



THE SCHOOL DISTRICT OF
UNIVERSITY CITY

Transform the Life of Every Student Every Day!

Professional Development Manual 2025-2026

Dr. Sharonica Hardin-Bartley, Superintendent of Schools
Elizabeth Gardner, Coordinator of Professional Development

Board of Education

President: Dr. Monica Stewart, Vice President: Karen Bernstein, Secretary: Kay Gage

Directors: Matt Bellows, LaVerne Ford-Williams, Guerin Pichon, Tameka Staten

Student Representative: Whitaker Staudt

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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 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.

2025-2026 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 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.

2025-2026 District PDC Meetings:

Date	Topics
8/20/25	<ul style="list-style-type: none"> - Open Budget and Conference Forms - Mentor system (checklist) - Conference Request (checklist - include approval) - Learning Core Commitments - PD Feedback & PD Event
9/17/25	<ul style="list-style-type: none"> - Board PD Manual Approval 10/9/25 PDC Report (Due 10/1/25) - PD Day - Budget and Conference Check
10/15/25	<ul style="list-style-type: none"> - Mentor Check In - Conference Request & Budget Check In - Learning Core Commitments Check In - PD Feedback & PD Event Review and Check In
11/19/25	<ul style="list-style-type: none"> - Mentor Check In - Conference Request & Budget Check In - Learning Core Commitments Check In - PD Feedback & PD Event Review and Check In
12/17/25	<ul style="list-style-type: none"> - Mentor Check In - Conference Request & Budget Check In - Learning Core Commitments Check In - PD Feedback & PD Event Review and Check In
1/21/26	<ul style="list-style-type: none"> - Budget and Conference Check - Conference Request & Budget Check In - Learning Core Commitments Check In - PD Feedback & PD Event Review and Check In - Discuss needs assessment
2/18/26	<ul style="list-style-type: none"> - Conference Request & Budget Check In - Learning Core Commitments Check In - PD Feedback & PD Event Review and Check In - PDC Nominations
4/16/26	<ul style="list-style-type: none"> - Close Budget - PD Feedback & PD Event Review and Check In - Summer Institutes - Review Needs Assessment Data
5/21/26	<ul style="list-style-type: none"> - End of Year Report



THE SCHOOL DISTRICT OF UNIVERSITY CITY

Transform the Life of Every Student Every Day!

District Professional Development Committee Nomination Form

(Google Form will be sent to school staff on February 13, 2026, and will be due by February 20, 2026)

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

Expectations:

- ☐ *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 February 27, 2026
They will accept or decline the nomination by March 6, 2026***



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

District Professional Development Committee Election Form

(Google Form will be sent to school staff on March 13, 2026 and will be due by March 27, 2026)

PDC Election Cycle

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

Election February 2026 for 2026-2027 through 2027 -2028: FP and PE

Election February 2027 for 2027-2028 through 2028-2029: JP and BW

Election February 2028 for 2028-2029 through 2029-2030: BCJ, JG, and UCHS/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 May 21, 2026, and then
shared with the respective school.***

Professional Development Budget

The School District of University City continues to allocate 1% of the District's revenue from the state foundation program 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 the 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	0%	0
New Teacher PD	0%	0
PDC Stipend	5.46%	3,500
Mentor Stipend	34.34%	22,000
Building PDC Allocation	60.20%	38,571.52
Total	100.00%	\$64,071.52

Schools	Number of Teachers	Percentage of Teachers	PDC Building Allocation
UCHS/LLC	80	31.25%	\$12,053.60
BW	58	22.66%	\$8,738.86
BCJ	28	10.94%	\$4,218.76
FP	27	10.55%	\$4,068.09
JP	29	11.33%	\$4,369.43
PER	26	10.16%	\$3,917.42
JG	8	3.13%	\$1,205.36
Total	256	100.00%	\$38,571.52



THE SCHOOL DISTRICT OF UNIVERSITY CITY

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District PDC Approval Process

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

Julia Goldstein <ul style="list-style-type: none">• <u>Erin Gutschenreiter</u> (District Rep)	Barbara C. Jordan <ul style="list-style-type: none">• <u>Nancy Luebbbers</u> (District Rep)	Flynn Park <ul style="list-style-type: none">• <u>Shari Nelson</u> (District Rep)	Jackson Park <ul style="list-style-type: none">• <u>Heather Erwine</u> (District Rep)
Pershing <ul style="list-style-type: none">• <u>Jaquin McBride</u> (District Rep)• Kayla Jordan	Brittany Woods <ul style="list-style-type: none">• <u>Rubina McCadney</u> (District Rep)	University City High School/LLC <ul style="list-style-type: none">• <u>Sherry Wibben</u> (District Rep)	

Step 2: The Building PDC approves requests that follow the guidelines set by the district and building PDC, and if funds are available. [Conference Checklist](#)

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**.

Step 5: The teacher confirms attendance in KickUp and completes the **PD Survey with the code: F952VH** within 15 days of attending the workshop/conference/event. KickUp can be accessed through Classlink. If reimbursement is needed, the teacher will also complete the **Conference Reimbursement** form and submit it to Finance within 15 days of attending the workshop/conference/event.

Conference Request Check-list

Defining: (In one sentence)

Supporting teachers in their continual efforts to improve instruction so that each student may achieve at higher levels in school.

Purpose: (What's the point?)

Characteristics of Topic:

- 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.
- Topic of the conference should provide high quality opportunities for all certified staff to help staff to create an exciting teaching and learning environment for all students, in alignment with the vision of Learning Reimagined.

Conditions Necessary for Topic:

- Requires thoughtful selection of the conference.
- Teachers should consider the following factors in selecting a conference:
 - Value of the conference to the particular class group or class groups.
 - The relationship of the conference to your particular area of study.
- Final decisions regarding professional development should support the primary goal of improving instruction to improve learning.

Process: (How does it work?)

:

How it is used by teachers:

- Selecting a conference should support the primary goal of improving instruction to improve learning.
- Submit a request to your PDC Building representative at least 6 weeks prior to the conference.

How it is used by students:

- Positive impact on student learning

Content Connections: (Links to specific one-pagers/check-lists)

Reference:

Board Policies:

[DESE Missouri Professional Growth Guidelines](#)

Checklist for:	
Criteria	✓
CRITERIA FOR APPROVAL OF REQUESTS FOR TRAVEL:	
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 not been financed for conference attendance in recent years or the current year.	☐
Have been asked to be on the program or who hold an office in the professional organization.	
Have demonstrated the ability to communicate previous learning to other staff members and to utilize new ideas in the classroom.	☐
Requests must be submitted in sufficient time (at least 30 days) to have district approval in advance of the date of the conference.	☐
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.	☐
GUIDELINES FOR REIMBURSEMENT:	
<u>Transportation</u> (whichever is less) <ul style="list-style-type: none"> • \$.70 per mile for the driver only • Set mileage for: Jefferson City, MO (270 miles, round-trip) - \$189.00; Columbia, MO (240 miles, round-trip) - \$168.00; Osage Beach/Lake of the Ozarks, MO (360 miles round-trip) - \$252.00; Kansas City, MO/KS (500 miles round-trip) - \$350.00 • Round-trip coach airfare, bus fare, train fare or other mode of transportation. • Cab fare, parking, luggage fees, Uber, and taxes. • Day before travel is acceptable only for early morning conferences and must be pre approved by Building PDCs. 	☐
<u>Per Day:</u> \$75 per day max. to include meals and meal tips. Prorated for partial days: conference day =3 meals, travel day = 1 meal (contingent on time of travel). Maximum cost for a single meal to be reimbursed is \$40. No reimbursement for meals included in registration. Submit ALL original receipts with Conference Reimbursement Form within 30 days. Funds will be reimbursed for <u>pre approved</u> amounts only.	☐
<u>Registration Fees:</u> The District will pay only the member rate, but not memberships.	☐
<u>Day Trips</u> <ul style="list-style-type: none"> • St. Louis area (50 mile radius): Registration fees only. 	☐

