



Roster Verification

Guidance for Percentages of Instructional Responsibility During Pilot Year #1:

When teachers complete Roster Verification (RV), the simplest way to understand the process is to think through this sentence: “I taught Jimmy Smith during these months and am 25%, 50%, 75%, or 100% responsible for his instruction.”

Teachers should have professional conversations with their colleagues to determine how much instructional responsibility is shared in regard to Special Education students, Gifted and Talented students, or other students. Deciding on instructional responsibility percentages may need to take place with principals and/or administrative collaboration teams and should be determined before the RV window opens. These are proactive, professional conversations which will result in accurate reflections of who is ultimately instructing each student throughout the week.

FAQs:

1. What should a teacher do if a student began the year in a certain grade and then was moved up or down to a different grade level?
 - a. The first teacher should delete the student from his/her roster.
 - b. The second teacher, who is ultimately responsible for administering the OCCT or EOI, should then claim the student on his/her roster during the appropriate months.
 - c. Example: Mrs. Jones taught Sammy in a general education 5th grade class until he was moved up to Mrs. Brown’s 6th grade class in October. Mrs. Jones should delete Sammy from her roster. Mrs. Brown should claim Sammy from October-May at 100% of instructional responsibility.
2. What should the school do if a teacher left in the middle of the year and there is now a long-term substitute teacher in the classroom?
 - a. The long-term substitute can complete RV if his/her name is listed as the teacher. *Value added analyses will then be for informational purposes only to inform the principal as to how students have grown under the substitute’s instruction. This could be extremely valuable information to the principal who is wondering whether or not to hire a permanent substitute.*
 - b. A support team member could complete the RV process for the teacher who was replaced by the long-term substitute. Roster Verification should be completed using the appropriate months.
 - c. Example: Mr. White had major surgery in December and did not recover quickly. He was replaced on December 1 by a long-term sub named Mrs. Black. A support team member can complete RV for Mr. White, claiming the appropriate students during the

months of August-November. Mrs. Black can complete roster verification if she is listed as a teacher and has a roster.

3. What should the school do if a teacher resigns or goes on leave and is replaced by a new teacher hired in that position for the remainder of the year?
 - a. The new teacher should complete RV for the months he/she was responsible for instructing students.
 - b. The school support team member or principal may complete RV for the teacher who went on leave.
 - c. Example: Mr. Hill resigned in January of 2013. He was replaced by Mr. Smith. Mr. Smith would complete RV for the months of Jan.-May. The school support team member may complete RV for Mr. Hill if the principal so desires.

4. How should a teacher deal with multiple student absences that are non-consecutive?
 - a. No concessions for absences should be made unless combined absences are greater than or equal to that of an instructional month.
 - b. If the total number of absences in a school year is greater than or equal to one instructional month, a teacher could account for absences in two ways:
 - i. Example: If Sara Baker was absent for a total of 22 days throughout the school year, the teacher may choose to simply claim Sara for August-April at 100% and then claim Sara for 0% during the month of May to account for the fact that she did, in fact, miss almost an entire month of instruction throughout the year.
 - ii. Example: If Sara Baker was absent for a total of 22 days throughout the school year, and the majority of the absences were in March and April, the teacher could claim Sara at 100% for all months except for March and April, when the teacher would claim her for 50%.

5. How should a teacher account for students who are suspended?
 - a. If a student is suspended for ten days, that is equivalent to approximately 50% of an instructional month; a teacher may claim the student at 50% during the month the student was suspended.
 - b. Example: Joe Green was suspended during February and missed ten days of school. Mr. Harris may claim Joe at 50% during February.
 - c. Example: Joe Green is a Special Education student who is in a co-teaching class where both teachers are responsible for 50% of his instruction. Therefore, the special education teacher and the general education teacher may claim Joe for only 25% of instructional responsibility since he was suspended for 10 days in February.
 - d. Example: Joe Green was suspended for the entire month of February. Both the general education and special education teachers will claim him for 0% during the month of February.

6. Do teachers that assign grades to students who are taking classes online receive value added reports on those students? - Yes

- a. The teacher who is responsible for the direct instruction of the student will receive value added reports. Therefore, teachers who assign grades to students who are taking classes on-line will need to complete Roster Verification for those students.
- b. If one teacher assigns a grade, but another teacher actually provides the instruction to the student via the internet, the teacher who provides the instruction should claim the student.