



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Common Core Data Definitions of Federal Roles

This document is designed to help local education agencies (LEAs) determine which federal role is appropriate when completing the Faculty and Staff data collection based on the staff member's title.

Essential definitions

Teacher: A school-based employee who instructs any core or non-core academic subject.

INCLUDE general or special education teachers instructing students in the "core" subject areas of English language arts, math, science and social studies, as well as non-core subjects such as arts, foreign language and physical education.

EXCLUDE student support professionals (e.g., speech therapists or social workers, counselors, librarians, coaches, principals, special education coordinators, program coordinators, deans, office staff, custodians, or any other non-instructional personnel).

School Administrator: A school-based employee responsible for overseeing 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.

EXCLUDE head of schools, deputies, instructional superintendents, and other persons with LEA-wide responsibilities (e.g., accountants, auditors, business managers, facilities managers, technology, information system administrators).

Instructional Staff

Teacher, Adult: Teachers who instruct any core or non-core academic subject of an OSSE-approved adult education program, regardless of the age of the students.

Teacher, Elementary: Teachers who instruct any core or non-core academic subject from grades 1 through 6.

EXCLUDE pre-kindergarten and kindergarten teachers from this count.

Teacher, Kindergarten: Teachers who instruct any core or non-core academic subject preceding first grade. All schools that serve kindergarten students are required to report having kindergarten teachers.

Teacher, Preschool and Pre-Kindergarten: Teachers who instruct any core or non-core academic subject during the year or years preceding kindergarten. All schools that serve pre-kindergarten students are required to report having pre-kindergarten teachers.

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

Teacher, Secondary: Teachers who instruct any core or non-core academic subject from grades 7 through 12.

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

INCLUDE paid tutors if the position is during the regular school day, 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. These 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 the LEA.

INCLUDE head of schools, deputies, instructional superintendents, and other persons with LEA-wide responsibilities (e.g., accountants, auditors, business managers, facilities managers, technology or information system administrators, supervisors of transportation, food services, security).

EXCLUDE supervisors of instructional coordinators, supervisors of guidance counselors, and supervisors of student support staff.

Instructional Coordinators and Supervisors: This includes curriculum specialists and master teachers. Staff supervising instructional programs at the school 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 the 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, 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

School Counselors/Directors, Elementary (Grades PS-6): 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. Classify a counselor who works with students in preschool through grade 6 as an elementary guidance counselor. If a counselor works in a middle school that includes grade 6, that person may be included as a secondary counselor.

School Counselors/Directors, Secondary (Grades 7-12): 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. Classify a counselor who works with students in grades 7-12 as a secondary guidance counselor. If a counselor works in a middle school that includes grade 6, that person may be included as a secondary counselor.

School Counselors/Directors: 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.

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; position does not require teaching credentials.

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

INCLUDE equipment maintenance, bus drivers, security and food service workers.

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 hearingloss;
- 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.
- Provide vocational rehabilitation services 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 a free and appropriate public education (FAPE) as described in the child's individualized education program (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:

- Improve, develop, or restore functions impaired or lost through illness, injury, or deprivation;
- Improve the ability to perform tasks for independent functioning if functions are impaired or lost; and/or
- Prevent, 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:

- Provide services 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/or
- Teach students the following, as appropriate:
 - (a) 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);
 - (b) 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;
 - (c) To understand and use remaining vision and distance low vision aids; and
 - (d) Other concepts, techniques and tools.

Special Education Support Staff, Physical Therapists provide the following services to students with disabilities:

- Screen, evaluate and assess students to identify movement dysfunction;
- Obtain, interpret and integrate information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and/or
- Provide 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:

- Administer psychological and educational tests, and other assessment procedures
- Interpret assessment results;
- Obtain, integrate, and interpret information about child behavior and conditions relating to learning;
- Consult 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;
- Plan and manage a program of psychological services, including psychological counseling for students and parents; and/or
- Assist 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 with disabilities as a related service (this category is not for general physical education teachers, which should be categorized as teachers based on the grade span served):

- Provide adaptive physical education, movement education, or motor development to students with disabilities;

- Assess leisure functions; and/or
- Offer 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 with disabilities (general social workers should be classified as student support staff):

- Prepare a social or developmental history on a child with a disability;
- Deliver group and individual counseling with the child and family;
- Work 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;
- Enable the child to learn as effectively as possible in his or her educational program by mobilizing school and community resources; and/or
- Assist in the development of positive behavioral intervention strategies

Special Education Support Staff, Speech-language Pathologists provide the following services to students:

- Identify students with speech or language impairments;
- Diagnose and appraise specific speech or language impairments;
- Refer for medical or other professional attention necessary for the habilitation of speech or language impairments;
- Provide services for the habilitation or prevention of communicative impairments; and/or
- Counsel and guide parents, students and teachers regarding speech and language impairments.