2017-18 Faculty and Staff Data Collection: Technical Guide

November 27, 2017

Contents

Overview

This document serves as the technical guide for the 2017-18 Faculty and Staff Data Collection. The U.S. Department of Education requires the annual collection of faculty and staff data. The Department of Education uses this data for the Non-Fiscal Surveys of the Common Core of Data. The Office of the State Superintendent of Education (OSSE) uses this data for additional reporting requirements.

This data collection consolidates several faculty and staff data collections into a single collection for the 2017-18 school year in order to streamline requests to LEAs. This single collection will satisfy a number of federal and District of Columbia reporting requirements regarding:

- Full-time equivalent (FTE) faculty and staff, and
- Certification and licensing information for:
  - Teachers, including
    - Teachers of English Learners;
    - Teachers of students with disabilities;
  - Paraprofessionals working with students with disabilities; and
  - Support staff working with students with disabilities.

LEAs will receive a spreadsheet with their prior year's data in the new template via email by November 27, 2017 that they must complete and upload to the "Faculty and Staff" QuickBase application by December 22, 2017.

Top 10 Highlights in 2017-18 Collection:

1. Staff rosters from 2016-17 are being returned to LEAs in the new template for your convenience. The years of teaching experience has been updated from last year by adding one year of experience to all values previously submitted.
2. Please delete all non-returning staff members and add new staff members. (Staffing Collaborative members will not delete non-returning staff members, as their data is still being used.)
3. There are a few new federal roles for paraprofessionals and special education support staff, which will be highlighted in red. Please be sure to update these fields.
4. School codes will automatically be populated and have been updated from last year's collection.
5. Staff names and dates of birth must be reported so that we can match staff with licensing and certification databases.
6. There is a new field to report the amount of FTE that teachers work with English Learners/LEP students.
7. There is also a new field to report if the teacher is considered highly qualified in their subject area.
8. Please include staff with multiple roles and/or multiple schools in different rows. You may double-click on column A to duplicate their other information.

9. For fields with drop-down menus, only use the values provided. If you have a question about which federal role is most appropriate, the appendix of this document has definitions to assist you.

10. Please include the last 4 digits of the staff's social security number and/or the local ID that your LEA uses to identify staff, which will allow OSSE to match staff with data submitted in previous years.

Which Faculty and Staff Do LEAs Report?

LEAs must report faculty and staff roster information, including the role and FTE percentage, for all instructional, administrative, and support staff in LEAs and schools filled by direct hire or by contracting. The data reported in this collection should represent an LEA's faculty and staff roster as of the 2017-18 enrollment audit (October 5, 2017). Volunteers and vacant positions are not reported in this collection; however, some substitutes and contractors are reported. The circumstances when substitutes and contractors should be reported in the data collection are described in a subsequent section of this technical user guide.

How Is this Technical Guide Organized?

This technical user guide is organized to mirror the corresponding sections in the data collection template. Each section of this document corresponds to a section of the data collection template and includes three subsections: Faculty and Staff Inclusion; Data Elements; and Frequently Asked Questions. When possible, descriptions and explanations in this document incorporate language from appropriate U.S. Department of Education guiding documents. The last section, *Uploading through Quickbase*, provides guidance on how to upload completed spreadsheets into the Quickbase application.

The *Faculty and Staff Inclusion* section describes which faculty and staff members must be reported on in the section. The *Data Elements* section serves as a data dictionary for all data elements in that section of the data collection template. The data dictionary is formatted into a table that describes the data fields, definition, and permitted values included in each corresponding section of the data collection template. All value inputs in the data collection template must align with the permitted values in the data dictionary tables. The *Frequently Asked Questions* section answers common questions that may arise.

How Is the Data Collection Template Organized?

The 2017-18 Faculty and Staff Data Collection template is organized into the following sections:
1. Staff Member Identifiers and Demographic Information;
2. LEA and School Information;
3. Role and FTE Percentage;
4. Special Education: Percentage of Time and Ages;
5. LEP FTE;
6. Certifications;
7. Teaching Curriculum and Years of Teaching Experience;
8. Staff Member Education

The Faculty and Staff Data Collection template contains two sheets: the first is titled "Collection"; and the second is titled "Drop-Down Values". All LEA data should be entered in the second sheet titled "Collection". The "Drop-Down Values" page should not be edited, as it contains allowable values for various fields.

Both sheets of the data collection template contain a "Highlight Required Data" function and a "Duplicate" button that LEAs can use as a tool when completing the template. Each of those buttons is described in more detail below.

Highlight Required Data
The data collection template includes a "Highlight Required Data" function that will show the remaining data elements highlighted in red that are required based on a staff member's role. For example, teachers have more fields that must be completed than administrative staff.

Duplicate Button
Each row of the data collection template includes a "Duplicate" button. This button can be used to copy a staff member's row of information, which is helpful when a staff member serves more than one school or more than one role. Double-clicking the "Duplicate" button produces a dialogue box that allows you to indicate how many copies to create. Specific examples of when the "Duplicate" button might be useful are included in the respective section below.

District of Columbia Staffing Collaborative
OSSE offers a voluntary collaborative of LEAs that partners with a research organization to collect and analyze information on teacher pipelines and the retention of great teachers. LEAs that participate in this project will be submitting this staffing data to the research partner instead of directly to OSSE. For questions about the DC Staffing Collaborative, please contact Etai Mizrav (Etai.Mizrav@dc.gov), Manager, Education Policy and Compliance at 202-727-3666.

