

## **Fall BEDS – Licensed Staff Assignment Guidance on the collection of Sections**

**Background:** The US Department of Education is asking states to report the number of classes taught by highly qualified teachers. In order to collect that data the Iowa Department of Education has added a field to the assignment of teachers on the Fall BEDS Licensed Staff data collection.

Because of the variety and combination of assignments that exist, consistency with regard to reporting is a concern.

We have provided some guidance for reporting the number of sections for certain assignments.

**General Elementary Classroom:**

Report the number of sections based on the number of different groups of students per assignment that you teach.

**Pull-Out programs:**

Report as one (1) section.

**Special Education:**

If this assignment is for a pull-out program, then report as one (1) section. If this assignment is a regularly scheduled class, then report the number of sections based on the number of different groups of students per assignment you are working with.

If the special education teacher is in a regular classroom with a regular education teacher (co-teaching), then the number of sections would be determined by the number of groups the special education teacher is working with.

**Middle/High School:**

Report the number of sections based on the number of different groups of students per assignment that is taught.

**At-Risk:**

Report as one (1) section.

**Scheduled before and after classes:**

Report as one (1) section if the student earns credit (ex: Yearbook).

### **Definitions:**

**Groups:** One or more students at the same time.

**Pull-Out:** Student leaves a regularly scheduled class for specialized instruction.

## Examples of Reporting Sections

- Elementary 1:** **Mary Andersen** teaches first grade at an elementary building that has a seven period day and has the same students all day long.
- Reported Number of Sections equals 1.
- Elementary 2:** **Janell Jones** teaches at an elementary school that has a seven period day. She has different students each period of the day for reading.
- Reported Number of Sections depends on whether or not this is a part of an English/Language Arts class or a pull-out class. If it is a part of an English/Language Arts class it would be reported as such and have 7 sections. If it is a pull-out class the number of sections reported would be 1.
- Elementary 3:** **Gary McMurry** is a special education teacher and functions in a consultative manner with nearly every teacher in the building. Different students come to Gary's room throughout the seven-period day, and he works with them on "classroom assignments."
- Reported Number of Sections equals 1 for a pull-out special education class.
- Elementary 4:** **Peter Billingsly** is a special education teacher with an elementary math endorsement for K-8. He has different special education students for mathematics for four periods in the morning. In the afternoon, he serves as the resource teacher for the 5<sup>th</sup> grade.
- Reported Number of Sections would be 4 for Math (assuming this is not a pull-out math class) and 1 for resource assignment.
- Middle 5:** **Carla Manning** teaches at a middle school that has an eight period day. However, the school does curriculum grouping. Carla has one group of seventh grade language arts and social studies students for the first two periods of the day. She then has a second group of LASS students for periods three and four. Her next group of LASS students has lunch between the two classes. She concludes her teaching assignments for the day with another group of LASS students for two periods.
- Reported Number of Sections would be 4 for Language Arts and 4 for Social Studies.

**Middle 6:** **Margie Burns** teaches science at a middle school that operates on a full block schedule. Each block is 90 minutes long. Margie teaches four different blocks of science each day.

Reported Number of Sections equals 4

**Middle 7:** **Rachel Smith** teaches music at a middle school that operates on a traditional schedule. In the morning, she teaches three sections of large group vocal for sixth, seventh and eighth grade students. However, in the afternoon she provides four 20 minute vocal lessons to individuals and small groups.

Reported Number of Sections equals 3 for the large groups plus 4 for the lessons for a total of 7.

**High School 8:** **Marlene Maxwell** teaches at a high school that is based on trimesters. During the school year, she has three American Literature classes, two speech classes, and a creative writing class all of which are full year courses. In addition, the district provides extra duty pay for Marlene to supervise the Yearbook Staff after school, and the students get a unit of academic credit.

Reported Number of Sections equals 3 for American literature plus 2 for speech plus 1 for creative writing plus 1 for the yearbook for a total of 7.

**High School 9:** **Jay Bishop** teaches at a very small high school that operates on an eight period day. Second semester is identical to the first semester schedule with different students enrolled. Jay teaches two classes of American Government, one class of economics and one class of psychology. For three periods in the afternoon, Jay serves as the at-risk teacher. Jay then teaches one period of physical education for the entire year with the same students.

Reported Number of Sections equals 4 for American government plus 2 for economics plus 2 for psychology plus 1 for at-risk plus 1 for PE for a total of 10.