<ul style="list-style-type: none"> • Outside St. Louis area: Transportation will be paid according to the above guidelines, plus registration at the member rate and reasonable reimbursement for meals. 	
<u>Overnight Trips</u> (Must be more than 100 miles from the District) <ul style="list-style-type: none"> • Transportation will be paid according to the above guidelines. • Registration fees paid at the member rate. • Lodging fees paid at a reasonable rate including taxes. 	☐
ADVANCES	
All original receipts must be submitted within 30 days of conference attendance.	☐
Any advance funds that do not accompany an original receipt must be returned to Finance within 30 days.	☐
PROCEDURES	
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.	☐
The secretary and PDC Representative will receive a copy of the approved conference form.	☐
Signatures: Teacher must sign and date the form, then give it to the PDC rep for their signature. The form is then sent to the principal for approval and signature. Completed forms must be received by The Office of Curriculum and Instruction at least 30 days to have district approval in advance of the date of the conference.	☐
After Conference	
Confirm attendance in KickUp and complete PD Survey with the code: F952VH, and the proof of participation (agenda or handouts) must be submitted to PDC rep within 30 days of the workshop/event.	☐



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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** before the conference. PDC Representatives, submit to the Curriculum & Instruction Office at **least 30 days** before the conference.) Follow the process outlined in the [Conference Checklist](#)*

From: _____

Building/Dept: _____

SECTION A: APPROVAL

Via: Total Funding \$ _____

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

2. Principal or Dept. Supervisor: ☐ Approve ☐ Disapprove Signature: _____ Date: _____

3. Professional Development Coord. ☐ 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: _____

Dates Substitutes are needed: _____

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 the 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

DISTRICT SURVEY Confirm attendance in KickUp and complete **PD Survey with the code: F952VH**, and proof of participation (agenda or handouts) must be submitted to PDC rep within 15 days of the workshop/event

Plan for sharing learning: (answer both questions)

Describe your plans for sharing your learning at the department, school or district level:

What is the intended outcome of sharing the learning?

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 @ \$.70 or coach airfare (including baggage fees)
(Only trips 50+ miles outside of the St. Louis area)

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

\$ _____ Lodging
(Only trips 100+ miles outside the St. Louis area)

\$ _____ Per day max allowance (_____ days @ \$75, _____ days @ \$40) **All original receipts required**

Include meals and meal tips for conferences outside St. Louis. Prorated for partial days: conference day = 3 meals, travel day = 1 meal (contingent on time of travel). Maximum cost for a single meal to be reimbursed is \$40. No reimbursement for meals included in registration. Submit ALL original receipts with Conference Reimbursement Form within 15 days. Funds will be reimbursed for pre-approved amounts 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 the total funding approved.

Please check and complete if appropriate:

[] I request an advance of \$ _____. (See reverse for guidelines.)

Registration fee payable to: _____

- **CRITERIA FOR APPROVAL OF REQUESTS FOR TRAVEL**

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

- **GUIDELINES FOR REIMBURSEMENT**

- Transportation (whichever is less)
 - \$.70 per mile for the driver only
Set mileage for: Jefferson City, MO (270 miles, round-trip) - \$189.00; Columbia, MO (240 miles, round-trip) - \$168.00; Osage Beach/Lake of the Ozarks, MO (360 miles round-trip) - \$252.00; Kansas City, MO/KS (500 miles round-trip) - \$350.00.
 - Round-trip coach airfare, bus fare, train fare, or other mode of transportation.
 - Cab fare, parking, luggage fees, Uber, and taxes.
 - Day before travel is acceptable only for early morning conferences and must be pre-approved by Building PDCs.
- Per Day: \$75 per day max. to include meals and meal tips. Prorated for partial days: conference day =3 meals, travel day = 1 meal (contingent on time of travel), No reimbursement for meals included in registration. Maximum cost for a single meal to be reimbursed is \$40. **Submit ALL original receipts with the Conference Reimbursement Form within 15 days. Funds will be reimbursed for pre-approved amounts only.**
- Registration Fees: The District will pay only the member rate, but not memberships.
- Day Trips
 - St. Louis area (50-mile radius): Registration fees only.
 - Outside the St. Louis area: Transportation will be paid according to the above guidelines, plus registration at the member rate and reasonable reimbursement for meals.
- Overnight Trips (Must be more than 100 miles from the District)
 - Transportation will be paid according to the above guidelines.
 - Registration fees are paid at the member rate.
 - Lodging fees are paid at a reasonable rate including taxes.

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

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

- **PROCEDURES**

- Curriculum & Instruction will send you a copy of the conference form you submitted upon approval. Forms will be included for the written report and reimbursement after your trip.
- 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 TRAVEL REQUESTS:

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 you 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 @ \$.70 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 the 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 the 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)

SECTION C: APPROVAL

Total Funding Needed:

Funding Source & Code: _____

Office of Curriculum and Instruction: Approve Disapprove

Signature _____ Date _____

Attendee's Signature: _____

Date: _____

Superintendent of Schools: ☐ Approve ☐ Disapprove

Signature: _____

Date: _____

I. Guidelines for Reimbursement

A. Transportation (whichever is less)

- \$.70 per mile for the driver only

Set mileage for: Jefferson City, MO (270 miles, round-trip) - \$189.00; Columbia, MO (240 miles, round-trip) - \$168.00; Osage Beach/Lake of the Ozarks, MO (360 miles round-trip) - \$252.00; Kansas City, MO/KS (500 miles round-trip) - \$350.00.

- 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 pre approved by Building PDCs.

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 the time of travel). Submit all original receipts with the 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 a 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 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 TRAVEL REQUESTS) if applicable.



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

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

To: Building Principal/Department Supervisor

Date: _____

From: _____	Building/Dept: _____
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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 @ .70 or coach airfare)

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

\$ _____ Per diem allowance (_____ days @\$75) **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 holds an office in the professional organization.
 - Have demonstrated the 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

- \$.70 per mile for the driver only
Set mileage for: Jefferson City, MO (270 miles, round-trip) - \$189.00; Columbia, MO (240 miles, round-trip) - \$168.00; Osage Beach/Lake of the Ozarks, MO (360 miles round-trip) - \$252.00; Kansas City, MO/KS (500 miles round-trip) - \$350.00.
 - 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 pre-approved by Building PDCs.
- D. Per Day: \$75 per day max. to include meals, meal tips, cab fare, parking, luggage fees, and taxes. Prorated 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 is included in registration. **Submit ALL original receipts with the Conference Reimbursement Form within 30 days. Funds will be reimbursed for pre-approved 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 the 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 are paid at the member rate.
 - Lodging fees are paid at a 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 reimbursement after your trip.
- B. The secretary and PDC Representative will receive a copy of the approved conference form.

Revised 10/25



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

Conference Reimbursement

ALL ORIGINAL RECEIPTS, AS WELL AS A CONFIRMATION PRINT OUT OF Attendance from KickUp (confirm attendance and complete PD Survey with the code: **F952VH**, MUST BE TURNED IN WITHIN 15 DAYS OF ATTENDANCE FOR REIMBURSEMENT

To: Finance Department

Date:

Name:

Building:

Principal/Supervisor/Coordinator Signature: _____

No reimbursements will be given without original receipts

\$_____ Transportation (_____) Miles @ \$.70 or coach airfare (including baggage fees)
(Only trips 50+ miles outside of the St. Louis area)

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

\$_____ Lodging
(Only trips 100+ miles outside the St. Louis area)

\$_____ Per day max allowance (___ days @ \$75, _____ days @ \$40)

Include meals and meal tips for conferences Louis. Prorated for partial days: conference day = 3 meals, travel day = 1 meal (contingent on time of travel). Maximum cost for a single meal to be reimbursed is \$40. No reimbursement for meals included in registration. Submit ALL original receipts with Conference Reimbursement Form within 15 days. Funds will be reimbursed for pre approved amounts only.

