

TVAAS

SAMPLE SCENARIOS FOR ROSTER VERIFICATION

SCHOOL YEAR 2020-21

The examples in this document are provided as guidelines for claiming instructional time in TVAAS Roster Verification. Figure 1 below shows a sample roster. Users enter percentages of instructional time in the **Instructional Time** column and select Full “F” or Partial “P” in the **Instructional Availability** column. This document describes how to determine what to enter in each column in a variety of instructional situations. The **Instructional Time** column will be pre-populated at 100%, and the percentages should be adjusted as needed.

Figure 1: Sample Roster in TVAAS Roster Verification

<input type="button" value="+ Add Student"/> <input type="button" value="✕ Remove Student"/>					
Status: School Is Verifying					
	Student	State Student ID	Instructional Availability	Instructional Time	Edits
			Select All	Select All	
1	10001_Student	1121063	F ▼	100 %	
2	10011_Student	3874893	F ▼	100 %	

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Your Instructional Time

Use **Instructional Time** to account for situations when more than one teacher is claiming instructional responsibility for a student in a tested subject.

Instructional Time should be calculated based on the first to the last day of the school calendar. This is typically based on a 90-day semester or a 180-day full school year calendar.

To determine **Instructional Time**, divide the teacher's minutes of instruction by the minutes of total instruction possible. Convert the value to a percentage.

$$\text{Instructional Time} = \frac{\text{Minutes responsible for instruction}}{\text{Minutes of total instruction possible}}$$

Minutes responsible for instruction is the total number of minutes that an individual teacher was responsible for a student's instruction in a tested content area.

Minutes of total instruction possible is the total number of minutes of instruction for the subject provided to the student. Depending on the number of teachers providing instruction to a student and the delivery schedule of the instruction, you might want to calculate the total minutes of instruction possible within the day, week, month, or year.

Your Instructional Availability

Instructional Availability is determined by the number of days a student is available for instruction, as defined by local policy, during the entire instructional period. The instructional period for the student can be determined using both enrollment and attendance. **Instructional Availability** is reported as follows:

Traditional or Year-Long Courses (approximately 180 days):

- Full (F): 150 days or more
- Partial (P): 149 days or fewer

Modified or Block Courses (approximately 90 days):

- Full (F): 75 days or more
- Partial (P): 74 days or fewer

In Roster Verification, **Instructional Availability** defaults to full (F) and can be adjusted to partial (P) for any student as needed.

Note: If a student is claimed as "P" Partial, then the teacher does not input an **Instructional Time** percentage.

Sample Instructional Situations

1: Classroom teachers departmentalizing for instruction

Scenario: Two elementary school teachers team-teach. One teaches all students English Language Arts (ELA); the other teaches all students Math.

Calculating Instructional Time

The ELA teacher would claim 100% in the **Instructional Time** column on the ELA roster, and the Math teacher would claim 100% in the **Instructional Time** column on the Math roster.

2: Classroom teachers regrouping and teaching all students on a grade level

Scenario: Three sixth-grade Math teachers team-teach. They share students throughout the year, grouping and regrouping for instruction based on pre-testing at the beginning of units.

Calculating Instructional Time

Each of the three Math teachers would list all sixth-grade students on their rosters and claim 33% of the responsibility for each student's Math instruction in the **Instructional Time** column.

3: Co-teaching

Scenario: A SpED teacher and a regular classroom teacher plan and implement instruction for all students in a Math I course. (This also applies to Gifted, EL, and other support teachers.)

Calculating Instructional Time

The classroom teacher claims 50% for all students in the classroom. The SpED teacher creates a roster with all students in the classroom and claims 50% for all students in the classroom (not just those on their caseload) in **Instructional Time**.

