

**Educator Census Data Collection
School Year 2011-2012**



Quick Reference

Due Date: March 1, 2012



**Office of
Professional Standards
(802) 828-1455**

About The Quick Reference Document

This document is intended to help answer questions about what information should be included in the Educator Census and how to correctly enter educator and course information. It is not intended to provide step-by-step data entry or data exporting instructions. Please refer to the *Educator Census Data Collection School Year 2011-2012 Software Instructions* as needed.

What's New for This Year:

There are no substantial changes for this year's Education Census.

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General Information about the Educator Census

PURPOSE OF THE EDUCATOR CENSUS

Educator Census data is gathered for the Vermont Department of Education's Office of Professional Standards. The Educator Census has three purposes:

1. To gather data on educator assignments in order to determine which "core academic subject" classes are taught by teachers who are Highly Qualified (HQT) for their assignment in accordance with the requirements of Title II of NCLB,
2. To provide school districts, professional development providers, and other stakeholders with detailed information on educator assignments, tenure, and course offerings to enhance planning and policymaking, and
3. To project areas of teacher and administrator shortage as per the Vermont Department of Education/Vermont Standards Board for Professional Educators Strategic Plan.

WHO COMPLETES THE EDUCATOR CENSUS

Working in conjunction with principals, directors, and other personnel, educator and course information is entered by the Supervisory Union or District. The superintendent is responsible for the accuracy of the collection. He should designate a person to be responsible for collaborating with the Places of Service to obtain the required information and to enter that information into the Educator Census.

The Supervisory Union should centrally maintain the electronic file, and one individual should be responsible for the entry of data. **The paper data reports and blank data collection forms should be printed immediately and sent to the schools to gather the data that will be corrected or entered at the Supervisory Union.** (See the Documents to Print and Distribute section below.)

The Superintendent of each Supervisory Union or district must attest to the accuracy of the data provided for schools and offices within each district and must return a signed signature page with each diskette.

MANDATORY HQT REPORTING AND THE EDUCATOR CENSUS

Every effort should be made to complete the Educator Census accurately, since HQT statistics (including the percentage of core academic subject classes not taught by highly qualified teachers) are compiled for your local education agency (LEA) based on the information that you submit to us. LEAs are required to report publicly these statistics every year. In addition, HQT statistics are included in required federal reporting by the state.

Reporting errors can result in the calculation of incorrect percentages of classes being taught by teachers who are not HQT for their assignment(s). Especially in small schools, even minor errors in Educator Census reporting can result in big changes in the reported HQT percentages.

In determining HQT statistics, the Vermont Department of Education uses the course category(ies) assigned to an educator's course(s) to determine if the educator teaches any core area classes. The assignment is then matched with the endorsements held by the educator and the educator's content knowledge for those endorsements as contained in our databases in order to determine whether the class is being taught by an educator who is HQT for his/her assignment.

Note: The purpose of the Educator Census is not to provide lists of HQT educators to the supervisory unions and schools, and we do not maintain records in this format. It is the responsibility of the Supervisory Union/LEA to attain and maintain HQT records for their educators. See the *NCLBA Highly Qualified Teacher (HQT) and Paraprofessional Accountability Requirements* document at education.vermont.gov/new/html/licensing/hqt.html#nclba_accountability for more information about Supervisory Union/LEA responsibilities and accountability.

DATES OF COLLECTION

The 2011-2012 Educator Census collects educator data for the **July 1, 2011 – June 30, 2012** school year. Unless otherwise specified, any reference to “year,” “school year,” or “current year” means the 2011-2012 school year.

When completing the Educator Census, include all relevant educator data for the 2011-2012 school year up to and including the date you submit the completed Educator Census to the Vermont Department of Education. Any changes in employment, assignment, and courses that occur after the collection period should be reported in the 2012-2013 Educator Census.

PRIVACY RIGHTS

The Vermont Department of Education adheres to the Family Educational Rights and Privacy Act (FERPA) - 24 C.F.R. Section 99.31. FERPA allows for the collection of data required to do the work of state and educational agencies. The principle of confidentiality underlies all policies and procedures for the collection, maintenance, disclosure, and destruction of education records. Schools and districts also have a responsibility to protect the confidentiality of educator personnel records. Please be sure that proper policies and procedures are in place, and followed, to successfully complete this collection.

List of Documents

- An MS Access database with pre-loaded employee and course information that was reported for each of your schools in the 2010-2011 Educator Census
- (Note: Team teaching assignments are not pre-loaded.)
- Educator Census Data Collection School Year 2011-2012 Software Instructions
- Educator Census Quick Reference

- 2011-2012 Educator Census Reporting Instructions for Principals, Special Education Directors, Alternative Program Directors, and Career and Technical Center Directors
- Educator Information Form (blank)
- Special Educator *Information Form* (blank)

WHEN IS THE EDUCATOR CENSUS DUE BACK TO THE VERMONT DEPARTMENT OF EDUCATION?

The Supervisory Unions are the only ones who should be submitting the Educator Census to the Department of Education. The principals must return the corrected paper reports and completed forms to the Supervisory Union office for data entry. **To allow the Supervisory Union sufficient time to enter new information, a deadline to return changes and updates to the principals should be given.**

The Vermont Department of Education must receive the Educator Census diskette(s) by **Monday, March 1, 2012**. Submit the census to the IT Division: Data Management and Analysis Team, Vermont Department of Education, 120 State Street, Montpelier, VT 05620-2501. See *Educator Census Data Collection School Year 2011-2012 Software Instructions* for more information.

PRE-LOADED DATA

With the exception of team teaching assignments, the data from the 2010-2011 Educator Census is pre-loaded into this year's Educator Census application. Although this means you don't have to re-enter every educator, there will, of course, be changes in employment and assignments that will need to be updated and new educators that will need to be added.

DOCUMENTS TO PRINT AND DISTRIBUTE

The following documents and reports should be printed and given to principals, special education directors, Career and Technical Center directors, and alternative program directors immediately. The principals and directors should manually update or correct the information listed on the reports (or provide updated information using the blank *Educator Information Form* and *Special Educator Information Form*).

They should also complete the blank *Educator Information Form* and *Special Educator Information Form* for any new educators who joined their staffs in 2011-2012. The principals should return the corrected paper reports and completed forms to the Supervisory Union office for data entry. **To allow you sufficient time to enter new information, a deadline to return changes and updates to the Supervisory Union should be given.**

For Principals

Under the Reports section of the main menu, go to the Reports Selection Menu – All Educators. Print the following reports:

- Report of All Educators for each Place of Service
- Report of All Courses for each Place of Service
- Report of All Educators with Associated Courses for each Place of Service
- Report of All Courses with Associated Educators for each Place of Service

Also print the following documents:

- *Educator Information Form* (blank)
- *Special Educator Information Form* (blank), if needed*
- *2011-2012 Educator Census Reporting Instructions for Principals, Special Education Directors, Alternative Program Directors, and Career and Technical Center Directors*

*Depending on the district/Supervisory Union, it may be either the principal's or the special education director's responsibility to ensure that special educator assignment information is submitted to the Supervisory Union.

For Career and Technical Center Directors

Under the Reports section of the main menu, go to the Reports Selection Menu – All Educators. Print the following reports:

- Report of All Educators for each Place of Service
- Report of All Courses for each Place of Service
- Report of All Educators with Associated Courses for each Place of Service
- Report of All Courses with Associated Educators for each Place of Service

Also print the following documents:

- *Educator Information Form* (blank)
- *2011-2012 Educator Census Reporting Instructions for Principals, Special Education Directors, Alternative Program Directors, and Career and Technical Center Directors*

For Special Education Directors

Under the Reports section of the main menu, go to the Reports Selection Menu – Spec Ed/Alt Prog. Under Special Education Reports, print the following reports:

- Report of All Special Educators for the entire Supervisory Union
- Report of All Special Educators with Associated Primary Instruction (PI) Assignments for the entire Supervisory Union

Also print the following documents:

- *Special Educator Information Form* (blank)
- *2011-2012 Educator Census Reporting Instructions for Principals, Special Education Directors, Alternative Program Directors, and Career and Technical Center Directors*

For Alternative Program Directors

Under the Reports section of the main menu, go to the Reports Selection Menu – Spec Ed/Alt Prog. Under Alternative Program Reports, print the following reports:

- Report of All Alternative Program Educators for each Place of Service
- Report of All Alternative Program Educators with Associated Courses for each Place of Service

Also print the following documents:

- *Educator Information Form* (blank)
- *2011-2012 Educator Census Reporting Instructions for Principals, Special Education Directors, Alternative Program Directors, and Career and Technical Center Directors*

WHO TO CONTACT IF YOU HAVE QUESTIONS

For questions about technical issues such as installing software, printing reports, error messages, and submitting data, contact Janelle Gallison with the Data Management and Analysis Team (DMAT) at (802) 828-3777 or at janelle.gallison@state.vt.us.

