading Horizon (K-1) (BCJ & Flynn Park) Zoom Link for K-1 Group 1 w/ Jen Thomas : https://us02web.zoom.us/j/2368411241 (Jackson Park & Pershing) Zoom Link for K-1 Group 2 w/ Sharee Jensen): https://us02web.zoom.us/j/5068260503	Math 314 (IFL) 2-3 only https://wustl.zoom.us/j/93052902150?pwd=STRwb0o5UGZXSitUZmM3VlT0paQT09 Meeting ID: 930 5290 2150 Passcode: 229362	Using Reading/Writing Workshop to Build Literacy Skills (ELA) 8-11 am Join Zoom Meeting https://us02web.zoom.us/j/84918235559?pwd=RUDsbURNQnA5Y24wYXRrQkExNmU3Zz09 Meeting ID: 849 1823 5559 Passcode: 517074	Cultural Proficiency Jaime Wellborn 8:30-11:30 am Join Zoom Meeting https://us02web.zoom.us/j/86915857223?pwd=VzN3RnozTzJGUHFvM2RlRkx3UzVlZD09 Meeting ID: 869 1585 7223 Passcode: UCHS	Asynchronous PD EdPlus Resources for Teaching and Learning with Technology Hyperlink: https://docs.google.com/document/d/1Lz33TwcogpAeXCYo8MUZvmrOmfaAPikwRiWbx1w	Asynchronous PD Explore DESE Summer Learning Series Hub Hyperlink: Explore DESE Slides, Presentations https://desemo.gov/college-career-readiness/curriculum/summer-professional-learning-series-resources-hub	EdCamp Room - How do we build strong classroom community through distance learning? Zoom Link: https://us02web.zoom.us/j/8958871709?pwd=ZXNOYXdlEVERVjZwS01QnA5a2NoZz09	Technology Support w/ Mark Basi Open Office Hours Zoom
10:00-11:00					Leveraging Vocabulary for Social Studies & the Arts Sandra Cox Zoom Link: https://us02web.zoom.us/j/84585085394?pwd=clVlY3lYQWl4WVRlbnkzVDdsdk13Zz09 Meeting ID: 845 8508 5394 Passcode: 422200	Asynchronous PD Google Apps for Edu Hyperlink: https://docs.google.com/presentation/d/1WAD1G0ipN7S7vukDzWwWzDOWY6OmvsSddCEvZld98/present?slide=id.p	The Distance Learning Playbook: Teacher Clarity and Student Engagement. Casey Tutts & Emily Mullin Zoom Link: https://us02web.zoom.us/j/8781783378	Tyler SIS k-12 Mark Basi Zoom