4: Itinerate or Traveling teachers instructing students in the regular education classroom

Scenario: An EL teacher and a regular classroom teacher provide instruction to a group of students within the English Language Arts classroom. The EL teacher works with the students on their caseload and might engage other students in the classroom as well. However, the EL teacher is not responsible for the planning and delivery of instruction to students not on their caseload. (This also applies to Gifted, SpEd, and other support teachers.)

Calculating Instructional Time

In Roster Verification, each teacher claims 50% for the students that they share (the students in the classroom on the EL teacher's caseload). The classroom teacher claims full instructional time for students in her classroom who are not identified for EL services in this content area.

If the services provided by the specialists support an area other than the content area being assessed, then Roster Verification is not needed. For example, a teacher who teaches study skills would not claim their students.

5: Itinerate or Traveling teachers providing additional support outside the regular classroom

Scenario: A student receives Math instruction in the regular classroom setting. In addition, the Gifted teacher provides Math instruction to the student outside of the regular classroom setting. (This also applies to SpEd, EL, and other support teachers.)

Calculating Instructional Time

The first step in calculating the instructional time is to add up the total minutes of Math instruction possible.

The regular classroom teacher instructs the student in Math for 90 minutes a day (90 min x 5 days = 450 min per week).

The Gifted teacher provides 45 minutes of Math instruction outside of the classroom three times per week (135 min per week).

The total Math instruction provided per week is 450 minutes + 135 minutes = 585 minutes.

The regular classroom teacher calculates 450 minutes (their instructional minutes) divided by 585 minutes (total instructional minutes possible) and determines their percentage was 77% ($450 \div 585 = .77$). They enter 77% in the **Instructional Time** column.

The Gifted teacher calculates 135 minutes (their instructional minutes) divided by 585 minutes (total instructional minutes possible) and determines their percentage was 23% ($135/585 = .23$). They enter 23% in the **Instructional Time** column.

Together, the teachers claimed 100% in the **Instructional Time** column for the student. 77% (regular classroom teacher) + 23% (Gifted teacher) = 100%.

6: Multiple teachers providing services both in and outside the regular classroom

Scenario: A student receives 60 minutes of Math instruction from the regular classroom teacher daily. Their EL teacher provides push-in services during Math three times per week. In addition, the student receives one hour once a week of Gifted Math instruction.

Calculating Instructional Time

The first step in calculating the percentage of instruction is to add up the total minutes of Math instruction possible.

The regular classroom teacher instructs the student in Math for 60 minutes a day (60 min x 5 days = 300 min per week).

The EL teacher provides Math instructional support three days per week, but it is during the classroom period, not additional Math time, so no additional minutes are added in this total instruction calculation.

The Gifted teacher provides 60 minutes of Math instruction outside of the classroom one time per week (60 min per week).

Therefore, the student is provided 300 minutes per week (in the classroom by the regular classroom teacher and the EL teacher) + 60 minutes a week (outside of the classroom from the Gifted teacher) for a total of 360 minutes per week of Math instruction.

To complete the percentage for the regular classroom teacher

The regular classroom teacher provides Math instruction alone for two days per week (two days per week x 60 minutes per class = 120 minutes of instruction provided alone).

They share instructional time with the EL teacher three days of the week, so the regular classroom teacher claims 50% for those three days of instruction (three days per week x 60 minutes per class = 180 minutes; 180 minutes/two teachers at 50% = 90 minutes).

The regular classroom teacher adds up the minutes of instruction that they are responsible for and divides by the total minutes of instruction the student receives per week (360 minutes):

120 minutes + 90 minutes = 210 minutes of instruction claimed by the classroom teacher.

210 minutes claimed by the regular classroom teacher divided by 360 minutes of Math instruction possible for the student per week = .58.

They enter 58% in the **Instructional Time** column for the student.

To complete the percentage for the EL teacher

The EL teacher provides instructional support to the student in the regular classroom setting three days a week for a total of 180 minutes per week.

They share responsibility for instruction with the regular classroom teacher on these days, so the EL teacher claims 50% responsibility for that time (three days x 60 minutes = 180 minutes; $180/2 = 90$ minutes).

