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?