For questions about courses, educators, and what data to include, please contact Amy Anderson in the Office of Professional Standards at (802) 828-1455 or at amy.anderson@state.vt.us.

WHO SHOULD BE INCLUDED IN THE EDUCATOR CENSUS?

Information for all professional personnel who provide educational services, including outside contractors, will need to be included in the Educator Census. Long-term substitutes employed in a particular position for 30 or more consecutive calendar days must be included in the Educator Census. In general, report all educators employed by your Supervisory Union or a district or school within your Supervisory Union who are in a position requiring a Vermont educator license, and who work with students or who have supervisory, curricular, instructional, or assessment duties.

A list of common personnel who should be included, as well as some personnel who should not be included, is located below. If you have questions about who should be included, please contact Amy Anderson at (802) 828-1455.

Personnel to Include in the Educator Census

- Assistant Directors for Adult Education
- Alternative Program Directors
- Career and Technical Center Directors
- Class Size Reduction or “Overflow” Teachers
- Curriculum Coordinators
- Educational Technology Specialists
- Library Media Specialists
- Principals and Assistant Principals
- Program Supervisors
- School/Guidance Counselors
- School Nurses
- School Psychologists
- School Social Workers
- Special Education Directors
- Speech Language Pathologists (SLPs)
- Substitutes, Long-Term (Employed 4 or more consecutive weeks in the same teaching position)
- Superintendents and Assistant Superintendents
- Supervisors
- Teacher Leaders
- Teacher Mentors
- Teachers (including all PreK-EEE, K-12, Title I, Special Education, Career and Technical Center, and Alternative Program Teachers)

Personnel that Should Not Be Included in the Educator Census

- Afterschool Program Teachers, unless they provide Title I funded instructional services
- Artists-in-Residence who make presentations or provide enrichment activities
- Behavioral Specialists if a license is not required for the position
- Braille Consultants
- Community members/leaders who make presentations or provide enrichment activities
- Custodians
- Dental Hygienists
- Drug Counselors
- Educational Technology Personnel, unless they teach students or provide instructional services
- Enrichment Teachers (such as performing artists or community leaders who come in to the school to conduct enrichment activities) unless they also provide regular

- classroom instruction or other duties that would fall under the scope of the Personnel to Include in the Educator Census list
- Finance Personnel, such as Business Managers, unless they perform other administrative functions as well
 - Food Service Employees
 - Grants Coordinators
 - Home Tutors
 - Medical Personnel
 - Mobility Consultants
 - Occupational Therapists
 - Office Support Personnel (Administrative Assistants, Secretaries, Clerks, Accountants, Bookkeepers, etc.)
 - Paraprofessionals (When a special educator or SLP supervises a paraprofessional who provides primary instruction, the primary instruction should be recorded under the supervising special educator or SLP.)
 - Physical Therapists
 - Psychologists, Mental Health Professionals, or Student Assistance Program Counselors providing drug or mental health counseling through the schools (**Note:** School Psychologists, School Social Workers, and Guidance Counselors must be included.)
 - Substitutes who work fewer than 4 consecutive weeks in the year in the same teaching position
 - Translators and Transliterations, unless they teach students or provide instructional services

Additional Employment Situations

If an educator is from a public school in Vermont, it is the responsibility of the Employing Organization of the educator to ensure that the educator and his/her assignment is included in the Educator Census.

If your Supervisory Union, district(s), or school(s) has contracted personnel, then you should enter them, along with applicable course/assignment information, into the Educator Census since, in this case, you are considered the Employing Organization. Do not include educators from other schools or private agencies when not funded by your Supervisory Union, district(s), or school(s).

Do not include any of the educators you employ who are sent offsite to independent or private schools. However, do include teachers that you pay through your district or Supervisory Union who are sent to other public schools if they are not contracted by that school or the school's Supervisory Union or district. For these educators, you will also need to enter course/assignment information if applicable.

TIPS FROM USERS

Several people have shared techniques that may help make completing the Educator Census data easier:

- Set deadlines for principals, special education directors, alternative education directors, and Career and Technical Center directors to return the marked up reports and educator/special educator forms. Give yourself enough time to follow up on questions and still get the Educator Census submitted on time. Work with your superintendent, if needed, to ensure that the needed information is returned to you in a timely manner.
- Meet in person with principals, Career and Technical Center directors, special education directors, and alternative education program directors to review and update the reports.
- Principals can have educators complete any needed *Educator Information Forms* in staff meetings.
- Since special education assignments change frequently, special education directors can have all special educators complete the *Special Educator Information Forms* in staff meetings. These forms can then be used to update special education assignment information.
- Before submitting data, review all reports for accuracy. If you have time after entering/correcting the data, it's a good idea to send updated copies of the reports to the principals, special education directors, alternative education directors, and Career and Technical Center directors so that they can verify that the information they gave you is correct.
- Keep your paperwork and the marked up reports used when entering data in case we contact you with questions about the entered information. We'll be sending out error checking reports a few weeks after we receive all the Educator Census disks, and your reports may help you answer questions we have about the data you submit.

COMMON DATA ERRORS

Three of the most common errors in past Educator Census data include:

- The course category doesn't match the grade levels entered for the course.
 - Example 1:** An educator teaches an Advanced Mathematics to grade levels 10 through 12, but the course category for this class is listed as Middle Grades-Math (5-9). The course category should be Mathematics (7-12).
 - Example 2:** A 7th grade English class is assigned the Elementary Education-General (K-6) course category. However, the Elementary Education-General (K-6) course category is only valid for grades K-6. The course category should be either Middle Grades-English (5-9) for a K-8 school or a middle school or English (7-12) for a high school.
- The course category doesn't match the course content:
 - Example 1:** An 11th grade History class has the general Social Studies (7-12) course category. The Social Studies-History course category is a more accurate choice.
 - Example 2:** An Economics course is given a Social Studies-Economics course category when it is actually a course that only awards Business credit. In this case, the course category should be Business Education.

- The total FTE for all Places of Service for an educator is greater than 1.0 (i.e., 100% full-time employment). The total FTE should only be greater than 1.0 if, in fact, the educator is employed more than full-time. (This does not apply if the educator leaves one Place of Service and begins at another Place of Service mid-year within an Employing Organization; in this case, be sure to enter the end date where applicable.)

SUBMITTING DATA

Refer to the *Educator Census Data Collection School Year 2011-2012 Software Instructions* for information on exporting and submitting data.

You do not need to send any of your working paperwork or reports to the Vermont Department of Education with the disk(s) you submit; however, you may submit any notes or clarifications you feel are needed with the disks.

The superintendent must sign a Signature Page **for each employing organization** and certify that the information is correct and in compliance with the requirements of the Educator Census. The Signature Page(s) should be returned with the data disk(s).

WHAT IF I REALIZE I SUBMITTED INCORRECT DATA (EITHER ON THE DISK OR ON THE ERROR REPORT)?

Contact Amy Anderson at (802) 828-1455 or at amy.anderson@state.vt.us. Depending on the stage of data cleaning and statistical analysis, we may be able to make the correction.

WHAT'S NEXT?

After all completed Educator Census disks are received from the Supervisory Unions, the initial data cleaning process at the Vermont Department of Education will begin. This data cleaning process will take several weeks. After this initial step is completed, an Error Checking Report will be printed and mailed to each Supervisory Union, if applicable. The Error Checking Report is an automatic report that is intended to help catch common data reporting errors and provides additional assurance that the data is accurate. After all Error Checking Reports are returned, the Educator Census data is updated and undergoes a final and extensive data cleaning process.

After the cleaning process is completed, required HQT statistics are compiled by matching the assignment information from the Educator Census with the educator's licensing and content knowledge information to determine the percentages of classes that are taught by teachers who are HQT for their assignments. These calculations will not be completed until the winter of the next school year.

In January of 2012, each Supervisory Union will receive a report listing the percentage of 2011-2012 core academic subject classes in each school that were taught by teachers who were not HQT for their assignments. This information must be publicly reported.

SUPERVISORY UNION CONTACT INFORMATION

Please make sure the contact information listed in the Educator Census is correct and complete. We will contact the person(s) listed if we have additional questions.