	K-1	4-5	6-8 ELA	6-12	6-8 SS Teachers	Student Services	Music Teachers K-12	Choice
12:05-1:05	Literacy Instruction & Reading Horizon (K-1) Zoom Link: SAME AS THE MORNING					*School Nurses Meeting w/ Pat Wilson Zoom Link: https://us02web.zoom.us/j/87049501342?pwd=WUJ5aXl0c2tsR1EwVm9hVlT0bFlLZz09 Meeting ID: 870 4950 1342 Passcode: v1k0wL	Qualities of Anti-Racist Music Curricula Tricia Harris https://zoom.us/j/95684343783?pwd=VDI1d1pDY3JlQ1RlYXVlEQmsvR1dCZz09 Meeting ID: 956 8434 3783 Passcode: DmXva3	Elementary - Vocabulary Development for Phonics & Phonemic Awareness, Sandra Cox Zoom Link: https://us02web.zoom.us/j/82638361400?pwd=SmJ6VGs3ZDFNWXdXVnVTOVdHZGZEdz09 Meeting ID: 826 3838 1400 Passcode: 142481
1:10-2:10	EdCamp Room - How do we build strong classroom community through distance learning? Zoom Link: https://us02web.zoom.us/j/89528731307?pwd=SzNWbkRrQ3JoYjZlZWVlV2oVhLUt09	Math 314 (IFL) 4-5 only Engaging in Math Content & Pedagogy Wendy LaRose & Jeff Kennedy Zoom Link: https://wustl.zoom.us/j/92892957641?pwd=Vml1cmNlZ0xxbkZTMDFwaERoS1BOQT09 Meeting ID: 928 9295 7641 Passcode: 344803	Using Reading/Writing Workshop to Build Literacy Skills (ELA) 12:05-3 pm Join Zoom Meeting https://us02web.zoom.us/j/84046378418?pwd=Q0sxTU5ibzB5M21lcm5HOEVGMFA0Zz09 Meeting ID: 840 4637 8418 Passcode: AFL	Assessment For Learning- Digging into Standards Creating Common Formative and Summative Assessments Join Zoom Meeting https://us02web.zoom.us/j/84474067012?pwd=UnRydzM3WDJlUy81aTQ2MTJZanVFZz09#success Meeting ID: 840 4637 8418 Passcode: AFL	C3/PBL Lesson Planning (SS) 12:05-3:15 pm Join Zoom Meeting ID: 84474067012 Password: 167827	*School Counselors Meeting w/ Katy-Jane Johnson Zoom Link: https://us02web.zoom.us/j/85006739201?pwd=UjFzS2dYQ1ESm5mFJc1VlNk1JQz09 Meeting ID: 850 0673 9201 Passcode: RFH8Q	Music Teachers K-12 Teaching Performance Art Classes Virtually Tricia Harris https://zoom.us/j/92814445374?pwd=N2hiRGpmQUtkom1YdFdBaXpYNOhdDdz09 Meeting ID: 928 1444 5374 Passcode: AS7GBD	Leveraging Vocabulary for Math, Science & STEM Sandra Cox Zoom Link: https://us02web.zoom.us/j/85243010579?pwd=SDRlbnkzZWZlMT04S0wV1PcXVlYy16UT09 Meeting ID: 852 4301 0579 Passcode: 101628
Session 5 2:15-3:15	Asynchronous PD Explore DESE Summer Learning Series Hub Hyperlink: Explore DESE Slides, Presentations https://desemo.gov/college-career-readiness/curriculum/summer-professional-learning-series-resources-hub			ASU for Science 12:35-3 pm Zoom Link: https://asu.zoom.us/mv/mraustin	*Intervention Specialists Meeting w/ Roxy Isaguirre Zoom Link: https://us02web.zoom.us/j/81855976538?pwd=Zm5aTEVzRGpMM1g1L0R4dTByZFRlUT09 Meeting ID: 818 5597 6538 Passcode: Th54Mr	*Social Workers Meeting w/ Stacey Miller Zoom Link: https://us02web.zoom.us/j/8641003254?pwd=0ERzTlFaMU9G0vZnRvZ3RkVjSEVnUT09 Meeting ID: 864 3100 3254 Passcode: eWSeX3	ClassLink for Teachers: Teacher Training https://www.classlink.com/academy-webinar-signup/205	

District Curriculum Process

Year 1 Write		Year 2 Pilot		Year 3 Implement
Step 1	Step 2	Step 3	Step 4	Step 5
<p>Write Draft 1</p> <ul style="list-style-type: none"> • Mission, Vision, Values & Goals • Vertical Alignment for the content area • Essential Learning Objectives • Performance Assessment & Scoring Guides • Resource Materials 	<p>Advisory Committee (Board Approval)</p>	<p>Write Draft 2 & Pilot in Writer's Classrooms</p> <ul style="list-style-type: none"> • Units Plans • Draft Weekly Scope and Sequence 	<p>Advisory Committee (Board Approval)</p>	<p>Implement in all classrooms with support from pilot teacher</p> <ul style="list-style-type: none"> • 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.



THE SCHOOL DISTRICT OF
UNIVERSITY CITY

Transform the Life of Every Student Every Day!

DEPARTMENT OF CURRICULUM & INSTRUCTION

Type II Professional Growth Pre-Approval Form

To: **The Office of Curriculum & Instruction**

Date: _____

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.



THE SCHOOL DISTRICT OF
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Type III Professional Growth Pre-Approval Form

To: **The Office of Curriculum & Instruction**

Date: _____

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.



THE SCHOOL DISTRICT OF
UNIVERSITY CITY
Transform the Life of Every Student Every Day!

