CMCSS Teacher–Student Connection (TSC) Support Manual

Recent changes will be shaded in gray similar to this text.

DEADLINES

* Every teacher must complete his or her own TSC in time to complete all school level TSC corrections by Date to be Announced
  + NOTE: The final upload from EIS to TSC is Date to be Announced. This may cause some errors if TSC was previously completed.

RECENT UPDATES

* Due date for all teacher and school level TSC, front cover
* Added what should be done if a teacher is not present for claiming on page 3 and in a new appendix C
* Added steps for printing the instructional availability as listed in PowerSchool as of the date the report is pulled on page 11
* Removed TOR and Class Period from teacher claiming process
* Updated Instructional Availability

Last edited on 9/20/2019

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**General information for Teacher-Student Connection (TSC)**

“The two most important points to consider in the claiming process are that, in the overwhelming majority of cases:

* All students should be claimed for 100 percent of their Instructional Time, and
* **All teachers should personally verify their claiming roster.” 1**
  + **Teachers must complete their own TSC if they are still an employee within the district**
  + **If a teacher is not available, you must have written permission from the teacher to complete their claiming process. See appendix C.**

1. Teachers pulling students out of class for skills based strategies instruction (RTI), for Language Support (ESL), or for Enrichment (Gifted) will not claim a percentage of these students within TSC
   1. For a teacher of ‘pull out’ students to receive a percentage of TSC the students must:
      1. Be pulled out of a core content class
      2. The content taught during the pull out must be consistent with the grade level content standards from the core content class
2. After the testing coordinator has appropriately marked all ‘Ineligible Status’ students, each teacher may complete his/her TSC
   1. Prior to each teacher his or her own TSC, testing coordinators must appropriately mark all ‘Ineligible Status’ students
   2. Beginning this year all students on a teacher’s roster who left your school for any other school (except for the alternative school) must be marked as ‘ineligible’ by the testing coordinator
      1. If a student who left your building is removed from the roster by a teacher the testing coordinator will get an error message of ‘Student Not Fully Assigned’ until the student is added back to the roster and made ineligible by the testing coordinator.
      2. We recommend you let teachers know early not to remove students on their rosters who left the building but rather let you know if they are there and not already marked as ineligible.
   3. There are two options for Ineligible Status
      1. Student ineligible – the student did not take the test and will not receive a score. This is applicable for achievement in situations where, for example, the student is in the 6th grade but took the 7th grade math TCAP. This student is ineligible for 6th grade math and 7th grade RLA, Sci, and Soc St
      2. Teacher ineligible – the student took the test but there is not a teacher of record with a valid Teacher License Number (TLN) to claim 10% (a minimum of 18 **consecutive days**) or more of the year’s instruction. For example, an unlicensed substitute teaches a class for 20 consecutive school days. The students in this class would be ‘teacher ineligible’ because only 90% of the Instructional Time can be claimed by a TN licensed teacher.

**Scenarios**

1. **RTI, ESL, AND GIFTED –** Teachers pulling students out of class for skills based strategies instruction (RTI), for Language Support (ESL), or for Enrichment (Gifted) will not claim a percentage of these students within TSC
   1. For a teacher of ‘pull out’ students to receive a percentage of TSC the students must:
      1. Be pulled out of a core content class
      2. The content taught during the pull out must consistently be the grade level content standards from the core content class
2. **INCLUSION –** Teacher A teaches science all day at School Y and has taught at this school since the first day and had no long term absences. One of Teacher A’s classes is inclusion. Teacher A and the co-teacher (Teacher B, SPED) are both responsible for teaching all students in the class every day. When they both opened TSC and reviewed their ‘Student Instructional Availability’ for the inclusion class they found one student who appears to have the wrong choice selected. This student, who we will call Student A, started in their inclusion class on the first day of school and only missed three full days of school in Power School. However, in addition to the three full days missed the teachers have documented attendance showing Student A arrived late to school and missed their science class 42 additional times, due to medical issues associated with his disability/IEP.
   1. They will first want to address Student A’s Instructional Availability.
   2. Now that they have confirmed all Instructional Availability they will address Instructional Time which is under the Teacher Portion of Instruction in TSC.
   3. Because they both teach all students in the inclusion class and have equal responsibility they will both claim 50% each for all students in the inclusion classroom. They will claim all at 50% no matter what Instructional Availability has been selected for any student. Once they have confirmed all students from their inclusion class has a total of 100% claimed between them they will finish checking the remainder of their classes. Because Teacher A was the only teacher teaching the remainder of her classes and because she has been at the school since the first day of school she will claim 100% for every student on all of her other rosters.

