

BASIC EDUCATIONAL DATA SYSTEM

2011-12

ADMINISTRATION MANUAL

EDUCATIONAL PERSONNEL DATA FORM

**TEACHERS
(Brown Form)**

BOCES

**The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Information and Reporting Services
Albany, NY 12234**

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

MERRYL H. TISCH, <i>Chancellor</i> , B.A., M.A., Ed.D.	New York
MILTON L. COFIELD, <i>Vice Chancellor</i> , B.S., M.B.A., Ph.D.	Rochester
ROBERT M. BENNETT, <i>Chancellor Emeritus</i> , B.A., M.S.	Tonawanda
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D.	Plattsburgh
ANTHONY S. BOTTAR, B.A., J.D.	Syracuse
GERALDINE D. CHAPEY, B.A., M.A., Ed.D.	Belle Harbor
HARRY PHILLIPS, 3rd, B.A., M.S.F.S.	Hartsdale
JAMES R. TALLON, JR., B.A., M.A.	Binghamton
ROGER TILLES, B.A., J.D.....	Great Neck
CHARLES R. BENDIT, B.A.	Manhattan
BETTY A. ROSA, B.A., M.S. in Ed., M.S. in Ed., M.Ed., Ed.D.	Bronx
LESTER W. YOUNG, JR., B.S., M.S., Ed. D.	Oakland Gardens
CHRISTINE D. CEA, B.A., M.A., Ph.D.	Staten Island
WADE S. NORWOOD, B.A.	Rochester
JAMES O. JACKSON, B.A, M.S. PHD.	Albany
KATHLEEN M. CASHIN, BS, M.S. EDD.	Albany
JAMES E. COTTRELL, B.S., M.D..	Brooklyn

President of The University and Interim Commissioner of Education
DR. JOHN B. KING, JR.

Assistant Commissioner for Data Systems
KEN WAGNER

Data Director, Information and Reporting Services
JEFF BAKER

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 530, Education Building, Albany, NY 12234. **Requests for additional copies of this publication may be made by contacting the Publications Sales Desk, Room 309, Education Building, Albany, NY 12234.**

TABLE OF CONTENTS

INTRODUCTION	iv
CHANGES FOR 2011-2012.....	V
GENERAL INSTRUCTIONS FOR FORMS ADMINISTRATORS	1-2
CHALKBOARD ILLUSTRATIONS	3
GENERAL DIRECTIONS	4-6
A. Updating Preprinted Personnel Information	5
B. Gridding In Responses.....	5-6
C. Right-Justifying Numeric Responses	6
D. Left-Justifying Alphabetic Responses	6
SIDE 1 INSTRUCTIONS.....	7-11
1. BOCES Code and Name	7
2. Name	7
3. Social Security Number	8
4. Gender.....	8
5. Degree Status.....	8-9
6. NCLB Professional Development	9
7. Educational Experience	9
8. Number of Months/Percent of Time Employed by This BOCES..	10
9. Date of Birth.....	10
10. Current Annual Salary.....	10-11
TEACHING ASSIGNMENT INFORMATION.....	12-13
SIDE 2 INSTRUCTIONS.....	14-17
11A. Location of Assignment	14
11B. Assignment Code	14
11C. Grade Level.....	14-15
11D. Registration.....	15
11E. NCLB “Highly Qualified” Status.....	16-17
11F. Subject Matter Knowledge.....	17
11G. Itinerant Location Code.....	18

INTRODUCTION

Please read this manual in its entirety before Information Day.

This manual is divided into two sections.

The first section contains general instruction concerning the Basic Educational Data System (BEDS), while the second section contains basic rules and specific directions for completing each item on the brown mark-sensitive personnel data form.

The second section of this Administrative Manual should be ***read aloud*** at the start of the actual session.

Please familiarize yourself with the contents of this Administrative Manual well in advance of Information Day (October 5, 2011).

If you have any questions concerning these instructions, please contact a representative of the Office of Information and Reporting Services at (518) 474-7965.