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 _____



THE SCHOOL DISTRICT OF
UNIVERSITY CITY
Transform the Life of Every Student Every Day!

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.

Name:	Click here to enter text.	Date:	Click here to enter a date.
Title:	Click here to enter text.	Location:	Click here to enter text.
Current Pay:	Click here to enter text.	Requested Pay:	Click here to enter text.
Current Level/Step:	Click here to enter text.	Requested Level/Step:	Click here to enter text.
Reason for the request:		Click here to enter text.	
Transcripts Delivery Method:	<input type="checkbox"/> Mail	<input type="checkbox"/> Email	<input type="checkbox"/> Not applicable

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

Credit Type <small>(University, Type 2, Type 3)</small>	Date Credit Earned	Course Credit Received For	Course Location
Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.

Signature: _____ Date Submitted: _____

Human Resources ONLY	
Date Received:	<input type="checkbox"/> Approved <input type="checkbox"/> Denied, reason:
Date Board Approved:	



THE SCHOOL DISTRICT OF
UNIVERSITY CITY
Transform the Life of Every Student Every Day!

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: _____

SIGNATURE

APPROVAL

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.



THE SCHOOL DISTRICT OF
UNIVERSITY CITY

Transform the Life of Every Student Every Day!

2020-2021 New Teacher Meetings
4:00-6:00 p.m.

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

Calendar invites will be sent with locations



THE SCHOOL DISTRICT OF
UNIVERSITY CITY

Transform the Life of Every Student Every Day!

Beginning Teacher Assistance Program
4:00-6:00 PM

Date	Topic	Presenter
10/22/2020	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;	Elizabeth Gardner, Director of Instruction
2/11/2021	Classroom Environment 1. Classroom management techniques; 2. Time, space, transitions and activities management; and 3. Awareness of diverse classroom, school and community cultures;	Elizabeth Gardner, Director of Instruction
4/15/2021	Education-Related Law 1. Certification requirements; 2. Professional rights and responsibilities; and 3. Self-assessment and professional learning.	Dr. Kashina Bell, Assistant Superintendent for People and General Administration
3/31/2021	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	Elizabeth Gardner, Director of Instruction



THE SCHOOL DISTRICT OF
UNIVERSITY CITY
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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			
Times Total Hours 5	Topics	Facilitators	Zoom Link
9:00-10:00 AM	Welcome Introduction of Staff	Candice Wayne Dr. Kashina Bell Dr. Sharonica Hardin-Bartley	Join Zoom Meeting https://us02web.zoom.us/j/83748841219?pwd=Qkthd0kyREpwRkc4MTFNdjhObjZXdz09 Meeting ID: 837 4884 1219 Passcode: 553125
10:00-10:30 AM	Vision, Mission, Learning Reimagined, Profile of a graduate	Candice Wayne Susan Hill, Director of Pre-K College and Career readiness	Same as above
10:30-11:00 AM	District Website, Board Policy, Loan Paperwork,	Candice Wayne	Same as above
11:00-11:30 AM	HR Systems: AESOP TalentEd Platform: Recruit and Hire, Records, Perform	Candice Wayne Dr. Kashina Bell	Same as above
11:30-12:00	Lunch		Same as above
12:00 PM-12:30 PM	Payroll	Jennifer Mullen, Payroll Specialist	Same as above
12:30-1:00 PM	Benefits	Donna Clifton, CBIZ Partner	Same as above
1:00-1:30 PM	EAP	Tim Holbart, H&H EAP Services	Same as above
1:30 PM -2:00 PM	SLU Presentation	Gary Ritter, Professor and Dean Saint Louis University	Same as above

Day 2: Thursday August 6, 2020 : Focus: “School, Community and Context”
Group to attend: All New Staff

