A Practical Guide to Establishing Teacher-Course-Student Connections

Rhode Island Department of Education

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INTRODUCTION

Teacher-course-student (TCS) rosters 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 rosters 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. These rosters allow an educator to have a single sign-on for both systems. The sign-on complies with all security and access decision associated with each tool. LEAs need to prepare and submit teacher-course-student rosters for all teachers. The following systems use TCS data:

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.

Rhode Island Growth Visualization Tool. The Rhode Island Growth Model Visualization tool, available on the RIDE website, enables multiple stakeholders to view math and reading proficiency and growth data for districts, schools, grade levels, and groups.

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. Per Rhode Island's Educator Evaluation Standards, an educator's overall evaluation of effectiveness is primarily determined by evidence of impact on student growth and academic achievement. This impact is assessed using the following measures:
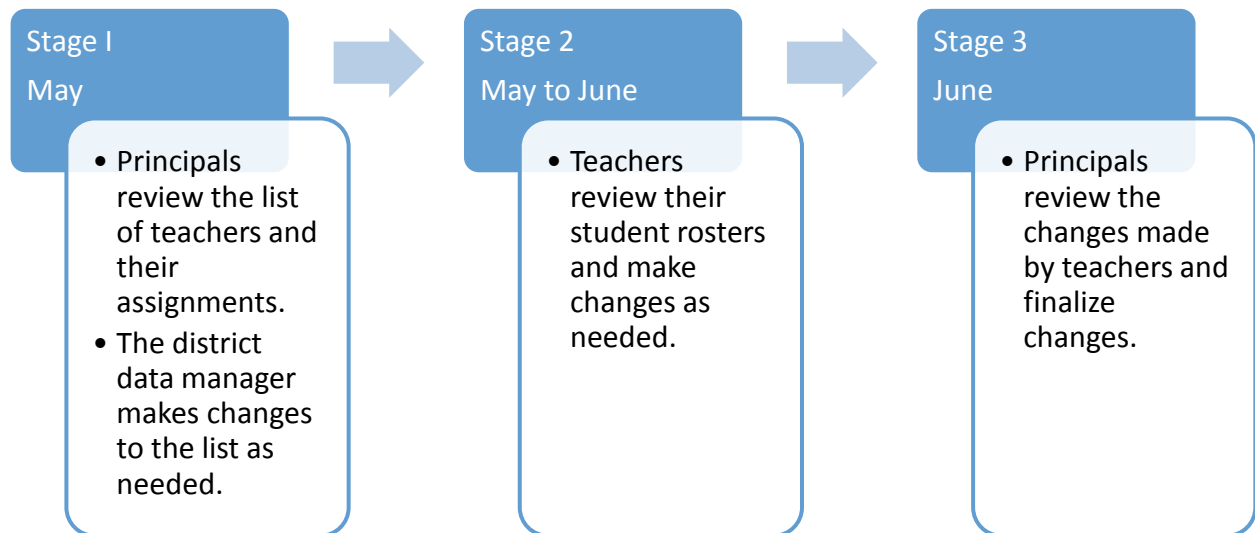
- **Student learning objectives and student outcome objectives** – Educators currently write two SLOs or SOOs as part of their evaluation. These objectives measure a teacher's impact on student learning.
- **Median student growth percentiles (SGPs)** - In the past, median SGPs were based on NECAP assessments and were available in literacy and mathematics for students in grades 3 through 7. Looking ahead, median student growth percentiles will be based on

PARCC assessments beginning in 2015-16 and may be expanded to the high school level. We anticipate that median student growth percentiles based on the PARCC assessments will be included in educator evaluations beginning in 2016-17.

SUBMITTING AND VERIFYING ROSTERS

RIDE has developed a data collection process for collecting teacher-course-student rosters. This 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 will also verify rosters to ensure all information is accurate.

Stage 1 May	Stage 2 May to June	Stage 3 June
• Principals review the list of teachers and their assignments. • The district data manager makes changes to the list as needed.	• Teachers review their student rosters and make changes as needed.	• Principals review the changes made by teachers and finalize changes.

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. 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 takes into considerations 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

Note: These policies apply only to the teachers of students in grades 3 through 7 in 2014-15; this grade span is subject to change in future years.

Educator	Contributing Educator Policy
General education teachers	• Teachers who teach English language arts (ELA)/literacy and/or mathematics are contributing educators.
Co-teaching educators	• Two educators who co-teach ELA/literacy and/or mathematics are contributing educators for the same group of students. (Combinations may include general educators, special educators, ESL educators, etc., and may be either formal or informal co-teaching situations.)
Special educators	• 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 • A special educator who is the teacher of record in ELA/literacy and/or mathematics is also the contributing educator in these content areas. • 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.
ESL/bilingual/ dual language educators	• All ESL teachers are contributing educators in ELA for the students they teach. • Bilingual/dual language teachers who teach an ESL or an English component are contributing educators for ELA/literacy. • ESL and bilingual/dual language teachers who teach mathematics (such as in a sheltered ESL mathematics class or an elementary Spanish classroom in a dual language strand) are contributing educators for mathematics.
Reading specialists	• A reading specialist is a contributing educator for the student or group of students receiving support in literacy.
Mathematics specialists	• A mathematics specialist is a contributing educator for the student or group of students receiving support in mathematics.
Substitute teachers	• Long-term substitute teachers are contributing educators if they are expected to contribute to the literacy or mathematics development of students.
Student teachers	• A student teacher CANNOT be listed as a contributing educator; the supervising teacher is the contributing educator.
Instructional coaches	• Instructional coaches who only work with adults are NOT contributing educators.

Sample Scenario:

Teacher A is a special educator with a total class roster that includes nine students. She provides interventions to five 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 these students with direct services, she is not considered a contributing educator.

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		
9. Tim	X	

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

If your middle school instruction model is described as…	*Then contributing educators are likely…*
Grade-level teaching teams that are expected to plan and coordinate units of study collaboratively across all core content areas.	For ELA: • ELA teachers • Social studies teachers • Special education teachers (as appropriate) • ELL teachers (as appropriate) For mathematics: • Mathematics teachers • Science teachers • Special education teachers (as appropriate) • ELL teachers (as appropriate)

If your middle school instruction model is described as…	Then contributing educators are *likely…*
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: • ELA teachers • Special education teachers (as appropriate) • ELL teachers (as appropriate) For mathematics: • Mathematics teachers • Special education teachers (as appropriate)

School librarians. School librarians have different roles depending on the district's structure. Districts must clarify whether their school librarians are expected to contribute to the literacy development of students in which case they should be listed as a contributing educator to all of the students in the school. Or, whether the school librarians manage the library and don't explicitly teach literacy skills of research, writing, or reading in which case they will be evaluated as a support professional.

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.