

**2011-2012 Educator Census
Reporting Instructions**

for

**Principals, Special Education Directors,
Alternative Program Directors, and
Career and Technical Center Directors**

Please submit all requested information
to your Supervisory Union
by the date specified by your Superintendent.

Your Superintendent must submit this information
to the Vermont Department of Education
no later than March 1, 2012



DEPARTMENT OF EDUCATION

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

Table of Contents

Introduction.....	1
Purpose of the Census.....	1
Mandatory HQT Public REPORTING and the Educator Census	1
Dates of Collection	2
Steps to Follow	2
Reports and Forms	3
Principals and Career and Technical Center Directors Should Receive.....	3
Special Education Directors Should Receive	3
Alternative Program Directors Should Receive.....	3
Who Should Be Included In The Educator Census?.....	3
Personnel to Include in the Educator Census.....	4
Personnel that Should Not Be Included in the Educator Census	4
Additional Employment Situations.....	5
Definitions and Reminders	6
Class.....	6
Course	6
Course Category.....	6
Elementary Education (Grades K-6).....	7
Job Role	7
Special Education Primary Instruction	8
Team Teaching.....	9
Common Data Errors	9
Privacy Rights.....	10
Contact Person If You Have Questions	10
Appendix.....	11
Course Categories with Appropriate Instructional Levels.....	11

INTRODUCTION

The Educator Census is a database application updated annually by the Supervisory Unions (or independent Career and Technical Centers) based on educator assignment information gathered from Principals, Special Education Directors, Alternative Program Directors, and Career and Technical Center Directors.

The paper reports provided by your Supervisory Union contain pre-loaded educator and assignment data that was reported for your school(s) or technical center in the 2010-2011 Educator Census data collection. **Note:** Team teaching assignments are not pre-loaded.

The Supervisory Union needs to enter all updated educator and assignment information for the 2011-2012 school year and submit the updated Educator Census to the Vermont Department of Education no later than **March 1, 2012**. In order to facilitate this process, please provide your Supervisory Union with all requested assignment information by the date the superintendent has specified.

PURPOSE OF THE CENSUS

Educator Census data is gathered for the Vermont Department of Education's Office of Licensing and Professional Standards. The 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.

MANDATORY HQT PUBLIC REPORTING AND THE EDUCATOR CENSUS

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 entered in the Educator Census, every effort should be made to complete the Educator Census accurately. LEAs are required to publicly report these statistics every year. In addition, HQT statistics are included in required public and federal reporting by the state.

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

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 assigned to an educator's courses to determine if the educator teaches any core academic 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: It is not the purpose of the Educator Census 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 http://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 the completed Educator Census is submitted to the Vermont Department of Education by the Supervisory Union. Any changes in employment, assignment, and courses that occur after the collection period are to be reported in the 2012-2013 Educator Census. If you have an educator who became employed at your Place of Service in the previous school year after the corresponding Educator Census collection was completed, you only need to report the educator's assignment for this school year.

STEPS TO FOLLOW

- Carefully review the paper reports listing last year's assignment information provided by your Supervisory Union for your school(s) or center. **Note:** Team teaching assignments are not pre-loaded.
- For each educator, manually correct any information that may have changed for the 2011-2012 school year (such as course information, number of classes/students, job title, team teaching information, FTE, job role, employment start and end dates, etc.) by marking up the paper reports. If it is easier than marking up the paper reports, you can also use the *Educator Information Form* or *Special Educator Information Form* to report complex assignment changes.
- Complete a blank *Educator Information Form* for any educator who is missing from your pre-loaded data. **Note:** Only provide course assignment information for educators with K-12 Teacher, Tech Center Teacher, and Alternative Program Teacher roles.
- Complete a blank *Special Educator Information Form* for any special educator or SLP who is missing from your pre-loaded data. **Note:** 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. If there is any question about who should report special educator assignments, please consult with your Supervisory Union.

- Return the corrected paper reports and completed forms to the Supervisory Union **by the date the superintendent has specified**. All data will be edited and/or entered into the Educator Census application by the Supervisory Union. You may wish to request updated educator and/or course reports from the Supervisory Union to verify the data that will be submitted to the Vermont Department of Education.

REPORTS AND FORMS

Principals and Career and Technical Center Directors Should Receive

- 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
- *Educator Information Form* (blank)
- *2010-2011 Educator Census Reporting Instructions for Principals, Special Education Directors, Alternative Program Directors, and Career and Technical Center Directors*

Note: If needed, the *Special Educator Information Form* can be obtained from your Supervisory Union or at education.vermont.gov/new/html/pgm_IT/data_collection.html.

Special Education Directors Should Receive

- 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
- *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*

Alternative Program Directors Should Receive

- 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
- *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 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 Census. Long-term substitutes employed in a particular position for four or more consecutive weeks must be included in

the Census. In general, report all educators 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 or at amy.anderson@state.vt.us.

Please see the Job Role in Definitions and Reminders below for more information about assigning an educator to an appropriate job role.