Times	Topics	Facilitators	Zoom Link
9:00-AM 9:30 AM	Welcome, History of community and numbers by building	Candice Wayne	
9:30-9:45 AM	Board Member Introductions	Dr. Sharonica Hardin-Bartley School Board Members	Same as above
9:45-10:00 AM	Break		Same as above
10:00 AM-11:00 AM	Community Partners Panel	Candice Wayne/ Dr. Kashina Bell	Same as above Link for activity
11:00 AM -12:00 PM	Lunch		
12:00-12:30 PM	Humanizing School District of University City	Gary Spiller, Executive Director Student Services	Join Zoom Meeting https://us02web.zoom.us/j/87188236327?pwd=UjFtbDdKRWFtUkRjeUJrMk9ER0w3UT09 Meeting ID: 871 8823 6327 Passcode: Cn3CH0
12:30 PM-2:30 PM	Alive and Well Presentation	Emily Luft, Alive and Well Communities: District Partner	Same as above

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

Times	Topics	Facilitators	Zoom Link
9:00-AM -9:30 AM	Welcome	Candice Wayne	Join Zoom Meeting https://us02web.zoom.us/j/8867981117?pwd=L3NUYWJsR3lkVE1jdXQydjJLRDY2dz09 Meeting ID: 886 7981 1117 Passcode: kq9234

9:30-10:00 AM	Union Presentation	Lillian Blackshear (UCEA)/Marian Reed (AFT)	Same as above
10:00 AM - 10:30 AM	Reflection on CLR Experience	Dr. Hollie	https://culturallyresponsive-org.zoom.us/j/84060381132?pwd=aEiXYzk2RHh3bE5UcENKRE4yejZUZz09 Meeting ID: 840 6038 1132 Passcode: CCRTL
10:30 AM-11:30 AM	CLR Debrief and Q&A with Dr. Hollie	Dr. Hollie	Same as above
11:30 AM - 12:30	Lunch		
12:30 PM - 2:00	C&I Nuts and Bolts	C&I Team	Join Zoom Meeting https://us02web.zoom.us/j/83074545806 Meeting ID: 830 7454 5806

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			
Times Total Hours 4.5 Hours	Topics	Facilitators	Zoom Link
9:00-AM -9:30 AM	Welcome	C&I	Join Zoom Meeting https://us02web.zoom.us/j/84613750280 Meeting ID: 846 1375 0280
9:30-AM -11:30 AM	Technology Solutions	Mark Basi	Join Zoom Meeting https://us02web.zoom.us/j/84613750280 Meeting ID: 846 1375 0280
11:30-1:30	Office Hours	Beverly Velloff (STEM) Mark Basi (Technology) Elizabeth Gardner (Specialist)	Zoom Links are hyperlinked to names.

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**

Times Total Hours 4.5 Hours	Topics	Facilitators	Zoom Link
10:10 AM - 10:15 AM	Welcome	C&I	Join Zoom Meeting https://us02web.zoom.us/j/84613750280 Meeting ID: 846 1375 0280
10:15 AM - 11: 15 AM	STEM Curriculum	Beverly Velloff	
11:15 AM - 12:15 PM	ELA and Social Studies	Elizabeth Gardner Christina Sneed Melissa Moussalli	
12:15 - 12:45 PM	Break		
12:45 - 2 PM	Technology Solutions	Mark Basi	

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.

Barbara Jordan	Flynn Park	Jackson Park	Pershing
Rachel Orjih	Melissa Klopstein	Jasmine Jones	Michael Loveless
Aileen Jones	Clint Christianson	Anne Cummings	Jessica Clark
Latasha Gaston			
Julia Goldstein Early Childhood	Brittany Woods Middle	University City High School	
Colleen Davidson	Kacie Miller	Brea Hieke	
Corrie Hamilton	Jenna Mueller	Nicole Thomas	
	Christina Grove		



THE SCHOOL DISTRICT OF UNIVERSITY CITY

Transform the Life of Every Student Every Day!