CHANGES FOR 2011-2012

The number of Assignment Code Booklets printed and mailed this year has been reduced due to fiscal constraints, we ask teachers to share them.

The Frequently Asked Questions document located at <http://www.p12.nysed.gov/irs/beds/> contains a new section, called Tips on how to reduce bubbling and coding errors on a submitted BEDS PMF survey.

There is one new teaching assignment code for 2011-2012: 6133 Turkish.

GENERAL INSTRUCTIONS FOR FORMS ADMINISTRATORS

In preparing for Information Day, please plan to have available the following:

- 1) **A large classroom or cafeteria** with sufficient clean, hard, and smooth writing surfaces to accommodate all members of your group;
- 2) **An adequate supply of sharpened #2 pencils with erasers** to distribute to any member of your group who needs them;
- 3) **A chalkboard** for illustrating how to complete certain items on the form and for writing down the chalkboard notes.

This manual is designed to provide instructions for completing the brown Basic Educational Data System mark-sensitive personnel forms by all teachers employed by this BOCES. Each teacher who was employed in your BOCES last year and completed a mark-sensitive personnel form should receive a brown mark-sensitive form with his/her name and other demographic and professional information preprinted on side 1 of the form. All other teachers, including those individuals new to your BOCES and others not receiving a preprinted form, should receive a blank brown mark-sensitive form that must be completed in its entirety. Every teacher should have access to one green assignment code sheet for a single BOCES.

IMPORTANT:

Preprinted mark-sensitive forms for persons who are no longer employed in this BOCES **must be discarded**. Under no circumstances should these forms be used as “extra” forms for new teaching employees. Additional brown forms are available upon request from the Office of Information and Reporting Services at (518) 474-7965.

Persons having both teaching and nonteaching duties should complete one brown mark-sensitive form for their teaching assignments and one blue mark-sensitive form for their non-teaching assignments.

Personnel who work exclusively with non-public school students **should not** complete personnel forms.

Per diem substitutes, others not employed on a regular basis, and teachers working exclusively with non-public school students **should not** complete a personnel form. Certified and non-certified teaching assistants **should not** complete a mark-sensitive personnel form.

Personnel forms **should not** be completed for teachers on a leave of absence. If a long-term substitute has been hired to fill the position, that individual should complete a new personnel form reporting the appropriate assignment information.

If a teacher on a leave of absence returns during the school year, he/she should complete the BEDS personnel form upon return, thereby fulfilling the yearly regulatory requirement for completing a BEDS personnel form (subdivision p of section 80.2 of the Regulations of the Commissioner of Education). He/she will then have a preprinted BEDS personnel form for the upcoming school year.

If forms are to be administered separately to new and continuing teachers, all of the text beginning on page 4 should be read aloud to the continuing teachers. All of the text except references to “preprinted information” should be read aloud to new teachers and continuing teachers not receiving forms with preprinted information. Directions for the completion of question 6 “NCLB Professional Development” and question 10 “Current Annual Salary” on side 1 and all items on side 2 should be read aloud to both new and continuing teachers.

IMPORTANT:

If you have any individuals in your group who should have received a brown mark-sensitive form containing preprinted information, but did not, please advise each respondent to complete a blank brown mark-sensitive form in its entirety.

CHALKBOARD ILLUSTRATIONS

IMPORTANT:

Be sure to prepare illustrations on the chalkboard for the following items before the session begins:

- 1) "BOCES Code and Name" (see page 7). The BOCES Code and Name can be found on the cover of the School Data form included that is included in the BEDS package. Transfer the six digits of this code to the six squares drawn on the chalkboard as follows:

--	--	--	--	--	--

If a joint forms completion session is held for all locations in your BOCES, please make sure all individuals use the proper code for their respective BOCES.

All teachers who complete a personnel data form in your BOCES should use the same six-digit BOCES code whether or not they work at a BOCES center, in other BOCES leased or rented space, or are itinerants traveling to one or more public school districts.

