

BACKGROUND: **SPECIAL EDUCATION WORKLOAD ANALYSIS MODEL**

Traditionally, providers of services to students with disabilities talk in terms of the number of students on their caseloads. Caseload data are based on the number of students with Individualized Education Programs (IEPs) assigned to the educator without consideration for the intensity of services needed by the student or the amount of time needed to provide those services.

Given the transition to more inclusionary practices such as coteaching and supported instruction in the general education setting, thinking in terms of workload more accurately addresses the service demands of special education teachers, paraeducators (paras), and specialized instructional support personnel (SISP). Workload data take into consideration the supports and services, both direct and indirect, provided by teachers, paras, and SISP.

This workload analysis model is intended as a framework to adapt to the changing responsibilities of special education service providers.

Workload Considerations

1. Specially Designed Instruction
 - a. Direct instruction to meet IEP goals/objectives
 - b. Indirect services
 - i. Consultation with general education teachers
 - ii. Adaptation of curricular materials
 - iii. Coordinating with other service providers
 - iv. Collaboration time among special education service providers to discuss progress and next steps for individual students
 1. Teacher of record and general education teacher
 2. Teacher of record and paras
 3. Teacher of record and SISP
 4. SISP and para
 - v. Dedicated planning time for coteaching
2. Inclusionary Practices
 - a. Coteaching (two or more certificated providers)
 - b. Supported instruction (paraeducator supporting general education teacher)
 - c. Push-in services/specialized services provided in general education setting (e.g., speech-language pathologist providing lesson in general education setting)
3. Individual Education Program Management
 - a. Coordination of paperwork regarding IEP meetings
 - b. Development of the IEP
 - c. Progress monitoring and reporting on IEP goals
 - d. Annual review/triennial review
 - e. Initial evaluation/re-evaluation
 - f. Functional behavior assessments/behavioral intervention plans
 - g. Agency service coordination and documentation (Medicaid, VocRehab, etc.)

Calculating Workload

A. Calculate Workload Considerations (as minutes per week)

- a. Analyze IEPs on caseload to determine services as per documentation
- b. Assigned inclusionary practices responsibilities
- c. Determine time needed for IEP management (consider time needed throughout year and divide to determine weekly average)

B. Determine available instructional minutes per week (minutes in day x 5)

- a. Minutes in a student day (start of day to end of day for student) x 5 to determine minutes per week
- b. Subtract teacher minutes in the week
 - i. Duty-free lunch
 - ii. Guaranteed contractual preparation time
 - iii. Travel/drive time between service delivery sites

C. Determine difference between "A" and "B" to determine if there are enough available minutes in the week to complete the necessary duties of this teacher

Calculation Examples

Desirable allocation of time:

A: Workload Considerations		Minutes	B: Available Time		Minutes
Specially Designed Instruction: Direct instruction		415	Student day (8:00-3:10)	430 x 5 =	2150
Specially Designed Instruction: Indirect services		125	Teacher time		-500
Inclusionary Practices		575			
IEP Management		480			
Weekly workload time		1595			
C: Difference 1650-1595 = 55 minutes available beyond current workload					

With 55 minutes per week unallocated, there is time for the unexpected (parent consult, student emergency, newly enrolled student, etc.)

More typical example based on conversations with members:

A: Workload Considerations		Minutes	B: Available Time		Minutes
Specially Designed Instruction: Direct instruction		815	Student day (8:00-3:10)	430 x 5 =	2150
Specially Designed Instruction: Indirect services		150	Teacher time		-500
Inclusionary Practices		550			
IEP Management		480			
Weekly workload time		1995			
C: Difference 1650-1995 = -345 minutes beyond available needed to complete IEP needs					

This example indicates there is a need to consider additional staffing.