Contact Information for the Collection
If you need assistance with QuickBase or with the data elements or process for this data collection please contact the Division of Data, Assessment and Research at OSSE.Data@dc.gov. If you have questions regarding how to complete the template, please contact Chandi Wagner, Education Research Analyst, at chandi.wagner@dc.gov or 202-727-7545.

Faculty and Staff Inclusion
For the Staff Member Identifiers and Demographic Information section of the collection, LEAs are required to report on the following faculty and staff:
- All instructional, administrative, and support staff in LEAs and schools filled by direct hire or by contracting.
- Long-term substitute teachers employed for four weeks or longer should be reported in this collection.
- Contract staff who contract directly with the LEA or school and are considered part of regular operations. Examples include:

- o Bus drivers,
- o School nurses,
- o Psychologists, and
- o Physical therapists.
- Staff employed by another entity that is contracted to provide work that can be considered part of the district's regular operations. These staff work within the district but are employees of the entity with which the district contracts. Examples include:
  - o School security personnel provided by a private firm, and
  - o Charter school teachers who are employees of a charter school operator.

Short-term substitutes employed less than four weeks should be excluded from this data collection. Also exclude employees of contractors who provide a non-regular service; these are staff furnished by the contractor, on- or off-site, to provide the service. Examples may include carpenters, electricians, etc. working for a firm hired to refurbish a school building, or cooks and truck drivers who prepare and deliver meals once a week to schools under a contract with a food-service firm.

The distinction between staff reported and not reported is whether the service is part of the LEA's regular operation or if it is a non-regular service. For example, if an LEA contracts with a company for a school bus driving service (where the buses are used regularly), the drivers should be reported. If an LEA contracts with a company for lunchroom services onsite, the food servers who serve the students on daily basis should be reported as well. Employees of a construction company hired to build an addition to the school should not be reported. If LEAs have questions about which faculty and staff should be included in this collection, please contact the Division of Data, Assessment and Research at OSSE.Data@dc.gov.

Completing the Template

Staff Member Identifiers and Demographic Information
The "Staff Member Identifiers and Demographic Information" section includes identifying and demographic information for each faculty or staff member.

Figure A. Staff Member Identifiers and Demographic Information

Faculty & Staff Roster: Include faculty and staff information as of October 5, 2017.	Staff Member Identifiers and Demographic Information								
	Last Name	First Name	Middle Name	Alias or Maiden Name	SSN (last 4 digits)	Local Staff ID	Date of Birth	Gender	Race / Ethnicity
				Please include any additional names the staff person may have used	Please only provide the last four digits for data security purposes	Please include any local ID that your LEA uses	Please select from drop-down menu	Please select from drop-down menu	Please select from drop-down menu
Double Click Below to Duplicate	Open Text	Open Text	Open Text	Open Text	Numeric	Open Text	MM/DD/YYYY	Drop-Down Menu	Drop-Down Menu

Data Elements

The following table describes the data elements that are shown in the "Staff Member Identifiers and Demographic Information" section of the data collection template. Last name, first name, and date of birth are required data elements for all faculty and staff, as it allows us to match staff with OSSE certification data.

Data Field	Definition	Permitted Values
Last Name	The legal last name of the faculty or staff member.	<Open text>
First Name	The legal first name of the faculty or staff member. Do not include any titles.	<Open text>
Middle Name	The legal middle name of the faculty or staff member.	<Open text>
Alias or Maiden Name	An alternate or maiden name of the faculty or staff member. Any additional names or previous names that the faculty or staff member may have had.	<Open text>
SSN (last 4 digits)	The last 4 digits of the staff member's social security number.	<Numeric>
Local Staff ID	The ID assigned to your staff member by your internal system.	<Open text>
Date of Birth	The day, month, and year on which the faculty or staff member was born.	MM/DD/YYYY
Gender	A coded value representing the staff member's gender; Gender is a person's actual sex or perceived sex.	• Male • Female • Other
Race/Ethnicity	The reported race/ethnicity of the faculty or staff member. Only one race/ethnicity option may be selected per staff member.	• American Indian/Alaskan Native • Asian • Black/African American • Hispanic/Latino • Two or More Races • Pacific Islander/Native Hawaiian

| | | White/Caucasian |
| | | Other |

Frequently Asked Questions

- *Should student teachers be included in this data collection?* Student teachers should be excluded from this data collection unless they have been hired by the LEA or are contracted to fill a position that is part of the LEA's regular operation.
- *Should substitute teachers be included in this data collection?* Long-term substitute teachers serving four weeks or longer as of October 5, 2017 should be included in this data collection. Short-term substitutes should be excluded from this data collection.
- *Why does OSSE ask for a Local Staff ID?* The Local Staff ID data element is optional; however, providing the Local Staff ID will help OSSE uniquely identify staff members.
- *Why is date of birth a required data element?* The date of birth data element helps OSSE verify faculty and staff license and certification information.
- *What if a staff member's gender or race/ethnicity is unknown?* Gender and race/ethnicity are optional data elements. If a staff member's gender or race/ethnicity is unknown, leave the data elements blank.

LEA and School Information

The "LEA and School Information" section includes basic identifying information about the LEA and school in which the faculty or staff member serves. If a faculty or staff member serves multiple schools, list each school on a separate row. You can use the "Duplicate" button to create a copy of a faculty/staff member's row of information.