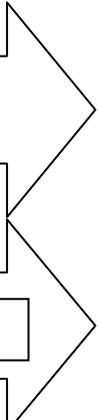
- 2). ***Left-Justified Responses:***

S	M	I	T	H	J	O	N	E	S			
---	---	---	---	---	---	---	---	---	---	--	--	--

- 3). **Right-Justified Responses:**

0	7	0	0	0	0
---	---	---	---	---	---

- 4). **“Are you Highly Qualified to Teach This Core Course”** (see page 18-19 of this manual). Choose “Yes” if the teacher is “Highly Qualified” to teach this “Core” course (*) or if this Course is “Core” by School Determination for a Maybe Core (**) Course. Answer “No” if the teacher is not “Highly Qualified.” If the Course is Not Core either by definition (no asterisk) or by School Determination for a Maybe Core Course (**) choose “Course is Not Core” and leave the Highly Qualified “Yes” or “No” question blank.

<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;">Core Courses</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;">Not Core Courses</div>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="padding: 5px;">Are You Highly Qualified to Teach This Core Course?</th> </tr> <tr> <td style="padding: 5px; text-align: center;">Yes <input type="radio"/></td> </tr> <tr> <td style="padding: 5px; text-align: center;">No <input type="radio"/></td> </tr> <tr> <td style="padding: 5px; text-align: center;">Course is Not Core <input type="radio"/></td> </tr> </table>	Are You Highly Qualified to Teach This Core Course?	Yes <input type="radio"/>	No <input type="radio"/>	Course is Not Core <input type="radio"/>
Are You Highly Qualified to Teach This Core Course?						
Yes <input type="radio"/>						
No <input type="radio"/>						
Course is Not Core <input type="radio"/>						

- 5). **“How did you demonstrate subject matter knowledge?”** (see page 18-19 of this manual). Answer this question only if you answered “Yes” to the question “Are You Highly Qualified” to teach this core class?”. For this question, please indicate how you demonstrated subject matter knowledge related to your “Highly Qualified” determination. **Choose only one response.**

<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;">Core Courses</div>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="padding: 5px;">How Did you demonstrate subject matter knowledge?</th> </tr> <tr> <td style="padding: 5px; text-align: center;">Certification <input type="radio"/></td> </tr> <tr> <td style="padding: 5px; text-align: center;">Exam <input type="radio"/></td> </tr> <tr> <td style="padding: 5px; text-align: center;">Coursework <input type="radio"/></td> </tr> <tr> <td style="padding: 5px; text-align: center;">HOUSSE <input type="radio"/></td> </tr> </table>	How Did you demonstrate subject matter knowledge?	Certification <input type="radio"/>	Exam <input type="radio"/>	Coursework <input type="radio"/>	HOUSSE <input type="radio"/>
How Did you demonstrate subject matter knowledge?							
Certification <input type="radio"/>							
Exam <input type="radio"/>							
Coursework <input type="radio"/>							
HOUSSE <input type="radio"/>							

GENERAL DIRECTIONS

(Should be read aloud)

Today is Information Day at our BOCES and at every other BOCES and public school district in New York State. The data collected on Information Day is the basis of an automated information system designed to accurately collect and process important educational data and make them readily available for use in schools, the Education Department, the Legislature and educational research. As many of you know, the information system is entitled ***Basic Educational Data System***, commonly referred to as ***BEDS***.

The purpose of this session is to provide you with general directions for updating and completing a BEDS Teaching Personnel Form. At this time everyone here should have a brown mark-sensitive Educational Personnel Data Form for teaching professional staff and access to a brown Assignment Code Listing form that must be used when answering question number 11.

The need to report accurate and complete data from everyone in this room is critical, since BEDS data is used in employee contract negotiations, the School Report Card, the Annual Report to the Governor and the Legislature (Chapter 655 Report), and in other State and Federal school accountability reports. Therefore, reporting complete and accurate information is the best way to ensure that your BOCES' data is accurately represented.