Scenarios are designed to assist you with both Instructional Availability and Instruction Time

1. **INCLUSION –** Teacher A (general education) and Teacher B (SPED teacher) teach an inclusion ELA class with 30 students (19 general education and 11 SPED). Teacher B only supports the 11 SPED students (behavior, redirection, grading, etc.) and has no responsibilities of instruction for the 19 general education students
   1. If you are unsure of your split or responsibilities, please discuss your model of instruction with your principal who is the final authority for this decision
   2. You will first determine the Instructional Availability for all students based on the number of instructional days they have with your class (see details above)
   3. For Instructional Time under Teacher Portion of Instruction in TSC, Teacher A will claim 100% of the 19 general education students while Teachers A and B will each claim 50% of the 11 SPED students
   4. Please note this design is not supported by the district as an inclusion environment. Schools utilizing this model must contact their SPED level coordinator prior to its use in subsequent years.
2. **INCLUSION –** Teacher A (general education) and Teacher B (SPED teacher) teach an inclusion ELA class with 30 students (19 general education and 11 SPED). Both teachers have equal responsibilities for the instruction of all students in the class
   1. If you are unsure of your split or responsibilities, please discuss your model of instruction with your principal who is the final authority for this decision
   2. You will first determine the Instructional Availability for all students based on the number of instructional days they have with your class (see details above)
   3. For Instructional Time under Teacher Portion of Instruction in TSC, both teachers will claim 50% of all 30 students.
3. **SPED PULL–OUT –** A SPED teacher pulls four students out during math class to work on skill deficits and skill based strategies.
   1. Because the SPED teacher is not instructing the students specifically on grade level math standards, this SPED teacher will not claim any portion of these four students in TSC
   2. The teacher of record from the room the students are pulled from will claim 100% of these four students
   3. It is best practice not to pull students from core content classes
   4. Please note this design is not supported by the district. Schools utilizing this model must contact their SPED level coordinator prior to its use in subsequent years.

Scenarios are designed to assist you with both Instructional Availability and Instruction Time

1. **GIFTED –** Gifted Teacher A pulls students out of math instruction twice a week. During this pull out time she works with students on enriching/deepening their mathematical ability.
   1. This teacher may not claim these students in TSC
   2. Because her instruction was not only based on math grade level content standards, this time may not be claimed under TSC
   3. It is best practice to not pull students out during core content instruction
2. **ESL –** An ESL Teacher A works with Teacher B in her ELA classroom every day. Based on principal direction, her primary responsibilities are to support the three English Language Learner (ELL) students in this ELA class.
   1. Teacher B will first determine the Instructional Availability for all students based on the number of instructional days they each had individually in her class (see details above)
   2. ESL Teacher A and Teacher B will each claim 50% for the three ELL students in the ESL classroom. Teacher B will claim the remainder of the students at 100% for Instructional Time
3. **ESL –** An ESL Teacher A works with Teacher B in her ESL classroom every day. Based on principal direction, her primary responsibility is to support all students in a co-teaching environment while providing additional supports to three ELL students in this ESL class.
   1. Both teachers will first determine the Instructional Availability for all students based on the number of instructional days they each had individually in her class (see details above)
   2. ESL Teacher A and Teacher B will each claim 50% of all students for Instructional Time
4. **ESL –** An ESL Teacher A pulls the same four ELL students from an ESL class five times a week to provide Language Support. During this pull out she will sometimes teach with the ELA standards from students assigned class.
   1. The ESL teacher will not claim these students for TSC because she did not consistently instruct the student on the grade level content standards from which the students were pulled.
5. **ESL** – An ESL teacher pulls the same three ELL students out of the same 90 minute ELA class five days a week for 30 minutes every day. The building administration has confirmed the ESL teacher is instructing the students on grade level ELA standards for the full 30 minutes every day.
   1. The ESL teacher will claim 30% of all three students for ELA and the general education ELA teacher will claim 70% of all three students for ELA.

