

## Workload Duties Description

### 1. Direct Services

- a. Definition: Direct Services/interventions are defined as hands-on, face-to-face interactions between the service provider and the student.

- i. Examples

- 1. Pull-out therapy
    - 2. Large group instruction in the regular education classroom
    - 3. Co-teaching the regular education classroom
    - 4. Tutoring
    - 5. Small group instruction in the special education classroom
    - 6. Medication administration
    - 7. Hearing aid or cochlear implant checks
    - 8. Social skill groups or counseling
    - 9. Other

### 2. Consultation with Staff

- a. Definition: An indirect service that is conducted on behalf of a student on the service provider's caseload. The student is not present during this activity. The interaction (e.g., face-to-face, phone, email) occurs between the service provider and another individual (but not the parent). It occurs when two or more individuals (e.g., the SLP and teacher) work together to solve a problem related to the student's academic, behavioral, socio-emotional, vocational, functional, and other skills.

- i. Examples

- 1. Consultation the service provider and a teacher, special education teacher, SLP, PT, OT, nurse, or APE teacher.
    - 2. Collaborative planning for the development of lesson plans, professional development, and shared learning.
    - 3. Team planning
    - 4. Consult with teachers to match the student's learning style with instruction, services or interventions
    - 5. Other

### 3. Other Indirect Services/Interventions

- a. Definition: Other indirect activities are defined as those activities that are related to the student's IEP or intervention plan (e.g., goals, objectives, LRE, accommodations, modifications, services). These activities are conducted on behalf of a student on the service provider's caseload. The student is not present during this activity. It occurs when the service provider works to create, adapt/modify, troubleshoot, program, maintain, install, or design something that will help the student make progress toward his/her IEP or intervention goals/objectives.

- i. Examples

- 1. Preparing for instruction (e.g., adjusting the physical space, developing your own lesson plans)

2. Designing work
  3. Creating or adapting materials, equipment, curricula, etc.
  4. Troubleshooting, programming, maintaining, and installing technology (e.g., hearing aids, FM units, AAC, Assistive Technology)
  5. Schedule repairs of technology
  6. Designing alternate assessment activities
  7. Modifying or adapting class work, tests, quizzes, homework, etc.
  8. Exploring the research to find research-based interventions
  9. Other
4. Diagnostics (not interventions)
- a. Definition: Time spent on collecting and interpreting data related to the nature and existence of a student's suspected disability, continued eligibility in special education, present levels of academic and functional performance, progress in the curriculum and IEP/intervention goals and objectives, the function of behaviors, health status, etc. This would not include intervention activities (e.g., placement in the resource room to receive intensive phonemic awareness interventions, pullout speech therapy to improve the /r/ sound) that are designed to determine placement into regular education or special education programs.
    - i. Examples
      1. Screening (e.g., hearing, communication, vision, reading fluency probes)
      2. Testing, evaluation, and assessment
      3. Scoring norm-referenced assessments
      4. Progress monitoring
      5. Functional behavioral assessments
      6. Observations
      7. Interviews
      8. Other
5. Meetings (with or without parent)
- a. Definition: Time spent meeting with parents or other professionals to share information, professionally develop staff, etc. The meeting could be held face-to-face, through phone calls, or via videoconferences.
    - i. Examples
      1. Special education related meetings (e.g., IEP, ETR, planning, manifestation determinations)
      2. Intervention related meetings (e.g., RTI/IAT, pre-referral, data sharing with parents)
      3. Performance evaluation meetings with administrator
      4. Meetings with supervisor and supervisee
      5. Parent-teacher conferences
      6. Staff meetings
      7. Professional Development
      8. Other

## 6. Required Documentation

- a. Definition: Time spent on paperwork that supports compliance with district, state, and federal mandates.

- i. Examples

- 1. Writing IEPs and ETRs
    - 2. Completing special education paperwork (e.g., prior written notices)
    - 3. EMIS
    - 4. Medicaid billing
    - 5. Posting information in the permanent record folders
    - 6. Write funding reports (e.g., AAC evaluations)
    - 7. Other

## 7. Correspondences

- a. Definition: Time spent creating or responding to emails, phone calls, written contacts, etc. This also includes time spent making referrals to other professionals or agencies.

- i. Examples

- 1. Writing in the student's home-school journal
    - 2. Responding to a parent or staff member's email
    - 3. Responding to a note in your school mailbox
    - 4. Emailing special education director
    - 5. Other

## 8. Other

- a. Definition: Time spent on activities that are not covered in the previous categories

- i. Examples

- 1. Transporting students to and from a setting
    - 2. Travelling between buildings
    - 3. Field trips or community outings
    - 4. Fire drills
    - 5. Assemblies
    - 6. School programs
    - 7. Other

## 9. Contractual Duties

- a. Definition: Time spent on duties that are mandated by your contract or administration (and don't fit into other categories)

- i. Examples

- 1. Bus duty
    - 2. Hall monitor
    - 3. Cafeteria monitor
    - 4. Recess duty
    - 5. Other

## 10. Contractual Lunch

- a. Definition: Time spent only taking lunch. This would not include the time spent eating and completing other workload duties (i.e., multitasking).