

Barrington Public Schools
Barrington, RI 02806

Teacher Course-Student Policy

Barrington Public Schools fully adopts the Rhode Island Department of Education's [Teacher-Course-Student \(TCS\)](#) connections in compliance with the [Basic Education Program](#), through the provision of data that will populate the [Instructional Management System](#) (IMS) and our [Educator Performance and Support System](#) (EPSS) so that we can begin to use classroom-level data to inform our school, district and state-level decisions about policy, practice, and resources.

The connections between teachers and their students are critical to using the Instructional Management System, determining growth scores for [Median Growth Percentiles](#), and accessing the Educator Performance and Support System.

There are two important terms that will be used throughout this document. They are:

1. **Teacher of Record:** The teacher of record is the teacher responsible for content instruction and determining student grades. The teacher of record is the designated educator identified as "highly qualified" for federal reporting purposes.
2. **Contributing Educator:** A contributing educator is the teacher who has an assignment that is expected to contribute to the literacy or mathematics development of students. Many teachers may be identified as contributing educators for a class or course.

TEACHER-COURSE-STUDENT (TCS) ROSTERS

Teachers and administrators will also be able to access student information through Rhode Island's Instructional Management System (IMS). The IMS will provide district curriculum, formative assessment modules, interim assessments, and local assessment data to guide daily decision

-making, inform inter

Response to Intervention data, and practice. Similarly, the Educator Performance and Support System (EPSS) will provide access to all professional goals, [Student Learning Objectives](#) (SLOs), rubrics, and data associated with the evaluation model. The Rhode Island Model of Educator Evaluation calls for annual evaluations for all teachers, with a focus on educator-evaluator collaboration and feedback to fuel professional growth, and specific goals and objectives to measure progress. The Educator Performance and Support System (EPSS) will allow teachers to set goals and objectives for the specific students who are on their rosters. The IMS and EPSS will require teacher-course-student rosters for all teachers and administrators in a district. These rosters will allow an educator to have a single sign-on for both systems. The sign-on will comply with all security and access decision associated with each tool.

SUBMITTING AND VERIFYING ROSTERS

RIDE has developed a data collection process for collecting teacher-course-student rosters. This process will take into account the rosters needed for all teachers to have access to the IMS and EPSS and the additional coding that would be needed for teachers who are contributing educators. Teachers and principals will also verify rosters to ensure all information is accurate. District leadership will sign off to confirm that all processes have been followed and information is accurate.

CONTRIBUTING EDUCATORS FOR EDUCATOR EVALUATION

Rhode Island's Educator Evaluation Standards require that judgments about effectiveness must rest primarily on student growth and learning. There are two approaches that will be used to inform student growth and learning. The first is through Student Learning Objectives. The second data source will be derived from Median Student Growth Percentiles. The Median Student Growth Percentiles are available in literacy and mathematics for students in grades 3 through 7. More information on the methodology for calculating student growth percentiles can be found on [RIDE's website](#), as we move from NECAP to PARCC assessments we anticipate that we will expand the use of growth scores to the high school level.

A "contributing educator" is the term used to describe an educator who has an assignment that is expected to contribute to the literacy or mathematics development of students. This document includes procedures for determining which educators contribute to literacy or mathematics learning.

"Contributing Educator"

The following guidelines present the minimum requirements for identifying who is a Contributing Educator:

1. Teachers in grades 3 through 7 who teach English Language Arts (ELA)/literacy and/or mathematics are "contributing educators"

- **Policy:** Teacher of record is a contributing educator PK-12 for ELA/literacy and/or mathematics.
- **Implementation:** All current sections of ELA and mathematics will be coded with primary staff being teacher of record and contributing educators ELA or math.
- **Ongoing maintenance:** Once the school year has started, changes in primary staff must be made with start and end date – initially this will occur through an email to tech support. Student changes will be made, as has been our practice, at the school level.

Co-Teaching Educators

2. Two educators who co-teach ELA/literacy and/or mathematics will both be “contributing educators” for the same group of students. (Combinations may include general educators, special educators, ESL educators, etc.)

- **Policy:** Primary teacher will be teacher of record and contributing educator, co-teacher(s) will be contributing educators. Co-teaching will be designated as spending at least 50% of instructional time with the class.
- **Implementation:** Same as 1
- **Ongoing maintenance:** Same as 1

Special Educators

3. Special educators who provide interventions based on a student’s Individualized Education Program (IEP), regardless of location, is a contributing educator for the student or group of students receiving intervention in English language arts/literacy and/or mathematics

- **Policy:** Special educators providing interventions will be considered a contributing educator if the student has an ELA or mathematics related IEP goal.
- **Implementation:** 3 courses will be created in each school for case managers, ELA contributing educators, and math contributing educators. Initial rosters for each educator will need to be created. Secondary level leaders and elementary principals will provide and be responsible for reporting changes to rosters.
- **Ongoing maintenance:** Student changes will be made, as has been our practice, at the school level.