Side 1 of the mark-sensitive form contains response areas for reporting professional and demographic characteristics. Those of you who are new to this BOCES this year and others not receiving a preprinted form should complete all of the items on a blank form. All personnel, new or returning, must complete questions number 6 "NCLB Professional Development" and question number 10 "Current Annual Salary" on side 1.

Side 2 of the brown mark-sensitive form contains response areas for the reporting of teaching assignment information. All teaching personnel must complete at least one assignment block, but no more than four teaching assignment blocks in their entirety, depending upon the number of teaching assignments you have this year as of today's date.

Next, we will review some basic rules to be followed when completing your brown personnel form. You will then be given specific instructions for the completion of each item.

A. UPDATING PREPRINTED PERSONNEL INFORMATION

Those of you who are returning teachers in this BOCES should have a form with information preprinted in boxes numbered 1, 2, 3, 4, 5, 7, 8 and 9 above each response area on side 1. This is the information you reported for these items last year. ***Please do not re-grid any entries for these items unless the information is blank, incorrect, or asterisks appear in the box.*** Please note that question number 7 “Educational Experience,” has been updated automatically to include the current year.

For example, if your date of birth is correct as printed, you need not make an entry. If your date of birth is blank, incorrect, or if asterisks appear in the box, please enter the correct information in the response area below the title of the item and grid the corresponding numbers.

It is important to note that question number 6 “NCLB Professional Development” and question number 10 “Current Annual Salary” do not contain preprinted data and must be completed by each teacher, since these items cannot be updated automatically. Each respondent must answer “Yes”, “No” or “Not Applicable” to question number 6. Do not leave question 6 blank. All teachers completing a brown form will be required to answer question number 10 unless his or her salary is still under negotiation. If your salary is in negotiation, please leave the salary field blank.

Those of you who are ***new*** to this BOCES this year, and others not having preprinted forms, must complete all 10 items on side 1.

Side 2 contains response areas for reporting your assignment information. No preprinted information appears on side 2. Therefore, ***everyone must*** complete side 2, using up to four assignment codes to report your assignment information. Do not complete two brown BEDS forms.

B. GRIDDING IN RESPONSES

All entries on the mark-sensitive form must be made with a sharpened #2 pencil. When filling out this sheet, place it on a clean, hard and smooth surface to prevent stray marks from appearing on the form and to maintain the integrity of the data. Please, answer only those preprinted questions that are blank, identified by asterisks, incomplete, or inaccurate. If preprinted data are correct, please do not re-grid the form. If you wish to make a change to a

question you previously answered, please completely erase any mark you wish to remove. Incomplete erasures may cause the machine reader to interpret responses incorrectly.

To make corrections to existing data in questions numbered 1, 2,3,4,5, 7, and 9, or to answer questions numbered 6, 10 and 11, you must first **print** your response in the blank squares at the top of each item. Next, you will need to fill-in the mark-sensitive circles that correspond with your handwritten response.

Each mark-sensitive circle to be filled should be blackened with a sharpened #2 pencil, using a circular motion, until the entire circle is filled. **Do not to mark outside of the circle.** Note that columns on the form are alternately shaded to distinguish between columns. Please fill-in all columns in sequence whether they are shaded or not.

C. RIGHT-JUSTIFYING NUMERIC RESPONSES

All items requiring numeric responses (questions 1, 3, 4, 5, 6, 7, 8, 9, 10 and 11) must be **right justified**, meaning the last digit of your response should occupy the **far right-hand square**. All empty squares should be to the left of your response and must be filled with zeroes. For example, if the month of your birthday is September, you would code your response “09” in question 9, or if your salary is \$70,000, report it as 070000 in question 10. Remember, **the last digit in any numeric response must be in the extreme right-hand column.**

D. LEFT-JUSTIFYING ALPHABETIC RESPONSE

Your name (“Last Name,” “First Name” and “MI”), is the only item on this form requiring a left-justified response and it is question number 2 on side 1. The first letter of your last name should be entered in the extreme **left-hand** square of the response field. The same procedure should be followed when gridding in your first name. **Grid only changes to your name.**

Remember to first print your responses in the blank squares provided at the top of each item. Then blacken the mark-sensitive circles that correspond with your handwritten responses.