Figure B. LEA and School Information

	Staff Member Identifiers and Demograp		LEA and School Information			
Faculty & Staff Roster: Include faculty and staff information as of October 5, 2017.	**Last Name**	**First Name**	**LEA Name**	**LEA Code**	**School Name**	**School Code**
			Please select from drop-down menu	*Please select from drop-down menu*	*Please select from drop-down menu. Use N/A for admin staff not based at a school.*	*Please select from drop-down menu. Use N/A for admin staff not based at a school.*
Double Click Below to Duplicate	**Open Text**	**Open Text**	**Drop-Down Menu**	**Auto-Populates**	**Drop-Down Menu**	**Auto-Populates**

Data Elements

The following table describes the data elements that are shown in the "LEA and School Information" section of the data collection template.

Data Field	Definition	Permitted Values
LEA Name	This field should have the name of the LEA the staff member serves.	\<Character\> Select LEA Name from the drop-down menu.
LEA Code	Unique OSSE-assigned identifier for Local Education Agencies (LEAs), three to four digits.	\<Numeric\> The LEA Code will auto-populate from the LEA Name field.
School Name	This field should have the name of the school that the staff member serves.	\<Character\> Select School Name from the drop-down menu. Choose "N/A" for non-school based staff.
School Code	Unique OSSE-assigned identifier for schools, three to four digits. This field should have the school code that the staff member serves.	\<Numeric\> The School Code will auto-populate from the School Name field.

Frequently Asked Questions

- *What if a staff member works at the LEA level in the main office or is a home or online teacher?* If a staff member works at the main office or is a home teacher, report "N/A" for the School Code and School Name. If a staff member teaches an online class, report the school code associated with that online class.
- *What if a staff member works at more than one LEA?* If a staff member works at more than one LEA, each LEA will report the staff member along with the portion of time the staff member serves that LEA.
- *What if a staff member serves multiple schools?* If a staff member serves multiple schools, report each school the staff member serves along with the portion of time the staff member serves each respective school. This should be denoted using separate rows for each school served. You can use the "Duplicate" button to create a copy of a faculty/staff member's row of information.

Role and FTE Percentage

The "Role and FTE Percentage" section includes information on the staff member's title, federal role, and FTE percentage. LEAs should use the employee's title to determine which federal role is appropriate. Each staff member's title should fall within a federal role category. See the appendix for Common Core of Data definitions for staff categories.

Figure C. Role and FTE Percentage

Faculty & Staff Roster: Include faculty and staff information as of October 5, 2017.	Staff Member Identifiers and Demograp		Role and FTE Percentage		
	Last Name	**First Name**	**Staff Member's Title**	**Federal Role**	**FTE Percentage**
			If employee has multiple positions or works in multiple schools, use one row for each position and/or school	*If employee has multiple positions or works in multiple schools, use one row for each position and/or school. Please select from drop-down menu*	*If employee has multiple positions or works in multiple schools, use one row for each position and/or school. The FTE percentage should only be the applicable FTE for that specific role (each person's FTEs will likely sum to 10).*
Double Click Below to Duplicate	**Open Text**	**Open Text**	**Open Text**	**Drop-Down Menu**	**Numeric 0-1.0**

Data Elements

The following table describes the data elements that are shown in the "Role and FTE Percentage" section of the data collection template.

Data Field	Definition	Permitted Values
Staff Member's Title	The staff member's title as used by the LEA.	<Open text> Examples: Principal, English Teacher, Bus Drive, Data Manager, Admin Assistant, Counselor
Federal Role	Determine the staff member's federal role based on their status as instructional, administrative, or support staff. If a staff member serves in multiple roles, use the duplicate button to record a separate row for each unique role.	***Instructional Staff*** • Teacher, Adult • Teacher, Elementary • Teacher, Kindergarten • Teacher, Pre-Kindergarten • Teacher, Secondary • Teacher, Ungraded • Paraprofessional – Special Education • Paraprofessional – General Education • Librarian/Media Specialist • Library/Media Support Staff ***Administrative Staff*** • LEA Administrator • Instructional Coordinator and Supervisor • LEA Administrative Support Staff • School Administrator • School Administrative Support Staff ***Support Staff***

		• Guidance Counselor, Elementary • Guidance Counselor, Secondary • Guidance Supervisor/Director • Special Education Support Staff, Audiologist • Special Education Support Staff, Counselor/Rehabilitation Counselor • Special Education Support Staff, Interpreter • Special Education Support Staff, Medical • Special Education Support Staff, Occupational Therapist • Special Education Support Staff, Orientation/Mobility Specialist • Special Education Support Staff, Physical Therapist • Special Education Support Staff, Psychologist • Special Education Support Staff, Recreation and Therapeutic Recreation Specialist • Special Education Support Staff, Social Worker • Special Education Support Staff, Speech-Language Pathologist • Student Support Staff • Other Support Staff
FTE Percentage	The amount of time the staff member spends in performance of a role.	\<Numeric value> An FTE Percentage of 1.0 represents a full-time employee.

Frequently Asked Questions

- *What if a staff member serves multiple roles?* If a staff member serves multiple roles, report each role the staff member serves using a separate row. The FTE percentage in each row should represent the percentage of time the staff member spends in performance of that unique role. You can use the "Duplicate" button to create a copy of a faculty/staff member's row of information.

