

Staffing Models: Case Load Analysis Versus Work Load Analysis

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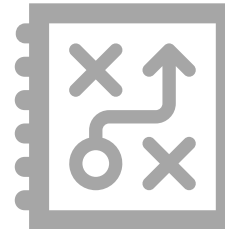
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This presentation...



Is a model based on research



Shares examples of methodology
that can be used for a workload
analysis

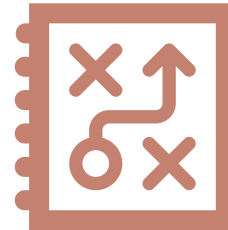


Factors in various components
involved in educating students

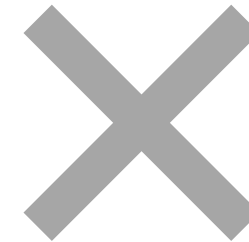
This presentation is not...



A one size fits all plan



The one way to do a workload plan



Focused on bare minimums

How do you staff?

Caseload

Student centered

Historical basis

Squeaky wheel

Survival



Comparison of Caseload and Workload Staffing Models

Traditionally we talk about the number of students on a **CASELOAD**. The caseload model assigns students without consideration for the intensity of services or amount of time needed to provide them. It is a head count.

WORKLOAD takes into consideration the supports and services needed by each unique student. A workload model adapts to the changing needs of students and includes both direct and indirect supports. It is based on severity of students' needs.



“Manage priorities,
not time.”

– Larry Winget

Caseloads in Special Education: An Integration of Research Findings



Increase in caseloads equals an increase in meeting times and paperwork demands



Researchers hypothesize that large caseloads contribute to the high attrition rate in special education



10% of all special educators left teaching within 6 years

Russ, Chiang, Rylance, Bongers, 2001

Caseload Concerns in Special Education



Caseloads have become unmanageable



72% of special education teachers reported large caseloads negatively impacted ability to meet student needs



Larger caseloads are perceived to diminish student outcomes on IEPs



Priority for professional and advocacy groups

American Speech-Language Hearing Association (ASHA), 2002

Specially designed instruction (SDI) defined by IDEA

“adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child’s disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.” 34 CFR §300.39(b)(3).

What is included?

Direct instruction

Planning time

Consultation with general ed teachers

Modifications/adaptation of curriculum

Demonstration teaching

Directing the work of paraprofessionals

Planning with related service staff

Coordination of services

Parent communication

IEP management

Annual reviews

Progress management

Behavior intervention plans

Other duties as assigned...





“You can do anything, but not everything.”

– David Allen



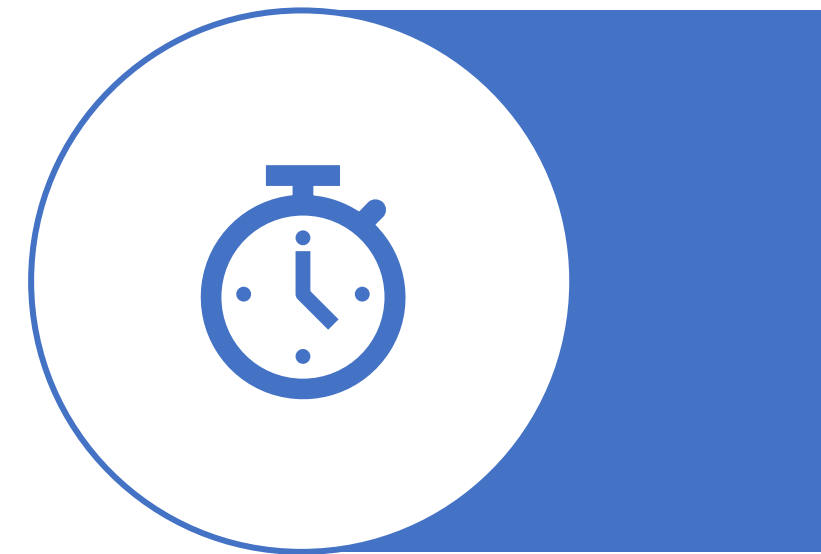
TASB Workload Analysis Model



Student Solutions

Workload analysis model

Contact Minutes
+ Instructional Supports
+ Behavioral Supports
+ Other Duties as Assigned
Staff/Student Workload





TASB Workload Analysis Model

The results of any needs assessment for staffing of Special Education programs should:

- Be based on the severity of student needs
- Promote data-driven decision making
- Be aware of increasing legal requirements
- Include the time required to meet IEP services during the instructional day
- Apply to a wide range of service delivery models
- Account for increased communication needs
- Be based on student benefit and ensure a Free Appropriate Public Education (FAPE)
- Be grounded in political and financial realities
- Be supportive of special educators

TASB Workload Analysis Model

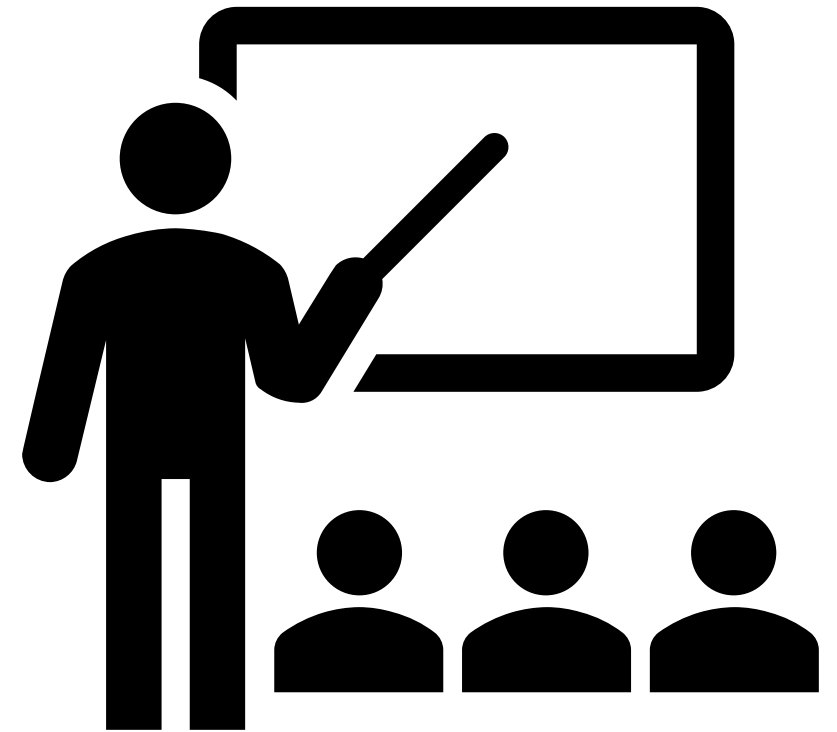
Three types of Workload Analysis

1. Related Service (RS)
2. Instructional Supports (IS)
3. Assessment Estimation (AE)

Areas	Weight
Special Education Service Time in the IEP RS & IS	0-4
Instructional Supports Outlined in the IEP IS	0-4
Behavioral Support IS	0-4
Assessment Need RS & AE	Estimate

1. Determine the weight in each stream per child.
2. Add streams together for each child.
3. Disaggregate the weights by subgroups (school, grade, special program).
4. Apply staffing ratio based on district structure.
5. Compare to current staffing.

Staff for student success,
not for the number of
students in your district.