SIDE 1 INSTRUCTIONS

1. BOCES CODE AND NAME

Those of you who are new to this BOCES should print the numbers in the squares from left to right as they appear on the chalkboard. Those of you with preprinted forms should compare the BOCES code preprinted on the document with that shown on the chalkboard. If your BOCES Code is accurate as reported, please do not re-grid.

Those of you with preprinted forms should make no entry for school code on the mark-sensitive form unless the code is incorrect on the document.

2. NAME

Those of you with preprinted forms should check the accuracy of your name as it appears on the mark-sensitive form. Make no entry unless your name is incorrect as printed on the form. First name and last name must be updated independently of each other.

For all teachers who must make an entry in the name field, the general instructions for filling out the name blocks are as follows:

- The name fields are the only fields on the form that must be **left-justified**. The first letter of your last name must appear in the extreme left-hand square of the response area allocated to last name.
- If your last name contains more letters than the 13 squares provided, you should fill them in with the first 13 letters of your last name. Do not run your last name into the first name block. For example, if your last name contains 15 letters, only the first 13 letters should be entered. The same principle applies to your first name. If you have a hyphenated last name such as Smith-Jones, please enter the data as Smithjones. If you use an **initial** in place of your first name, as in "J. Robert Jones," you should print the initial in the first square provided for the first name, then **skip a square** and print your middle name.
- You should write your middle initial in the square labeled "MI." If you have **no middle name**, you should leave the middle initial square **blank**.

3. SOCIAL SECURITY NUMBER

If we matched your social security number to the TEACH record last year then you should receive a preprinted form that contains only the last 4 digits of your social security number. If it is correct, do not re-grid the social security number.

Those of you **without** preprinted forms, or that received preprinted forms that contain a complete social security number that did not match the TEACH record, please enter and grid your complete social security number on the green form. Remember to print your Social Security Number before blackening the appropriate mark-sensitive circles.

4. GENDER

If you have a preprinted form, check to be sure your correct gender is entered. Everyone else should first write the correct code letter -- "M" for male or "F" for female – in the square provided just below the title of the item, and then blacken the appropriate mark-sensitive circle.

5. DEGREE STATUS

This item calls for the reporting of the highest degree you hold **at this time**. The degree status for those whose highest degree is a one-year normal school certificate would be "Freshman year completed," while those with a two-year normal school certificate would be "Sophomore year completed."

School-nurse teachers, when reporting degree status, should enter one of the following codes:

- | | |
|----------|--|
| Code 2 | (Sophomore year completed) if you have a two-year hospital diploma; |
| Code 3 | (Associate's Degree) if you have an Associate's Degree; |
| Code 4 | (Junior year completed) if you have a three-year hospital diploma; and |
| Code 5-9 | if your degree status is "Bachelor's Degree" or higher, report the appropriate code. |

Those of you who have preprinted forms should not make an entry on the mark-sensitive form unless the preprinted degree status is incorrect, blank or has asterisks.

6. NCLB PROFESSIONAL DEVELOPMENT

This item requires you to answer the following question. Did you receive “high quality professional development” during school year 2010-11? Each teacher must answer “Yes,” “No,” or “Not Applicable” to question number 6. It is important to note for question # 6 that “Not Applicable” pertains to first-year teachers, teachers on leave in 2010-11, and teachers who had only non-teaching assignments in 2010-11. If you are teaching a class in a “core academic subject” and you leave the item blank, your non-response will be treated as a “No.”

Use the definition of “high quality professional development” at the end of the NCLB Fall 2008 Supplement. The 2010-11 school year, began on July 1, 2010 and ended on June 30, 2011.