- *How should the LEA determine the elementary versus secondary teacher classification?* Classify a teacher who teaches grades 1 through 6 as an elementary teacher. Classify a teacher who teaches grades 7 through 12 as a secondary teacher. If a middle school teacher has a secondary teacher role, such as teaching science to 6th-8th graders, you can include that teacher as a secondary teacher.

- *How should the LEA report a special education teacher?* Report a special education teacher based on the grade level served (e.g., elementary teacher, secondary teacher). Designate "Special Education" as the curriculum in the *Teaching Curriculum and Years of Teaching Experience* section of the data collection template and complete the "Special Education: Percentage of Time and Ages Served" section.

- *How should the LEA report guidance counselors?* Classify a guidance counselor who serves students grades 1 through 6 as an elementary guidance counselor. Classify a guidance counselor

who serves students grades 7 through 12 as a secondary guidance counselor. Report guidance supervisors or directors using the "Guidance Supervisor/Director" role.

- *How should administrators and administrative support staff be reported in an LEA that consists of a single school?* If your LEA consists of a single school and the LEA administrator is also the school administrator, report that staff member's FTE at the school-level. In this case, select the "School Administrator" role. The same is true for an LEA administrative support staff member who is also a school administrative support staff member. Report that staff member's FTE at the school-level.

- *How is the FTE percentage reported?* The FTE percentage is reported as a number. Report a staff member who works full-time as 1.0. Report a staff member who works half-time as 0.5. The majority of staff will be reported between 0 and 1.0. If a staff member regularly works overtime that staff member's FTE percentage will exceed 1.0.

- *How should the LEA divide an employee's time between two different roles?* Divide an employee's time based on the contact time spent in each role. For example, suppose a teacher works 3 hours out of a 6-hour work day as a Pre-Kindergarten teacher and 3 hours out of a 6-hour work day as a grade 1 teacher. Report the teacher's role as a) "Teacher, Pre-Kindergarten" with an FTE percentage of 0.5; and b) "Teacher, Elementary" with an FTE percentage of 0.5.

Special Education: Percentage of Time and Ages Served

The "Special Education: Percentage of Time and Ages Served" section includes information about the portion of time a staff member serves students with disabilities and the ages of those students served.

Faculty and Staff Inclusion

The "Special Education: Percentage of Time and Ages Served" section should be completed for teachers, paraprofessionals, and support staff who work with students with disabilities ages 3 to 21. Include in this reporting teachers, paraprofessionals, and support staff who work with students with disabilities on a full-time or part-time basis.

Figure D. Special Education: Percentage of Time and Ages Served section

Faculty & Staff Roster: Include faculty and staff information as of October 5, 2017.	Staff Member Identifiers and Demograp		Special Education: Percentage of Time and Ages Served		
	Last Name	**First Name**	**Special Education FTE**	**Special Education Ages 3 to 5 FTE**	**Special Education Ages 6 to 21 FTE**
			Indicate the amount of FTE the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities. (Should equal sum of next two columns)	*Indicate the amount of FTE the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities between the ages 3 and 5 years old*	*Indicate the amount of FTE the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities between the ages 6 to 21 years old*
Double Click Below to Duplicate	**Open Text**	**Open Text**	**Numeric 0-1.0**	**Numeric 0-1.0**	**Numeric 0-1.0**

Data Elements

The following table describes the data elements that are shown in the "Special Education: Percentage of Time and Ages Served" section of the data collection template.

Data Field	Definition	Permitted Values
Special Education Percentage of Time	Indicate the amount of FTE the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities. (Should equal sum of next two columns)	<Numeric value> Between 0 and 1.0 (Should sum to the total of the subsequent two columns)
Special Education Ages 3 to 5 Percentage	Indicate the amount of FTE the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities between the ages 3 and 5 years old.	<Numeric value> Between 0 and 1.0
Special Education Ages 6 to 21 Percentage	Indicate the amount of FTE the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves students with disabilities between the ages 6 to 21 years old.	Numeric Between 0 and 1.0

Frequently Asked Questions

- *What if a staff member serves students with disabilities exclusively?* If a staff member serves students with disabilities exclusively, report the special education percentage of time as 1.0.
- *How should the LEA report a staff member who serves both special education and general education students?* If a staff member serves both special education and general education students, report the percentage of time the staff member serves students with disabilities under "Special Education Percentage of Time". For example, if a staff member works 4 hours out of a 6-hour work day with students with disabilities and 2 hours out of a 6-hour work day with general education students, report the "Special Education Percentage of Time" as 0.66.
- *Why does the LEA need to report the ages of students with disabilities served?* Federal reporting requires that OSSE reports the portion of time an educator serves each of these age groups.
- *Why does the LEA need to report the ages of students with disabilities served?* Federal reporting requires that OSSE reports the portion of time an educator serves each of these age groups.
- *Will the sum of percentage of time serving ages 3 to 5 and ages 6 to 21 equal 1.0?* If a staff member serves students with disabilities exclusively and is a full-time staff member, the percentage of time serving students with disabilities ages to 3 to 5 and ages 6 to 21 will likely sum to 1.0. However, if a staff member serves students younger than three years old or students older than 21 years, the sum of the percentage of time serving students with disabilities ages to 3 to 5 and ages 6 to 21 will not sum to 1.0.
- *How do I calculate a staff member's total time spent serving students with disabilities between age groups 3 to 5 and 6 to 21?* Consider the example above with the staff member who serves students with disabilities 4 hours out of a 6-hour work day. Suppose that out of those 4 hours the staff member spends 1 hour with students ages 3 to 5 and 3 hours with students ages 6 to 21. This means that the percentage reported in the "Special Education Age 3 to 5 Percentage" would be 0.17 (1 hour/6 hours), and the percentage reported in the "Special Education Age 6 to 21 Percentage" would be 0.50 (3 hours/6 hours).