\$_____ Member registration fee

Conference Attended:

1. Total Expenses: \$

Place of Conference:

2. Total Requested \$

Date(s) of Conference:

3. Advance \$

Charge to:

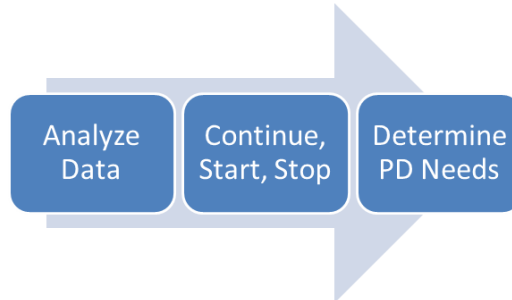
4. To be Reimbursed \$
(subtract 3 from 1 or 2, whichever is less)

5. Amount Returned To the District \$

The School District of University City 2025-2026 District Professional Development Plan

PD Plan Development

District leaders, building leaders, and teacher leaders review and analyze student data, Instructional Walks data, PD survey with 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. The effectiveness of the plan is monitored throughout the school year to ensure high-quality PD is provided and is positively impacting students.



PD Staff Goal:



**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	<div style="display: flex; justify-content: space-between; align-items: center;"> <div> <h3 style="margin: 0;">HUMANIZE</h3> <ul style="list-style-type: none"> 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 <p style="font-size: 0.8em; margin-top: 10px;">METHODS: Learning Genome Project, EEC, Restorative practices, Trauma informed work, Partnership with Wyman</p> </div> <div style="text-align: center;">  </div> </div>	<div style="display: flex; justify-content: space-between; align-items: center;"> <div> <h3 style="margin: 0;">PERSONALIZE</h3> <ul style="list-style-type: none"> 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 <p style="font-size: 0.8em; margin-top: 10px;">METHODS: Innovative team designs at grades 6 & 9, Expanded PLTW pathways & offerings, Learning Genome Project</p> </div> <div style="text-align: center;">  </div> </div>	<div style="display: flex; justify-content: space-between; align-items: center;"> <div> <h3 style="margin: 0;">PROBLEMATIZE</h3> <ul style="list-style-type: none"> 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 <p style="font-size: 0.8em; margin-top: 10px;">METHODS: PBL, Partnership with the WE Movement, Cornerstones, STEM, Robotics, PLTW, Social justice course</p> </div> <div style="text-align: center;">  </div> </div>
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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.

PD Format	Purpose	Audience
Professional Development Committee (PDC)	To analyze PD feedback, learning walk, and student work and data to align adult learning and supports that lead to student impact. PDC should meet with the Principal and share analyzed data. C&I will share a report at TLI.	PDC
Curriculum Leadership Team (CLT)	To build capacity with district instructional leaders and provide content-specific support for planning Instructional Mondays and PD. C&I will share IM plans at TLI.	Coordinators, Facilitators, Canvas Building Leaders
Transformational Leadership Institute (TLI)	Using a Human Centered approach to build capacity with school instructional leaders and provide Social Emotional Equity Academic Learning (SEEAL) support for planning Instructional Mondays , PD and data analysis.	Principals, ITLs, TILS, Coaches
Mondays Meetings	To connect the learning to classroom practice by sharing and reflecting on student work and learning walks. Utilize student data from District-wide Assessments Tab. (JG 3:45-5:00, Elm 3:55-5:10 ,BW 2:45-4:00, UCHS 3:15-4:30)	School-wide Staff
Professional Development Days (PD)	To build capacity with classroom teachers to learn, practice and plan instructional models and strategies. Utilize student data from District-wide Assessments Tab.	District-wide Staff

Professional Development Days

Defining: (In one sentence) Teachers will engage professional learning strands, which is a series of clearly defined courses or sessions focused on a specific topic and provide participants with opportunities to develop a depth of knowledge in a specific area. This plan was developed and will be facilitated in partnership and collaboration among district and building leadership teams to most effectively meet the needs of teachers and students.

Purpose: (What's the point?) This document provides a high-level overview of the Learning Strands for the 2025-2026 school year. **All communication about details, as well as attendance tracking for the professional development sessions for the Learning Strands, will be through KickUp.**

See one-pager on high-quality Professional Development

Link to:

[2025-2026 Professional Development Calendar](#)

New Staff Orientation (New to the “U”)

- Day 1 (8- Welcome to The School District of University City, School Community and Context - SEEAL”
- Day 2 - Culture of Learning: Centering Wellbeing & Joy
 - Cabinet BBQ
- Day 3 - Building a Culture of Learning-Learning Core Commitments
 - 8:30 - 9:30 Breakfast with the Board and Principals
 - 9:30 - 12:00 Establishing a Culture of Learning in Each School - Principal Round Table Day
- Day 4 - Curriculum and Assessment
- Day 5 - Curriculum and Assessment, and Mentor Support
 - AM - Curriculum and Assessment (Mentor Training)
 - PM - Help Desk Rotations and Mentor School Tours

Opening Week - Learning Core Commitments

8/12/25 Tuesday	AM	Opening Day PD School PD - 8:00 - 9:30 Opening Day Ceremony - 10AM - 12:00 pm (at the high school) Lunch 12:pm - 1pm Learning Core Commitments Breakout Session 1:00 pm - 3:30 pm
	PM	
8/13/25 Wednesday	AM	Content-Specific PD
	PM	
8/14/25 Thursday	AM	School PD
	PM	

PD Days	2nd Monday
<ul style="list-style-type: none"> • Quarter 1 <ul style="list-style-type: none"> ○ September 19, 2025 <ul style="list-style-type: none"> ■ Learning Core Commitments (AM) 	<ul style="list-style-type: none"> • 9/8/25 <ul style="list-style-type: none"> ○ Safety Training Mondays (Presentation) <ul style="list-style-type: none"> ■ 3:15 PM – 4:30 PM: University City High School (approx. 120 staff)

