



# A Practical Guide to Establishing Teacher-Course-Student Connections

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Rhode Island Department of Education

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## INTRODUCTION

Teacher-course-student (TCS) data allow the Rhode Island Department of Education to connect student-level data with specific courses and teachers. These data provide teachers and administrators with classroom-level data that can be used to inform school, district and state-level decisions about policy, practice, and resources. In particular, TCS data connect to two systems—the Instructional support system (ISS) and educator performance and support system (EPSS). This document provides information about the systems using TCS rosters and outlines the requirements and considerations for creating a district-level contributing educator policy, which helps ensure that TCS connections are made consistently throughout the district.

## SYSTEMS USING TEACHER-COURSE-STUDENT (TCS) ROSTERS

The ISS and EPSS require teacher-course-student rosters for all teachers and administrators in a district. LEAs need to prepare and submit teacher-course-student rosters for all teachers. The following systems use TCS data:

***State assessments.*** RIDE relies on TCS data to know who needs to take state assessments.

***Instructional Support System (ISS).*** Teachers and administrators may also access student information through Rhode Island’s Instructional Support System (ISS). The ISS contains enrollment data, attendance data, state assessment data, and interim assessment data to guide daily decision-making and practice.

***Early Warning System (EWS).*** The RIDE Early Warning System (EWS) tool includes a set of indicators that enables educator and school teams to identify and intervene with students at risk of not graduating high school on time. The EWS screens all students from grades 6 through 10. The EWS is now in ISS.

***Educator Performance and Support System (EPSS).*** The Educator Performance and Support System (EPSS) provides access to all forms and data associated with educator evaluation. Within EPSS, teachers’ student learning and growth information is connected to the specific students on their rosters. In the past, median SGPs were based on NECAP assessments and were available in literacy and mathematics for students in grades 3 through 7. Beginning in 2015-16, median student growth percentiles will be based on PARCC assessments and will be available for educators to view in EPSS. At this time, student growth percentiles are not included in educator evaluations.

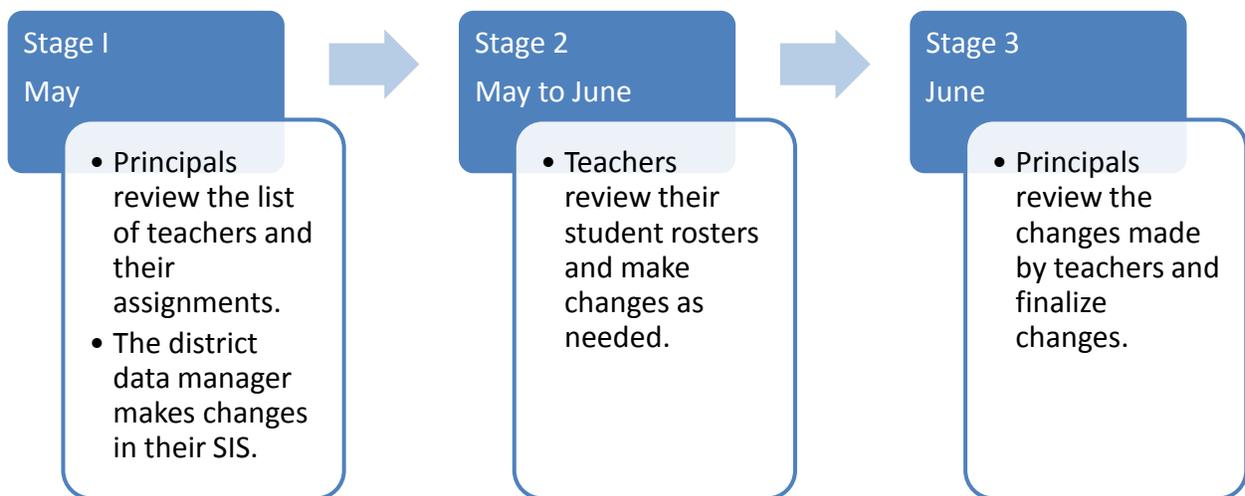
***Roster verification.*** TCS data enables teachers and principals to review their rosters of students in EPSS. TCS data is then used to calculate student growth percentiles for teachers.



## ROSTER VERIFICATION

The roster verification process takes into account the rosters needed for all teachers to have access to the ISS and EPSS and the additional coding that is needed for teachers who are contributing educators. Teachers and principals view rosters in EPSS to ensure all information is accurate.

***Important change for the 2015-16 school year: In the past, roster verification applied to teachers in grades 3 through 7. However, due to the change in test administration, educators of students in grades 4 through 8 will need to complete roster verification in 2015-16 and beyond.***



## CONTRIBUTING EDUCATOR POLICIES: REQUIREMENTS

RIDE recognizes that multiple teachers may contribute to a student’s academic growth. As part of the roster verification process, teachers and principals determine for which students each teacher is a contributing educator and review rosters for accuracy. Multiple teachers may be a contributing educator for the same student. ***A contributing educator is defined as a teacher who has an assignment that is expected to contribute to the literacy or mathematics development of students.***

Each LEA must develop a contributing educator policy that considers minimum requirements as well as district-specific teaching configurations. Table 1 on the following page shows the minimum requirements for contributing educator policies.