Scenarios are designed to assist you with both Instructional Availability and Instruction Time

1. **ESL** – An ESL teacher pulls the same three ELL students out of the same 90 minute social studies class five days a week for 30 minutes every day. The building administration has confirmed the ESL teacher is instructing the students on grade level ELA standards for the full 30 minutes every day.
   1. Because the content of the instruction during the pull-out does not match the content of the class they are being pull from, the ESL teacher will not claim any percentage of these three students for any content area.
2. **MID–YEAR STUDENT CHANGE –** At school A, Teacher A has 3 classes of 5th grade math and Teacher B has 3 classes of 5th grade math. Approximately 23 instructional days before the end of the first semester, 25 students from each teacher switched classes between these two teachers. All of these 25 students have been at school A since the first day of school. All other students in Teacher A and B’s classes been with the same math teacher since their first day of class.
   1. Because the 25 students who switched classes have been at the same school all year, they will all be marked ‘Full’ for Instructional Availability.
   2. Because the 25 students who switched classes moved a few more than 18 days before the end of the first semester the two teachers will claim 40% and 60% for these students. Each teacher will claim 40% for the 25 who they taught at the beginning of the year and claim 60% for the 25 which they taught at the end of 1st semester through 2nd semester.
   3. Each teacher will then confirm the Instructional Availability for the remainder of their students and the claim the remainder of their students alone at 100% for Instructional Time
3. **SUBSTITUTE –** School A started the year without a full time Social Studies teacher. The school utilized a full time substitute for the first 22 days of instruction then a full time TN licensed teacher was hired for this position.
   1. Any student taught by the full time substitute from the first day of school will be marked ‘Teacher Ineligible’ by the school testing coordinator prior to any TSC by the classroom teacher
   2. Because these students had an unlicensed teacher for more than 10% (18 **consecutive days**) none may be claimed in TSC for the year, for this subject
   3. If a student was pulled out of the full time’s substitute’s classroom before the first 18 days; they may be claimed through TSC if they were in a class with a TN licensed teacher from the day they were moved through the end of the year

Scenarios are designed to assist you with both Instructional Availability and Instruction Time

1. **SUBSTITUTE –** School A started the year without a full time Social Studies teacher. The school utilized a full time substitute for the first 17 days of instruction then a full time TN licensed teacher was hired for this position and began teaching on the 17th day.
   1. Because the full time substitute did not get to 10% (18 days of instruction) the students may be claimed in TSC
   2. Students present all year (150 instructional days or more) will be marked as Full (F) for Instructional Availability
   3. If the same TN licensed teacher taught the students from day 17 to the end of the year, she will claim the students for Instructional Time at 100%
2. **SUBSTITUTE –** Teacher A has been at School Y for 15 years. She had to take some medical leave around spring, Christmas, and fall breaks. She missed 17 consecutive days before fall break, 15 consecutive days before Christmas break, and 14 consecutive days after spring break. Except for these and other individual days missed, she is the only teacher in all of her classes (no inclusion, etc.).
   1. She will first determine the Instructional Availability for all students based on the number of instructional days they each had individually in her class (see details above)
   2. Because she did not miss more than 18 **consecutive days** (did not reach the minimum 10%) another teacher may not claim a portion of her students in TSC. She will claim 100% for Instructional Time for all of her students.
3. **SUBSTITUTE –** Teacher A started the school year and ended the school year at School Y will all of the same students. Also, she is the only teacher of her classes (no inclusion, etc.). She missed 38 consecutive days of school in the middle of the school year. For the first 8 of the 38 days an unlicensed full time substitute was teaching the class. For the remainder of the 30 days a TN licensed full time substitute taught the class.
   1. She will first determine the Instructional Availability for all students based on the number of instructional days they each had individually in her class (see details above)
   2. Because the unlicensed substitute did not get to 18 **consecutive days** (10%) she will not play a part in determining Instructional Time. Teacher A will claim 80% while the full time TN licensed substitute will claim 20%.
      1. The testing coordinator will have to complete the claiming for the substitute