<ul style="list-style-type: none"> ■ Learning Strand (PM) 	<ul style="list-style-type: none"> ■ 3:55 PM – 5:10 PM: Barbara C. Jordan Elementary School (approx. 50 staff) ■ 3:55 PM – 5:10 PM: Pershing Elementary School (approx. 50 staff) ● 10/13/25 <ul style="list-style-type: none"> ○ School-led: Content-Specific Monday Meetings (PLC, Data Team, Learning, K-12 Elective Teams) ○ Safety Training Mondays (Presentation) <ul style="list-style-type: none"> ■ Times TBD: McNair Administration Building (approx. 60 staff) ■ 3:45 PM – 5:00 PM: Julia Goldstein Early Childhood Education Center
<ul style="list-style-type: none"> ● Quarter 2 <ul style="list-style-type: none"> ○ November 4, 2024 <ul style="list-style-type: none"> ■ Learning Strand (AM) ■ Content Specific (PM) 	<ul style="list-style-type: none"> ● 11/10/25 <ul style="list-style-type: none"> ○ Safety Training Mondays (Presentation) <ul style="list-style-type: none"> ■ 2:45 PM – 4:00 PM: Brittany Woods Middle School (approx. 80 staff) ■ 3:55 PM – 5:10 PM: Flynn Park Elementary School (approx. 50 staff) ■ 3:55 PM – 5:10 PM: Jackson Park Elementary School (approx. 50 staff) ● 12/8/25 <ul style="list-style-type: none"> ○ School-led: Content-Specific Monday Meetings (PLC, Data Team, Learning, K-12 Elective Teams)
<ul style="list-style-type: none"> ● Quarter 3 <ul style="list-style-type: none"> ○ January 16, 2026 <ul style="list-style-type: none"> ■ Learning Core Commitments (AM) ■ Learning Strand (PM) ○ February 13, 2026 <ul style="list-style-type: none"> ■ Content Specific (AM) ■ Learning Strand (PM) 	<ul style="list-style-type: none"> ● 1/12/26 <ul style="list-style-type: none"> ○ School-led: Content-Specific Monday Meetings (PLC, Data Team, Learning, K-12 Elective Teams) ○ Safety Training Mondays (Drill) <ul style="list-style-type: none"> ■ Times TBD: McNair Administration Building (approx. 60 staff) ■ 3:45 PM – 5:00 PM: Julia Goldstein Early Childhood ● 2/9/26 <ul style="list-style-type: none"> ○ Safety Training Mondays (Drill) <ul style="list-style-type: none"> ■ 3:15 PM – 4:30 PM: University City High School (approx. 120 staff) ■ 3:55 PM – 5:10 PM: Barbara C. Jordan Elementary School (approx. 50 staff) ■ 3:55 PM – 5:10 PM: Pershing Elementary School (approx. 50 staff) ● 3/9/26 <ul style="list-style-type: none"> ○ School-led: Content-Specific Monday Meetings (PLC, Data Team, Learning, K-12 Elective Teams)
<ul style="list-style-type: none"> ● Quarter 4 <ul style="list-style-type: none"> ○ April 9, 2026 <ul style="list-style-type: none"> ■ Content Specific (AM) ■ Learning Strand (PM) 	<ul style="list-style-type: none"> ● 4/13/26 <ul style="list-style-type: none"> ○ Safety Training Mondays (Drill) <ul style="list-style-type: none"> ■ 2:45 PM – 4:00 PM: Brittany Woods Middle School (approx. 80 staff) ■ 3:55 PM – 5:10 PM: Flynn Park Elementary School (approx. 50 staff) ■ 3:55 PM – 5:10 PM: Jackson Park Elementary School (approx. 50 staff) ● 5/11/26

	<ul style="list-style-type: none"> ○ School-led: Content-Specific Monday Meetings (PLC, Data Team, Learning, K-12 Elective Teams)
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Strand	Who	Facilitators
Learning Core Commitments Universal Strand 8/12/25 9/19/25 (AM) 1/16/26 (AM)		
Universal LCC: Culture of Learning	Implement 100% of LCC K-12 School Leaders	Implement 100% of LCC K-12 School Leaders
Year-Long Learning Strands 9/19/25 (PM) 11/4/25 (AM) 1/16/26 (PM) 2/13/26 (PM) 4/9/26 (PM)		
K-5 Math Curriculum Working Group	K-5	Beverly Velloff
New to the U	PreK-5 New Teachers	Grove
New to the U	6-12 New Teachers	Grove
Supporting Our Most Vulnerable Learners in K-5	Cluster Teachers (not in other strands)	Elizabeth Gardner Rebecca Soriano
LETRS	K-5 Teachers	Melissa Moussalli Hailey Linderman
Push-In Model of Instruction and moving towards Co-Teaching	ML Specialists and SSD	Wendy Gilliam, Kate Pavlison, Rebecca Soriano
Assessment for Learning	9-12	Dr. Peoples, Dr. Hill
Assessment for Learning	6-8	Mr. Davis, Mrs. Sneed
Tier 2 Learning Core Commitments	Teachers who are struggling with establishing a culture of learning and have not yet implemented 100% of LCC.	School Leaders
Student Services	Student Services Team	Gary Spiller

Content-Specific Learning Strands 8/13/25 (PM) 11/4/25 (PM) 2/13/26 (AM) 4/9/26 (AM)		
Literacy	K-5	Principals, Dr. Burns, Ms. Hutchinson, ILs
6-8 Science		Heather Milo, MySci
9-12 Science		Elizabeth Gardner
6-12 SS		Susan Hill
6-12 Math		6-12 Secondary Math Team
6-12 ELA		Christina Sneed/Erin Bratkowski
K-12 PE & Health		Hadley Kilgore
K-12 Visual Arts		Aisha Hedges
K-12 Performing Arts		Tricia Harris
CTE		Joelle McIntosh
Reading Specialists		Jill Rogers
TAGD K-12 TAGD Resource Teachers		Amanda Jones
ML Specialists K-12 ML Specialists & Aides		Sandra Cox
Counselors		Kellie Willis
Nurse		Gary Spiller
Social Workers		Stacey Miller
World Languages		Alexis Moellering
Well Being Specialists		Craig Morris
Foundations		Jennifer Hutchinson
Library K-12		Angie Sallee

Process for Proposing and Making Curricular Changes

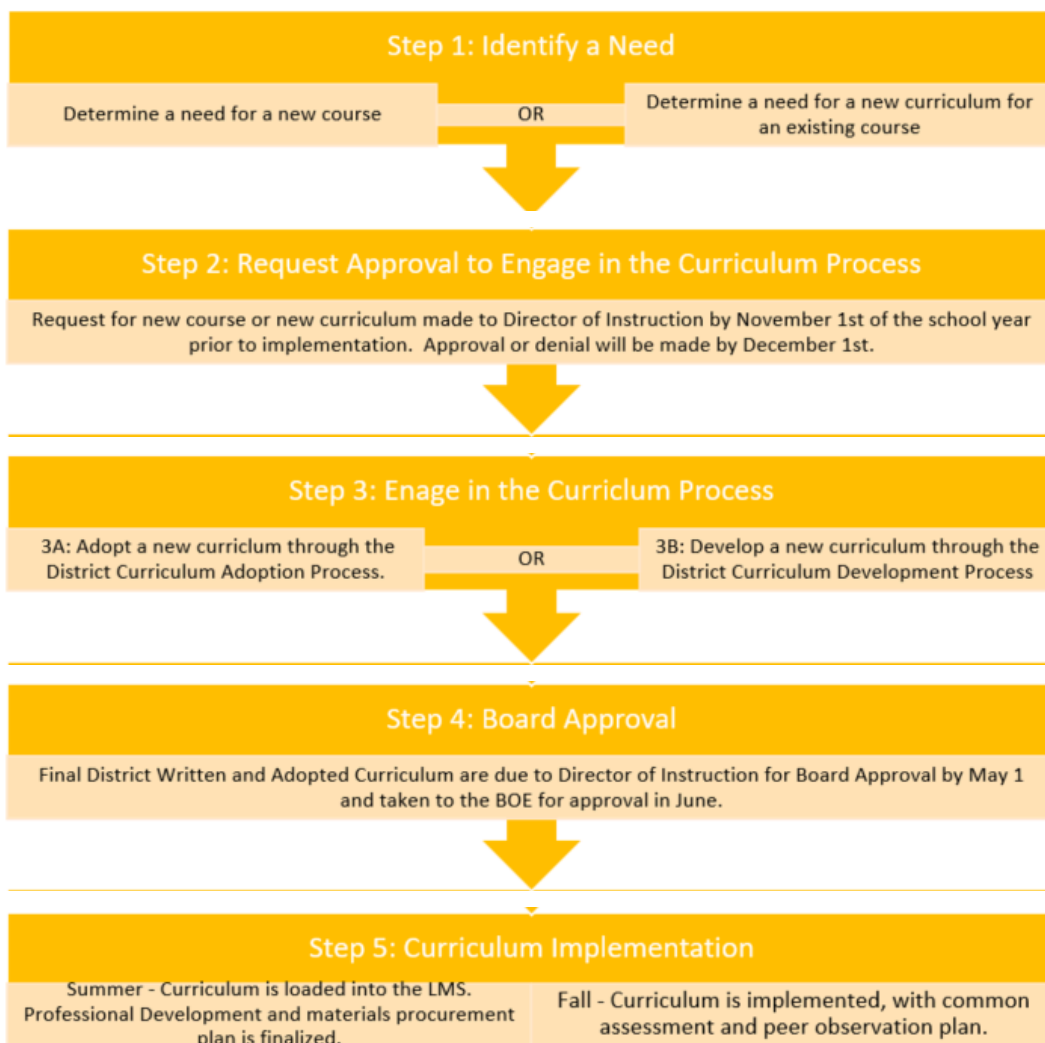
Purpose: This document outlines the process for proposing the adoption, revision and implementing of rigorous and relevant curricula. This process aligns with strategic priority number one that ensures rigorous, relevant, modern learning experiences as the foundation of the instructional core for all district curricula. Through this process, we will deepen and improve instruction by ensuring alignment between Learning Reimagined and all district curricula, assessment and instructional practices. All district curricula will be Board approved (pursuant to Board policies: [IF: Curriculum Development](#) and ACJ: Educational Equity) and audited through the lens of equity and our Portrait of a Graduate.

