

Educator Census Data Collection School Year 2016-2017

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

DUE

March 3, 2017

Educator Quality Division

(802) 479-1700



About This 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. You can hit the ctrl key and click on a page number in the table of contents. You can also use Ctrl F and search a word. It is not intended to provide data exporting instructions. Please refer to the Educator Census Data Collection School Year 2016-2017 Software Instructions as needed.

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 2015-2016 Educator Census data collection. *Note: Team teaching assignments are not pre-loaded. Please review additional information in the team teaching directions.*

The Supervisory Union needs to enter all updated educator and assignment information for the 2016-2017 school year and submit the updated Educator Census to the Vermont Agency of Education no later than **March 3, 2017**. In order to facilitate this process, please provide your Supervisory Union with all requested assignment information by the date the superintendent has specified.

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General Information about the Educator Census

Purpose of the Census

The information we request and the way it should be entered is designed to provide the specific information required for local, state and federal public reporting. Educator Census data is gathered for the Vermont Agency of Education Educator Quality Division. The Census has three purposes:

1. To gather data on educator assignments in order to determine which grade levels and subject areas are taught by teachers who are fully licensed for their assignment in accordance with the requirements of Title II of ESSA,
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.

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. S/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/District 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.)

Mandatory Public REPORTING and the Educator Census

Since educator statistics (including the percentage of teachers not meeting licensure requirements for their assigned grade level and subject area) 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, educator licensing 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, state and federal public reporting. Reporting errors can result in the calculation of incorrect percentages of classes being taught by teachers who are not fully licensed for their grade level and subject area.

The Vermont Agency of Education uses the course category assigned to an educator's courses to determine if the educator's grade level and subject area assignment meets licensing requirements. The assignment is then matched with the endorsements held by the educator as contained in our databases in order to determine whether the class is being taught by an educator who is appropriately licensed for that grade level and subject area.

Note: It is not the purpose of the Educator Census to provide lists of 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 records regarding teachers who do not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. For more information about Supervisory Union/District/LEA responsibilities and accountability see the [Transitioning to the Every Student Succeeds Act \(ESSA\) Frequently Asked Questions](#).

Dates of Collection

The 2016-2017 Educator Census collects educator data for the **July 1, 2016 – June 30, 2017** school year. Unless otherwise specified, any reference to "year," "school year," or "current year" means the 2016-2017 school year.

When completing the Educator Census, include all relevant educator data for the 2016-2017 school year, up to and including the date the completed Educator Census is submitted to the Vermont Agency 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 2017-2018 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/District for your school(s) or center. *Note: Team teaching assignments are not pre-loaded. Please review additional information with the team teaching directions.*

- For each educator, manually correct any information that may have changed for the 2016-2017 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. **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 Agency of Education

List of Documents

- An MS Access database with pre-loaded employee and course information (other than Team teaching and SPED teachers) that was reported for each of your schools in the 2015-2016 Educator Census
- Educator Census Data Collection School Year 2016-2017 Software Instructions
- 2016-2017 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 Agency of Education?

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

The Vermont Agency of Education must receive the uploaded Educator Census Globalscape Electronic File Transfer by **Friday, March 3, 2017**. See *Educator Census Data Collection School Year 2016-2017 Software Instructions* for more information.

Pre-Loaded Data

With the exception of team teaching and special educators, the data from the 2015-2016 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 2016-2017. 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.**

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)
- *2016-2017 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.

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)
- *2016-2017 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)
- *2016-2017 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

Contact your Supervisory Union/District 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, after using the Table of Contents in this manual to help you find what you are looking for, email [Debi Price](#).

For questions about technical issues such as installing software, printing reports, error messages, and submitting data, email [Andrew McAvoy](#) with the Data Management and Analysis Team (DMAT) or call him at (802) 479-1105.

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.

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.

Please see the Job Role section for more information about assigning an educator to an appropriate job role.

