



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

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TO Associate Superintendents for Curriculum and Instruction
PowerSchool Data Managers
PowerSchool Coordinators
Human Resource Directors
Testing and Accountability Directors/Coordinators
Exceptional Children Directors
Academically and/or Intellectually Gifted Directors/Coordinators

FROM Rebecca Garland  Chief Academic Officer
Philip Price  Chief Financial and Information Officer

ASSIGNING MULTIPLE TEACHERS IN POWERSCHOOL

Across North Carolina, many schools have adopted instructional arrangements in which multiple teachers are responsible for instruction on the Standard Course of Study for an entire class or select students within a class. It is critical that the State be able to know which teacher(s) is/are responsible for instruction for students as those data are used in various processes, including roster verification, the School Activity Report (SAR), and reporting of data on Highly Qualified (HQ) teachers.

There are now several fields in PowerSchool that may be used by schools to add additional teachers to a section of a class:

- **Students remain in a regular classroom and a resource teacher joins the class to support only students identified for additional assistance.** Schools should schedule the resource teacher in a “co-teacher” role and the regular classroom teacher in the “lead teacher 1” role. For instructions on adding a teacher in the “co-teacher” role, please review the resource posted [here](#). Please note that “Co-Teacher” is a PowerSchool classification and represents a push-in service. If this situation is specific to Special Education, it does not reflect a true co-teaching model.
- **Students receive some instruction in a regular classroom and also receive additional instruction from a resource teacher in a separate setting.** Schools should schedule a new section for the instruction provided in the separate setting with the regular classroom teacher and the resource teacher both listed in “lead teacher” roles. For instructions on creating a new section for students and assigning the regular classroom teacher and resource teacher in the “lead teacher” roles, please review the resource posted [here](#).
- **Students in a classroom of any kind receive instruction from multiple teachers. The teachers are responsible for the instruction of all students in the classroom.** Each teacher should be listed in one of the “lead teacher” roles. There are four roles for lead teachers that can be assigned: lead teacher 1, lead teacher 2, lead teacher 3, and lead teacher 4. For instructions on adding multiple lead teachers to a section, please review the resource posted [here](#). Please note that, if this situation is specific to Special Education, it does reflect a true co-teaching model).

ACADEMIC SERVICES AND INSTRUCTIONAL SUPPORT

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

At the request of district staff, principals, and teachers, there will be two windows for roster verification during the 2013-14 school year. During the first window, teachers, principals, and district staff will review and approve rosters for first semester courses. During the second window, teachers, principals, and district staff will review and approve rosters for second semester courses and year-long courses.

The Department of Public Instruction and SAS Institute use data from PowerSchool to pre-populate the roster verification application. The Department will move the data for first-semester courses from PowerSchool to the EVAAS application on Friday, November 29. Any teachers linked to students in the “co-teacher” or “lead teacher” roles will have a roster of students pre-populated in the roster verification application. **To limit the amount of manual roster creation completed by principals and teachers, please add all “co-teachers” and “lead teachers” for first-semester courses to PowerSchool prior to November 28.** Teachers and principals will still be able to create rosters through a manual process when they access the roster verification application; however, the pre-population of roster verification data with accurate data from PowerSchool will help the process move more smoothly. As mentioned above, the Department will also use these data for SAR and HQ reporting.

Please note for AIG educators, the above directions for PowerSchool roles only apply for teachers who are determined to be the teacher of record, who co-teach or who have some direct responsibility for instruction in a classroom/subject where there is an End-of-Course assessment, End-of-Grade assessment, Career and Technical Education State Assessment or NC Final Exam. The roster verification tool allows AIG educators to indicate when they have sole responsibility or when they share responsibility with other educators for instruction based on a set of content standards. These AIG educators usually teach a class for a certain subject and set of standards or push-in, and co-teach certain standards/subjects. In schools, this may be seen in pull-out or push-in settings.

For AIG educators who provide program support at a school level or provide resource support that focuses on enrichment, extension and acceleration that are not determined to have responsibility for teaching the Standard Course of Study, the roster verification tool should not be used.

If you need assistance adding teachers with the roles described above, please contact the Home Base Support Center at (919) 807-4357. If you have any questions about the roster verification process, please email educatoreffectiveness@dpi.nc.gov.

RBG:jp

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