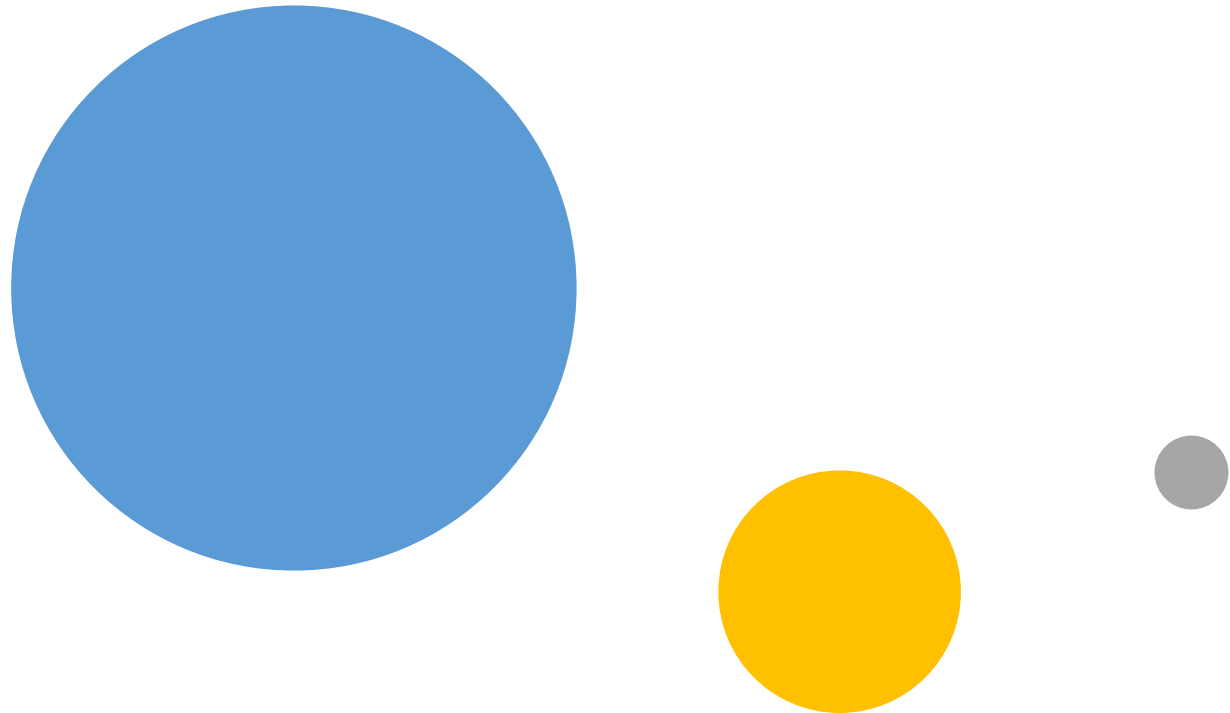




Related Services



Student Solutions



American Occupational Therapy Association, Inc. (AOTA)
American Physical Therapy Association (APTA)
American Speech-Language-Hearing Association (ASHA)



Workload Approach: A Paradigm Shift for Positive Impact on Student Outcomes

School systems across the country have been tasked with implementing more rigorous curricula. With their focus on facilitating access to and participation in educational activities and routines, occupational therapists (OTs), physical therapists (PTs), and speech-language pathologists (SLPs) continue to play critical roles in helping students in general and special education programs achieve positive learning outcomes and prepare “for further education, employment, and independent living”—a primary goal of the Individuals with Disabilities Education Act (IDEA; PL 108-446) per Section 601(d)(1)(A). Ongoing contributions of these three related service providers (RSPs)/specialized instructional support personnel (SISP) increase the likelihood that local school districts will reach state and national achievement standards, including Common Core State Standards (CCSS) (American Occupational Therapy Association Workgroup of Leaders in State Departments of Education, 2013). Adopting a workload approach may be a more effective way to deliver services of OTs, PTs, and SLPs and improve student outcomes.

Caseload and workload are different approaches to both student assignment and staff allocation for service. The *caseload method* designates staff based on a specific number of students assigned in Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and 504 Plans without regard to the amount of time required to meet each student’s needs or the therapists’ other responsibilities within the broader school setting. Caseloads can also be quantified in terms of the number of intervention sessions available during a given time period. A caseload approach is reflective of a medical model and does not capture the variety or range of service demands placed on OTs, PTs, or SLPs in school settings.

Workload refers to all activities required to be performed by RSPs/SISP and addresses the range of demands on OTs, PTs, and SLPs. Increasingly, students in special needs programs may exhibit complex medical and behavioral challenges while they are being directed to meet more rigorous academic standards. With the reauthorization of IDEA 2004 and its focus on inclusion and accountability, the workloads of RSPs/SISP have broadened from traditional “direct and indirect” services to include student participation in educational initiatives such as Universal Design for Learning (UDL), Positive Behavioral Intervention Supports (PBIS), and Response to Intervention (RTI). There is a growing need to support all students in the least restrictive environment (LRE) and facilitate participation in the general education curriculum; a workload approach helps to meet this demand.

Workload is reflective of educational setting requirements and includes assessment and interventions as well as ongoing collaboration with regular and special education staff, communication with parents, and participation in school and district-level committees. To serve all students appropriately, a variety of measures may be used, including but not limited to assistive technology, accommodations, modifications, and therapeutic strategies. Workload includes time spent performing other activities