Personnel to Include in the Educator Census-Be sure to include the following names in the TITLE section as well as checking the appropriate ROLE section (see screen shots below)

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
- 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, Alternative Program Teachers, and Virtual/on-line educators)

Title Field Screenshot

Enter/Edit Educator Information Educators should be enter professional staff employe

Select Employing Organization

First Name Middle Name Last Name DOB (MM/DD/YYYY)

Title Educator Status

Role Checkboxes Screenshot

Click this Tab to Enter Role Information

Job Roles for this Place of Service (Check all that apply)

PreK - EEE Educator SU Admin Tech Center Teacher

K-12 Teacher School Admin Alternative Prog Teacher

Special Ed Student Support

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.)
- SLP's or Paraprofessionals (When a special educator or regular education teacher supervises a paraprofessional or SLP who provides primary instruction, the primary instruction should be recorded under the supervising special educator or regular ed. teacher).
- 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 Transliterators, 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.

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

The most common errors in past Educator Census data include the following, so please read those sections of the instructions carefully:

- Change the status for those who are not at the school for the entire yr. See Pg. 22
- Team Teaching
- Alternative Programs
- 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 does not match the course content –see course category section.
- The grade level taught does not match the grade levels entered for the course- see the grade level section.

No Spring Preliminary Error Reports

The Agency of Education does not provide error reports to address items that may not have been properly entered, or where data questions triggering errors in the collection were evident. As such there are some items we ask you pay particular attention to when completing this year's collection.

1. While we recognize that there can occasionally be a teacher working more than 1.0 FTE, we do not expect this regularly. We expect that you check and confirm

these cases as part of submitting your data. Please make sure to check the report "Educator FTE Total"

2. While we recognize that there can occasionally be a teacher teaching more than 15 courses, we do not expect this regularly. We expect that you check and confirm these cases as part of submitting your data. Please make sure to check the report "Educator Course Total"
3. When an educator has exited the employing organization be sure to indicate that in the educator status and enter the exit date(s) in the application.
4. To meet educator licensure requirements the grade level and subject areas in which the teacher has been assigned must be the same as their Vermont license endorsement(s). For example, when an elementary teacher is teaching 5th grade English and the course category is listed in the census as Middle Grades English this causes a teaching out of grade level and subject area result because this teacher was endorsed in elementary education.
5. We expect that all staff listed in a teaching role will have at least one course assigned to them. You must either assign a course to that person or give them a different role. To do this, compare the results for the "Report of All Educators" and the "Report of Educators with Associated Courses".
6. For special education classes we do not expect there to be more than 25 students in a class. Please review the report of all special "Educators with Associated Courses" in the Special Education Reports to verify the counts.
7. We currently expect that all teachers will have a birth year between 1931 and 1996. To review birthdates of educators please look at the "Report of All Educators". Any educator over 84 we ask you to enter the year as 1931 for DOB. Any educator born after 6/30/1996, contact the AOE.

Educator Information

This section is accessible by clicking the Educator Information button on the main menu of the 2016-2017 Educator Census.

Search/Enter/Edit Educator Information

1. How to navigate the enter educator information section
 - To begin, select an Employing Organization from the drop down list. Once an Employing Organization has been selected, all pre-loaded educator information for that organization will be available.
 - Selecting the Search for Last Name button will allow you to bring up a specific record for an educator that is loaded into the application.
 - Selecting the Sort by Last Name button will organize the records alphabetically.

- Selecting the Return to Main Menu will return you to the main form of the application.
2. How to add/enter new educator information
 - Click on the Add New Educator button on the right side of the screen. This will give you a blank record to input data for a new educator.
 3. How to edit Educator Information -*NEW*
 - You will not be allowed to Edit information that has been preloaded about existing educators.
 - If there is a legitimate error in the information after you have confirmed with the educator, have them update the change as soon as possible, by going to the [Agency of Education Online Licensing](#) website.

Submitting Data

Refer to the *Educator Census Data Collection School Year 2016-2017 Software Instructions* for information on exporting and submitting data.

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?

Contact Debi Price at deboraprice@vermont.gov. 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/Districts, the initial data cleaning process at the Vermont Agency 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 licensing statistics are compiled by matching the assignment information from the Educator Census with the educator's licensing endorsement to determine the percentages of classes that are taught by teachers outside of their grade level and subject area license.