Defining Curriculum

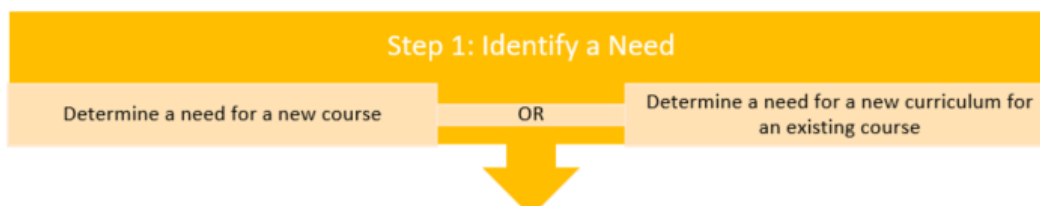
- Curriculum is the means to achieve the goals expressed in learning standards to advance students' knowledge and skills. It is the teaching and learning program of an educational system, which includes:
 - Mission, Vision, Values & Goals
 - Vertical Alignment for the content area
 - Course Scope and Sequence
 - Unit Plans
 - Essential Learning Objectives and Learning Targets
 - Common Assessment, Performance Tasks and Scoring Guides
 - Resource materials, textbooks, computer programs, and even related pedagogical advice

Overview of Curriculum Process

Click on the bookmark under any step to learn more.



Curriculum: “Loose” and “Tight”	
Loose	Tight
<ul style="list-style-type: none"> • Daily or weekly lesson plans - determined by the school leadership team • Daily or weekly formative assessments • Engagement and instructional strategies • Differentiation of daily instruction 	<ul style="list-style-type: none"> • All teachers implement district-wide curriculum • Equity and Access • Aligned to (MLS) Missouri Learning Standards • Aligned to (MVVG) Mission, Vision, Values, and Goals • Course Scope & Sequence • Quarter and Unit Plans - District-wide curriculum • Common Unit Assessments • Instructional Framework and Model (ex: workshop model, 5E model of inquiry) • Tier 1,2, and 3 supports, thresholds and resources • Aligned to Portrait of a Graduate • Course additions and edits added to Career and Education Planning Guide by November 1st, all 6-12 curricular additions for next school year must be complete so course book can be completed and published by January



Step 1: Identify a Need

Goal: Determine if there is a need for a new course or curriculum for a current course or grade level.

Process for Step 1: Identify a Need
Must be completed no later than November 1st of school year prior to implementation
Any district staff member can identify a need and/or complete a proposal template for a new curriculum or course.
Reasons for developing a proposal for new/updated curriculum or course addition: <ul style="list-style-type: none"> • to address equity concerns • to respond to shifts in the workforce and postsecondary education • to accommodate student interest • to leverage the expertise and certification of staff members • to include newly established and/or revised standards • to respond to changes in technology • to personalize learning that responds to students diverse learning needs
After identifying a need, the staff member will develop a proposal for a curricular change to address the need: a new course, adopting a new curriculum, writing a new curriculum, updating a previously adopted curriculum. <ul style="list-style-type: none"> • Complete this template to develop the proposal. • Each proposal must include the following: rationale for a new course or curriculum, alignment to content standards, relevant data, staffing implications, alignment to district and building strategic plans, and any suggested resources or nationally vetted curriculum for purchase, as outlined in the proposal template.
Before finalizing the proposal, the staff member should consult with the content PLC team for feedback. The final proposal should include a signature from the content PLC lead or Department Manager/TIL/ITL/Instructional Coach.
*For requests of a new course, include details required for the HR process for staffing and course description.

Step 2: Request Approval to Engage in the Curriculum Process

Request for new course or new curriculum made to Director of Instruction by November 1st of the school year prior to implementation. Approval or denial will be made by December 1st.



Step 2: Request Approval

Goal: Submit a proposal to gain approval to engage in the curriculum adoption and/or development process.

Process for Step 2: Request Approval

Must be completed no later than November 1st of school year prior to implementation

Submit a completed proposal template to the Building Principal. The proposal must include the following:

Within the proposal, include the rationale for a new course or new curriculum, alignment to content standards, relevant data, staffing implications, alignment to district and building strategic plans, and any suggested resources or nationally vetted curriculum for purchase

All requests must be signed by the Principal

*For requests of new course, also include: data that supports demand from students, HR process for staffing, and [Course Description](#); **all new curricular changes must be reflected in the Course Book-edits due by November 1st**

Submit the signed request to the Designated Curriculum Coordinator no later than November 1st.

Decisions regarding the need to adopt or develop a new course/curriculum will be made by C&I and communicated no later than December 1st. *This provides proper time for the Designated Curriculum Coordinator to allocate an appropriate budget.

Step 3: Engage in the Curriculum Process

3A: Adopt a new curriculum through the District Curriculum Adoption Process.

OR

3B: Develop a new curriculum through the District Curriculum Development Process



Step 3: Engage in the Curriculum Adoption (3A) or Development (3B) Process Facilitated by the Designated Curriculum Coordinator (Based on approval) with District Curriculum Documents

Goal: 3A. Adopt a new curriculum through the District Curriculum Adoption Process.

3B. Develop a new curriculum through the District Curriculum Writing Process

Process for Step 3A: Engage in the District Curriculum Adoption Process

Must be completed no later than May 1st of school year prior to implementation

Engage in a deep study of:

- the content standards, learning outcomes, and vertical learning progression
- current research
- historical student data

Review and Revise the Mission, Vision, Values and Goals (MVVG) for the content area and the alignment to Learning Reimagined.

Finalize the criteria for selecting resources.

Review 2-4 curricula, using the criteria. Identify the curriculum that is the best fit based on the criteria.

Identify common assessments for each unit of instruction.

Review and Revise vertical K-12 Scope & Sequence

The curriculum must be selected no later than May 1st.

The Designated Curriculum Coordinator will seek Board approval in the regular June Board meeting.

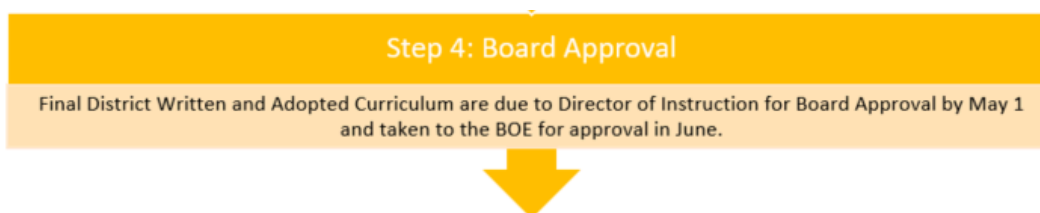
Process for Step 3B: Engage in the District Curriculum Development Process

Must be completed no later than May 1st of school year prior to implementation

Engage in a deep study of:

- the content standards, learning outcomes, and vertical learning progression
- current research
- historical student data.