Entering Information into the Educator Census

EDUCATOR INFORMATION

Use the Enter/Edit Educator Information section to add, update, and delete educators' employment and teaching assignment information. This section is accessible by clicking the Educator Information button on the main menu of the 2011-2012 Educator Census.

The information we request and the way it should be entered is designed to provide the specific information required for local and state public reporting.

EMPLOYING ORGANIZATION AND PLACE OF SERVICE

Each professional employee must be associated with at least one Employing Organization and at least one Place of Service.

Employing Organization: The Supervisory Union or district that employs an individual.

Place of Service: Refers to the actual physical location where the individual serves. Typically, this will be a school, the Supervisory Union, or a technical center.

In some cases, a Place of Service may be the same as the Employing Organization. An example is a superintendent who is employed by a Supervisory Union and works solely at the Supervisory Union office. A EEE teacher or SLP may also be listed under a Supervisory Union as both the Employing Organization and Place of Service if the educator's "base" is considered to be the Supervisory Union.

An educator can also have more than one Employing Organization and/or more than one Place of Service. An example is a physical education teacher who is hired by the Supervisory Union and teaches classes at three elementary schools in the same Supervisory District; this teacher has one Employing Organization and three Places of Service. Another example is a music teacher who is employed 0.5 FTE at an elementary school by one district and is employed 0.3 FTE at a middle school by another district, both within the same SU; this educator has two Employing Organizations, each with one Place of Service. Therefore, this educator would have two separate Employing Organization entries in the Enter/Edit Educator Information section.

If the pre-loaded information has the educator identified with an incorrect Employing Organization or Place of Service, see the Changing an Educator's Assignment section in this document.

EDUCATOR TITLE

We don't use the employee's title for any reporting or data calculations. However, if we have questions about the data, sometimes the educator title helps clarify how data should be entered. Enter the title(s) that you most often use for the educator, but be as specific as possible. For example, enter SPED Teacher instead of Teacher for a special educator.

EDUCATOR STATUS

The choices in the Educator Status drop down field for the 2011-2012 Educator Census are:

- Employed by this organization all or part of current year
- Never employed by this organization
- Not employed by this organization during current year
- On leave-Full year

Employed by this organization all or part of current year – select this status when the educator has worked for this Employing Organization for the full 2011-2012 school year, came in mid-year, left mid-year, or worked as a long-term substitute for part of the year. (Remember: you are completing the Educator Census with the educator's status as of the date that you complete the Educator Census. If an educator begins or leaves employment after the 2011-2012 Educator Census has been submitted, that information will be captured in next year's Educator Census.)

Never employed by this organization – select this status if the individual **never** worked for this Employing Organization and was incorrectly included in this organization's data. See Deleting an Educator at the Employing Organization under Changing an Educator's Assignment (below).

Not employed by this organization during current year – select this status if the educator used to work for this Employing Organization but left employment on or before **June 30, 2011**. See Deleting an Educator at a Place of Service under Changing an Educator's Assignment (below).

On leave-Full year – select this status if the educator is still employed by this organization but will be on leave for the **full** 2011-2012 school year. Do not change the job role(s), FTE, or Place of Service start date. However, course information will need to be deleted in order to avoid problems with exporting the data.

If you are not sure which status to choose for an educator, please contact Amy Anderson at (802) 828-1455 or at amy.anderson@state.vt.us.

JOB ROLES (PLACE OF SERVICE ROLES)

Job Roles are entered in the Place of Service section, which is beneath the Enter/Edit Educator Information section. A Job Role (or Place of Service Role) encompasses an educator’s assignment(s). If an educator has more than one Job Role at the same Place of Service, check all roles that are applicable. If you are not sure which job role(s) to choose for an educator, please contact Amy Anderson at (802) 828-1455 or at amy.anderson@state.vt.us.

Some of the job roles require additional information to be entered. When these job roles are chosen, one or more additional sections will automatically open in the educator’s Place of Service section. The following table shows which additional sections should be completed for each job role.

Job Roles Available In Educator Census	Additional Sections To Complete
PreK-EEE Educator	None
K-12 Teacher	Course(s) Taught section
Special Ed	Special Ed Information section
SU Admin	None
School Admin	None
Student Support	None
Tech Center Teacher	Course(s) Taught section
Alternative Program Teacher	Course(s) Taught section

About PreK-EEE Educator Roles

PreK-EEE teachers should be entered in the Educator Census using the PreK-EEE Educator job role. Course assignment information should not be associated with the PreK-EEE role.

SLPs and special educators teaching at the PreK level should be entered with the PreK-EEE role, not the Special Ed role.

About K-12 (Classroom) Teacher Roles

For “regular” classroom teachers, check the K-12 Teacher job role.

Supplemental reading and math teachers, librarians, physical education teachers, and all “specials” teachers should also be assigned the K-12 Teacher role.

Entering or updating assignment information for K-12 Teachers:

When this role is checked, the **Click This Tab to Enter Course(s) Taught** section automatically opens in the Place of Service section. Click the new tab to enter course information. The courses associated with K-12 teachers are entered here. Select the appropriate courses from the drop down field. Enter or update course and class information for each educator, as well as team teaching information, if applicable. To add a new course or change a pre-loaded course, click the button labeled **Click to open the form for inputting a new course for this school**.

See the section on Course and Class Information in this guide for more information on how to enter assignment information and how to create courses.

About Special Educator Roles

For Educator Census purposes, special educators, and SLPs providing services at the K-12 level should be assigned a Special Ed – Consulting or a Special Ed – Primary Instruction role.

SLPs and special educators teaching at the PreK level should be assigned the PreK-EEE role, not a Special Ed role.

Special Ed – Consulting

Consulting, or consultation, is a teaching arrangement in which the special educator provides support or consultation to the classroom teacher. The classroom teacher remains the primary instructor responsible for curriculum planning and student assessment. Such support may take many forms, such as:

- Providing guidance or modeling in instructional techniques, resources, or accommodations that will enable a particular student to succeed in the curriculum;
- Instructing an individual or small group on a specific aspect of a core curricular area (e.g., conducting a reading or spelling group or providing one-on-one instruction in a specific basic skill area) with the classroom teacher retaining primary responsibility for instruction in that core area for that child; and
- Case management.

Implications for HQT: The special educator is not subject to the “highly qualified teacher” (HQT) requirements of the No Child Left Behind (NCLB) law when he or she is providing consultation or case management services. The classroom teacher is expected to meet the HQT requirements for the core area taught.

Special Ed – Primary Instruction

When a special educator or SLP provides instruction in any of the core areas (English language arts/reading, math, science, and social studies) to one or more students *in place of* regular classroom instruction in that content area, including planning and assessment of student performance in the core area(s), the special educator is considered to provide primary instruction. The instruction may take place in the regular classroom or outside it. **Direct instruction is not necessarily primary instruction.**

It may be helpful to think in terms of instruction that supplants versus supplements classroom instruction in a core area. In the former case, the special educator or SLP is the primary instructor and must meet HQT content knowledge requirements. In the latter case, the special educator or SLP is providing consultation and the HQT requirements fall upon the classroom teacher.

Even if a special educator provides primary instruction to even only one student, the Special Ed – Primary Instruction role should be selected.

The special educator must meet the HQT requirements for the students' highest **grade level** in the core area(s).

Entering or updating assignment information for Special Educators:

When the Special Ed role is checked, the *Click This Tab to Enter Special Ed Information* section automatically opens in the *Place of Service* section. When you click this tab, you are given two choices:

This special educator provides no primary instruction to students in “core” content areas. (Consulting role)

All or part of this special educator’s position involves the primary instruction of individual students or groups of students in “core” content area(s). (Primary Instruction role)

Choose the correct option for this special educator at this Place of Service.

Special Ed Consulting Role - If you select the first option, you will not need to enter additional information about this educator’s job role.

Special Ed Primary Instruction Role - If the second option is selected, assignment information fields will appear. The primary instruction core areas (English/language arts/reading, math, science, social studies) are pre-loaded, so you don’t need to create any special education courses. However, assignment information from last year has not been pre-loaded.

Select the core areas for which the special educator has provided primary instruction to one or more students in the current year. Only enter information about special education primary instruction assignments in the four core areas (English language arts/reading, math, science, social studies); do not create or enter any other special education courses taught by special educators (e.g., a Life Skills course). Also, special education primary instruction assignment information should be entered only in this section; it should not be entered in the assignment section for K-12 Teachers, Tech Center Teachers, or Alternative Program Teachers.