Limited English Proficient FTE:

The "LEP FTE" section includes information about the portion of time a teacher teaches in language instruction educational programs designed for limited English proficient (LEP) students.

Faculty and Staff Inclusion

The "LEP FTE" section should be completed for teachers who work with students who are English Learners ages 3 to 21 and who teach in language instruction educational programs designed for limited English proficient (LEP) students.

Figure E. LEP FTE

Data Elements

The following table describes the data elements that are shown in the "LEP FTE" section of the data collection template.

Data Field	Definition	Permitted Values
LEP FTE	Indicate the amount of FTE the teacher, paraprofessional, or special education support staff (e.g., audiologist, psychologist) serves limited English proficient students in a language instruction education program	\<Numeric value\> Between 0 and 1.0

Frequently Asked Questions

- *How should the LEA report a staff member who serves both English learners and non-English learners?* If a teacher serves both ELs and non-EL students, report the percentage of time the staff member serves ELs in a specific language instruction program under "LEP FTE". For example, if a staff member works 4 hours out of a 6-hour work day teaching ESL to English learners, and 2 hours out of a 6-hour work day teaching math to all students, report the "LEP FTE" as 0.66.
- *How do I report teachers in bilingual programs?* If the teacher works in a bilingual program with English learners, and are specifically teaching language, their time should be included. So, if a teacher is teaching English through a Math class, they can still be included.

Certifications

The "Certifications" section includes information about a staff member's highly qualified status and certifications.

Faculty and Staff Inclusion

The "Staff Member Education and Certification Information" section should be completed for:

- Teachers regardless of the ages of students served and the curriculum taught;
- Paraprofessionals who work with students with disabilities; and
- Support staff who work with students with disabilities.
- Include in this reporting teachers, paraprofessionals, and support staff who work with students with disabilities on a full-time or part-time basis.

Figure F. Staff Member Education and Certification Information

Staff Member Identifiers and Demograp...			Certifications						
Faculty & Staff Roster: Include faculty and staff information as of October 5, 2017.	Last Name	First Name	Highly Qualified in subject (Teachers only)	Special Education Certification (Teachers only)	ESL Certification (Teachers only)	License or Certification Status	License or Certification Field or Subject	License or Certification Provider	License Expiration Date
			University degree in their field of teaching; certification in their field of teaching; and/or demonstrated effective teaching in their field as measured by the LEA's teacher evaluation system	Does the teacher hold a special education teaching certificate from OSSE?	Does the teacher hold an ESL/TESOL certification?	Is the staff person certified or licensed in DC for their current role (include support staff, paraprofessionals, teachers, and admin)?	What is the primary license or certification field? May include more than one on the same line (i.e. English/Sped)	OSSE, Department of Health, etc.	
Double Click Below to Duplicate	Open Text	Open Text	Drop-Down	Drop-Down	Drop-Down	Drop-Down	Open Text	Open Text	MM/DD/YYYY

Data Elements

The following table describes the data elements that are shown in the "Certifications" section of the data collection template.

Data Field	Definition	Permitted Values
Highly Qualified in Subject	University degree in their field of teaching; certification in their field of teaching; and/or demonstrated effective teaching in their field as measured by the LEA's teacher evaluation system.	YES NO
Special Education Certification (Teachers only)	Does the teacher hold a special education teaching certificate from OSSE?	YES NO
ESL Certification (Teachers only)	Does the teacher hold an ESL/TESOL certification?	YES NO
License or Certification Status	An indication that the staff member holds at least one current license or certification.	YES NO

License or Certification Field or Subject	What is the primary license or certification field? May include more than one on the same line (i.e. English/Sped)	<Open Text>
License or Certification Provider	Name of the provider that issued the certification or license. (OSSE, Department of Health, etc.)	<Open Text>
License Expiration Date	Date the license or certification expires.	MM/DD/YYYY or MM/DD/YYYY / MM/DD/YYY

Frequently Asked Questions

- *Why does OSSE request education and credential information for all teachers?* Under the Every Student Succeeds Act (ESSA) and the District of Columbia's state plan, OSSE must calculate the percentage of out-of-field teachers—those who teach in an area outside of their educational background or certification. OSSE uses a combination of education and certification/license information to determine this out-of-field designation. We must also report on Special Education teachers and teachers of LEP students based on certification status.

- *Should a charter LEA report certification or license information?* Charter LEAs should report certification/license information for all teachers, paraprofessionals who work with students with disabilities, and support staff who work with students with disabilities.

- *How should the LEA report that a paraprofessional passed the Praxis exam?* If a paraprofessional passed the Praxis exam, record the staff member's status as follows:
  - Report the License or Certification Status as "YES",
  - Enter the Praxis subject area, and
  - List the License or Certification Provider as "Praxis".