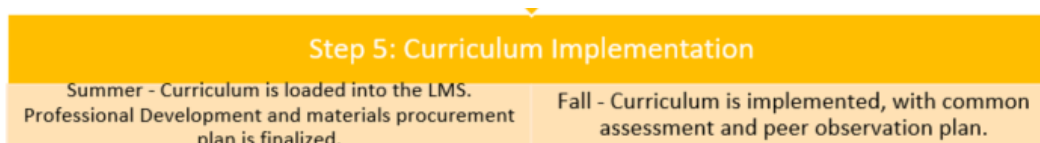
Review and Revise the Mission, Vision, Values and Goals (MVVG) for the content area and the alignment to Learning Reimagined.
Review and Revise vertical K-12 Scope & Sequence
Design the curriculum Unit Scope & Sequence
Develop Unit Planners and common assessments
Create weekly Scope and Sequence
The curriculum must be selected no later than May 1st.
The Content Curriculum Coordinator will seek Board approval in the regular June Board meeting.



Process for Step 4: Board Approval

Goal: Gain approval from the School District of University City Board of Education

Process for Step 4: Board Approval
Must be approved by the Board of Education prior to implementation
The Content Curriculum Coordinator will seek Board approval in the regular June Board meeting.



Process for Step 5: Curriculum Implementation

Goal: Finalize all components of the curriculum in the summer for full implementation on the first day of school.

Process for Step 5: Implement the District Curriculum
All curriculum and resources orders will be placed July 1
The Content Curriculum Coordinator will work with the building teams to ensure proper ordering and delivery of new curriculum and resources.
The implementation team will develop a plan that includes: <ul style="list-style-type: none"> - Professional Development - Implementation monitoring plan (Learning Walks, classroom implementation checklist) - Internalization documents - Common Assessment Data Analysis cycles
Curriculum development or adoption team will reconvene each semester to review data points and revise curriculum as needed.

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 a 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 that 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 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 In-service/Workshop: _____

Date(s): _____

☐ Pre-approval signature _____ Date: _____
Deputy Superintendent

The Office of Curriculum & Instruction has pre-approved your request for Type II credit by completing 16 hours of in-service/workshop plus 32 hours of implementation with students for each earned credit.



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

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: _____
Assistant Superintendent-Human Resources

☐ Pre-approval signature _____ Date: _____
Assistant Superintendent-Human Resources

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
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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 the Department of Curriculum & Instruction when completed.

For office use only:

☐ Participation & Utilization
Verified and Forwarded
to Office of Human Resources _____
Assistant Superintendent-Human Resources _____ 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 the Department of Curriculum & Instruction when completed.

For office use only:

☐ Participation & Utilization
Verified and Forwarded
to Office of Human Resources _____
Assistant Superintendent-Human Resources 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 exceed 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.

Information regarding the policy and procedures for Tuition Reimbursement can be found on page 38 in the Teachers Articles of Agreement and page 24 of the Support Staff Articles of Agreement.

The following steps should be followed when applying for tuition reimbursement:

1. A completed tuition reimbursement form should be submitted prior to the start of the course. The course must be pre-approved by the Assistant Superintendent for People and General Administration for an employee to be considered for reimbursement.
2. Human Resources will send a signed copy of the approval form to the requesting employee.
3. Upon course completion, employees will submit official transcripts to the Human Resources department. These can be mailed or electronically sent from the University. All electronic requests should be sent to HR@ucityschools.org.
4. In addition to transcripts, a receipt of payment for the courses for which reimbursement is requested must be submitted. The receipt of payment needs to be an official document with the university information on it. *All official transcripts and grades for pre-approved courses are due to Human Resources by September 15th of each school year.*
5. Human Resources will review all documents to ensure everything needed to process the request has been received. In the event that additional information is required, employees will be notified in ample time to be eligible for reimbursement for pre-approved courses.
6. Employees will receive reimbursement by October 31st of each school year.



Tuition Reimbursement Request/Authorization

To be eligible for reimbursement, approval must be obtained prior to course registration.

Name:		School Year:	
Location:		Staff Type:	

COURSE INFORMATION

University Name:					
Degree Type: Please select appropriate option	BA ☐	MA+15 ☐	MA+45 ☐	MA ☐	Doctorate ☐
Course Title	Course #	Start Date MM/DD/YY	End Date MM/DD/YY	Number of Credit Hours	Cost Per Credit Hour (Do not include fees)
Total Credit Hours:				Total Cost :	

I acknowledge the following:

- I have read and understand the Tuition Reimbursement policy outlined in the Articles of Agreement.
- I must submit official transcripts and receipt of full payment in order to be reimbursed for course(s).
- It is my responsibility to submit an updated application if my courses change.
- I am guaranteed reimbursement for 6 credit hours per year. Any additional courses will be paid depending on funds available for a given year, with a maximum of 12 hours paid.
- I understand and agree that by applying for and accepting Tuition Reimbursement from the School District of University City in accordance with Article 4530 of the Articles of Agreement Pertaining to the Teaching Staff and Other Professional Staff, I will be required to repay an amount, up to and including the full amount of Tuition Reimbursement received, in the event that I separate from my employment with the District within one or two years of receiving this reimbursement.
- I understand and agree that, if I separate from my employment within one year of receiving the reimbursement, I must repay the District 100% of the reimbursement received.
- I understand and agree that, if I separate from my employment within two years of receiving this reimbursement, I must repay the District 50% of the reimbursement received.
- I understand and agree that, if I am an employee classified as *Administrator*, I must repay the District 100% of the reimbursement received, in the event I separate from the District within two years of receiving this reimbursement.
- I hereby authorize the School District of University City to deduct the full amount of the repayment owed at the time of my separation from employment from my final paycheck(s).

Employee signature: _____ Date: _____

☐	Approved by Assistant Superintendent for People & General Administration:	Additional Information:
☐	Not Approved by Assistant Superintendent for People & General Administration:	



Channel Change Process Certified Staff

For a change in channel to become effective for any given semester, a written request, along with all necessary supporting documentation will be sent to the Assistant Superintendent for People and General Administration no later than August 31 or January 31. Information regarding the policy can be found on page 31 of the Teachers Article of Agreement.

The following steps should be followed when applying for channel change request:

1. A completed Channel Change form should be submitted along with official transcripts to Human Resources. These can be mailed or electronically sent from the University. All electronic requests should be sent to HR@ucityschools.org. The Assistant Superintendent for People and General Administration must receive advanced notice of electronic transcripts.
2. Human Resources will review all necessary documents to process the request. In the event that additional information is required, employees will be notified in ample time to be eligible for channel change request.
3. Human Resources will notify teachers of credit approval for college courses, Type II and Type III credit approval, no more than ten (10) business days after receiving the completed "Application for Approval of Courses" or "Professional Growth Credit" forms.
4. The Assistant Superintendent for People and General Administration will approve all eligible requests and then submit the requests to the Board of Education for approval. Staff will be notified within 10 business days of approval.
5. Once approved by the Board of Education, the employee will receive a letter notifying them of the approval and how to access the new contract.
6. Channel Change requests made by August 31 will be paid out by September 30 and the amount is divided over 22 pay periods.
7. Channel Change requests made by January 31 will be paid out by February 28 and the amount is divided over the remaining 12 pay periods.



Channel Change & Salary Adjustment Request Form

Name:		Date:	
Title:		Location:	
Certified Staff Current Pay/Level/Step:		Certified Staff Requested Pay/Level/Step:	
Support Staff Salary Adjustment Current pay:		Support Staff Requested Percent Salary adjustment :	
Reason for the request:			
Transcripts Delivery Method: ☐ Mail ☐ Email ☐ Not applicable			

Certified Staff: 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.