Privacy Rights

The Vermont Agency 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.

INSTRUCTIONS

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 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, or administrator but be as specific as possible. For example, enter SPED Teacher instead of Teacher for a special educator.

Educator Status

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 2016-2017 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 2016-2017 Educator Census has been submitted, that information will be captured in next year’s Educator Census.)

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, 2016. 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 2016-2017 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.

Job 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). All professional employees must have at least one job role indicated. In addition, K-12 teachers, Alternative Program teachers, and Tech Center teachers must be associated with the appropriate job role(s) and with the specific course(s) they teach. Special educators should be assigned either a consulting or a primary instruction Special Ed role; if a primary instruction role is assigned, then the primary instruction assignment information must also be entered. If an educator has more than one Job Role at the same Place of Service, check all roles that are applicable. Each professional employee must be associated with at least one Place of Service. In some cases, a Place of Service may be the same as the Employing Organization. (A good example of this is a superintendent who is employed by a supervisory union and also works solely at the SU office.)

The job roles which require additional information to be entered are noted below. 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 must be completed for each job role.

Job Roles Available In Educator Census	Additional Sections To Complete
K-12 Teacher	Course(s) Taught section
Special Ed	Special Ed Information section
Tech Center Teacher	Course(s) Taught section
Alternative Program Teacher	Course(s) Taught section

- **PreK-EEE Educator Role-** Special educators teaching exclusively at the PreK level should be entered with the PreK-EEE role, not the Special Education role.
- **K-12 (Classroom) Teacher Role-** For “regular” classroom teachers, Supplemental (Title I) reading and math teachers, librarians, physical education teachers, Virtual teachers, Alternative Program teachers and all “specials” teachers should all be assigned the K-12 Teacher role. (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, as well as the Team Teaching and virtual class sections if applicable.)
- **Special Educator Role-**You must pick Consulting or Primary Instruction see below.
- **Remaining Roles, see appropriate section for that role below.**
- **School Administrator and SU Administrator Role**

If the educator’s position does have a teaching component, then check the appropriate teaching role as well (K-12 Teacher, Special Educator – Primary Instruction, Tech Center Teacher, or Alternative Program Teacher) and enter the corresponding assignment information as well.

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)

Alternative Program Teacher Role

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.

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 Primary Instructor assignment information should be entered as it would for any other kind of special education assignment.

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.

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 (i.e. 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: 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.

Technical Center Teacher Role

The **Technical Center Teacher Role** should be selected for all educators teaching at Tech Centers except teachers of Pre-Tech Exploratory courses.

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”**

Special Ed Consulting

Consulting 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 grade level and subject area for that child; and
- Case management.

Special Ed Primary Instruction

When a special educator provides instruction in any of the subject areas (i.e. 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.

Primary Instruction vs. consultant: 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 is the primary instructor and must meet required licensure for grade level and subject area. In the latter case, the special educator is providing consultation and the grade level and subject area endorsement requirements fall upon the classroom teacher.

When the primary instruction option is selected, assignment information fields will appear. Select the grade level and subject areas for which the special educator has provided primary instruction to one or more students in the current year. Do not create or enter any other special education courses taught by special educators (e.g., a Life Skills course).

- For all special education primary instruction assignments, indicate the actual grade levels of the students. We do not collect performance level information. Beginning and ending grades are the lowest and highest grade students in this course.
- Please provide information regarding special education teachers who provide instruction exclusively to students assessed against alternate standards to the AOE directly by emailing [Debi Price](#).
- 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 grade level and subject 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.

- If team teaching applies, see the SPED team teaching below under the team teaching section.

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). Finally, for special educators who supervise paraprofessionals and SLP's providing primary instruction, the primary instruction information should be recorded under the special educator. Paraprofessional and SLP information is not collected in the Educator Census.

Team Teaching

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, that is, both teachers are developing the curriculum. 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.

Accurate reporting of Team Teaching is incredibly important since Team Teaching information may affect the licensing requirements of the educator(s) associated with the team-taught course(s).

