

Reporting Staff in 20-21 Data Pipeline

Considering Impact of COVID-19 on Staff Assignments



COLORADO
Department of Education

Overview

COVID-19 has changed how schools are delivering instruction, impacting staffing assignments. Strategies like remote and hybrid learning and student cohorts to mitigate transmission of the virus have created situations where atypical staffing assignments have been implemented to promote the health and safety of students and staff.

The purpose of this guidance is to support district reporting in the CDE 20-21 Data Pipeline Staff Interchange (referred to as “Pipeline” in this guidance) during this unique year of schooling. New ways of assigning staff to deliver instruction have raised questions about how to report the teacher of record, in-field status based on teaching subject area, and appropriate Job Classification Code.

The scenarios and guidance provided below offer an example of how to report Job Class Codes (JCC) in the Pipeline for 20-21 reporting period.¹

Scenarios and Guidance

A. Teacher teaching multiple subjects outside areas of endorsement and/or in-field status to implement student cohort approach or virtual learning.

Guidance: For subjects where in-field is not met, report teacher as out-of-field for those subjects and the appropriate hours per day for each. Consider courses for which in-field designation is required (see table on page 2).

B. Principal, Assistant Principal, or other non-instructional staff stepping in to provide direct instruction.

Guidance: Report the Job Class Code (JCC) for the hours worked as principal or assistant principal or other non-instructional role (e.g., central office staff) as well as the JCC for hours worked as instructional lead (i.e., teacher).

¹ Staff data remains required and at least one teacher must be reported for every school. This is related to the requirements of obtaining a school code as well as reporting requirements for CDE.

Job Class Codes & Definitions

- **105, Principal** - Performs the highest level of executive management functions in an individual school, a group of schools or units of a school system. Responsibilities include the administration of instructional programs, extracurricular programs, community relations, operation of the school plant and the coordination of staff and student activities.
- **106, Assistant Principal** - Performs high-level executive management functions in an individual school, group of schools, or units of a school system. Primary duties include but are not limited to: 1) supervising student behavior; 2) handling specific assigned duties related to school management; 3) continuing curriculum and staff development; 4) working cooperatively with professional staff; and 5) providing leadership in the instructional program.
- **201, Teacher, Regular** - Provides learning experiences and care to students during a particular time period or in a given discipline.
- **202, Teacher, Special Education** – Provides learning experiences and care to special education students during a particular time period or in a given discipline.
- **204, Teacher, Permanent Substitute** - These are contracted permanent substitutes who are paid whether or not they are fulfilling the substitute role. Provides learning experience and care to students during a particular time period or in a given discipline as a temporary substitute for the regular classroom teacher. Note: For the December collection period, report long term substitutes in job class "201 Teacher, Regular". *Do not report short-term substitutes in the December collection period. Short-term substitutes are instructing classrooms less than 89 school days.*
- **206, Teacher, Title I** -- Provides enriched learning experiences and care to at risk students during a particular time period or in a given discipline.
- **216, Librarian/Media Consultant** – Teacher who plans for and manages teaching and learning resources.
- **222, Reading Interventionist** – Teacher who provides interventions and instruction in reading.
- **223, Math Interventionist** – Teacher who provides interventions and instruction in math.



C. Non-general education teachers –e.g., Special Education Teacher, English Language Specialist, Interventionist, etc.–delivering direct instruction to students not on their caseload to enable teachers to serve students as needed (e.g., online).

Guidance: To the degree that a non-general education teacher is delivering instruction to students as a general teacher would, report the staff member as a 201 Teacher (regular). For hours worked in typical capacity (reading/math interventionist, Special Education teacher) use the corresponding JCC (202 - Special Education teacher, 222 – Reading Interventionist, etc.).

D. Paraprofessional leading instruction in non-study hall classrooms to enable teachers to serve students as needed (e.g., online).

Guidance: To the degree that a paraprofessional is delivering instruction to students as a teacher would, report the staff member as a 201 Teacher (regular) as the JCC is based on their actual duties as opposed to license(s) held.

Course Code List for which Equitable Distribution of Teachers (EDT) In-Field Designation is Required

Code	Name
0010	General Elementary Education
0015	General 7th / 8th Grade
0070	Co Alt Exclusively
0200-0299	Art
0500-0599	English Language Arts
0600-0699	Foreign Languages
1100-1199	Mathematics
1200-1299	Music
1300-1399	Natural/Physical/General Science
1500-1599	Social Sciences
1700-1799	Special Education

E. Substitute teacher leading instruction due to teacher illness, quarantine, or separation from school.

Guidance: “Short-term substitutes” – or substitute teachers instructing classrooms less than 89 school days—should not be reported in the Pipeline. Long terms substitutes, e.g., those who have or have a high potential of serving 90 days or more, should be reported in the Pipeline under JCC 204. If staff is filling the role of a “long-term” substitute in special education on December 1st, that staff is the teacher of record for the count period and is required, per IDEA, to hold a valid CDE license with an appropriate Special Education endorsement for the majority of student disabilities served. A long-term substitute, insofar as fulfilling the duties of a special education teacher, is held to the same licensing requirements as a regular special education teacher and is reported in Job Code 202, Teacher, Special Education.

A Note on Equitable Distribution of Teachers (EDT) Indicators

The Federal Programs Unit at CDE is engaging stakeholders to collect feedback on possible waivers from the US Department of Education regarding [district requirements](#) to address low-income and minority students’ inequitable access to experienced, in-field, and effective teachers compared to their higher-income, non-minority peers (based on 20-21 data). Whether or not a waiver is granted from the USDE, districts will be required to report staffing assignments and FTE percentages as accurately as possible. There was a pause on educator evaluations in 19-20, so all of the evaluation fields will be zero-filled in the 20-21 Staff Interchange Profile file. CDE is moving urgently on these matters, with the intent to provide the most flexibility to districts and schools in this unprecedented year.

WHERE CAN I LEARN MORE?

For questions about reporting staff in the HR Data Pipeline, contact Annette Severson, Principal Consultant, Information Management Systems: Severson_A@cde.state.co.us. For questions about Equitable Distribution of Teachers indicators, such as in-field, contact Jeremy Meredith, Senior Consultant, ESEA Federal Programs: Meredith_J@cde.state.co.us