4. Special educators who are the teacher of record in ELA/literacy and/or mathematics are also the contributing educators in these content areas

- **Policy:** Same as 1
- **Implementation:** Same as 1
- **Ongoing maintenance:** Same as 1

Reading Specialists

5. Reading specialists for ELA/literacy

- **Policy:** Reading specialist providing interventions based on targeted intervention will be considered an ELA contributing educator.
- **Implementation:** Same as 3
- **Ongoing maintenance:** Same as 3

ESL/Bilingual/Dual Language Educators

6. All ESL teachers are contributing educators for ELA

- **Policy:** ESL teacher will be considered an ELA contributing educator to students on caseload.
- **Implementation:** Same as 3
- **Ongoing maintenance:** Same as 3

7. Bilingual/dual language teachers who teach an ESL or English component are contributing educators for ELA/literacy

- **Policy:** Not Applicable
- **Implementation:** N/A
- **Ongoing maintenance:** N/A

8. When ESL and bilingual/dual language teachers are teaching mathematics such as a sheltered ESL mathematics class or an elementary Spanish classroom in a dual language strand, they would also be contributing educators for mathematics

See 7

9. ESL and bilingual/dual language teachers who are teaching science are contributing educators for mathematics when the science content also maps to mathematics standards

See 7

10. All ESL and bilingual/dual language teachers who co-teach a mathematics class are contributing educators for mathematics

See 7

11. ESL and bilingual/dual language teachers who co-teach a science class are contributing educators for mathematics when the science content also maps to mathematics standards

See 7

Clarifications

1. Long-term substitute teachers are contributing educators if they meet the guidelines defined in this document.

- **Policy:** Long-term substitute teachers will be considered teacher of record and contributing educator when the teacher is determined to be on a district approved leave of absence.
- **Implementation:** Same as 1
- **Ongoing maintenance:** Same as 1

2. Student teachers are not contributing educators. The supervising teacher is the contributing educator.

3. Students may be assigned to as many educators as needed. For example, one student may have multiple educators supporting their ELA/literacy development, (e.g. general educator, reading specialist, special educator, ESL educator, and social studies teacher).
4. Some teachers may co-teach either formally or informally, (e.g. divide students between both classrooms and re-group both classrooms of students for mathematics). In either case, they are considered contributing educators for literacy (ELA) and/or mathematics as the case may be.
 - **Policy:** Co-teaching in this model will be handled on an individual basis.
 - **Implementation:** Same as 2
 - **Ongoing maintenance:** Same as 2
5. Special educators are only contributing educators for students whom they teach.
6. Instructional coaches who only work with adults are not contributing educators.

Instructional Model and Assignments

1. Middle Schools must determine their instructional model and identify “contributing educators” based on that model.
 - **Policy:** Same as 1
 - **Implementation:** Same as 1
 - **Ongoing maintenance:** Same as 1
2. School librarians have different roles depending on the district’s structure. Districts must clarify whether their school librarians are expected to contribute to the literacy development of students in which case they should be listed as a contributing educator to all of the students in the school. Or, whether the school librarians manage the library and don’t explicitly teach literacy skills of research, writing, or reading in which case they will be evaluated as a support professional.
 - **Policy:** **Secondary** School librarians will be evaluated as support professionals. Elementary School Librarians **Same as I**
 - **Implementation:** **Secondary N/A** Elementary School Librarians **Same as I**
 - **Ongoing maintenance:** **Secondary N/A** Elementary School Librarians **Same as I**
3. Some districts have asked if it’s possible to identify all educators as “contributing educators” for English language arts/literacy or mathematics or both content areas. That is possible. The district would have to provide student rosters for all students every educator teaches so that Median Growth Percentiles can be calculated for each educator’s specific student roster.
 - **Policy:** **Not Applicable**
 - **Implementation:** **N/A**
 - **Ongoing maintenance:** **N/A**

4. Educators who facilitate virtual learning classrooms by providing instructional support or correcting assignments in either ELA/literacy or mathematics are “contributing educators”.

- **Policy: Same as 1**
- **Implementation: Same as 1**
- **Ongoing maintenance: Same as 1**

References:

[Basic Education Program](#), 2009

[RI Teacher Evaluation Model](#)

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