

## Analysis of State Promising Practices in Defining Teacher of Record and Linking Teachers and Students

The following data are from the Data Quality Campaign's *Data for Action 2011: DQC's State Analysis* and highlighted in DQC's factsheets: [Hot Topic: Measuring Teacher Effectiveness](#) and [Hot Topic: Improving Teacher Preparation](#).

All 50 states, the District of Columbia, and Puerto Rico self-reported their status on four promising practices:

- ➔ Whether the state has a *teacher of record* definition
- ➔ Whether the state's teacher-student data link can connect more than one educator to a particular student in a given course
- ➔ Whether the state has in place a process for teacher roster verification
- ➔ Whether the state collects data linking teachers and students multiple times per year

Their answers are captured in the table below.

- ➔ **Teacher of Record (TOR) Definition:** 25 states report a statewide teacher of record definition. DQC has highlighted in red the 10 states whose definitions reflect current promising practices: reflects instruction and is inclusive of multiple educators.
- ➔ **Strong Teacher-Student Data Link (TSDL):** The 13 States that answered yes to all four of the promising practices above (AL, AR, DE, FL, HI, ID, NY, OH, PA, PR, RI, TN, VA) are noted as **Yes** in the final column.

State	Teacher of Record Definition	Multiple Educators	Roster Verification	Collection of Data Multiple Times a Year	Strong Teacher-student Data Link
Alabama	The individual responsible for the instruction and assignment of grades in a given course/subject.	Yes	Yes	Yes	<b>Yes</b>
Alaska		No	No	No	<b>No</b>
Arizona	A 'teacher of record' directly instructs, evaluates and assigns grades to students in core academic subjects.	No	No	No	<b>No</b>
Arkansas	<i>A Teacher of Record is an individual (or individuals in co-teaching assignments) who has been assigned the lead responsibility for a student's instruction in a subject/course with aligned performance measures. AND A Contributing Professional is an individual who has been assigned the responsibility to provide additional services that support and increase a student's learning.</i>	Yes	Yes	Yes	<b>Yes</b>
California	The Teacher of record is primarily responsible for the delivery of instruction, assignment of grades and certification of attendance.	Yes	No	Yes	<b>No</b>
Colorado	<i><u>Educator(s) of Record:</u> An individual or individuals who have been assigned responsibility for a student's learning in a subject/course with corresponding aligned performance measures in both state and local assessments. <u>Contributing Professional(s):</u> An individual or individuals who have been assigned responsibility to provide additional services that support and increase a student's learning in a subject/course with corresponding aligned performance measures in both state and local assessments.</i>	No	No	No	<b>No</b>
Connecticut	Certified teacher who has assigned responsibility for instruction and provides the students outcome for a report card or transcript.	Yes	No	No	<b>No</b>
DC		No	No	No	<b>No</b>
Delaware	<i>Teacher of record identifies the teacher or teachers who have responsibility for providing instruction to a given student in a given subject.</i>	Yes	Yes	Yes	<b>Yes</b>
Florida	<i>Florida defines "teacher of record" as the instructor or instructors responsible for providing instruction for a specific group of students. Operationally, it is the individual reported (teacher course format) with a group of students (associated student course formats.)</i>	Yes	Yes	Yes	<b>Yes</b>
Georgia		Yes	Yes	Yes	<b>No</b>

State	Teacher of Record Definition	Multiple Educators	Roster Verification	Collection of Data Multiple Times a Year	Strong Teacher-student Data Link
Hawaii	<i>A Teacher of Record is one or more educators who has/have been assigned primary responsibility for a student's learning in a subject/course section with aligned student performance measures.</i>	Yes	Yes	Yes	<b>Yes</b>
Idaho	The teacher of record is defined as the person primarily responsible for planning and delivery of instruction, and assigning a final grade for any given course.	Yes	Yes	Yes	<b>Yes</b>
Illinois		No	No	No	<b>No</b>
Indiana		Yes	Yes	Yes	<b>No</b>
Iowa		No	No	Yes	<b>No</b>
Kansas		Yes	No	No	<b>No</b>
Kentucky		Yes	Yes	Yes	<b>Yes</b>
Louisiana		Yes	Yes	No	<b>No</b>
Maine		Yes	No	Yes	<b>No</b>
Maryland		Yes	No	Yes	<b>No</b>
Massachusetts		Yes	No	Yes	<b>No</b>
Michigan	The teacher-of-record is the certificated teacher who provides instruction, who tests and quizzes, who evaluates the pupil's performance and gives the pupil a grade. The on-site mentor may or may not be the teacher of record. The on-site mentor shall be a certificated Michigan teacher employed by the district. (Source: Michigan Department of Education, Pupil Accounting Manual, August 2010)	Yes	No	No	<b>No</b>
Minnesota		Yes	Yes	No	<b>No</b>
Mississippi		Yes	Yes	Yes	<b>No</b>
Missouri	Teacher providing direct instruction and is responsible for assigning the grade.	Yes	No	Yes	<b>No</b>
Montana		No	No	No	<b>No</b>
Nebraska		No	No	No	<b>No</b>
Nevada		No	No	Yes	<b>No</b>
New Hampshire	Person who assigns the grade.	Yes	No	Yes	<b>No</b>
New Jersey		No	No	No	<b>No</b>
New Mexico	The person named in the standard teaching contract who will be covering the class and teaching the students for a majority of the time. The contracted individual who performs all duties of a teacher.	Yes	No	Yes	<b>No</b>
New York	<i>A Teacher of Record is defined as an individual (or individuals, such as in co-teaching assignments) who has been assigned responsibility for a student's learning in a subject/course with aligned performance measures.</i>	Yes	Yes	Yes	<b>Yes</b>
North Carolina		Yes	Yes	Yes	<b>No</b>
North Dakota		No	No	Yes	<b>No</b>