Please use multiple forms if needed

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

Credit Type (University, Type 2, Type 3)	Date Credit Earned	Course Number and Number of Credit hours received (I.E. 5000/3 hrs.)	Course Location

Signature: _____ Date Submitted: _____

Assistant Sup. For People & General Admin.: _____ Date: _____

Human Resources ONLY	
Date Received:	☐ Approved ☐ Denied, reason:
Date Board Approved:	

Updated 8.19.19



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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 the roles they will serve. The District PDC exercises its 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.



2025-2026 New Teacher Meetings

District Support Meetings:

Elementary PD Days (3 hour)	Secondary 1 Monday/Month (1 hour)
9/19/25 (PM)	9/29/25
11/4/25 (AM)	10/27/25
1/16/26 (PM)	11/17/25
2/13/26 (PM)	1/26/26
4/9/26 (PM)	3/30/26
	4/27/26

Beginning Teacher Assistance Program:

All new teachers must take a BTAP course within the first four years of teaching to ensure renewal of their certification.

Complete your Beginning Teacher Assistance Program requirement with MSTA.
Click here to learn more about it. Utilize the [Conference Request Form](#) for this opportunity.

Complete your Beginning Teacher Assistance Program requirement with MNEA.
[Click here to learn more about it.](#) Utilize the [Conference Request Form](#) for this opportunity.

Complete your Beginning Teacher Assistance Program requirement with EdPlus.
Click here to learn more about it. Utilize the [Conference Request Form](#) for this opportunity.

NEW STAFF INSTITUTE AGENDA

Day 1: Monday, August 4, 2025 Focus: “Welcome to The School District of University City, School Community and Context - SEEAL” Time: 8:30 AM- 3:30 PM Location: UCHS Library Group to attend: All New Staff			
Times	Topics	Facilitators	Outcomes & Links
8:00-8:30 AM Continental Breakfast Provided			
8:30- 9:30 AM	Welcome & Introductions	Dr. Sharonica Hardin-Bartley	<ul style="list-style-type: none"> • Welcome staff to the school district. • New staff to build community with each other. • Understand the head and the heart work of the District.
9:30-11:00 AM	Brave Norms , Change Cycle (7 min) Grove SEEAL, Our District’s Vision, Mission, Learning Reimagined, Portrait of a Graduate, Equity Policy - Who we serve... (25 min) Understanding the Importance of Identity (identity mapping, names)-Grove (75 min)	C&I Team: -Dr. Christina Grove -Dr. Susan Hill -Rebecca Soriano -Beverly Velloff -Elizabeth Gardner -Dr. Jessica Burns -Jennifer Hutchinson	25-26 Slide Deck <ul style="list-style-type: none"> • Introduce the district’s SEEAL lens, including the District’s Mission, Vision, and Learning Reimagined. • Introduce our aspirations for all graduates through the Portrait of a Graduate • Understand that culture is the lens through which we all learn new information, including how we see and learn about our students. • Explore individual identity markers and how those markers impact our school and life experiences • Present Binders
11:30-1:30 pm	Cohort Time: Bus ride to Lunch in the Loop at Blueberry Hill	New to the U Cohort ‘25	<ul style="list-style-type: none"> • Build a New Staff Cohort to debrief and reflect on today’s learning. • Model discussion protocol (e.g. Inside/Outside Circle; Walk and Talk; Musical Shares)

1:30-3:00	Bus tour		<ul style="list-style-type: none"> • Become familiar with the schools and important sites in The School District of University City. • Engage in team building with members of the New Staff Cohort 25-26.
3:00-3:30	Sweet Treats & Reflections	Grove	

Day 2: Tuesday, August 5, 2025 Focus: “Culture of Learning: Centering Wellbeing & Joy” Time: 8:30 AM- 3:30 PM Location: UCHS Library Group to attend: All New Staff (Three spaces - library, flex space, L206) - mixed-level groups			
Times	Topics	Facilitators	Outcomes & Links
8:00-8:30 AM Continental Breakfast Provided			
8:30-9:30 AM	Culture of Learning: Centering Wellbeing & Joy for our most vulnerable learners. Framing the Sessions: <ul style="list-style-type: none"> - CLR/CRT and the Brain SEL - Trauma-Informed Restorative Practices - ML Supports 	Dr. Grove - CLR/CRT, flex space Dr. Hill - RP, library Mrs. Soriano - ML, L206	<ul style="list-style-type: none"> • Understanding that Language Matters as we center our most vulnerable learners - names of our students, student first language, black and brown, MLL (visual piece to connect with language) • CLR - Understanding of the CRT Brain rules and reflecting on how that impacts relationships (student, colleague, admin, and families) and unit/lesson planning • SEL - • Trauma-Informed Restorative Practices -
9:30 - 10:45	- Breakout Session A	Group 1 - CRT Group 2 - TIRP Group 3 - ML	
10:45 - 12:00	- Breakout Session B	Group 1 - TIRP	

		Group 2 - ML Group 3 - CRT	
12:00 PM -1:00 PM - BBQ Lunch Opportunity to Meet with IT, Payroll, Benefits, HR, and Associations (UCEA & AFT) on Individual Needs			
1:00 - 2:15	- Breakout Session C	Group 1 - ML Group 2 - CRT Group 3 - TRIP	Continue
2:15 - 3:15	Family Engagement	Dr. Hardin-Bartley Kourtney Gilbert - City Connect Manager SDUC Parent	•

Day 3: Wednesday, August 6, 2025 Focus: “Building a Culture of Learning-Centering Rigorous, Relevant and Modern Learning” Time: 8:30 AM- 3:30 PM Location: UCHS Library Group to attend: Certified New Teachers Principals and Cabinet come also this morning for breakfast. (Dr. Hardin - special breakfast request) Wear: U City T-Shirt			
Times	Topics	Facilitators	Outcomes & Links
8:30-9:30 AM	Welcome and Breakfast- Board of Education	Dr. Hardin-Bartley/Board President/Board Members/Principals/Cabinet	• Meet and be in fellowship with District Leadership.
9:30-12:00 PM	Establishing a Culture of Learning in Each School	C&I, Principals, ILs, Hill (CLT PD - Gardner Colleen at 10 am)	Sample  Principal Round Table

12:00-1:00 PM LUNCH - Food Provided			
1:00-3:30 PM	Establishing a Culture of Learning through Learning Core Commitments What is the learning core? https://www.youtube.com/watch?v=axOAG7wDGzQ What are our commitments?	LCC Team Grove and Gardner (CLT attends)	We will understand what common commitments we will make as a district in order to prioritize the heart of our work-the learning core (interaction of teacher, student, and content). First Draft of LLC Goal: Develop and implement a system for consistently communicating, developing, monitoring, and coaching around a set of clear, coherent universal instructional practices that center students' sense of belonging and high expectations.

Day 4: Thursday, August 7, 2025

Focus: “Building a Culture of Learning-Centering Rigorous, Relevant and Modern Learning”

Time: 8:30 AM- 3:30 PM

Location: UCHS Library

Group to attend: Certified New Teachers

***Non- Certified report to the site determined by your direct supervisor**

Times Total Hours	Topics	Facilitators	Outcomes & Links
8:00-8:30 AM Continental Breakfast Provided			
8:30-9:30 AM	Foundations of Instruction: Inquiry-based Learning and Cross-curriculum Literacy	Bev Velloff Christina Sneed	<ul style="list-style-type: none"> Develop a shared understanding of inquiry-based learning as a foundation of instruction. Identify key components and best practices Articulate the “why” behind this learning structure
9:45-12:15 PM	K-5: ELAR (Cross-curricular literacy) L206 6-12 Core & K-12 Electives:(Library) Curriculum	Hutchinson/Sneed/Burns (CLT Attends 9:30 - 3:30)	<ul style="list-style-type: none"> Build teacher capacity to implement the curriculum with integrity and fidelity. Be able to access HQIMs in Canvas and on digital platforms through Classlink. Related to Essential Content of the core rubric. Secondary Social Studies/CTE

