



Workload Calculation

District: _____ County/District Code: _____

Full Time: _____ Part Time: _____ If part-time, what percentage of the teacher's day is special education? _____

I _____ (print teacher name) have reviewed and agree with the check form and the Request for Exception forms are a current reflection of my caseload/workload, class size, and job duties.

Teacher signature: _____

Class Size

Provide the class period/time/hour to represent the teacher's daily schedule. Identify the number of students that are typically in each class period, and list the grades served per class period and the disabilities served per class period.

Class period/ time/hour	Number of students in each class period	List the grades served per class period	List the disabilities served per class period

Workload - Instructions and Terms/Definitions are on following pages

Job Function	Specifics	Weight of Item	Tally /# of Students	Total
Section A				
Provides services but NOT the TOR		0.25		
Teacher of Record (TOR) Only		0.50		
TOR & provides services for one or more subjects		0.75		
Section B				
Initial Evaluation – current school year		1.0		
Three-Year Reevaluation – current school year		0.25		
In-State move in – current school year		0.25		
Out-of-State move in – current school year		0.50		
Section C				
Number of school sites served – Select one and enter the number one.	One site	0.25		
	Two - three Sites	0.75		
	Four or more sites	1.0		
Section D				
Grade level of students you serve - Count all student you provide services to regardless if you are the IEP Teacher of Record (TOR).	EC through 3 rd	1.0		
	4 th – 6 th	0.50		
	7 th – 12 th	0.75		
	Extended Transition Program	0.25		
Section E				
Service Delivery Type – count all students you provide services to regardless if you are the IEP Teacher of Record (TOR). Make sure to count students in each area of service type you provide to the students.	Consultation	0.25		
	Monitoring	0.35		
	Collaboration	0.50		
	Co-Teaching	0.75		
	Direct Instruction	1.0		
Section F				
Service Minutes – Frequency of service for all students you provide services for regardless if you are IEP Teacher of Record (TOR).	Up to 3 hours/week	0.25		
	3:01 hours to 10 hours/week	0.50		
	10:01 hours to 20 hours/week	0.75		
	20:01 hours +/week	1.0		
Section G				
Total Workload				

Instructions

Section A – Provide the number of students you serve in the appropriate category. Each student will be counted once.

- Provides services but not the teacher of record (TOR) – Count all the students you provide instruction to, but the confidential file is the responsibility of another certified special education teacher.
- Teacher of Record (TOR) only – Count all the student you are only responsible for the confidential file. You do not provide any services. If you provide a service, for example collaboration, consultation, monitoring, you will count the student in the TOR and provide service.
- Teacher of Record (TOR) and provide services – Count all the students you are responsible for the confidential file and provide at least one service to this student. This includes students you provide any service to including monitoring, consultation, and collaboration.

Section B – Provide the number of records/evaluations you will or have completed during the current school year.

- Initial evaluations you will list the number you have initiated and/or completed to date.
- Reevaluations you may count all the current confidential records/TOR you are assigned to that have or will have reevaluations due this current school year.
- Move in (in or out of state) will be a count of the records you have completed to date for the current school year.

Section C – Provide the number of school sites you travel to within the same school district to provide services to students. You will select one category and place a 1 in the box. Be sure to leave to rest blank.

Section D – Provide the number of all students you provide services to for each grade level category. Be sure to count the students you provide instruction to but are not the Teacher of Record (TOR). Each student should only be counted once.

Section E – Provide the type of service you provide to each student as listed on the service section of the IEP. Be sure to include the students you are providing instruction but not responsible for the confidential paperwork (meaning teacher of record TOR). Also, one student may have multiple types of service depending on the needs therefore, if you provide multiple services to a student, you will count the student for each service you provide. e.g., Sally's IEP services lists Reading 1 hour per day for 5 days a week for direct instruction and Math 1 hour per week for collaboration. You would count this student in collaboration and direct instruction if you provide both services.

Section F – Provide the amount/frequency of services you provide to each student each week. Be sure to include the students you are providing instruction but not responsible for the confidential paperwork (meaning teacher of record TOR).

Section G – Total Workload should calculate automatically. If this feature is not working, please download the document to your computer and then reenter the information.

Terms/Definitions

Service Minutes – Are the total minutes of service provided to students according to the services listed in the IEPs. The service minutes are counted for all students a teacher provides services to even if they are not the teacher of record for the confidential files.

Teacher of Record (TOR) – TOR is the teacher assigned to ensure compliance with a student’s confidential records (RED, parent consent, MEEGS, IEP, written notice, meeting invitation). This person holds a current special education certification.

Workload – Is a method to calculate a teacher’s workload that extends beyond just the confidential student files a teacher may be responsible for (TOR). This method accounts for other aspects in a teacher’s job duties such as students the teacher provides instruction to but not TOR.

Indirect Services – Consists of work on the student’s behalf that ensures access, accommodations, and service coordination. It is not direct service, as it does not occur face-to-face with the student on a regularly scheduled basis.

Direct Services – Consists of work with the student’s teachers and other service providers to plan, coordinate, and ensure services are provided. Direct services are also when the special education teacher provides direct instruction to meet the IEP goals/objectives.

Consultation – General education teacher(s) have primary instructional responsibility. The special education teacher or related service provider provides the general education teacher(s) resources and input regarding the implementation of modifications, accommodations, behavior intervention plans, targeted academic interventions, etc. to ensure the child remains involved and makes appropriate progress in the general education curriculum as associated with their IEP goal(s).

Monitoring – the student received primary instruction from a general education teacher. The special education teacher or related service personnel monitors the student in the general education setting for a variety of components related to the student’s IEP (e.g., collecting data on goals, observing to make certain accommodations are appropriate and implemented within the general education setting, observing student behaviors, checking on chronic absenteeism, assignment completion, grades, etc.)

Collaboration – The student receives primary instruction from a general education teacher. The special education teacher and/or related service provider supports through re-teaching and reinforcing skills, etc. This type of service support may occur within the general education setting (push-in model) or within a special education setting (pull-out model). Collaboration also may include co-planning between general education and special education teacher for accommodations and/or modifications or differentiated instruction.

Coteaching – the student receives primary instruction from **both** a teacher who holds a general education credential(s) and a special education teacher with special education credential(s). The two teachers have an equal partnership in the responsibility of the students’ progress.

Direct Instruction – The student receives primary instruction from a special education teacher who has the special education credential(s) and the required OSDE content credential(s). this type of service is provided outside of the general education setting.