For all special education primary instruction assignments, indicate the **actual grade levels of the students**. We are no longer collecting performance level information. Note: We will send a separate inquiry to Special Education Directors regarding special education teachers who provide instruction exclusively to students assessed against alternate standards.

We do not collect the number of classes special educators teach. We collect the number of special education **students** a special educator provides primary instruction for in each core area for grades K-12. Include the total number of **students** that the special

educator has provided primary instruction to throughout the year up until the Educator Census data is entered. Do not include anticipated assignments for later in the year. For example, a special educator provides primary instruction in English language arts to two students (one at kindergarten level and one at 1st grade level). The special educator should be assigned the Special Educator – Primary Instruction role and entered as teaching Special Education English/Reading to two students, with kindergarten as the lowest grade level and 1st grade as the highest grade level.

Enter team teaching information when applicable. For example, if a special educator is providing primary instruction in math to a group of students in a collaborative team teaching situation with a classroom math teacher, include the classroom teacher's name in the special educator's PI assignment information section as a team teacher.

For special educators or SLPs who supervise paraprofessionals providing primary instruction, the primary instruction information should be recorded under the special educator or SLP. Paraprofessional information is not collected in the Educator Census. Enter all primary instruction assignment information. We will send a separate inquiry to Special Education Directors regarding special educators who provide instruction exclusively to students assessed against alternate standards.

Note: If you change a special educator's role from Special Ed Primary Instruction to Special Ed Consulting, make sure you delete all primary instruction core area assignments first.

About School Administrator and SU Administrator Roles

In general, principals, superintendents, directors, and administrators only have a School Admin or an SU Admin role, and course assignment information should not be associated with these roles. However, if the educator's position does have a teaching component, then check the appropriate teaching role (K-12 Teacher, Special Educator – Primary Instruction, Tech Center Teacher, or Alternative Program Teacher) and enter the corresponding assignment information as well.

About Student Support Roles

Course assignment information should NOT be associated with student support roles. Examples of Student Support Roles include:

- Coordinators, Mentors, Facilitators, and non-teaching specialists (other than librarians) who are not considered to be in an administrative role
- Educational Technology Specialists (unless they also teach classes, in which case they should be assigned K-12 Teacher roles instead of Student Support roles and course information should be entered)
- Math Leaders or Reading Coaches (unless they also teach classes, in which case they should be assigned K-12 Teacher roles instead of Student Support roles and course information should be entered)
- Nurses (unless they also teach classes for credit, in which case they should also be assigned K-12 Teacher roles and course information should be entered)
- School/Guidance Counselors

- School Psychologists
- School Social Workers
- Teacher Leaders (unless they also teach classes, in which case they should be assigned K-12 Teacher roles instead of Student Support roles and course information should be entered).

Note: SLPs should be assigned a Special Ed role.

About Alternative Program Teacher Roles

An Alternative Program is a program in which students receive all or the majority of their instruction in one or more of the core areas of English language arts, math, science, or social studies in a program that is different from or separate from the regular school program. It can be a separately existing program housed in its own building, or it can be a single class in a high school.

Use the Alternative Program Teacher role **ONLY** for educators who teach alternative program courses in English language arts, math, science, and social studies. Use the K-12 teacher role for assignments in PE, foreign language, music, etc., even if they occur within the Alternative Program; the K-12 teacher role can be used in addition to the Alternative Program Teacher role if applicable.

Important: If an alternative program is designed for and enrolls only or primarily special education students, then the teacher(s) should be assigned the Special Ed role and PI assignment information should be entered as it would for any other kind of special education assignment (see above).

Teachers of Pre-Tech Exploratory Program courses are considered Alternative Program teachers and should be assigned the Alternative Program Teacher role. The courses they teach should be assigned one or more of the Alternative Program course categories.

Pre-Tech Foundations courses are not considered alternative program courses. Educators who teach Pre-Tech Foundations courses should be listed with the Tech Center Teacher role, and their associated courses should have the Pre-Tech Foundations course category.

Entering or updating assignment information for Alternative Program Teachers:

When this role is checked, the Click This Tab to Enter Course(s) Taught section automatically opens in the Place of Service section. Click the new tab to get to the Course(s) Taught section. The courses associated with Alternative Program teachers are entered here. Select the appropriate courses from the drop down field. Enter course information for each educator, as well as team teaching information, if applicable.

To create an Alternative Program course, click the button labeled Click to open the form for inputting a new course for this school. Use the program name (e.g., Branching Out, Crossroads, or Raven Program-Math) as the course name. Then, associate this course name with the course category or categories for which academic credit is offered. When creating alternative program courses, use *only* Alternative Program course categories (Alternative Program-English, Alternative Program-Math, Alternative Program-Science,

and Alternative Program-Social Studies.) If the program is self-contained and students receive credit in all four core areas, then the course should be separately associated with each of the four alternative program course categories.

Note: Remember to use the K-12 teacher role for assignments in PE, foreign language, music, etc., even if they occur within the Alternative Program; the K-12 teacher role can be used in addition to the Alternative Program Teacher role if applicable.

See the section on Course and Class Information in this guide for more information on how to enter assignment information and how to create courses.

About Technical Center Teacher Roles

This role should be selected for all educators teaching at Tech Centers except teachers of Pre-Tech Exploratory courses.

Entering or updating assignment information for Tech Center Teachers:

When this role is checked, the **Click This Tab to Enter Course(s) Taught** section automatically opens in the **Place of Service** section. Click the new tab to get to the **Course(s) Taught** section. The courses associated with Tech Center Teachers are entered here. Select the appropriate courses from the drop down field. Enter or update course and class information for each educator, as well as team teaching information, if applicable.

To add a new course or change a pre-loaded course, click the button labeled **Click to open the form for inputting a new course for this school.**

See the section on Course and Class Information in this guide for more information on how to enter assignment information and how to create courses.

TEAM TEACHING

Accurate reporting of team teaching is important since team teaching information may affect the HQT status of the educators associated with the team-taught course(s).

Team teaching refers to a course that is co-taught by two or more individuals who are jointly the teachers of record for the course. Do not check this box if an educator is the sole teacher of record for a course, even if he/she is part of a collaborative teaching team. At the middle level *only*, if two or more teachers meet on a **daily** basis to plan and assess curriculum in a specific content area, they may be entered as team teaching.

Important: Team teaching data is not pre-loaded and must be re-entered each year. Enter team teaching information for all teachers who team teach a course together. Make sure that each educator is cross-referenced with his/her other team member(s).

EDUCATOR START AND END DATES

Start Dates should be entered for each educator at each Employing Organization AND at each Place of Service. The Employing Organization Start Date and the Place of Service Start Date may or may not be the same.

The Start Date refers to professional employment only; do not include employment dates for non-professional service. For example, if an educator was originally hired as a paraprofessional on 8/1/2003 and was later hired as a classroom teacher on 8/1/2004, enter 8/1/2004 as the start date even if employment with the organization was continuous.

Use the Start Dates and End Dates that your district uses. For example, if you hire a new teacher to begin at the start of the school year in August 2011, but you consider employment to start at the beginning of the fiscal year, enter 7/1/2011 for the Start Date. Also see the Changing an Educator's Assignment section below.

When updating an educator's employment information, remember that there are two components to an educator's assignment – the Employing Organization(s) and the Place(s) of Service.

End of Employment During this School Year (7/01/11-6/30/12)

For the 2011-2012 Educator Census, enter employment end dates for the 2011-2012 school year by following the instructions below.

At an Employing Organization

If an educator left employment with the Employing Organization and all Places of Service in the Employing Organization during the 2011-2012 school year:

- Keep the Educator Status Employed by this organization all or part of current year.
- Enter the educator's end date at the Employing Organization and at all Places of Service.
- Leave the educator's Job Role(s) checked. (Update role information at each Place of Service, if necessary, for this school year.)
- Enter any course assignments that the educator had during this fiscal year.
- Update the FTE, if needed.

Note: DO NOT use the Remove Educator from POS button if the educator worked at the Place of Service for any part of this school year.

At a Place of Service

If an Educator is still with an Employing Organization but left a Place of Service in the Employing Organization during the 2011-2012 school year:

- Do not enter an end date at the Employing Organization.
- Keep the Educator Status Employed by this organization all or part of current year.
- Enter the educator's end date at the Place of Service.
- Leave the educator's Job Role(s) checked. (Update role information at this Place of Service, if necessary, for this school year.)
- Enter any course assignments that the educator had during this fiscal year.
- Update the FTE, if needed.

- If the educator has switched to a different Place of Service within the Employing Organization, follow the steps under Adding an Educator at a Place of Service below.