Scenarios are designed to assist you with both Instructional Availability and Instruction Time

1. **SUBSTITUTE –** Teacher A started the school year and ended the school year at School Y will all of the same students. Also, she is the only teacher of her classes (no inclusion, etc.). She missed 38 consecutive days of school in the middle of the school year. For the first 18 of the 38 days an unlicensed full time substitute was teaching the class. For the remainder of the 20 days a TN licensed full time substitute taught the class.
   1. Because the unlicensed full time substitute taught for at least 18 **consecutive days** (10%) all students in these classes must be marked as Teacher Ineligible by the testing coordinator prior to TSC
   2. None of these students may be claimed in TSC by any teacher for Instructional Time
2. **NO CURRENT LICENSE –** School A has a full time teacher teaching mathematics but she is not licensed in mathematics
   1. Any student taught by a teacher without the appropriate TN license for 18 or more consecutive school days will be marked ‘Teacher Ineligible’ by the school testing coordinator prior to any TSC by the teacher
   2. Because these students have had a teacher who is not an appropriately TN licensed teaching for more than 10% (18 days) none may be claimed in TSC for the year, for this subject
   3. One example of this occurrence is when students are enrolled in SESI at the Alternative School for more than 18 consecutive instructional days with a teacher who is not licensed for the content being instructed
   4. A second example of this occurrence is when students are taught by a teacher working on an out of state license for more than 18 **consecutive days** before the license is transferred fully to a TN license in the area of instruction
3. **TRANSITIONAL LICENSE –** School A has a full time teacher teaching science all year alone to the same four groups of students. This teacher taught in the school under a transitional license until November 13th. From the first day of school until November 12th she had an out of state license and from November 13th through the end of the year she had a current TN license for science.
   1. Because this teacher did not have an active TN state license for more than 18 consecutive school days of instruction and she was the only teacher of these students during this time, these students may not be claimed this year
   2. All students in these classes who received instruction from her from the beginning of the year must be marked as ‘Teacher Ineligible’ prior to teacher TSC
4. **High School Teachers on a Waiver**
   1. Teachers on a waiver may not teach courses culminating in an EOC but they may support an inclusion environment
   2. Teachers on a waiver may not claim students in TSC

**Definitions**

*Continuous Enrollment*: Continuous enrollment is the number of days a student has attended a specific school without transferring out to a different school with no break in enrollment. If a student leaves a school to enroll in a different school and then returns later in the year, this student’s continuous enrollment begins on the date of his second enrollment. Placement at the CMCSS Alternative School does not count as enrollment at a different school. Time spent at the CMCSS Alternative School counts towards the student’s continuous enrollment if the student returns to the same school he left from.

*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 may be determined using both enrollment and attendance. Instructional Availability is reported on TCAP” 1 as follows:

Traditional Schedule (180 days)

Full – F (150 days or more)

Partial – P (149 days or fewer)

A student with instructional availability of partial will count toward school and district accountability but will not be part of a teacher individual growth.

*Instructional Day*: A day of instruction from the district school calendar. When computing days for TSC you may not include weekends, scheduled holidays, or emergency days out of calendar such as snow days.