12:15-1:00 PM LUNCH Provided			
1:00-1:55 PM	<p>K-5: ELAR Continued (Cross-curricular literacy) L206</p> <p>6-12 Overview of Platforms</p> <ul style="list-style-type: none"> - ClassLink - Infinite Campus - Galileo (administer) - FAST Bridge - Canvas - ELlevation - Panorama - Frontline - SISFin (how to access paystubs and time off banks) - Talent-Ed (how to access evaluations) - GoGuardian 	<p>Hutchinson/Sneed/Burns</p> <p>Mark Basi & Elizabeth Gardner</p>	<ul style="list-style-type: none"> ● Assessment Calendar
2:00 - 3:00	<p>K-1: FAST Bridge & Platform overview (Library Conference Room)</p> <p>2-5: FAST Bridge & Platform overview (L206)</p> <p>6-12 ELA: FAST Bridge (Maker Space)</p> <p>All Others: Assessment for Learning (Library)</p>	<p>K-1 Jennifer Hutchinson</p> <p>2-5 Beverly Velloff</p> <p>6-12, Christina Sneed</p> <p>6-12 Other, Susan Hill</p>	<p> FastBridge - U City 2025-26</p>
3:00-3:30 PM	Reflection and Check-Out Circle		

Day 5: Friday, August 8, 2025

Focus: “Building a Culture of Learning-Centering Rigorous, Relevant and Modern Learning”

Time: 8:30 AM- 3:30 PM

Location: UCHS Library

Group to attend: Certified New Teachers

***Non- Certified report to the site determined by your direct supervisor**

Times Total Hours	Topics	Facilitators	Outcomes & Links
8:00-8:30 AM Continental Breakfast Provided			
8:30 AM - 9:00 AM	Gratitude or Community Circle		
9:00 - 12:00	K-5: Math (and Science & Social Studies) (L2o6) 6-12: Canvas, Infinite Campus, Galileo (Library)	Beverly Velloff & Susan Hill Mark Basi	K-1 Social Studies Inquiry Journeys Pacing Guide ☐ New Teacher Galileo <ul style="list-style-type: none"> • Be able to administer Galileo. • Practice the CBMR
12:30-1:30 LUNCH Provided with Mentors Reflection and Check Out Circle			
1:00 PM - 3:15 PM	Help Desk Rotations (Library) <ul style="list-style-type: none"> - Galileo (EG) - FAST Bridge (Jessica) - Classlink/Infinite Campus (Mark) - Canvas (Bev) - Elevation (Reb) - Panorama (Joe/Gary/Craig) - Personal Work Time 	Invite ILs for support (Mentors will give school tours)	

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
Caitlin Horn	Caroline Stamp	Heather Erwine	Veronica Martinez
Nancy Luebbers	Kasia Hood	Rebecca Schaeffer	Jaquin McBride
Gayle Campbell	Patricia Miller	Anna Stanley	Shunetta Daugherty
Latasha Gaston	Jessica Reum	Amanda Shuman	Denise Ross
Hallie Lindemann	Melissa Klopstein		Michelle Turner
Julia Goldstein Early Childhood	Brittany Woods Middle	University City High School	LLC
Corrie Hamilton	Jahmela Wilson	Benji Jackson	
Christopher Buschling	Kimberly Fileccia	Darielle Morris	
	Lanesha McPherson	Pam Lester	
	Brea Hieke	Erin Bratkowski	
	Everett Townsend	Joelle McIntosh	
	Rubina McCadney	Cynthia Rodriguez-Williams	
	Matthew Keller	Reese Sherman	
	Andronette Woods	Sherry Wibben	
		Chris Laird	
	Christine Woodward	Toi Drummer	



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 attend the summer PD training and provide a minimum of two hours of support each month in year 1 (a minimum of one hour of support each month in year 2), including classroom observations. [Details on Extra Duty Request](#) (\$500 stipend for year 1, \$300 for year 2)

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. [Details on Extra Duty Request](#) (\$300 stipend)

Mentor Qualifications and Characteristics:

- In order to be eligible to serve as a mentor, the teacher must:
- Holds the same or similar position/job or grade/subject area.
- Have a minimum of four years of experience
- Support the Instructional Core and the pillars of Learning Re-imagined as evidenced by their professional practice and walk-through data
- 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 for the new teacher to observe
- Provide consistent follow-up support, feedback, and guidance to the new teacher
- Be flexible and able to build relationships
- Serve as staff developer who is a facilitator of adult learning, a good listener, and a communicator
- Be an advocate for new teachers

Mentor Documentation -

- **Mentor Journal** - Keep all notes for your own records and progress with Mentee: Mentor/Mentee Agreement, Monthly notes, Observation notes, Mentor and New Teacher Meeting Notes and Implementation

- **Contract/Confidentiality Agreement** - Contracts will be received in TalentEd. Submit Confidentiality Agreement to Peggy Brewer October 2025.
- **Mentee/Mentor Log** - Submit First Semester Log to Peggy Brewer by January 9, 2026. Submit Second Semester Log to Peggy Brewer by May 22, 2026. After both logs are submitted you will receive payment.

Resources:

Missouri Mentoring Framework, MSTA /<https://www.msta.org/MSTA/media/MSTAMedia/Publications/Mentoring-framwork-2020-web.pdf>

Semester - Mentor/Mentee Meeting Log
Due December 2025

School _____

Mentor (print) _____

Mentee (print) _____

Date	Type of Interaction	Topics of Discussion	Mentee Questions/Concerns/ Materials Needed	Follow-Up by Mentor (Materials/Resources/Support)	Date of Follow-up
	☐ Informal Conference ☐ Formal Conference ☐ Modeling ☐ Observation ☐ Other				
	☐ Informal Conference ☐ Formal Conference ☐ Modeling ☐ Observation ☐ Other				
	☐ Informal Conference ☐ Formal Conference ☐ Modeling ☐ Observation ☐ Other				
	☐ Informal Conference ☐ Formal Conference ☐ Modeling ☐ Observation ☐ Other				
	☐ Informal Conference ☐ Formal Conference ☐ Modeling ☐ Observation ☐ Other				

2nd Semester - Mentor/Mentee Meeting Log
Due May 2026

School _____

Mentor (print) _____

Mentee (print) _____

Date	Type of Interaction	Topics of Discussion	Mentee Questions/Concerns/ Materials Needed	Follow-Up by Mentor (Materials/Resources/Support)	Date of Follow-up
	☐ Informal Conference ☐ Formal Conference ☐ Modeling ☐ Observation ☐ Other				
	☐ Informal Conference ☐ Formal Conference ☐ Modeling ☐ Observation ☐ Other				
	☐ Informal Conference ☐ Formal Conference ☐ Modeling ☐ Observation ☐ Other				
	☐ Informal Conference ☐ Formal Conference ☐ Modeling ☐ Observation ☐ Other				
	☐ Informal Conference ☐ Formal Conference ☐ Modeling ☐ Observation ☐ Other				

CONFIDENTIALITY AGREEMENT

I , as a part of the Mentor/Mentee program of _____ (**name of school**), do agree to adhere to the following statement of confidentiality. (print *your* school)

I will not discuss information about the Mentee with supervisory personnel without the written consent and/or participation of the Mentee with the following expectations:

- A. Suspicion of child abuse must be reported to proper authorities.
- B. If a Mentor suspects that the Mentee will do physical harm to him/herself, to others, or to the property of others; the Mentor shall take appropriate steps to inform the principal or administrator in charge.

All forms are private and confidential. They are to be used to foster the growth and progress of the Mentee. They are not part of the performance based teacher and therefore are not to be shared with supervisory personnel.

Mentor (please print)	Signature	Date
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Mentor (please print)	Signature	Date
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PDC Mentor Chairperson	Date
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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:

<http://www.nbpts.org/>