Note: DO NOT use the Remove Educator from POS button if the educator worked at the Place of Service for any part of this school year.

End of Employment Prior to 7/01/11

If an educator who left employment prior to this school year is pre-loaded in the Educator Census, follow the instructions below.

At an Employing Organization

If an Educator left employment with the Employing Organization and all Places of Service in the Employing Organization:

- Choose the Educator Status option Not employed by this organization during current year.
- Enter the educator's end date at the Employing Organization. **(You will receive a reminder to enter the end date at all Places of Service; however, if the educator left employment prior to 7/01/11, it is not necessary to enter the end date at the Place of Service).**
- For **each** Place of Service, click the Remove Educator from POS button. All role, FTE, and course assignment will be deleted for the corresponding Place of Service.

At a Place of Service

If an Educator is still with an Employing Organization but left a Place of Service in the Employing Organization:

- Choose the appropriate, current Educator Status. Remember that the Educator Status applies to the Employing Organization, not the Place of Service.
- At the Place of Service, click the Remove Educator from POS button. All role, FTE, and course assignment will be deleted for the corresponding Place of Service.
- If the educator has switched to a different Place of Service within the Employing Organization, follow the steps under Adding an Educator at a Place of Service below.

Deleting an Educator at the Employing Organization

If you have an educator that was never employed at the Employing Organization the educator is listed under:

- Choose the Educator Status option Never employed by this organization.
- At the prompt, click Yes to delete this educator. All educator information will be deleted at both the Employing Organization and at all Places of Service.

Deleting an Educator at a Place of Service

If you have an educator that is correctly listed in the Employing Organization but never worked at a Place of Service the educator is listed under:

- Click the Remove Educator from POS button. All role, FTE, and course assignment will be deleted for the corresponding Place of Service.
- Make sure the educator does have at least one Place of Service role; if needed, follow the steps under Adding an Educator at a Place of Service below.

Adding an Educator at the Employing Organization

To add an educator at an Employing Organization, follow these steps:

- Click the Add New Educator button on the Educator Information section and enter all requested information.
- Add the Place(s) of Service for the Educator (see the Adding a Place of Service for an Educator section below).

Adding an Educator at a Place of Service

To add an educator at a Place of Service, follow these steps:

- Select the Place of Service.
- Enter the Start Date.
- Check the educator's Job Role(s) and indicate the FTE at this Place of Service.
- Complete any necessary assignment sections related to the Job Role(s), if required.

FTE

The FTE, or full-time equivalent employment, should be entered for each educator at each Place of Service. The FTE listed at a Place of Service should reflect the percentage of employment for an educator **only at that Place of Service**. If an educator has multiple Places of Service, the total FTE from all Places of Services typically does not exceed 1.0 (or 100% employment). See Place of Service FTE in the Definitions section of the Appendix for more information.

If an educator has multiple roles at a Place of Service, then the FTE should reflect all the roles at that Place of Service. For example, an educator is both a 0.4 FTE consulting special educator and a 0.3 FTE Title I reading teacher at an elementary school. The educator should have both the Special Ed – Consulting and the K-12 Teacher roles. The total FTE entered for that Place of Service should be 0.7 FTE.

For contracts that don't specify FTEs, the educator is usually considered to be a full-time employee. If the educator is not full-time but still has no specific FTE associated with the assignment, then approximate the FTE to best reflect the hours worked in the position.

COURSE AND CLASS INFORMATION

Use the **Course Information** section to add, update, and delete course information. **The information we request and the way it should be entered is designed to provide specific information for required local and state public reporting.** It is important to be as accurate as

"Course" refers to the title of the subject/grade being taught (for example, kindergarten, grade 4/5 multi-age, physical education, Camerata, or Algebra 1). "Class" refers to a specific group of students who are instructed together regularly.

possible, using these guidelines, when entering course and assignment information. Choosing the correct way to enter information can be difficult, especially with the many unique situations in the schools. If you have any questions at all, please call or email us.

We only collect course information for courses taught at the K-12 levels. **Do not enter preK course information.**

Special education courses should **not** be created. Special education primary instruction “courses” for each core area of English language arts/reading, math, science, and social studies are already defined and are automatically loaded when the special education primary instruction role is selected. We do not collect any other special education course assignment information (e.g., a Life Skills course).

Report all courses that award credit to students. Generally, do not include courses/classes that do not have credits associated with them. Sometimes courses like study hall or independent studies do have associated elective academic credit – these courses should be included but assigned the “Other” course category (see below). Afterschool and summer courses should not be included.

Creating Courses

New courses are created in the **Course Information** section.

There are two important components to a course: the course name and the course category.

All courses should be matched to one or more of the existing course categories (see Course Categories with Appropriate Instructional Levels in the Appendix for a list of course categories and valid instructional levels).

One of the most common errors we have found is that courses are associated with the incorrect course categories. This leads to incorrect findings that classes are being taught by teachers who are not HQT for their assignments.
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Course Names

Course names generally refer to whatever the course is called at the school. However, please be relatively specific when naming courses. Here are some examples:

- English – Include the grade or type such as AP English, 10th Grade Literature, or Middle Grades English
- Math – Break down into Algebra I, Algebra II, Calculus, Middle Grades Math, etc.
- Family and Consumer Sciences – Use the specific course name such as Clothing II
- Alternative Program – An alternative program called Crossroads awards credit in the four content areas of English, math, science, and social studies. The course name should be Crossroads, and the associated course categories should be Alternative Program-English, Alternative Program-Math, Alternative Program-Science, and Alternative Program-Social Studies.

Course Categories

The course category is the category (or categories) that most closely encompasses the content of the course. The course category is the most important component of a course when matching HQT status to endorsement and assignment. If a course has a “core area” course category, such as English or math, then we will check to make sure that the educator has both the appropriate endorsement for the course assignment and that the educator is HQT for that endorsement. We use the course category, not the course name, when analyzing Educator Census data. If you have the wrong course category associated with a course, this could affect the HQT statistics for your district.

Several factors may influence the choice of course category, including course content, course credit, and the educator’s endorsement, in that order.

Example 1: A 10th grade Economics offers credit in more than one area. The course categor(ies) should be assigned based on the type of credit offered:

<i>If credit is given for:</i>	<i>Then assign these course category(ies):</i>
Social Studies	Social Studies-Economics
Math	Mathematics (7-12)
Either Social Studies or Math	Social Studies-Economics and Math (7-12)
Business	Business Education

Example 2: A humanities course offers credit in either history or English. This course should be entered twice, once in association with Social Studies-History and once in association with English (7-12).

Examples of Appropriate Course Categories

Alternative Program There are four course categories for Alternative Program academic courses. They are:

- Alternative Program-English
- Alternative Program-Mathematics
- Alternative Program-Science, and
- Alternative Program-Social Studies.

Any other academic courses taught in an Alternative Program should be assigned “regular ed” categories such as Music, Art, or PE. (Use the K-12 teacher role for “regular ed” assignments, even if they occur within the Alternative Program; the K-12 teacher role can be used in addition to the Alternative Program Teacher role if applicable.)

See the About Alternative Program Teacher Roles section.

Business Education Generally, business courses are assigned the Business Education category. However, if a business course is used to satisfy a math graduation requirement, then the Mathematics (7-12) course category should be used.

CTE (Career and Technical Education) An appropriate CTE endorsement is required to teach a CTE course, and only vocational courses taught in Career and Technical Centers should be assigned the CTE course categories. Use the CTE course category for Career and Technical Center courses, even if embedded credit is offered.

Computer Science See Educational Technology.

Design & Technology Education See Educational Technology.

Early Childhood Education This category can be used only for grades K-3. We do not collect PreK course information. Note: Combined PreK-K classes should indicate a begin grade and an end grade of K.

Educational Technology Use the Educational Technology course category for computer/technology/applications classes in elementary and secondary schools.

Courses in Design and Technology Education, formerly known as Industrial Arts, should be associated with the Design and Technology Education course category.

Computer science (programming) courses should use the Computer Science course category.

Technology courses, such as Computer Aided Design and Computer Graphics, taught in Career and Technical Centers should use the appropriate CTE (formerly Trades and Industry) course category.

Elementary Education-General (K-6) Use the Elementary Education-General (K-6) course category for self-contained classes in grades K-6 covering all subject areas.

Courses associated with the Elementary Education-General (K-6) course category should be within the K-6 grade levels. **Do not use the Elementary Education-General (K-6) course category for grades 7-8.** (See Middle Grades below.)