*Instructional Time*: “Instructional Time is defined as the percentage of time a teacher spent as the primary classroom instructor for each student. For example, if a teacher is solely responsible for a student’s classroom instruction for the duration of the instructional period, the teacher claims 100 percent Instructional Time. If the teacher splits that responsibility equally with another teacher, each would claim 50 percent. If a teacher is absent from teaching for a period of time, the appropriate percentage of Instructional Time must be determining per local policy.” 1

*Report of Irregularity* (RI): An RI is used to report a serious irregularity during testing usually associated with Potential Breaches, Medical Exemptions, and Missing Secure Test Materials. A full list of sample circumstances are contained in your Test Administration Manual (TAM). **Any** potential RI should be reported to [assessment@cmcss.net](mailto:assessment@cmcss.net) who will assist you in next steps.

Tennessee Comprehensive Assessment Program (TCAP): The Tennessee Comprehensive Assessment Program or TCAP is the name given to all Tennessee State testing. The different types of TCAP assessments include:

* TCAP Achievement: Social studies and science assessment given in grades 3 through 8
* TCAP End of Course (EOC): Social studies and science assessments given in high school
* TCAP TNReady: ELA/RLA and math assessments given at all grade levels
  + In high school these are still sometimes referred to as EOC assessments
* TCAP World-class Instructional Design and Assessment (WIDA): Assessment given to English Language Learners (ELL) to determine levels of English proficiency
* TCAP ACCESS: Assessment given to ELL students to determine placement
* TCAP Alternative Portfolio Assessment: The science and social studies alternative assessment for Special Education (SPED) TCAP Portfolio students
* TCAP Multi-State Alternative Assessment (MSAA): The math and language arts alternative assessment (formerly, NCSC) for SPED TCAP Portfolio students

**Additional Support**

You may print a report from PowerSchool showing the instructional availability for students as they are listed in PowerSchool on the date the report is requested here:

* Under reports, Click CMCSS Custom Reports, Under Misc, Click Testing Demographic Report

Please send any questions concerning TSC, questions from this document, or suggestions for this document to: [assessment@cmcss.net](mailto:assessment@cmcss.net)

**References**

1 Towns, Nakia. (April 14, 2015). Guidelines for Teachers who Claim Students for Teacher Effect Calculations. State released memorandum retrieved from tdoe.randasolutions.com (Resources/Training Resources/Forms & Documents/Claiming Memo (2015)).

2 Spring 2013 TSC for Teachers Power Point. (2013). State released and retrieved from tdoe.randasolutions.com (Resources/PowerPoint Training/TSC for Teahers). District file name is: 2013\_Spring\_Teacher\_TSC-PowerPoint

**APPENDIX A**

A teacher pulling a student out of a core content course may not automatically claim a portion of the student. Please review number 1 on page 4 of the CMCSS TSC Support manual. For further clarification please refer to the scenarios on pages 3–9.

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Student Connection**  **Connections are completed in increments of 10%** | | | |
| **format** | **Content Time Frame** | **regular classroom teacher** | **SPED/ELL/Title** |
| Inclusion for whole content block (team teaching, does not include inclusion where the aide serves this role) | 90 minutes | 50% | 50% |
| 30 minutes per day, everyday =  in class or pull out programs which are part of the content block | 90 minutes | 70% | 30% |
| 45 minutes per day, everyday =  in class or pull out programs which are part of the content block | 90 minutes | 50% | 50% |
| 1 hour per day, everyday =  in class or pull out programs which are part of the content block | 90 minutes | 30% | 70% |
| 30 minutes per day, everyday =  pull out programs in addition to regular content block | 90 minutes | 70% | 30% |
| 30 minutes per day, 3 days per week =  pull out programs in addition to regular content block | 90 minutes | 80% | 20% |
| 30 minutes per day, 2 days per week =  pull out programs in addition to regular content block | 90 minutes | 90% | 10% |
| Inclusion for whole content block (team teaching, does not include inclusion where the aide serves this role) | 50 - 60 minutes | 50% | 50% |
| 30 minutes per day, everyday =  in class or pull out programs which are part of the content block | 50 - 60 minutes | 50% | 50% |
| 45 minutes per day, everyday =  in class or pull out programs which are part of the content block | 50 - 60 minutes | 30% | 70% |
| 30 minutes per day, everyday =  pull out programs in addition to regular content block | 50 - 60 minutes | 70% | 30% |
| 30 minutes per day, 3 days per week =  pull out programs in addition to regular content block | 50 - 60 minutes | 70% | 30% |
| 30 minutes per day, 2 days per week =  pull out programs in addition to regular content block | 50 - 60 minutes | 80% | 20% |