State	Teacher of Record Definition	Multiple Educators	Roster Verification	Collection of Data Multiple Times a Year	Strong Teacher-student Data Link
Ohio (Strong roster verification system mitigates the once/yearly data collection)	<p><i>1. Primary assignment (one teacher): An Assigned Educator is the educator assigned to a student, usually for HQT assignment purposes. In some cases, this translates into the teacher responsible for assigning a grade.</i></p> <p><i>2. Precise accounting of instructional time for teacher-level Value-Added and other evaluation metrics including student growth in non-tested subjects: A Teacher of Record is an educator who is responsible for a significant portion of a student's instructional time (based on enrollment) within a given subject or course that is aligned to state assessments. The relevant Teachers of Record should represent the 100% proportion of a given student's instructional time for a specific subject/course.</i></p> <p><i>3. Multiple linkages: A Contributing Professional works with/has responsibility for a student and/or teacher, and should be specifically linked with relevant students. This is a yes/no flag to allow for simple and non-mutually exclusive linkages. Numerous educators could be linked to a student.</i></p>	Yes	Yes	No	Yes
Oklahoma		Yes	No	Yes	No
Oregon		Yes	No	Yes	No
Pennsylvania	<i>Teachers of Record: all public school teachers with primary responsibilities for direct instruction in one or more of the following core subjects: English, Reading/Language Arts, Mathematics, Science, Foreign Languages, Arts, and Social Studies.</i>	Yes	Yes	Yes	Yes
Puerto Rico	The Teacher of Record is defined as the primary teacher for the course and every class section.	Yes	Yes	Yes	Yes
Rhode Island	Teacher responsible for content instruction and determining student grades	Yes	Yes	Yes	Yes
South Carolina		No	No	Yes	No
South Dakota		No	No	No	No
Tennessee	<i>A student must have been present for one hundred fifty (150) days of classroom instruction per year or seventy-five (75) days of classroom instruction per semester before that student's record is attributable to a specific teacher. Records from any student who is eligible for special education services under federal law will not be used as part of the value added assessment. TCA 49-1-606(a)</i>	Yes	Yes	Yes	Yes
Texas	Teacher of record indicates that the teacher is responsible for the classroom, making the final decisions about the delivered instruction and the final outcomes for the students assigned to the class.	No	No	Yes	No
Utah	Teacher of record' for the purposes of this rule means the teacher to whom students are assigned for purposes of reporting for USOE data submissions.' A special educator assigned in an elementary school as the classroom teacher of record shall meet the NCLB requirements for the assignment. The teacher shall have: (1) a bachelor's degree; and (2) an educator license with an early childhood area of concentration; and (3) a passing score at the level designated by the USOE on a Board-approved subject area test. B. NCLB requirements do not apply to pre-K assignments.	Yes	No	Yes	No
Vermont		Yes	No	No	No
Virginia	The term Teacher of Record identifies the teacher who has overall responsibility for providing the student's instruction in the required curriculum and assigning the student a grade in that subject.	Yes	Yes	Yes	Yes
Washington		Yes	No	Yes	No

State	Teacher of Record Definition	Multiple Educators	Roster Verification	Collection of Data Multiple Times a Year	<i>Strong Teacher-student Data Link</i>
West Virginia	The specific teacher to whom students are assigned according to the WVEIS school master schedule.	No	Yes	Yes	<b>No</b>
Wisconsin	<i>A teacher can have many roles. As an educator a “teacher role” could be to monitor students, develop curriculum, student assessment or work with another educator on a course. In CWCS a teacher role is defined by what the teacher does in a given section. An individual, assigned to a Section ID, which assists in the acquisition of knowledge by another. Valid teacher roles for the Coursework Completion System include the collaborating teacher, monitoring educator, multiple teachers, or a single teacher. For complete information: <a href="http://dpi.wi.gov/lbstat/datateacherrole.html">http://dpi.wi.gov/lbstat/datateacherrole.html</a></i>	Yes	No	Yes	<b>No</b>
Wyoming		Yes	Yes	Yes	<b>No</b>

Data for Action is a powerful tool to inform efforts in education to better use data in decisionmaking. It is a series of analyses that highlight state progress and key priorities to promote the effective use of longitudinal data to improve student achievement. For more information, and to view Data for Action 2011: DQC’s State Analysis, please visit [www.DataQualityCampaign.org/stateanalysis/about](http://www.DataQualityCampaign.org/stateanalysis/about).