7. EDUCATIONAL EXPERIENCE

The first segment of this item is “Years in This BOCES.” A very important point to remember for the first segment is that this year counts as **one full year** of experience in this BOCES. The first segment on a preprinted form already includes the current year. Please verify that the current year is included on your form. Those of you without preprinted forms who must complete the first segment should remember to **right-justify** your response and fill-in the blank space to the left with a **zero** if you have fewer than 10 years of experience in this BOCES.

The next segment entitled “Total–(Including Nonpublic)” will consist of all years in education, including other public school districts, other BOCES, nonpublic schools and college or university experience. The total years educational experience in this BOCES must be less than or equal to the total years of educational experience.

8. NUMBER OF MONTHS AND PERCENT OF TIME EMPLOYED BY THIS BOCES

The first part of question #8, “Number of Months Employed Per Year,” refers to whether you are currently employed on a 10-month, 11-month or 12-month basis. Even if you receive your salary over a 12-month period, the entry should be the number of months you are expected to ***be on the job for 2011-2012.***

The second part asks for the ***percent of time*** you are employed in this BOCES.

For most of you, the entry will be 100 percent. However, there may be some teachers whose services are shared by more than one BOCES and/or district and who have been teaching only part-time, such as a teacher who teaches mornings only. If you are in one of these categories, ***please estimate*** the percent of the school year that you actually spend in this BOCES. If you are required to complete the second part on the mark-sensitive form and your response is ***less than*** 100 percent, remember to right-justify your response and fill blank circles to the left with zeros. For example, a person working approximately half-time would write “050.” Do not report more than 100 percent.

9. DATE OF BIRTH

“Date of Birth” is divided into month, day and year. A numeric response is required for each entry. Remember to right-justify your response and fill-in any blank space to the left with a zero. For the year of birth, only the last two digits should be entered, for example, “38,” “45” or “62.”

Those of you with preprinted forms should make no entry unless the information is incorrect, blank, or asterisks appear on the form.

10. CURRENT ANNUAL SALARY

You must complete this item on the mark-sensitive form unless your salary contract is currently under negotiation. In that instance, leave the salary item blank. We will contact you at a later date to see if a contract has been negotiated and salary data is available.

On the brown mark-sensitive form, please record your annual salary, as of today's date, to the nearest whole dollar. Report the **total amount** you are paid for your **primary assignment(s)**. Do *not* include any extra pay received for extra services. For example, do *not* include additional pay received for supervising extra-curricular activities beyond your normal assignment, for coaching sports beyond your normal assignment, or for similar activities. Also, do not include summer school pay or overtime.

Those of you who also have non-teaching assignments should report your combined salary (the same amount) on both your teaching and non-teaching forms. (blue and brown forms).

Please note there are six squares for the salary item. If your current annual salary is less than \$100,000, be sure to right-justify your response and fill-in each blank space to the left with a zero.

Again, you must complete this item unless your salary contract is currently under negotiation.

At this time, you should recheck the items on side 1 before turning to side 2 of this form.

Those of you with preprinted forms should only have made entries on the mark-sensitive form for the following only:

- 1) Any items missing, preprinted incorrectly, or containing asterisks;
- 2) Question 6 "Professional Development;"
- 3) Question 10 "Current Annual Salary."

Everyone should make sure that all responses made on the mark-sensitive form are complete and accurate, and that any erasures are fully erased.

The information requested on side 2 concerns **individual teaching assignments**. In this section, you will be recording information on assignments, grade level, registration, BOCES or District Name, number of weeks per year, and NCLB Highly Qualified data for this assignment. Remember, that no preprinted information appears on side 2 of the brown form. Therefore, everyone must complete assignment data in its entirety. Failure to complete the data in its entirety and correctly may result in your assignments not being properly reported.

SIDE 2

TEACHING ASSIGNMENT INFORMATION

Everyone should have access to a brown printed booklet entitled "Assignment Codes for Teachers, Fall 2011." Everyone must complete side 2 of this form. Preprinted information does not apply to side 2. Please circle the code number(s) for your **current** assignment(s), using the green Assignment Sheet for Teachers as your guide.