**Table 1.** Minimum Requirements for Contributing Educator Policies

Educator	Contributing Educator Policy
General education teachers	<ul style="list-style-type: none"><li>Teachers who teach English language arts (ELA)/literacy and/or mathematics are contributing educators.</li></ul>
Co-teaching educators	<ul style="list-style-type: none"><li>Two educators who co-teach ELA/literacy and/or mathematics are contributing educators for the same group of students. Co-teaching arrangements may include general educators, special educators, English learner (EL) educators, etc.. Such arrangements may be formal or informal.</li></ul>
Special educators	<ul style="list-style-type: none"><li>A special educator who provides interventions based on a student’s IEP (regardless of location) is a contributing educator for the student or group of students receiving intervention in ELA/literacy and/or mathematics</li><li>A special educator who is the teacher of record in ELA/literacy and/or mathematics is also the contributing educator in these content areas.</li><li>Special educators are only contributing educators for student whom they teach; they are NOT contributing educators for students for whom they are only providing case management.</li></ul>
EL/bilingual/dual language educators	<ul style="list-style-type: none"><li>All EL teachers are contributing educators in ELA for the students they teach.</li><li>Bilingual/dual language teachers who teach an EL or an English component are contributing educators for ELA/literacy.</li><li>EL and bilingual/dual language teachers who teach mathematics (such as in a sheltered EL mathematics class or an elementary Spanish classroom in a dual language strand) are contributing educators for mathematics.</li></ul>
Reading specialists	<ul style="list-style-type: none"><li>A reading specialist is a contributing educator for the student or group of students receiving support in literacy.</li></ul>
Mathematics specialists	<ul style="list-style-type: none"><li>A mathematics specialist is a contributing educator for the student or group of students receiving support in mathematics.</li></ul>
Substitute teachers	<ul style="list-style-type: none"><li>Long-term substitute teachers are contributing educators if they are expected to contribute to the literacy or mathematics development of students.</li></ul>
Student teachers	<ul style="list-style-type: none"><li>A student teacher CANNOT be listed as a contributing educator; the supervising teacher is the contributing educator.</li></ul>
Instructional coaches	<ul style="list-style-type: none"><li>Instructional coaches who only work with adults are NOT contributing educators.</li></ul>



**Sample Scenario:**

Teacher A is a special educator with a total class roster that includes eight students. She provides interventions to four students in ELA/literacy and to four students in mathematics; for these students she is considered a contributing educator. However, Teacher A provides only case management to George and Ed. Therefore, because she does not provide direct services, she is not considered a contributing educator for these students.

Student Roster	Contributing Educator in ELA/literacy	Contributing Educator in Mathematics
1. Kevin	X	X
2. Jessica	X	
3. Bob		X
4. Susan		X
5. Joshua	X	X
6. Lisa	X	
7. George		
8. Ed		

**CONTRIBUTING EDUCATOR POLICIES: DISTRICT CONSIDERATIONS**

Each LEA must also identify any additional contributing educator connections based on instructional model and assignments made in their LEA. These decisions must be made based on expectations within an LEA and should be codified and shared with all staff so that there are accurate data submissions. Important considerations include:

**Middle school teachers.** Districts should identify the instructional model used in middle schools and identify contributing educators based on that model. Table 2 below shares examples.

**Table 2.** Sample Instructional Models and Contributing Educator Policies for Middle Schools and Departmentalized Elementary Schools

<i>If your instruction model is described as...</i>	<i>Then contributing educators are likely...</i>
Grade-level teaching teams that are expected to plan and coordinate units of study collaboratively across all core content areas.	<p>For ELA:</p> <ul style="list-style-type: none"> <li>• ELA teachers</li> <li>• Social studies teachers</li> <li>• Special education teachers (as appropriate)</li> <li>• EL teachers (as appropriate)</li> </ul> <p>For mathematics:</p> <ul style="list-style-type: none"> <li>• Mathematics teachers</li> <li>• Science teachers</li> <li>• Special education teachers (as appropriate)</li> <li>• EL teachers (as appropriate)</li> </ul>



<i>If your instruction model is described as...</i>	<i>Then contributing educators are likely...</i>
Teachers who are responsible only for their content area and there is no expectation that ELA/literacy or mathematics is integrated across content areas.	For ELA: <ul style="list-style-type: none"><li>• ELA teachers</li><li>• Special education teachers (as appropriate)</li><li>• ELL teachers (as appropriate)</li></ul> For mathematics: <ul style="list-style-type: none"><li>• Mathematics teachers</li><li>• Special education teachers (as appropriate)</li></ul>

**School library media teachers.** Districts must determine if school library media teachers are contributing educators based on district roles and expectations. If a district's school library media teachers are expected to contribute to the literacy development of student, then they should be listed as a contributing educator to all of the students in the school. If school library media teachers manage the library and don't explicitly teach literacy skills of research, writing, or reading, then they should not be identified as a contributing educator.

**Shared attribution.** Some districts have asked if it is possible to identify all educators as contributing educators for ELA/literacy or mathematics or both content areas. Shared attribution is possible. The district would have to provide student rosters for all students every educator teaches so that median growth percentiles can be calculated for each educator's specific student roster.