Important: Team Teaching data is not pre-loaded and must be re-entered each year. Course information is preloaded, however, so be sure to click team. **You only have to list the course once - not under both teachers. For special education, review the section on special education and team teaching below**

Example 1: Two teachers are team teaching English. Only one teacher holds the required License in the subject or grade level. List the course information under that one teacher and be sure to check the "Team Teaching" box and list the other teacher.

Example 2- Two teachers are teaching a "Humanities" course where students are receiving both Social Studies credit and English credit. Record the two course categories as two separate courses under EACH teacher and click team teaching. Be sure to list the teacher who is properly licensed for the grade level and subject area for each portion. See example below:

John Doe- Humanities- Social Studies- Grade 9- 1 class- team teaching with Jane Doe
Jane Doe- Humanities- English- Grade 9- 1 class- team teaching with John Doe

SPED Team Teaching

If teachers in your SU/SD are Team Teaching with teachers in a different “role,” such as a K-12 teacher is team teaching with a Special Educator, then only enter the course each teacher is actually in the role of teaching. That is, record the special educator as teaching the SPED course and the regular educator as teaching a regular education course. However, you MUST click team teaching under BOTH teachers in this situation and list the other teacher

For Example:

John Doe-K-12 teacher-Algebra I-Math–Grade 9-1 class–Team Teaching with Jane Doe
Jane Doe- SPED Math – Grade 9- 4 students- Team Teaching with John Doe

Virtual Educators

If a student enrolled in your school is taking a course with a virtual educator, that educator must be entered as you would a teacher from your school, regardless of where they are from. Create a course name that indicates the course is virtual/online and the name of the course provider. The course categories you have to choose from are pre-loaded per the Appendix of this document. See examples below:

Example 1:

Course name: VTVLC Virtual-Chinese – Course category: Foreign lang.- Chinese

Example 2:

Course name: Name of Provider Virtual -Calculus– Course category - Math 7-12

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 2016, but you consider employment to start at the beginning of the fiscal year, enter 7/1/2016 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 at an Employing Org. During this School Year (7/01/16-6/30/17)

If an educator left employment with the Employing Organization and all Places of Service in the Employing Organization during the 2016-2017 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.

End of Employment at a Place of Service During this School Year (7/01/16-6/30/17)

If an Educator is still with an Employing Organization but left a Place of Service in the Employing Organization during the 2016-2017 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 At an Employing Organization Prior to 7/01/16

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 7/01/16, 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.

End of Employment At a Place of Service Prior to 7/01/16

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, see “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 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 Information

Use the **Course Information** section to enter and/or update, information on every course taught in your district/supervisory union, by Place of Service (typically a school or technical center). It is important to be as accurate as possible, using these guidelines, when entering/changing 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.**

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. (See page 28 under “Other” also)

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

Entering Course information for an educator

After the course information has been entered, you need to input course information for educators with the K-12 Teacher, Tech Center Teacher, and Alt Prog Teacher roles in the Click this Tab to Enter Course(s) Taught form that opens when these roles are checked.

1. How to add course assignment information

- Select a course by using the Select Course Name drop down list. This list will display both the course name and category the course belongs to, for more information on correctly selecting course by title and category please see the Reporting Instructions. Note: If the course you wish to choose is not in the drop down list, you will need to go to the Enter/Edit Course Information section and enter the course name and associate it with a course category before proceeding (See Creating Courses below).
- Select begin and end grades, and enter the number of classes taught. See the Reporting Instructions for more information on entering the number of classes.
- If applicable, add team teaching information by clicking on the Team Teaching button and entering the requested information. Enter team teaching information for *all* teachers who team teaches a course together. Make sure that each educator is cross-referenced with his/her other team member(s).
- To add additional courses, use the scroll bar on the right side of the screen to open up additional blank entry lines.

2. How to remove a course associated with an educator

- To remove a course associated with the educator at this Place of Service, check the Remove Course checkbox to the right of the course you wish to delete and click the Click to Remove Course button. Do not remove the Role (i.e. K-12 or SPED teacher) without first deleting the courses. Do not remove the courses for an educator by hovering over the title of the course and deleting them manually. You must click the remove button for each course to avoid data from remaining.