- *Should the LEA include information for each degree earned or just the highest degree earned?* The LEA should report education information for all degrees earned. OSSE will use this information to help determine a teacher's out-of-field status.

- *How should the LEA report information for a staff member who has multiple current licenses or certifications?* If a staff member has multiple current licenses or certifications, report information for each license or certification, separated by a forward slash. For example, suppose a staff member has passed the Praxis and holds a certification from OSSE. Report information for the staff member as follows:
  - Report the License or Certification Status as "YES",
  - Report the License or Certification Field or Subject data field as "Praxis subject area/OSSE Certification Field or Subject",
  - List the License or Certification Provider as "Praxis/OSSE", and
  - Report the License Expiration Date as "Expiration Date 1 / Expiration Date 2".

Teaching Curriculum and Years of Teaching Experience

The "Teaching Curriculum and Years of Teaching Experience" section includes information about teachers' curriculum and their number of years of experience.

Faculty and Staff Inclusion

The "Teaching Curriculum and Years of Teaching Experience" section should be completed for all teachers regardless of the ages of students served and the curriculum taught. For example, this would include kindergarten teachers and special education teachers.

Figure G. Teaching Curriculum and Years of Teaching Experience

Data Elements

The following table describes the data elements that are shown in the "Teaching Curriculum and Years of Teaching Experience" section of the data collection template.

Data Field	Definition	Permitted Values
Curriculum	Indicate the teacher's curriculum or subject area.	<Drop-Down Menu> Art Career and Technical Education Early Childhood Education Elementary Education English Language Arts/Reading ESL Foreign Language Health and Physical Education Home Economics Mathematics Military Science Other Science Social Studies Special Education
Years of Teaching Experience	Number of years teaching, not including the current year. This field is updated from last year's submitted data.	Numeric

Frequently Asked Questions

- *What if a teacher teaches in more than one curricular area?* If a teacher serves in more than one curricular area, report each curricular area along with the corresponding FTE percentage on a separate row. Use the "Duplicate" button to create a copy of a teacher's row of information.
- *Which curriculum should the LEA select for a special education inclusion teacher?* Select the "Special Education" curriculum for all special education teachers—both inclusion and self-contained.
- *How should the LEA record the years of teaching experience?* Record the years of teaching experience as a whole number, excluding the current year. If a teacher taught 4.5 years prior to the start of the 2017-18 school year, report 4 years of teaching experience.
- *How should the LEA record less than one full year of teaching experience?* Report 0 years of teaching experience for a teacher who has taught less than one full year. For example, if a teacher started teaching in December 2016, report 0 years of teaching experience for that teacher because they have not yet taught a full year as of Oct. 5, 2017.

Education

The "Education" section includes information about a staff member's educational history.

Faculty and Staff Inclusion

The "Education" section should be completed for:

- Teachers regardless of the ages of students served and the curriculum taught;
- Paraprofessionals who work with students with disabilities; and
- Support staff who work with students with disabilities.
- Include in this reporting teachers, paraprofessionals, and support staff who work with students with disabilities on a full-time or part-time basis.

Figure H. Staff Member Education and Certification Information

Faculty & Staff Roster: Include faculty and staff information as of October 5, 2017.	Last Name	First Name	Associate's Degree Year Conferred	Associate's Degree Awarding Institution	Associate's Degree Field/Major	Bachelor's Degree Year Conferred	Bachelor's Degree Awarding Institution	Bachelor's Degree Field/Major	Master's Degree Year Conferred	Master's Degree Awarding Institution	Ma
					If staff has multiple fields, include both on same line (i.e. Math/Science)			If staff has multiple fields, include both on same line (i.e. Math/Science)			If st fiel on M
Double Click Below to Duplicate	Open Text	Open Text	YYYY	Open Text	Open Text	YYYY	Open Text	Open Text	YYYY	Open Text	

Data Elements

The following table describes the data elements that are shown in the "Education" section of the data collection template.

Data Field	Definition	Permitted Values
Associate's Degree Year Conferred	Year of degree completion.	YYYY or YYYY/YYYY

Associate's Degree Awarding Institution	The name of the degree granting institution.	<Open Text>
Associate's Degree Field/Major	The field/major in which the staff member received this degree. If staff has multiple fields, include both on same line (i.e. Math/Science)	<Open Text>
Bachelor's Degree Year Conferred	Year of degree completion.	YYYY or YYYY/YYYY
Bachelor's Degree Awarding Institution	The name of the degree granting institution.	<Open Text>
Bachelor's Degree Field/Major	The field/major in which the staff member received this degree. If staff has multiple fields, include both on same line (i.e. Math/Science)	<Open Text>
Master's Degree Year Conferred	Year of degree completion.	YYYY or YYYY/YYYY
Master's Degree Awarding Institution	The name of the degree granting institution.	<Open Text>
Master's Degree Field/Major	The field/major in which the staff member received this degree. If staff has multiple fields, include both on same line (i.e. Math/Science)	<Open Text>
Doctoral Degree Year Conferred	Year of degree completion.	YYYY or YYYY/YYYY
Doctoral Degree Awarding Institution	The name of the degree granting institution.	<Open Text>
Doctoral Degree Field/Major	The field/major in which the staff member received this degree. If staff has multiple fields, include both on same line (i.e. Math/Science)	<Open Text>

Frequently Asked Questions

- *Should the LEA include information for each degree earned or just the highest degree earned?* The LEA should report education information for all degrees earned. OSSE will use this information to help determine a teacher's out-of-field status.
- *How should the LEA report education information for a staff member who has multiple degrees at the same level?* If a staff member has multiple degrees at the same level, report information for each degree, separated by a forward slash. For example, suppose a staff member has earned two bachelor's degrees from different institutions. Report information for the staff member as follows (see "Sample" for an example):
  - Report the Bachelor's Degree Year Conferred data field as "Degree 1 Year/Degree 2 Year".
  - Report the Bachelor's Degree Awarding Institution data field as "Institution 1/Institution 2".
 - Report the Bachelor's Degree Field/Major data field as "Major 1/Major 2".