Kindergarten courses should have the Elementary Education-General (K-6) course category.

Note: For subject-specific or departmentalized 5th and 6th grade classes in English, math, science, and/or social studies, use the appropriate Middle Grades course category(ies), not the Elementary Education-General (K-6) course category. For self-contained or departmentalized 7th and 8th grade classes in English, math, science, and/or social studies, use the appropriate Middle Grades course category(ies), not the Elementary Education-General (K-6) course category.

Foreign Language-
Other

Only use the Foreign Language-Other course category if the language taught is not in the course category list (e.g., Portuguese). We will contact you later to find out what language is taught, or you can send the information with the data disk when you return it.

Notes regarding Foreign Language Exploratory classes:

- If credit is not given for a foreign language exploratory class (e.g., it is an enrichment course), then it does not need to be entered into the Educator Census.
- If credit is given but the credit is not considered foreign language credit and is not applied to graduation requirements, then the course can be assigned a course category of Other. Do not use the course category Foreign Language-Other. Please use Foreign Language Exploratory as all or as part of the course name.
- If foreign language credit is available and/or the credit can be applied to graduation requirements, assign the course categories of the languages taught in the course.

Kindergarten courses

Kindergarten courses should have the Elementary Education-General (K-6) course category.

Middle Grades

Subject-specific or departmentalized classes in grades 5-9, such as 6th Grade Math or 8th Grade Science, should have a Middle Grades course category.

Also, self-contained 7th and 8th grade classrooms should have the following course categories associated with the course name: Middle Grades-English (5-9), Middle Grades-Math (5-9), Middle Grades-Science (5-9), and Middle Grades-Social Studies (5-9). Do not use the Elementary Education-General (K-6) course category for self-contained 7th and 8th grade classrooms.

Other

The course category Other should only be used for courses for which no other course category is appropriate. **Remember, do not include courses in the Educator Census for which no**

credit is given. Examples of credit-bearing courses that should be assigned the course category Other are:

- Study Habits or Study Skills
- Senior Project (a required class with varying teachers and topics)
- Cooperative Education
- Newsletter or Yearbook (Note: If English credit is given, then assign the English (7-12) or Middle Grades-English (5-9) course category, depending on the grade level and where credit is offered. If the course is considered a general elective, use the Other course category.)
- Enrichment courses should usually be given the Other course category as long as the courses do not supplant regular classroom instruction. Enter team teaching information, if applicable.

See Foreign Language-Other (above) for information on entering Foreign Language Exploratory courses.

Courses with the course category of Other are not subject to HQT requirements. For more information on whether to associate a particular course with the Other category, please contact Amy Anderson at (802) 828-1455 or at amy.anderson@state.vt.us.

Pre-Tech Foundations	Educators who teach Pre-Tech Foundations courses should be listed with the Tech Center Teacher role, and their associated courses should have the Pre-Tech Foundations course category. Pre-Tech Foundations courses are not considered alternative program courses.
Science (Biology, Chemistry, Earth/Environmental Science, General Science, Physics)	Break down Science and Social Studies courses by using specific course category(ies) as much as possible. Try to avoid the use of the general Social Studies (7-12) and the general Science (7-12) course categories. Some examples are: <ul style="list-style-type: none">• For a 12th grade biology course, choose the Science-Biology course category.• For a 7th or 8th grade science course, choose the Middle Grades-Science (5-9) course category.• For a 10th Physical Science course where both physics and chemistry are taught, choose the Science-Physics and the Science-Chemistry course categories.• However, for a 9th grade Science course in a high school that truly covers all science areas, then it is okay to choose the general Science (7-12) course category.
Social Sciences	Use the Social Sciences course category for all psychology,

sociology, anthropology, philosophy, or religion courses that are taught in the school. Courses in these areas are not subject to HQT and should not be associated with any Social Studies course category.

Social Studies
(History, Geography,
Civics, Economics)

Break down Science and Social Studies courses by using specific course category(ies) as much as possible. Try to avoid the use of the general Social Studies (7-12) and the general Science (7-12) course categories. Some examples are:

- For a 12th grade history class, choose the Social Studies-History course category.
- For a 10th grade World History and Geography course, choose both the Social Studies-History and Social Studies-Geography course categories.
- For a departmentalized 6th grade social studies class, choose the Middle Grades-Social Studies (5-9) course category.
- For a 7th or 8th grade social studies course, such as 7th Grade History, choose the Middle Grades-Social Studies (5-9) course category.

Special Education
Primary Instruction
Course Categories

The special education “core areas” used with primary instruction assignments are pre-loaded, so special education primary instruction courses do not need to be created. These four core areas (Special Education-English/Reading, Special Education-Math, Special Education-Science, and Special Education-Social Studies) will automatically appear in the core area drop down field when entering special education primary instruction information. Note: We do not collect any other special education course assignment information (e.g., a Life Skills course).

Technology

See CTE and Educational Technology Education.

Supplemental Reading
Services and
Supplemental Math
Services

The Supplemental Reading and/or Math Services course categories should be associated with teacher assignments related to the provision of supplemental reading and/or math services to students, other than those that are mandated by an IEP which come under the Special Educator role. Try to avoid assigning the general “Reading” course category to reading supplemental services assignments. (If a teacher provides no reading services to students, and only provides coaching to other teachers, then they should be given a Student Support role.)

Classes

A class, for Educator Census purposes, refers to a specific group of students who are instructed together regularly. A course that spans two semesters should be counted as 1 class if the students remain the same for

“Course” refers to the title of the subject/grade being taught (e.g., kindergarten, grade 4/5 multi-age, physical education, Camerata, or Algebra 1). “Class” refers to a specific group of students who are instructed together regularly.

both semesters. Even if a class only has two students, it is typically reported as 1 class. However, K-6 classes have special reporting requirements and should *always* be reported as 1 class per course category (see Elementary (Grades K-6) Classes below).

Excluding K-6 classes, it is generally best to report the actual number of classes. **However, it is most important to be consistent in reporting classes within a school so that the weighting of classes is balanced and no class is over- or under-represented.** Therefore, try to ensure that all full-time FTE teachers have similar class totals, even if the number of classes reported isn't entirely accurate. For example: A Drivers Education instructor may teach 18 different groups of students when a typical class load for the school is 5 classes. In this case, enter 5 classes of Drivers Education instead of 18.

Do not report fractions of classes such as 0.5 classes or 0.2 classes. Fractions of classes have no meaning in the Educator Census.

Class Size Reduction (CSR) Classes

If a CSR class is separated into two classes, then both teachers need to be listed with the K-12 Teacher role. Assignment information, including team teaching information if applicable, should be entered for both educators.

If a licensed educator is just helping out in a very large classroom (just assists the classroom teacher and does not plan curriculum or teach independently), then that person should have a Student Support role.

If CSR classes are Title I reading or math classes, they should have the appropriate Supplemental Reading or Math Services course category.

Classes Spanning Elementary and Middle Grade Levels

Sometimes classes span the grade levels of both the elementary grades (Grades K-6) and the middle grades (Grades 5-9). Here are some examples of how these courses should be entered:

Example 1: An educator teaches two English classes (i.e., two separate groups of students) to multi-age groups composed of 6th, 7th, and 8th graders. This English course should be associated with the Middle Grades-English (5-9) course category. This is how the information should be entered in the **Course(s) Taught** section:

Course Name	Course Category <i>(course categories are assigned in the Course Information section)</i>	Begin Grade	End Grade	Number of Classes
English	Middle Grades-English (5-9)	6	8	2

Example 2: A middle school math teacher teaches three math classes to grades 6, 7, and 8; each class is taught to a separate grade. All three courses can be associated with the Middle Grades-Math

(5-9) course category. This is how the information should be entered in the **Course(s) Taught** section:

Course Name	Course Category <i>(course categories are assigned in the Course Information section)</i>	Begin Grade	End Grade	Number of Classes
6th Grade Math	Middle Grades-Math (5-9)	6	6	1
7th Grade Math	Middle Grades-Math (5-9)	7	7	1
8th Grade Math	Middle Grades-Math (5-9)	8	8	1

Example 3: In a K-8 elementary school, an art teacher teaches Art to grades K-8, and each class is taught to a separate grade. Since art is a “specials” class, only 1 class should be indicated for the grade levels of K-6. This is how the information should be entered in the **Course(s) Taught** section:

Course Name	Course Category <i>(course categories are assigned in the Course Information section)</i>	Begin Grade	End Grade	Number of Classes
Art	Art	K	6	1
Art	Art	7	7	1
Art	Art	8	8	1

Elementary (Grades K-6) Classes

We generally only report 1 class per course category for K-6 teachers.