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. For information on Special education, Alternative, Virtual and Title I courses, see those sections.

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).

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
- Alt Program, Title I, SPED, Virtual courses, see those sections.

Course Categories

You must pick the course category (or categories) that most closely encompass the content of the course. The course category is the most important component of a course when matching educator license to endorsement and assignment. If a course has a subject 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.

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

Be very careful when entering the course categories. Because it is a drop down menu, it is very easy to click the wrong category. Please double check before moving on that the category you intended to choose is correct.

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

If credit is given for	Then assign these course category(ies)
Social Studies	Social Studies – Economics
Math	Mathematics (7-12)
Business	Business Education

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

Course Type	Description of Courses
Alternative Program	<p>There are four course categories for Alt. Prg. Academic courses.</p> <ul style="list-style-type: none"> • Alternative Program-English • Alternative Program-Mathematics • Alternative Program-Social Studies <p>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</p>

Course Type	Description of Courses
	used in addition to the Alternative Program Teacher role if applicable.) See the 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 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. Do not use the Elementary Education-General (K-6) course category for self-contained grades 7-8 OR for subject-specific or departmentalized 5 th and 6 th grade classes in English, Math, Science, and/or Social Studies. (See Middle Grades) Kindergarten courses should have 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). Foreign Language Exploratory classes:

Course Type	Description of Courses
	<p>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.</p> <p>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.</p> <p>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.</p>
Kindergarten Courses	Kindergarten courses should have the Elementary Education-General (K-6) course category.
Middle Grades	<p>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.</p> <p>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).</p>
Other	<p>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:</p> <ul style="list-style-type: none"> • 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. A general elective • Enrichment courses usually, as long as the courses do not supplant regular classroom instruction. Enter team teaching information, if applicable. <p>See Foreign Language-Other (above) for information on entering Foreign Language Exploratory courses.</p>

Course Type	Description of Courses
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)	<p>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:</p> <ul style="list-style-type: none"> • For a 12th graded 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 grade Physical Science course where both Physics and Chemistry are taught, choose the Science-Physics and the Science-Chemistry course categories. <p>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.</p>
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)	<p>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:</p> <ul style="list-style-type: none"> • 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 (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.

Course Type	Description of Courses
	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.
Title I/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 Title I 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.)

Class Information

A class, for Educator Census purposes, refers to a specific group of students who are instructed together regularly.

"Course" refers to the title of the subject/grade being taught (e.g., kindergarten, grade 4/5 multi-age, physical education, or Algebra 1).

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 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 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:

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:

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

<i>Course Name</i>	<i>Course Category (course categories are assigned in the Course Information section)</i>	<i>Begin Grade</i>	<i>End Grade</i>	<i>Number of Classes</i>
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

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:

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

Art	Art	8	8	1
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Elementary (Grades K-6) Classes

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 (see K-6 section above).
 7-9th grades in middle school-type settings (see K-12 section below).
 7-8 grade self-contained classes entered as 1 class per educator (see example below).

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. 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:

<i>Course Name</i>	<i>Course Categories (course categories are assigned in the Course Information section)</i>	<i>Begin Grade</i>	<i>End Grade</i>	<i>Number of Classes</i>
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

Grade/Instructional Level Information

This refers to the instructional/Grade 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.

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
American Sign Language	K-12
Art	K-12
Business Education	5 - 12
Computer Science	7 - 12
CTE Agriculture & Natural Resources	7 - 12
CTE Architecture & Construction	7 - 12
CTE Arts & Communication	7 - 12
CTE Business	7 - 12
CTE Education and Training	7 - 12
CTE Engineering	7 - 12
CTE Health	7 - 12
CTE Hospitality	7 - 12
CTE Human Services	7 - 12
CTE Information Technology	7 - 12
CTE Law & Public Safety	7 - 12
CTE Manufacturing	7 - 12
CTE Transportation	7 - 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

Available Course Categories	Valid Instructional Levels
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	7 - 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