Uploading through Quickbase

To keep sensitive faculty and staff data confidential, do not email the spreadsheet to OSSE staff. Completed spreadsheets are to be uploaded to Quickbase by December 22, 2017. To submit documentation:

1. Log in to QuickBase at https://octo.quickbase.com with your username and password. If you need login credentials, please contact OSSE.Data@dc.gov.

2. Once logged-in, click on the "Faculty and Staff Data" app.
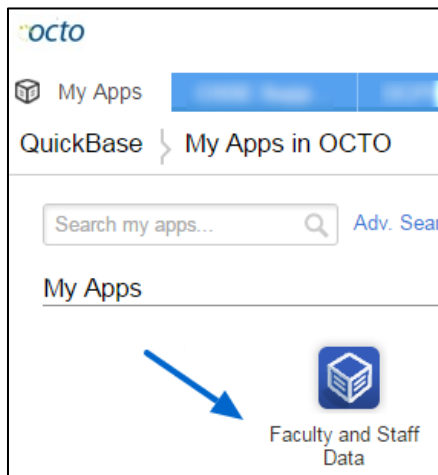
3. Click on the Edit icon, represented by a pencil icon to the left of the record.
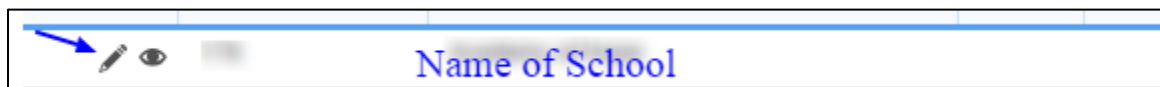
4. Click "Choose File" next to "Consolidated Faculty and Staff"

5. Browse through your system to identify the file to upload and then click on that file.
6. Click "Open" or double-click on the file name
7. Click "Save" (the record should now appear for your review)

If you need any assistance with Quickbase please contact OSSE.Data@dc.gov.

Appendix

Common Core of Data's (CCD) Definitions of Staff Categories:

The definitions below align with the Common Core of Data's (CCD) definitions of staff categories.

Instructional Staff

Teacher, Adult: Teachers of an OSSE-approved adult education program, regardless of the age of the students.

Teacher, Elementary: Classify a teacher who teaches grades 1 through 6 as an elementary teacher. A middle school may be categorized as all Secondary to avoid splitting the roles, if the courses are individual and not a self-contained grade.

>   **EXCLUDE** pre-kindergarten and kindergarten teachers from this count.

Teacher, Kindergarten: Teachers of a group or class that is part of a public school program and is taught during the year preceding first grade.

Teacher, Pre-Kindergarten: Teachers of a group or class that is part of a public school program that is taught during the year or years preceding kindergarten.

>   **INCLUDE** teachers of Head Start students if Head Start is part of an authorized public education program of an LEA.

Teacher, Secondary: Classify a teacher who teaches grades 7 through 12 as a secondary teacher. A middle school may be categorized as all Secondary to avoid splitting the roles, if the courses are individual and not a self-contained grade.

Teacher, Ungraded: Teachers of a group or class that is not organized on the basis of grade grouping and has no standard grade designation.

Paraprofessionals - (General Education or Special Education): Staff members assigned to assist a teacher with routine activities associated with teaching, i.e., activities requiring minor decisions regarding students, such as monitoring, conducting rote exercises, operating equipment and clerking.

>   **INCLUDE** tutors if the position does not require teaching credentials; only paid staff, whether direct hire or contracted staff

>   **EXCLUDE** volunteer aides and vacant positions

Librarians/Media Specialists: Professional staff member or supervisors assigned specific duties and school time for professional library services activities. Professional library service activities include selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by students, teachers, and instructional staff; and guiding individuals in the use of library books and material maintained separately or as a part of an instructional materials center.

Library/Media Support Staff: Staff member who renders other professional library and media services. Duties of these staff members include selecting, preparing, caring for, and making available to instructional staff, equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials maintained separately or as part of an instructional materials center. Include activities in the audiovisual center, TV studio, related work-study areas, and services provided by audiovisual personnel.

> **INCLUDE** library aides and those involved in library/media support.

Administrative Staff

LEA Administrators: Chief Executive Officers of education agencies.

> **INCLUDE** superintendents, deputies, and assistant superintendents; other persons with district-wide responsibilities; e.g., accountants, auditors, business managers, facilities managers, technology or information system administrators, or supervisors of transportation, food services, or security.

> **EXCLUDE** supervisors of instructional coordinators, supervisors of guidance counselors, and supervisors of student support staff. Staff are reported under "student support services staff."

