

# ESTABLISHING THE 2017-2018 WORKLOAD BASELINE

## THE ISSUE:

- New contract language changes the baseline for calculation of workload:

*Article 5.D. Work Load*

*1. The work load of professional educators shall be generally comparable to that which existed in the 2010–2011 **2017-2018** school year.*

- Effective next year, the threshold class size/caseload charts will define certain aspects of workload and provide the remedy for increases to it.
- But, class size/caseload is just one aspect of workload. If the chart doesn't cover the specific workload issue, how do we determine what a workload increase is?  
Answer: Look to the established practice.

## THE BACKGROUND:

- Some aspects of workload have been identified:
  - Instructional time
  - Student contact, but non-instructional, time
  - Educator self-directed time
  - Administrator-directed time
  - Time spent in professional development

## THE TASK:

- Documenting the 2017-2018 practice in a thoughtful, methodical way, to be used as evidence in the future to prove our claims of workload increases.
  - How to identify and describe aspects of current workload?
  - How to collect the data?
  - Where to store it?

## Part 1:

- Consider your job in terms of these 3 questions:
  1. What do you do? What are the basic duties/responsibilities of your position?
  2. What are the different blocks of time into which your job is divided?
  3. How much work do you have to do? How many?