Typically, elementary (grades K-6) classroom teachers will teach one course (grade) and one class (group of students).

For **elementary** (grades K-6) art, music, library, educational technology, PE, foreign language, Title I Math, Title I Reading, other “specials,” or supplementals such as Reading Recovery, indicate 1 for the number of classes taught, **regardless of how many classes or students are actually taught.**

Kindergarten teachers should also be entered as teaching one course (grade) and one class (group of students), even if they teach separate morning and afternoon classes. Grades 5 and 6 courses should **always** be entered as 1 class per educator, regardless of the number of classes that are actually taught. (Self-contained grade 5 and 6 classes should be assigned the Elementary Education-General (K-6) course category. If these grades are taught more as a departmentalized or middle grades model, even if in an elementary school, then associate the appropriate Middle Grades course category(ies) with the class. However, still only indicate 1 class per content area.)

Elementary teachers whose main assignment is as a classroom teacher but who also teach a separate reading or math group should be entered with their classroom as the course name (e.g., grade 1), Elementary Education-General (K-6) course category as the course

category, and 1 class. The extra groups are assumed as part of the overall elementary education assignment.

Middle Grades (Grades 5-9) Classes

Grades 5 and 6 courses should **always** be entered as 1 class per educator, regardless of the number of classes that are actually taught. (Self-contained grade 5 and 6 classes should be assigned the Elementary Education-General (K-6) course category. If these grades are taught more as a departmentalized or middle grades model, even if in an elementary school, then associate the appropriate Middle Grades course category(ies) with the class.)

Generally, use the Middle Grades course categories for English, math, science, and social studies courses taught to 7th and 8th graders (and 9th graders in middle school-type settings). These educators will typically teach multiple classes (sections) and, sometimes, multiple courses as well. All courses taught in both the fall and spring semesters should be reported. However, if a course is two semesters in length, count it as only one class if the students in both semesters remain the same.

Music Classes

Do not include individual instrumental lessons. They are assumed to be part of any music assignment. However, do continue to include group instrumental classes such as Band.

Important: If the educator teaches **only** individual instrumental lessons, do not enter the educator in the Educator Census at all.

Secondary Level (Grades 7-12) Classes

Secondary teachers (Grades 7-12) will typically teach multiple classes (sections) and, often, multiple courses as well. They should be reported for all courses taught in both the fall and spring semesters. However, if a course is two semesters in length, count it as only one class if the students in both semesters remain the same.

Self-contained 7th & 8th Elementary Classes

Self-contained 7th and 8th grade classes should be associated with all applicable course categories. For example, an educator teaches English, math, science, and social studies to a self-contained 7th grade class. This course should be associated with these four course categories: Middle Grades-English (5-9), Middle Grades-Math (5-9), Middle Grades-Science (5-9), and Middle Grades-Social Studies (5-9). This is the information that should be entered in the Course(s) Taught section:

Course Name	Course Categories <i>(course categories are assigned in the Course Information section)</i>	Begin Grade	End Grade	Number of Classes
7th Grade	Middle Grades-English (5-9) Middle Grades-Math (5-9) Middle Grades-Science (5-9) Middle Grades-Social Studies (5-9)	7	7	1

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DEFINITIONS

Alternative Program

An Alternative Program is a program in which students receive all or the majority of their instruction in one or more of the core areas of English language arts, math, science, or social studies in a program that is different from or separate from the regular school program (i.e., it can be a separately existing program housed in its own building, or it can be a single class in a high school).

If the alternative program is designed for and/or primarily enrolls only special education students, then the teacher(s) should be assigned the Special Educator job role and assignment information should be entered as it would be for any other kind of special education assignment.

See the About Alternative Program Teacher Roles in the Quick Reference for more information.

Alternative Program Teacher

The following individuals should be assigned the role of Alternative Program Teacher: teachers of Pre-Tech Exploratory Programs in Career and Technical Centers and teachers in alternative programs not designed for special education students. If the alternative program is designed for and enrolls only or primarily special education students, then the teacher(s) should be assigned the Special Educator job role and assignment information should be entered as it would for any other kind of special education assignment.

Also see above definition of Alternative Program.

Associated

Means to be identified by, linked with, or connected to. In the Educator Census, educators will be associated with the specific course(s) they teach at each Place of Service where they work.

Class

Refers to a specific group of students who are instructed together regularly.

Typically, elementary (K-6) teachers will teach one course (e.g., Grade 1) and 1 class (one regular group of students), whereas middle (5-9) and secondary (7-12) teachers will generally teach multiple classes and multiple courses.

A course that spans two semesters should be counted as 1 class if the students remain the same for both semesters.

See the Class section of the Quick Reference for more information.

Consultation/Consulting	See Special Education Consultation.
Course	<p>We only collect course information for courses and primary instruction taught at the K-12 levels. Do not provide preK course information.</p> <p>Report all courses that award credit to students. Generally, do not include courses/classes that do not have credits associated with them. Sometimes courses like study hall do have associated credit – these should be included. Afterschool and summer courses should not be included.</p>
Course Category	<p>The course category is the category (or categories) that most closely encompass the content of the course. Several factors may influence the choice of course category, including course content, course credit, and the educator’s endorsement, in that order.</p> <p>A course may be associated with more than one course category. For example, a 10th grade Humanities course that offers credit in either or both history and English would be entered twice, once in association with the Social Studies-History course category and once in association with the English (7-12) course category.</p> <p>For social studies, science, and foreign language courses, you will need to select the sub-area that most specifically matches the content of the course (e.g., Foreign Language-French, Middle Grades-Science (5-9), Science-Biology).</p> <p>See the Course and Class Information section of the Quick Reference for more information.</p>
Course ID (state assigned)	A record identification number automatically assigned by the MS Access application. For database management purposes only.
Course Name	<p>Refers to the specific name of the course as it is known by the school/district.</p> <p>Courses may be grades (e.g., grade 4 or grade 4/5 multi-age) or subjects (e.g., general music in the elementary school) as well as courses in the traditional sense (e.g., Algebra 1, Carpentry).</p> <p>Courses may also have unique titles such as Camerata (the name of a select choral group).</p> <p>See the Course and Class Information section of the Quick Reference for more information.</p>

Current Year	The 2011-2012 Educator Census collects educator data for the July 1, 2011 – June 30, 2012 school year. Unless otherwise specified, any reference to “year,” “school year,” or “current year” means the 2011-2012 school year.
Date of Birth	Educator’s date of birth. List information as MM/DD/YYYY as in 07/01/1963.
Educator ID or Ed Census ID (state assigned)	A record identification number automatically assigned by the MS Access application. For database management purposes only.
Educator Status	Refers to the educator’s employment status within the employing organization. The choices in the Educator Status drop down field are: <ul style="list-style-type: none">• Employed by this organization all or part of current year• Never employed by this organization• Not employed by this organization during current year• On leave-Full year
Elementary (Grades K-6)	For purposes of this Educator Census collection, the term “elementary” ONLY refers to grades K-6. For example, the Elementary Education-General (K-6) course category can only be assigned to classroom courses at the K-6 level. See the Course and Class Information section of the Quick Reference for more information.
Employing Organization	The Supervisory Union or district that employs an individual.
Employment	Refers to positions at a professional level. Do not include years of service as a paraprofessional or other non-professional service in determining a beginning date.
FTE	See Place of Service FTE.
Grade Level	See Instructional Level.
Instructional Level	Often called grade level. Refers to the instructional level(s) for which a particular course is designed. If the course is designed for a single grade, then the begin grade and the end grade will be the same. If the course is intended to be a multi-age one, indicate a beginning grade and ending grade (for example, a grade 4/5 elementary class would have a grade 4 beginning grade and a grade 5 ending grade). Indicate the grade(s) the course is designed for, not the grade levels of particular students in it. For example, a history course may be designed for grades 9-12 even though an advanced 8th

grader may be taking it in a particular year. In this instance, the course should still be entered with a beginning grade of 9 and an ending grade of 12.

NEW: For all special education primary instruction assignments, indicate the **actual grade levels of the students**. We are no longer collecting performance level information.

Note: We will send a separate inquiry to Special Education Directors regarding special educators who provide instruction exclusively to students assessed against alternate standards.