Instructional Coordinators and Supervisors: This includes Curriculum Specialists and Master Teachers. Staff supervising instructional programs at the school district or sub-district level.

> **INCLUDE** supervisors of educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators or supervisors and in-service training staff, including teacher mentors; Title I coordinators and home economics supervisors; and supervisory staff engaged in development of computer-assisted instruction

> **EXCLUDE** school-based department chairpersons (these individuals are reported under "school administrator.")

LEA Administrative Support Staff: Staff member who provides direct support to LEA administrators, business office support, data processing, secretarial, and other clerical staff, staff implementing software solutions and staff who provide hardware and software maintenance and data user support.

School Administrators: Staff members whose activities are concerned with directing and managing the operation of a particular school.

> **INCLUDE** Principals, assistant principals, and persons who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.

School Administrative Support Staff: Staff whose activities are concerned with support of the teaching and administrative duties of the office of the principal or department chairpersons.

> **INCLUDE** clerical staff and secretaries.

Support Staff

Guidance Counselor, Elementary: Professional staff assigned specific duties and school time for: counseling students and parents, addressing learning problems, evaluating students' abilities and assisting students in career and personal development. OSSE categorizes grades 1-6 as Elementary. A middle school may be categorized as all Secondary to avoid splitting the roles, if the courses are individual and not a self-contained grade. If you have questions, please contact OSSE.

Guidance Counselor, Secondary: Professional staff assigned specific duties and school time for: counseling students and parents, addressing learning problems, evaluating students' abilities and assisting students in career and personal development. OSSE categorizes grades 7-12 as Secondary. A middle school may be categorized as all Secondary to avoid splitting the roles, if the courses are individual and not a self-contained grade. If you have questions, please contact OSSE.

Guidance Supervisor/Director: Supervisors and directors of professional staff assigned specific duties and school time for: counseling students and parents, addressing learning problems, evaluating students' abilities and assisting students in career and personal development.

The following support staff may work specifically, or exclusively with students with disabilities.

Special Education Support Staff, Audiologists provide the following services to students with disabilities:
- Identification of students with hearing loss;
- Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- Creation and administration of programs for prevention of hearing loss;
- Counseling and guidance of students, parents, and teachers regarding hearing loss; and
- Determination of the students' needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Special Education Support Staff, Counselors/ Rehabilitation Counselors provide the following services to students with disabilities:
- Guide individuals, families, groups, and communities by assisting them in problem solving, decision-making, discovering meaning, and articulating goals related to personal, educational and career development.
- Provide services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability.
- Vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

Special Education Support Staff, Interpreters provide services to students, who are deaf or hard of hearing, including:
- Oral transliteration services;
- Cued language transliteration services; and

- Sign language interpreting services.

Special Education Support Staff, Medical/Nursing personnel provide services including:
- Medical services for diagnostic and evaluation purposes provided to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.
- Nursing services designed to enable a child with a disability to receive FAPE as described in the child's IEP, with the exception of services related to medical devices that are surgically implanted (e.g., cochlear implants).

Special Education Support Staff, Occupational Therapists provide the following services to students with disabilities:
- Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
- Improving ability to perform tasks for independent functioning if functions are impaired or lost; and
- Preventing, through early intervention, initial or further impairment or loss of function.

Special Education Support Staff, Orientation and Mobility Specialists personnel provide orientation and mobility services including:
- Services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and
- Teaching students the following, as appropriate:
    1. Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);
    2. To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
    3. To understand and use remaining vision and distance low vision aids; and
    4. Other concepts, techniques, and tools.

Special Education Support Staff, Physical Therapists provide the following services to students with disabilities:
- Screening, evaluation, and assessment of students to identify movement dysfunction;
- Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and
- Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.
-

Special Education Support Staff, Psychologists provide the following services to students with disabilities or in evaluations for special education eligibility:
- Administering psychological and educational tests, and other assessment procedures;
- Interpreting assessment results;
- Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;

- Consulting with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
- Planning and managing a program of psychological services, including psychological counseling for students and parents; and
- Assisting in developing positive behavioral intervention strategies.

Special Education Support Staff, Physical Education Teachers and Recreation, and Therapeutic Recreation Specialists provide the following services to students:
- Special physical education, adaptive physical education, movement education, or motor development to students with disabilities; and/or
- Assessment of leisure function;
- Therapeutic recreation services, including art therapy;
- Recreation programs in schools and community agencies; and
- Leisure education.

Special Education Support Staff, Social Workers provide the following services to students:
- Preparing a social or developmental history on a child with a disability;
- Group and individual counseling with the child and family;
- Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
- Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
- Assisting in developing positive behavioral intervention strategies.

Special Education Support Staff, Speech-language Pathologists provide the following services to students:
- Identification of students with speech or language impairments;
- Diagnosis and appraisal of specific speech or language impairments;
- Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- Provision of speech and language services for the habilitation or prevention of communicative impairments; and
- Counseling and guidance of parents, students, and teachers regarding speech and language impairments

Student Support Staff: Professional staff members whose activities are concerned with the direct support of students and who nurture, but do not instruct students.

   INCLUDE attendance officers; coaches, athletic advisors, and athletic trainers if position does not require teaching credentials.

Support Staff, Other: Any other support staff not defined above Support staff not reported in instructional or student support.

   INCLUDE employees such as plant and equipment maintenance, bus drivers, security, and food service workers.