Every student has 100% of their continuous enrollment time in a building available. If the student was enrolled in a teacher’s class for one day, the teacher’s instructional availability is 100% of 1 day.

Every student must be claimed at 100% under instructional time by a TN licensed teacher. Every 18 days of instruction is 10% (rounding is not permitted).

Teachers who pull a student out of instruction may only claim the student if the instruction they provide is the grade level content of the class the student is missing. For example: a Pass teacher may not claim a student if she is providing enrichment outside grade level content; a Speech teacher may not claim a student if she is providing speech services and not grade level standards instruction; and a special education teacher may not claim if she is teaching to gaps and not to current grade level content standards from the course the student is missing. Please remember, TVAAS is based solely on student mastery of current grade level content standards.

Please review the [CMCSS TSC Support manual](https://docs.google.com/viewer?a=v&amp;pid=sites&amp;srcid=ZGVmYXVsdGRvbWFpbnxjbWNzc2Fzc2Vzc21lbnR8Z3g6NTRmNzA5ZGY5NmU5OGEyYw) for full definitions, directions, and scenarios.

APPENDIX B

Steps to TSC Completion

1. Log into EdTools (also called Randa Solutions) at [tdoe.randasolutions.com](https://tdoe.randasolutions.com)
2. Place your mouse over the Processing Tab until a drop down menu opens
   1. Click on Teacher-Student Connection in this drop down menu
3. You will now see SELECT AN ASSESSMENT: next to a drop down menu
   1. Click on your assessment in this drop down menu then click the Continue button
4. The first time you login you will be asked to confirm your TLN. If the name and TLN shown are correct, click Continue. If not, enter the correct TLN and click Validate. If you encounter a problem, contact your School Administrator.
   1. The name shown and confirmed must match the name on your current TN state license. If you have had a name change and it is not yet changed with TN on your license do not make changes in TSC and validate.
   2. Once you have confirmed your TLN, you will see your Class Roster at login
5. You will now see your class roster. Class rosters are automatically created and may not be 100 percent accurate. Your first step is to ensure you have only and all of the students you taught for 18 or more days this year on your roster.
   1. The status column in your roster lets you know if a student was marked as absent, marked as ineligible, or had an RI
   2. The eIEP column will indicate students who had special education hours (please not eIEP is the title of the column in TSC for IEP).
   3. Each content area for Achievement has a separate roster which can be accessed by clicking on the desired content areas button/link.
      1. The button for the current content area will be yellow while all others will be blue
   4. The content area column is between the Grade and class period column. If you taught the student the content listed at the top of this column, you should check this box
6. You will next ensure your rosters are accurate and reflect all students you were responsible for at any point during the school year (in standards based instruction for at least 18 days).
   1. Removing and entire content area from the roster
      1. Be careful when completing this step. ~~Removing students you have taught will require you re-add them to your roster.~~ No students should be removed from any roster. See page 3 section 2b.
      2. All four content areas will show regardless of your roster information
      3. Click on the Content area name to review the roster
      4. If there are students on the roster for a content area you do not teach, ~~you may remove the content area from the student roster information~~ he or she must be marked ineligible by the testing coordinator.
         1. To edit the roster for all students, click on the pencil on the left to Edit All.
            1. The page will refresh and all students will be open to Edit. Click in the box under the Content area in the header, i.e. SC, to remove science from each student on the roster.
            2. The page will refresh and all information for each student for the content area removed.
            3. Click the Save icon at the right.
            4. The page will refresh to the Science roster.
            5. The Edit All is now closed and Science is no longer selected for any students. This teacher will not receive Quick Scores or Teacher Effect information on these Science Students.
         2. Student names remain in all content areas; they are only reported for a teacher in the content areas selected.
         3. Repeat these steps as needed for other content areas you did not teach.
   2. Adding students to the roster
      1. Click on Add Student(s) to Roster …
      2. To add a group of students use the drop down box and click on Test Administration Group (TAG)