1

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Related Service Duties

carrying out comprehensive diagnostic evaluations and writing reports

participating as a member of multi-disciplinary teams and staffings

developing Individual Education Plan (IEP) goals and objectives and/or treatment plans

participating in on-going teacher and parent conferences and family education support

providing training

receiving training, learning and utilizing computerized management systems

completing ongoing paperwork requirements for students receiving School Health and Related Services (SHARS)

participating in continuing professional education

participating in annual review conferences and staffing

participating in the pre-referral and referral process

staff meetings, site-based committee meetings, and site-based duties, as assigned

supervising support personnel, interns, and assistants



Related Service Workload Staffing Analysis

Compute

weekly amount of direct service needs

Apply

multiplier ranging from 1.5-2.7

Divide

final number by number of hours in the week



IEP CONTACT HOURS PER WEEK

- 1x30 minutes/week = .5
- 1x60 minutes/week = 1.0
- 2x30 minutes/week = 1.0
- 1x30 minutes/month = .125
- 2x45 minutes/month = .375
- 7x30 minutes/9-week reporting period = .38

Related Service Workload Staffing Analysis

Overall Multiplier Determination

FACTOR	EXTRA-INTERVENTION DUTIES
1.7 – 1.8	<p><i>Very minimal</i>; use for therapy assistants & providers who:</p> <ul style="list-style-type: none"> • Serve 1-2 sites • Serve students with low-intensity needs • Do not supervise therapy assistants • Have limited or no participation in regular education initiatives • Have workload in which the majority of students have minimal need/severity
1.9 – 2.0	<p><i>Minimal</i>; use for therapy assistants & providers who:</p> <ul style="list-style-type: none"> • Serve 2-3 sites • Serve students with varied intensity of need • Do not supervise therapy assistants • Have some participation in regular education initiatives • Have workload in which the majority of students have low need/severity
2.1 – 2.2	<p><i>Moderate</i>; use for providers who:</p> <ul style="list-style-type: none"> • Serve 3-4 sites • Serve students with varied intensity of need • Supervise 1 therapy assistant • Have routine participation in regular education initiatives • Have workload in which the majority of students have mild need/severity
2.3 – 2.4	<p><i>Somewhat extensive</i>; use for providers who:</p> <ul style="list-style-type: none"> • Serve 3-4 sites • Serve students with varied intensity of need

1.7 multiplier example



72.5% - intervention, documentation, and planning (allowing 1 hour of documentation for every 4 hours spent intervening)

29 hours for intervention, documentation, and planning
23.2 hours available for student contact
6.8 hours will be spent documenting



13.2% - assessment (5.3 hours/week)



8% - IEP meetings and staffings (3.2 hours/week)



6.3% - lunch (2.5 hours/week)

Other Rel Serv	Duration	Durationtype	Frequency	Weekly time	Percentage	Weight	Staffing Needs
Counseling Services	20	Minutes	Week	20	0.2	0.4	0.68
Occupational Therapy	30	Minutes	1 time per week, 6 of 9 weeks	20	0.2	0.4	0.68
Occupational Therapy	20	Minutes	1 time per week, 8 of 9 weeks	18	0.18	0.36	0.612
Occupational Therapy	20	Minutes	1 time per week, 4 of 6 weeks	15	0.15	0.3	0.51
Occupational Therapy	25	Minutes	1x per 2 weeks	13	0.13	0.26	0.442
Occupational Therapy	30	Minutes	1 per 3 weeks	10	0.1	0.2	0.34
Orientation/Mobility	20	Minutes	2 X Month, direct	10	0.1	0.2	0.34
Physical Therapy	20	Minutes	direct services, every other week	10	0.1	0.2	0.34
Counseling Services	15	Minutes	every 2 weeks	8	0.08	0.16	0.272
Occupational Therapy	25	Minutes	1x per 3 weeks	8	0.08	0.16	0.272
Occupational Therapy	20	Minutes	1 time per week, every 3 weeks	7	0.07	0.14	0.238
Physical Therapy	20	Minutes	1 time per 3 weeks, direct	7	0.07	0.14	0.238
Occupational Therapy	25	Minutes	4 X/9 Weeks	6	0.06	0.12	0.204
Occupational Therapy	20	Minutes	4 x per 9 weeks	5	0.05	0.1	0.17
Physical Therapy	15	Minutes	direct, 1 x every 3 weeks	5	0.05	0.1	0.17
Occupational Therapy	25	Minutes	4x per 9 weeks	4	0.04	0.08	0.136
Counseling Services	30	Minutes	2 x per 9 wks	3	0.03	0.06	0.102
Occupational Therapy	30	Minutes	1 x every 9 weeks	3	0.03	0.06	0.102
Psychological Services	10	Minutes	per 3 weeks	3	0.03	0.06	0.102
Occupational Therapy	20	Minutes	2 x per 9 wks	2	0.02	0.04	0.068
Occupational Therapy	15	Minutes	1 X per 9 weeks	1	0.01	0.02	0.034
Physical Therapy	15	Minutes	1 x per 9 weeks, direct	1	0.01	0.02	0.034