If none of the listed assignment titles correspond precisely with the title(s) of your assignment(s), please circle the code number(s) that most accurately describes your assignment(s).

NOTE:

Use caution in reporting assignments in the areas of Health Education (4512-4516); Health Occupations Education (5912-5998); and Health Services, which is a nonteaching assignment area under School Health Services (2208-2298). These are three distinct assignment areas and are not interchangeable.

Notice that each major subject area has a category "Other." Circle the code number for "Other" only if you cannot find another title that describes your course assignment. Use "Other" sparingly.

Note that there are blocks for four assignments on side 2. Those of you who teach on an individual basis or who teach more than four classes should group the individuals or classes first by assignment code (ACODE), second by grade level. For example, a Physical Education teacher who has three sections of K-6 Adaptive Physical Education (ACODE = 4616) and three sections of grades 7-12 Adaptive Physical Education (ACODE = 4620) should report only two assignments: one for ACODE = 4616 and one for ACODE = 4620, showing cumulative registrations for each of those assignments.

Another example would be a teacher who has 10 small reading groups that include seventh, eighth, and/or ninth graders. This teacher should complete three assignment blocks, one for each grade level but no more than four assignment blocks.

In addition, teachers who may meet with classes including students with disabilities for the purpose of teaching specific subjects such as physical education, art, music, reading or math should report the class under an assignment code in the specific subject area.

Except for variations just noted, teachers should complete one assignment block for each class taught. Teachers who spend the entire day with the same class must complete only the first assignment block. However, prekindergarten teachers who teach two half-day sessions must complete a second assignment block. Elementary and secondary school teachers who have **different** groups throughout the day should complete one assignment block for each class they teach to a **different** group of students, and for each different course they teach to the **same** group.

The following are examples using these guidelines:

- A Technical Education teacher who teaches the **same** technical course to **four different groups** must complete **four** assignment blocks.
- A Technical Education teacher who teaches **four different courses** must complete four assignment blocks even if he/she teaches two or more of those courses to the **same** group of students.

Laboratory classes offered in conjunction with science courses should not be reported.

Remember that the general rule is to complete one assignment block **for each class taught**. The exception is that teachers with more than four classes, or those who have assignments with individuals or a number of small groups of children should group and report each assignment first by assignment and then by grade level. Also, remember that only teachers of students with disabilities should report an assignment using special education program codes. Inclusion teachers should use the consultant teacher assignment codes. **Do not report study hall assignments on this form and persons in an acting capacity should use the assignment code for their acting status.**

IMPORTANT:

Persons in an “Acting” capacity should use the assignment code for their acting status. For example, an acting principal should use the code for principal.

SIDE 2 INSTRUCTIONS

QUESTION 11 INSTRUCTIONS

11A. LOCATION OF ASSIGNMENT - “BOCES” or District Name

If you perform your assignment at a BOCES Center, on BOCES premises or in space rented or leased by the BOCES, write “BOCES” on the line provided.

If you have an itinerant assignment, write on the line provided the name of the district in which you work.

Please do not mark outside the brown-shaded area.

11B. ASSIGNMENT CODE

Please refer to the assignment code(s) you have identified from the green Assignment Code Listing, and select the one assignment you want to report in this item. In the first segment enter the appropriate four-digit assignment code in the four squares provided and blacken the appropriate mark-sensitive circles.

If you have only **one** major assignment, only complete the first assignment block in its entirety. If you have **more than four** assignments, report the four that together account for the greatest portion of your time. Do not complete two separate brown forms.

11C. GRADE LEVEL

For the assignment you are recording, enter the **predominant** grade level of the students.

The following are general rules for determining grade level:

- If 75% or more of the students in your class are in any one grade, please enter that grade.