         1. The list of TAGs for the school will open. Select a TAG to add students to your roster. Then Click Search.
         2. The page will refresh and show the list of students under the TAG available to be added to your roster.
         3. To add all of the students from the TAG to your roster, click in the box to the left and in the header under the content area.
         4. Then click Add Selected to Roster.
         5. This page will list all students you were responsible for at any point this school year.
      3. To add an individual student, enter the student’s last name and click Search. The page will refresh to show all students with the last name and the TAG each student document was processed under.
         1. Click in the box to the left of the student’s name you wish to add to your roster, and in the box for the content area(s) you wish to report them under. Note: you must select at least one content area.
   3. Click on ‘Continue to Linking’
      1. The linkage roster shows the percent of Instructional Time for which you are responsible and the Instructional Availability of each student on your roster
7. Instructional Availability [Full – F (150 days or more); and Partial – P (149 or fewer days days)]
   1. For the 2018 –2019 school year (without accounting for days absent):
      1. F – First day of school through September 18, 2018
      2. P – First day, September 19, 2018 or later
   2. Examples:
      1. A student enrolls in your school prior to or on September 18, 2018 and misses no days of school, this student is Full (F)
      2. A student enrolls in your school on September 17, 2018 and misses three days of school, this student is Partial (P)
      3. Also, remember attendance is based on continuous enrollment. When a student leaves your school and returns to your school in the same school year their instructional availability begins on the second enrollment date
         1. With the exception of alternative school and homebound
   3. Testing coordinators have received directions for printing the instructional availability for all students at a school.
      1. Instructional availability includes all days of the school year through the last day of school.
         1. It is assumed all students will be present for every day of school after claiming is completed
   4. Based on time limits for Instructional Availability, students taking Part I and Part II in two different schools in the district.
   5. If you are unable to determine the Instructional Availability of a particular student please email [assessment@cmcss.net](mailto:assessment@cmcss.net)
      1. Please specify in the email you are trying to determine the Instructional Availability of the described student, then provide:
         1. Your school name
         2. Student name (as it appears in Power School)
         3. Student State ID (USID)
         4. First day the student attended your school (and was in class for the content tested)
         5. Number of days absent from your school (during the instruction for the content tested)
      2. In order to change Instructional Availability, you must have proof to warrant the change and you must have permission from your testing coordinator or your administrator
         * 1. Your principal is the final authority with regard to Instructional Availability for all students
         1. Once Instructional Availability is confirmed for all students, you are ready to address Instructional Time
8. Instructional Time (Teacher Portion of Instruction)
   1. Once you begin work in this section of TSC do not confuse it with Instructional Availability. Nothing found or computed in this section has any bearing on Instructional Availability.
   2. Every student who has completed an assessment (and is not marked as ineligible), must be claimed for a total of 100% under ‘Teacher Portion of Instruction’ in TSC by one or more teacher
      1. If a student is only at your school for 30 days and only has one teacher for the assessed content, this one teacher will mark this student as 100% for this content area.
         1. By claiming 100% this teacher is stating she is the only teacher who taught this student this particular content for the total of Student Instructional Availability. So for a student only at the school for 30 days, the teacher is claiming 100% of an excluded (XI, exempted) grade or 100% of zero.
   3. Instructional Time is only computed in 10% increments
      1. With a 180-day district calendar a teacher must be responsible for standards based instruction for at least 18 days or 10% of the year before they may claim a student.
         1. Example 1: Teacher A teaches ELA at a school for the first 15 days of school then leaves and is replaced the next day by teacher B. Because Teacher A did not teach the students for a minimum of 18 days Teacher B will claim 100% for these students under the Teacher Portion of Instruction in TSC.