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 four 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 four consecutive weeks in the year in the same teaching position
- Translators and Transliterated, 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 are 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.

DEFINITIONS AND REMINDERS

Listed below are definitions and reminders for some of the most crucial concepts related to the collection of data for the Educator Census. For more information about roles, courses, and classes, please refer to the Quick Reference document, which is available online at education.vermont.gov/new/html/pgm_IT/data_collection.html. Educator Census course categories are listed in the Appendix.

Class

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 both semesters. Even if a class only has 2 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.**

Excluding K-6 classes, it 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 Driver's 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.

Course

We only collect course information for courses and primary instruction taught at the **K-12 levels** only. Do not provide PreK course information.

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 credit – these courses should be included. (However, they will likely have a course category of “Other” – see below.) After-school and summer courses should not be included.

Course Category

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.

A course may be associated with more than one course category.

Example 1: A humanities course that offers credit in both social studies and English would be entered **twice**, once in association with social studies **and** once in association with English.

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 Languages-French or Science-Biology or Middle Grades Science).

For philosophy, psychology, religion, sociology, or anthropology courses, use the Social Sciences course category.

For courses that do not fit under any other course category such as enrichment services or study hall, use the “Other” course category. This category should only be used as a last resort.

A complete list of course categories and their valid instructional levels is available in the Appendix of this document.

Elementary Education (Grades K-6)

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

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 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 course category.

Job Role

When assigning educators’ job roles on the *Educator Information Form* and the *Special Educator Information Form*, or when changing educators’ roles on the reports, the available job roles are:

- **PreK-EEE Educator:** PreK and EEE educators should be associated with this role. We do not collect any course assignment information for these educators.
- **K-12 Teacher:** K-12 classroom teachers should be associated with this job role.
- **Special Educator:**
 - **Primary Instruction** – K-12 special educators and SLPs who provide primary instruction should be associated with this job role. See the Special Education Primary Instruction role below for more information.
 - **Consulting** – Use the Consulting role for all K-12 special educators and SLPs who do not provide primary instruction.
- **SU Admin:** Supervisory Union administrative personnel should be associated with this job role.
- **School Admin:** School administrators should be associated with this job 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.
- **Tech Center Teacher:** Career and Technical Center teachers should be associated with this job role.
- **Alternative Program Teacher:** Teachers of Pre-Tech Exploratory Programs and other Non-Special Education Alternative Programs should be associated with this job role.

Note: The educator may have more than one role at a particular place of service (For example: principal and teacher).

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 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.

For special education primary instruction roles, only report assignment information in the four core areas (English language arts/reading, math, science, social studies); do not report any other special education courses (e.g. a Life Skills course).

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 collected. Do not include anticipated assignments for later in the year.

Example: A special educator provides supplemental (i.e., consultation) math services to three students (two in 2nd grade and one in 4th grade). This educator also provides primary instruction in English language arts/reading to two students (one 1st grade student and one 3rd grade student). The educator should have a Special Education-Primary Instruction role. For the primary instruction

assignment, report that this teacher provides primary instruction in English language arts/ reading to two students (with a grade range of 1st-3rd grade).

Team Teaching: If the special educator is providing primary instruction and is team teaching with a classroom teacher, provide the classroom teacher's name as the team teacher in the special educator's assignment information section. Team teaching data is **not pre-loaded** and must be re-entered each year.

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.

If a special educator does not provide any primary instruction during the current year, then the special educator is considered to have a Consulting role. Special Educator – Consulting roles do not require assignment/course information to be submitted.

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

Team Teaching

Accurate reporting of team teaching is important since team teaching information may affect the HQT status of the educator(s) 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 provide team teaching information for an educator who 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 teachers meet on a **daily** basis to plan and assess curriculum in a specific content area, they may be reported as team teaching that course. Each individual should be entered as teaching the course and class with the other included in their assignment information as a team teacher.

Important: Team teaching data is not pre-loaded and must be re-entered each year.

COMMON DATA ERRORS

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

- 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 is rarely greater than 1.0.
- 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 (Grades 5-9). The course category should be Mathematics (7-12).

Example 2: A 7th grade English class is assigned the Elementary Education course category. However, the Elementary Education course category is only valid for grades K-6. The course category

should be either Middle Grades-English for a K-8 school or a middle school or English (7-12) for a high school.

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 complete this collection successfully.

CONTACT PERSON IF YOU HAVE QUESTIONS

Contact your Supervisory Union if you need copies of reports or if you have questions about when the corrected paper reports and forms should be returned to your Supervisory Union.

If you have questions about which educators to include or how to report classes/students, see the Educator Census Quick Reference, available online at education.vermont.gov/new/html/pgm_IT/data_collection.html, and if you still have questions, contact Amy Anderson at (802) 828-1455 or at amy.anderson@state.vt.us.

Appendix

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
Foreign Lang-Italian	K-12
Foreign Lang-Japanese	K-12

Vermont Department of Education

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
Theater Arts	K-12