The EL teacher takes the minutes that they are responsible for and divides by the total minutes of instruction the student receives per week (90 minutes claimed by the EL teacher divided by 360 minutes of Math instruction possible for the student per week = .25).

They enter 25% in the **Instructional Time** column for the student.

To complete the percentage for the Gifted teacher

The Gifted teacher provides instructional support to the student one day a week for a total of 60 minutes per week.

They take the minutes that they are responsible for and divides by the total minutes of instruction the student receives per week (60 minutes claimed by the Gifted teacher divided by 360 minutes of math instruction possible for the student per week = .17).

The Gifted teacher enters 17% in the **Instructional Time** column for the student.

The percentage of instructional time for the student's Math instruction claimed by the three teachers totals 100% (classroom= 58%; EL = 25%; Gifted = 17%).

7: Approved extended absences – teacher and substitute

Scenario: A teacher teaches a 60-minute ELA class in a middle school. They were away for 25 days during the year on approved family leave. A substitute teacher covers the classes during this time.

Calculating Instructional Time

The first step in calculating the percentage of instruction to attribute to each teacher is to add up the total minutes of ELA instruction possible for the student. In this example, the student does not receive additional ELA instruction outside of the regular classroom 60-minute period (185 days of instruction x 60 minutes of ELA = 11,100 minutes of ELA instruction possible).

Next, the teacher determines how many minutes someone else provided the instruction to the students in their absence. In this example, the teacher was gone for 25 consecutive days and each class period was 60 minutes (60-minute period x 25 days = 1,500 minutes). Someone else provided instruction to the students for 1,500 minutes.

The teacher then subtracts the minutes someone else provided the instruction to their students from the possible instructional minutes to determine how many minutes the ELA teacher provided instruction (11,100 possible minutes of instruction – 1,500 minutes someone else provided the instruction = 9,600 minutes the teacher claims for instruction).

The ELA teacher divides the minutes that they provided instruction by the total possible instructional minutes to get the percent of instruction (9,600 minutes claimed by the teacher divided by 11,100 possible minutes of instruction for the year = .86).

The ELA teacher enters 86% in the **Instructional Time** column.

Since Roster Verification is not applicable to substitutes, the teacher is the only individual claiming instructional time, and some students might be underclaimed (less than 100% instructional time). In situations such as these, it is acceptable for students to be claimed for less than 100%.

8: Approved extended absences when multiple teachers share instructional time

Scenario: A fifth-grade student receives 60 minutes of Math instruction per day in the regular classroom. The student's teacher was away on family leave for five weeks. The student also receives additional Math academic vocabulary support from the EL teacher two days per week for 30 minutes in the EL room. This support started November 1. The student began receiving SpED services for 30 minutes a day in math on January 9.

Calculating Instructional Time

The first step in calculating the percentage of instruction to attribute to each teacher is to add up the total minutes of Math instruction possible for the student.

To calculate the total number of minutes of instruction, multiply the total days of instruction by the number of minutes of Math (180 days of instruction x 60 minutes of Math = 10,800 minutes of instruction possible).

The teacher adds up the total number of minutes they were out for an extended period and someone else provided Math instruction to the student (60 minutes x 25 days = 1,500 minutes).

The teacher subtracts the time someone else (a substitute) provided instruction to their students from the total minutes of Math instruction possible (10,800 instructional minutes possible – 1,500 minutes provided by someone else due to their absence = 9,300 minutes attributed to the classroom teacher).

The teacher adds the additional Math support the student received from the EL teacher. The student started receiving services from the EL teacher on November 1, which was week 11 of 36 (60 minutes per week x 26 weeks = 1,560 minutes of additional support provided by the EL teacher).

The teacher adds the additional Math support provided by the SpED teacher beginning in January (30 minutes per day x 5 days per week = 150 minutes per week. 150 minutes per week x 20 weeks remaining in school year = 3,000 minutes of additional Math instruction from the SpED teacher).