         2. Example 2: Teacher A teaches Social Studies at a school for the first 22 days of school then leaves and is replaced the next day by teacher B. Teacher A will claim 10% while Teacher B will claim 90%, even though Teacher A no longer teaches at the school because she taught the students at least 10% of the year.
         3. Example 3: A full time substitute is teaching science for the first 54 days of school. This full time substitute is not a Tennessee licensed teacher. The testing coordinator should have marked the students this sub taught as ineligible and you should not be able to claim any percentage.
      2. Page 11, at the end of this section, contains a chart which is intended to help in determining percentage splits between teachers
      3. For more detailed examples please see the ‘Scenarios’ section of this document
      4. If you are unsure of your percentage, please contact your testing coordinator. Testing coordinators may email [assessment@cmcss.net](mailto:assessment@cmcss.net) for assistance as needed. The building principal is the final authority for all TSC determinations.
   4. Instructional Time or ‘Teacher Portion of Instruction’ in TSC is determined by the percentage of time students received standards based instruction on the content assessed and Instructional Availability has no impact on this percentage
      1. The building principal is the final authority when determining percentages of Instructional Time/Teacher Portion of Instruction in TSC
      2. If you are the only teacher at your school who taught a student the content assessed, you will claim 100%
      3. If a student is pulled out for skills based instruction, it has no bearing on Instructional Time in TSC
         1. You will not share the percentage of a student’s Teacher Portion of Instruction in TSC if you only teach the student in RTI
         2. You will not share the percentage of a student’s Teacher Portion of Instruction in TSC if you only teach the student in the gifted program
      4. If you team teach all students in a class (Inclusion) both teachers will select 50% for all students
      5. If you team teach all students in a class (Inclusion) but the Special Education (SPED) teacher only supports the SPED students in the classroom, both teachers will select 50% for the SPED students but the General Education teacher will select 100% for the non-SPED students
   5. If you are not claiming 100% of a student under the ‘Teacher Portion of Instruction’ in TSC ensure the total of the percentages claimed by you and any other teacher/s adds to 100%. You may only claim in 10% increments.
   6. Once you are sure all student linkages for your rosters are correct (Instructional Availability and Instructional Time) click on the button ‘Apply Changes to Selected Students(s)’
   7. Once you have reviewed/edited all roster and linkages for all students on your roster, click the acknowledgement box at the bottom of the page
      1. Put a check next to ‘I acknowledge that I am instructionally responsible for the students on this roster. This linkage roster is verified, complete and accurate. You may print your rosters at this point.
      2. Click on the Finish button

Appendix C: Teacher not present for claiming

As communicated in the October 31, 2018 Memo ‘Guidelines for Teacher Student Claiming for Teacher Value-Added Calculations’ from the Assistant Commissioner of Teachers and Leaders, when a teacher is unable to personally verify their claiming roster the school must have written permission from the missing teacher to complete their claiming process.

To help with this process we recommend having all teachers currently employed who teaches a tested subject sign the letter on page 20 of this document. If a teacher is unable to complete claiming and a school has this letter, the school may complete claiming for the teacher in 2019-2020. If a school has, a teacher or substitute no longer employed at the school who is eligible to claim please email this individual and ask for their permission. If a positive response is sent this response may be used to validate the school completing claiming for the individual teacher.

If a school completes claiming for a teacher who is not present, the written permission should be kept on file in the school for a minimum of six years.



2019–2020 School Year

Clarksville Montgomery County School System

This letter is to authorize the building administrator or their designee at the school where I am teaching during this school year, to complete Teacher–Student Connection (TSC) in my place if I am not present at the time of claiming.

Sincerely,

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Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed Name

The state department of education requires educators complete their own Teacher–Student Connection (TSC) each year. Because you will not be present at our school during this year’s TSC may we have your permission to complete this process for you?