

Caseload versus Workload Guidance March 2011

Caseload refers to the number of students with IEPs for whom the special education teacher is the IEP manager and each student is counted as “one” no matter the needs or severity.

Workload refers to all of the responsibilities of the special education teacher and is based on the severity of student needs.

Six elements of workload:

1. Specially Designed Instruction: adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction
 - a. Direct instruction: special education services provided by a teacher or a related service professional to the student in a face to face manner when the services are related to instruction, including cooperative teaching
 - b. Indirect service: work on the student’s behalf that ensures access, accommodations, and service coordination. Services provided by a teacher or related services professional to another adults to the extent that the services are written in a student’s IEP
2. Evaluations and Re-evaluations: the procedures and processes, including testing the student and writing the report to determined eligibility for IDEA services. (Estimated to take 10-20 hours to complete one full evaluation.)
3. Due Process, Required Procedures, and IEP Management Responsibilities: documentation required to ensure procedural safeguards for students with disabilities. The IEP manager’s responsibility is to coordinate the delivery of special education services in the student’s IEP and to serve as the primary contact for the parent.
4. Preparation Time: Creating many individualized lessons to address individual goals and objectives for each student. Preparation time for special education teachers is qualitatively different than for general educators, as there is little prepared curriculum. Examples of essential components can be: curriculum modification, progress monitoring, data collection/analysis, identify new interventions, develop strategies or methods for instruction.
5. Directing the Work of Paraprofessionals: This includes regular communication (organize and manage schedules,) organize and provide materials and resources necessary to carry out the objectives for each paraprofessional’s activity, daily direction for skills and constructive feedback, training and modeling of appropriate intervention and teaching techniques, accountability for following through with programming.
6. Other Assignments: non-special education activities that are on a regularly scheduled basis can not be funded by special education. (i.e. supervision of study hall, recess, 504 plans, lunch, bus duty)