- If less than 75% of the students are from any one grade, enter an “E” for "Mixed Elementary", an "M" for "Mixed Middle" or an "S" for "Mixed Secondary" grades.
- “PK” stands for prekindergarten, while “K” stands for kindergarten. Do not combine half-day classes. Use two assignment blocks.
- The grade level should first be entered in the right-hand square next to the “X.” You should then blacken the appropriate mark-sensitive circles.
- “E”, "M," and "S" represents “Mixed” elementary, middle and secondary grades, respectively.

11D. REGISTRATION

Under “Registration,” record the ***number of students*** in the particular class or assignment reported.

Teachers of half- and quarter-year courses should only report the number of students they are currently teaching and ***should not*** report second semester or second/third/fourth quarter classes.

In situations where it is necessary to group individuals or classes by assignment code or grade level, please report the total registration for the grouped data.

If your response is a one- or two-digit number, you must right-justify your answer and zero fill any blank circles to the left.

NOTE:

This item asks for registration data in the traditional sense of one teacher per group of students. ***For team-teaching situations***, report only the number of students to whom you would be teaching your subject matter under ordinary circumstances. For instance, if a team of 3 teachers is working with 90 students, each teacher should fill out one item on Side 2 for each group of students he/she would ordinarily be meeting outside of a team-teaching situation (for example, 3 classes or 30).

11F. “NCLB HIGHLY QUALIFIED”

The next segment of Question 11, refers to whether the reported course is core, or not core, and whether the teacher is “Highly Qualified” to teach a core course.

You must complete the box for “highly qualified” to the right of every teaching assignment code that you enter. See the definitions of “core academic subjects” and “highly qualified teacher” in the enclosed NCLB Fall 2008 Supplement.

Decide whether your teaching assignments are “core” or “non-core” using the list of teaching assignment codes. The status of each code is indicated by the presence or absence of asterisks. (No Asterisk=Not Core, One Asterisk=Core Course, and Two Asterisks=May Be Core).

- **ONE ASTERISK (*).** Codes marked with one asterisk (*) on the code list are “core assignments” by definition. You must select either “yes” or “no” for these codes. Do not select “Not Core” for these codes. If you incorrectly select “Not Core” for these codes, your response will be changed to “no,” indicating that you are not highly qualified for the teaching assignment.
- **TWO ASTERISKS (**).** Codes marked with two asterisks (**) may or may not be in “core .” **You must decide based on your knowledge about the class itself.** For example, if your assignment is a Career and Technical Education class, it is a “core” class only if your students can use it for credit in a “core academic subject.” See the definition for “core academic subjects” in NCLB Fall 2009 Supplement.
- **NO ASTERISK.** Codes marked with no asterisks indicate teaching assignments have been identified as “not core” by definition. If you report these codes, you must select “not core.”

If a teaching assignment is in a “core academic subject” identified by the NCLB, you must select either “yes” or “no” to show whether you are “highly qualified” for the teaching assignment.

- If you are “highly qualified,” select “yes.”

- If you are not “highly qualified,” select “no.”

If a teaching assignment is not core, you must select “Not Core.”

Those persons with only one assignment, e.g., kindergarten, common branch or special class for students with disabilities, need not go beyond this point. Those of you with more than one assignment should proceed to complete the remainder of the assignment blocks, one for each assignment, in the order that they are numbered. Once you have completed the last segment of the last assignment block you have reported, you have completed the survey form for this year. Please take a few minutes to check over your form to be sure all necessary items have been completed correctly. Check for incomplete erasures and mark-sensitive circles that should have been blackened.

11F. Subject Matter Knowledge

If the reported course is core, and the teacher answered “Yes” in 11E to the “Highly Qualified” question, he or she must also indicate how they demonstrated subject matter competency by selecting only one response. The choices are: Certification, Exam, Coursework, and HOUSSE.

11G. ITINERANT LOCATION CODE (for SED use only)

Do not make any entries or write in these boxes or mark-sensitive circles.

Certification or licensure status for each assignment reported on the BEDS Survey will be transferred electronically from Teacher Certification files located at the State Education Department in Albany to the individual’s BEDS record.

Thank you very much for completing this important survey.

We hope you have a safe, happy and productive school year.