Math teacher	9,300 minutes
EL teacher	1,560 minutes
SpED teacher	3,000 minutes
Substitute	1,500 minutes (when the teacher was away on family leave)
<hr/>	
15,660 total minutes of math instruction provided	

To complete the percentage for the regular classroom teacher

The regular classroom teacher divides their minutes of instruction by the total number of minutes the student could have received Math instruction to arrive at their % of Instruction (9,300 minutes of instruction/15,360 minute of instruction possible = .61).

They enter 61% in **Instructional Time**.

To complete the percentage for the EL teacher

The EL teacher divides their minutes of instruction by the total number of minutes the student could have received Math instruction (1,560 minutes of instruction/15,360 minutes of instruction possible = .10).

They enter 10% in **Instructional Time**.

To complete the percentage for the SpED teacher

The SpED teacher divides their minutes of instruction by the total number of minutes the student could have received Math instruction (3,000 minutes of instruction/15,360 minutes of possible instruction = .20).

They enter 20% in **Instructional Time**.

The total claimed by the three teachers was 91%. This is less than 100% due to the instruction provided by the substitutes during the classroom teacher's extended absence. Substitutes do not participate in roster verification, and, therefore, the remaining 9% of instructional time goes unclaimed

9: Student changes schools during the school year

Scenario: A fifth-grade student attends school A for 160 days of the school year and is taught by one classroom teacher. The student moves to school B for the last 20 days of the school year and is taught by one classroom teacher.

Calculating Instructional Time

In order for a classroom teacher to claim a student at 100% instructional time, the student must meet the 150-day attendance requirement. Because the student met the 150-day requirement and the classroom teacher at school A did not share instruction for the student at school A, this teacher would claim the student as 100% and as F for Full **Instructional Availability**.

The classroom teacher at school B would claim the student as P for Partial because the student did not meet the 150-day attendance requirement. If a student is claimed as P, then the instructional time percentage is not needed for the student.

10. Students attend virtual school with a third-party vendor (an external organization) and face-to-face with a traditional school

Scenario: For the first half of the school year, a virtual teacher with a third-party vendor, (an external organization) (not employed by the district) provides instruction and a regular classroom teacher monitors student progress for all students in a Math I course. For the second half of the year, a regular classroom teacher provides face-to-face instruction.

Calculating Instructional Time

Districts that utilized a third-party vendor (external provider) will be provided with instructions on how to approach external organization claiming. No classroom teacher will be required to claim student instructional time spent with an external vendor. The regular classroom face-to-face teacher claims 50% for all students in this scenario for **Instructional Time**. Since the student was enrolled at the same school for the entire year, both teachers should claim the student as F for full **Instructional Availability**.

11. Student attends school using a hybrid model including virtual schooling the first half of the year and face-to-face instruction for the second half

Scenario: The student is enrolled in the same school for the entire year in fifth grade Math. The first half of the year the student elects to attend virtual schooling. The second half of school year the student attends school face-to-face with a different teacher.

Calculating Instructional Time

The virtual classroom teacher claims 50% for **Instructional Time** for the student. The face-to-face teacher claims 50% for **Instructional Time** for this student as well. Since the student was enrolled with the school for the entire year, both teachers claim the student as F for full **Instructional Availability**.

12. Student attends school using a hybrid model including some face-to-face instruction and some virtual schooling on a rotating schedule with multiple teachers

Scenario: The student is enrolled in the same school for the entire year. The student attends school virtually for one week with a virtual teacher and then attends school face-to-face for one week with a different teacher. This schedule continues throughout the school year.

Calculating Instructional Time

The virtual classroom teacher claims 50% **Instructional Time** for the student. The face-to-face teacher claims 50% **Instructional Time** for this student as well. Since the student was enrolled with the school the entire year both teachers claim the student as F for full **Instructional Availability**.