Job Role

The educator may have more than one role at a particular Place of Service (for example, principal and teacher). Choose all roles that apply at a particular Place of Service. The job roles collected for the Educator Census are:

- PreK-EEE Educator – PreK and EEE educators should be associated with this role. No course information is associated with this role.
- K-12 Teacher – K-12 classroom teachers should be associated with this job role. Course assignment information should be entered.
- Special Educator – Consulting. K-12 special educators and SLPs who only provide consultation (see Special Education Consultation below) should be associated with this job role. No course or primary instruction assignment information should be entered.
- Special Educator – Primary Instruction. K-12 special educators and SLPs who provide primary instruction (see Special Education Primary Instruction below) should be associated with this job role. Primary instruction assignment information should be entered.
- SU Admin – Supervisory Union administrative personnel should be associated with this job role. No course information is associated with this role.
- School Admin – School administrators should be associated with this job role. No course information is associated with this role.
- Student Support – Use the Student Support role for School Nurses, School Psychologists, School Counselors, School Social Workers, Career and Technical Education School Counseling Coordinators, etc. No course information is associated with this role.
- Tech Center Teacher – Career and Technical Center teachers should be associated with this job role. Course assignment information should be entered.
- Alternative Program Teacher - Teachers of Pre-Tech Exploratory Programs and other non-special education

Alternative Programs should be associated with this job role. Course assignment information should be entered.

Local Educator ID

This is an optional field that is provided for districts that have individual educator IDs and choose to enter them into the Educator Census application.

Place of Service

Refers to the actual physical location where the individual serves. Typically, this will be a school or Career and Technical Center.

An educator must be separately associated with each Place of Service where he/she works, and his/her role, employment start date, and FTE at each Place of Service must be identified.

Note: A common error is that educators are entered under two different places of service (usually the Supervisory Union and the school), with a full-time FTE at each. See Place of Service FTE below.

Place of Service FTE

FTE is the full-time equivalent of employment and refers to how much time the educator works at a specific Place of Service.

FTE should be calculated based on the average work week of the educator during the current school year at each Place of Service. A full-time employee is considered to be 1.0 FTE, and a half-time employee is considered to be 0.5 FTE. If your full-time week consists of 40 hours, convert part-time employment to FTE by using the following formula:

$$\text{FTE} = \frac{\text{Hours Worked per Week}}{40}$$

Some examples of FTE using a 40 hour work week are:

Percentage of Full-time Employment	FTE Entered in the Educator Census
100%	1.0 FTE
75%	0.75 FTE
50%	0.5 FTE
25%	0.25 FTE
10%	0.1 FTE

If your full-time week consists of a different number of hours (e.g., 37.5 hours), replace 40 in the above equation with that number. The total FTE at all Places of Services generally should not exceed 1.0.

Place of Service ID (state assigned)

A pre-loaded identification number given to each Place of Service.

PreK	<p>PreK-EEE teachers should be entered in the Educator Census using the PreK-EEE Educator job role. Course assignment information should not be associated with the PreK-EEE role.</p> <p>Note: Combined PreK-K classes should indicate a begin grade and an end grade of K and the associated course category should be Elementary Education-General (K-6). The educator should have both the PreK-EEE and the K-12 Teacher roles.</p> <p>SLPs and special educators teaching at the PreK level should be entered with the PreK-EEE role, not the Special Ed role.</p>
Primary Instruction	See Special Education Primary Instruction.
Social Sciences Course Category	For philosophy, psychology, religion, sociology, or anthropology courses, use the Social Sciences course category.
Social Studies	A term encompassing the four core area subjects of history, civics/government, economics, and geography.
“Specials”	For the K-6 Elementary level, the term “specials” refers to subjects taught in addition to regular classroom instruction. “Specials” can include physical education, art, music, Title I math, Title I reading, library, foreign language, etc. All “specials” courses should have only 1 class indicated, regardless of the actual number of classes taught.
Special Education Consultation	<p>Consultation is a teaching arrangement in which the special educator provides support or consultation to the classroom teacher. The classroom teacher remains the primary instructor responsible for curriculum planning and student assessment. Such support may take many forms such as:</p> <ul style="list-style-type: none">• Providing guidance or modeling in instructional techniques, resources, or accommodations that will enable a particular student to succeed in the curriculum;• Instructing an individual or small group on a specific aspect of a core curricular area (e.g., conducting a reading or spelling group or providing one-on-one instruction in a specific basic skill area) with the classroom teacher retaining primary responsibility for instruction in that core area for that child; and• Case management. <p>See the About Special Educator Roles section for more information.</p>
Special Education Primary Instruction	When a special educator or SLP provides instruction in any of the core areas (English language arts/reading, math, science, and social studies) to one or more students in place of regular classroom instruction in that content, including planning and

assessment of student performance in the core area(s), the special educator is considered to provide primary instruction. The instruction may take place in the regular classroom or outside it. Direct instruction is not necessarily primary instruction. If the instruction is supplemental to a teacher of record, then it is not considered primary instruction, and there are no HQT requirements.

It may be helpful to think in terms of instruction that supplants versus supplements classroom instruction in a core area. In the former case the special educator or SLP is the primary instructor and must meet HQT content knowledge requirements. In the latter case, the special educator or SLP is providing consultation and the HQT requirements fall upon the classroom teacher.

For special educators or SLPs who supervise paraprofessionals who provide primary instruction, the primary instruction information should be recorded under the special educator or SLP. Paraprofessional information is not collected in the Educator Census. See the About Special Educator Roles section for more information.

Team Teaching

Refers to a course that is co-taught by two or more individuals who are jointly the teachers of record for the course. Do not check this box if an educator is the sole teacher of record for a course, even if he/she is part of a collaborative teaching team. At the middle level **only**, if two or more teachers meet on a **daily** basis to plan and assess curriculum in a specific content area, they may be entered as team teaching.

Team teaching data is not pre-loaded and must be re-entered each year. Enter team teaching information for **all** teachers who team teach a course and/or subject together. Make sure that each educator is cross-referenced with his/her other team member(s). Make sure a special educator who is team teaching with a classroom teacher in a particular content area has that teacher's name included with his/her primary instruction assignment information.

Title

Refers to the educator's job title at his/her school such as Teacher, Principal, Teaching Principal, School Nurse, etc.

COURSE CATEGORIES WITH APPROPRIATE INSTRUCTIONAL LEVELS

Available Course Categories	Valid Instructional Levels
Alternative Program-English	K-12
Alternative Program-Mathematics	K-12
Alternative Program-Science	K-12
Alternative Program-Social Studies	K-12
Art	K-12
Business Education	5-12
Computer Science	7-12
CTE Agriculture & Natural Resources	9-12
CTE Architecture & Construction	9-12
CTE Arts & Communication	9-12
CTE Business	9-12
CTE Education and Training	9-12
CTE Engineering	9-12
CTE Health	9-12
CTE Hospitality	9-12
CTE Human Services	9-12
CTE Information Technology	9-12
CTE Law & Public Safety	9-12
CTE Manufacturing	9-12
CTE Transportation	9-12
Dance	K-12
Design & Technology Education	5-12
Driver Education	9-12
Early Childhood	K-3
Educational Technology	K-12
Elementary Education-General (K-6)	K-6
English (7-12)	7-12
English as a Second Language	K-12
Family and Consumer Sciences	5-12
Foreign Lang-Chinese	K-12
Foreign Lang-French	K-12
Foreign Lang-German	K-12
Foreign Lang-Greek	K-12

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Foreign Lang-Italian	K-12
Foreign Lang-Japanese	K-12
Foreign Lang-Latin	K-12
Foreign Lang-Russian	K-12
Foreign Lang-Spanish	K-12
Foreign Language-Other	K-12
Health Education	K-12
Library Media	K-12
Mathematics (7-12)	7-12
Middle Grades-English (5-9)	5-9
Middle Grades-Math (5-9)	5-9
Middle Grades-Science (5-9)	5-9
Middle Grades-Social Studies (5-9)	5-9
Music	K-12
Other	K-12
Physical Education	K-12
Pre-Tech Foundations Program	9-12
Reading	K-12
ROTC	9-12
Science (7-12)	7-12
Science-Biology	7-12
Science-Chemistry	7-12
Science-Earth or Environmental Science	7-12
Science-Physics	7-12
Social Sciences	7-12
Social Studies (7-12)	7-12
Social Studies-Civics & Government	7-12
Social Studies-Economics	7-12
Social Studies-Geography	7-12
Social Studies-History	7-12
Special Education-English/Reading	K-12
Special Education-Mathematics	K-12
Special Education-Science	K-12
Special Education-Social Studies	K-12
Supplemental Math Services	K-12
Supplemental Reading Services	K-12
Theatre Arts	K-12