Mentor Program

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>

Mentor/Mentee Check List
August

Orientation	
<input type="checkbox"/> Attend new teacher orientation	<input type="checkbox"/> Establish/log meeting times with new teacher
<input type="checkbox"/> Review all applicable handbooks & emergency procedures	<input type="checkbox"/> Introduce technology systems, trainers, resources
<input type="checkbox"/> Familiarize mentee with district & building calendars (Google)	
Building	
<input type="checkbox"/> Introduce teacher to staff	<input type="checkbox"/> Discuss telephone procedures
<input type="checkbox"/> Demonstrate use of building equipment	<input type="checkbox"/> Show how to obtain classroom supplies
<input type="checkbox"/> Discuss supervisory duties/procedures	<input type="checkbox"/> Obtain textbooks, manuals, & curriculum guides
<input type="checkbox"/> Show where cumulative files are kept and how to access them	<input type="checkbox"/> Give a tour of the building, parking areas, confirm entry card & keys
<input type="checkbox"/> Discuss office procedures	<input type="checkbox"/> Discuss school lunchtime routine
Classroom	
<input type="checkbox"/> Assist with room preparations	<input type="checkbox"/> Review effective teaching methods of a lesson
<input type="checkbox"/> Review Curriculum documents, resources, and assessments	<input type="checkbox"/> Assist with planning for the first week of school
<input type="checkbox"/> Review time schedule, expectations & activities for the first day with students	<input type="checkbox"/> Explain Back to School Night and Open House procedures
<input type="checkbox"/> Share organizational systems for grades, homework, parent communications, etc.	<input type="checkbox"/> Review daily tasks of attendance, lunch count, recess, etc.
<input type="checkbox"/> Review student information provided in the Student Information Management System (SIS)	<input type="checkbox"/> Discuss organization of parent volunteers in the classroom
What Went Well:	
Areas to Work on:	

September - October

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

November - December

<input type="checkbox"/> Advise new teacher of special events, delayed opening & snow day procedures	<input type="checkbox"/> Check in on classroom management & discipline procedures
<input type="checkbox"/> Discuss staff-program change procedures for the upcoming school year.	<input type="checkbox"/> Discuss assessment techniques & recordkeeping skills
<input type="checkbox"/> Reflect on areas for growth	<input type="checkbox"/> Discuss new teacher probationary policy
<input type="checkbox"/> Discuss different learning styles	<input type="checkbox"/> Discuss end of semester procedures
<input type="checkbox"/> Complete new teacher observation & provide feedback	<input type="checkbox"/> Arrange for new teacher to observe one of you best lessons
<input type="checkbox"/> Conduct walk throughs with “New Teacher Mentor/Mentee Observation and Reflection Tool”	<input type="checkbox"/> Reflect on New Teacher Meetings and areas that need continued support
What Went Well:	
Areas to Work on:	

January-February

<input type="checkbox"/> Complete new teacher observation & provide feedback	<input type="checkbox"/> Discuss summer school teaching opportunities
<input type="checkbox"/> Reflect on New Teacher Meetings and areas that need continued support	<input type="checkbox"/> Encourage mentee to continue reflecting on his/her teaching experience
<input type="checkbox"/> Conduct walk throughs with “New Teacher Mentor/Mentee Observation and Reflection Tool”	<input type="checkbox"/> Discuss curriculum, access to the curriculum guides & importance to lesson planning
What Went Well:	
Areas to Work on:	

March-April

<input type="checkbox"/> Complete new teacher observation and provide feedback	<input type="checkbox"/> Give suggestions for keeping momentum & interest at the end of the year for students & teachers
<input type="checkbox"/> Review procedure for field trips, in necessary	<input type="checkbox"/> Discuss MAP and EOC procedures
<input type="checkbox"/> Discuss Summer School enrollment procedures	<input type="checkbox"/> Discuss curriculum, access to the curriculum guides & importance to lesson planning
<input type="checkbox"/> Review proper procedure for signing contract and following deadlines	
What Went Well:	
Areas to Work on:	

May

<input type="checkbox"/> Review plans for end-of-year student activities	<input type="checkbox"/> Discuss specific student clustering or needs for next year
<input type="checkbox"/> Give suggestions for keeping momentum & interest at the end of year for students & teacher	<input type="checkbox"/> Encourage new teacher to write thank-you notes to parents/staff who helped make this year successful
<input type="checkbox"/> Review the PGP and discuss progress	<input type="checkbox"/> Discuss summer learning opportunities
<input type="checkbox"/> Discuss end-of-year checkout procedures	<input type="checkbox"/> Assist with final grading procedures
<input type="checkbox"/> 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

From: http://boardcertifiedteachers.org/sites/default/files/Guide_to_NB_Certification.pdf

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/>