Instructional Supports



Student Solutions

Various models available across the US

- Minnesota Department of Education
- Illinois State Board of Education
- National Education Association
- Region 20 Model

Minnesota Workload Analysis Procedure Example

Calculate direct and indirect minutes needed to serve all students by staff member

- Direct/Indirect Time
- Evaluation/Reevaluation Time
- Preparation Time
- Other Duties Totals

Divide everything by the total contract hours per year

Minnesota Workload Analysis Procedure Example

For example:

Student	Total direct and indirect minutes per week from IEP	Hours per week (min/60)	Hours per year (hours per wk x wks per year)
John S	150 min.	2.5 hours	80 hours
Susie K	200 min.	3.3 hours	105.6 hours
Kelly K	150 min.	2.5 hours	80 hours
Sam L	150 min.	2.5 hours	80 hours
Peter J	200 min.	3.3 hours	105.6 hours
Sue W	175 min.	2.9 hours	93.3 hours
John M	150 min.	2.5 hours	80 hours
Jennifer H	200 min.	3.3 hours	105.6 hours
Ashley T	150 min.	2.5 hours	80 hours
Colin T	150 min.	2.5 hours	80 hours
Seth R	200 min.	3.3 hours	105.6 hours
Adam N	175 min.	2.9 hours	93.3 hours
		Total	1089 hours



Minnesota Workload Analysis Procedure Example

180 hours x 7.5 hours per day = 1,350 hours contracted per year

Then, add up “Areas to Determine Workload” as described above. For example:

Direct/Indirect Total	Evaluation/Re- evaluation Total	Preparation Time	Other Due Process Totals	Workload Total
1089 hours	40 hours	180 hours	24 hours	1333 hours

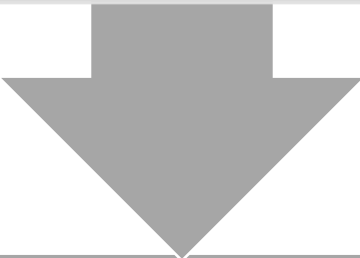
Finally, divide the workload total by the total contracted hours per year. A percentage at or above 96% would be considered an appropriate workload.



Illinois State Board of Education Model

Data collected from all staff on a yearly basis

Responsibilities of special educator	Instructional service needs of students	Number of students served	Number of IEPs to be completed	Number of responsibilities
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No format provided by ISBE. Each entity is responsible for developing a workload plan. Must be available for audit by the state.



National Education Association Model



BACKGROUNDER: SPECIAL EDUCATION WORKLOAD ANALYSIS MODEL

Traditionally, providers of services to students with disabilities talk in terms of the number of students on their caseloads. Caseload data are based on the number of students with Individualized Education Programs (IEPs) assigned to the educator without consideration for the intensity of services needed by the student or the amount of time needed to provide those services.

Given the transition to more inclusionary practices such as coteaching and supported instruction in the general education setting, thinking in terms of workload more accurately addresses the service demands of special education teachers, paraeducators (paras), and specialized instructional support personnel (SISP). Workload data take into consideration the supports and services, both direct and indirect, provided by teachers, paras, and SISP.

This workload analysis model is intended as a framework to adapt to the changing responsibilities of special education service providers.

Workload Considerations

1. Specially Designed Instruction
 - a. Direct instruction to meet IEP goals/objectives
 - b. Indirect services
 - i. Consultation with general education teachers
 - ii. Adaptation of curricular materials
 - iii. Coordinating with other service providers
 - iv. Collaboration time among special education service providers to discuss progress and next steps for individual students
 1. Teacher of record and general education teacher
 2. Teacher of record and paras
 3. Teacher of record and SISP
 4. SISP and para
 - v. Dedicated planning time for coteaching
2. Inclusionary Practices
 - a. Coteaching (two or more certificated providers)
 - b. Supported instruction (paraeducator supporting general education teacher)
 - c. Push-in services/specialized services provided in general education setting (e.g., speech-language pathologist providing lesson in general education setting)
3. Individual Education Program Management
 - a. Coordination of paperwork regarding IEP meetings
 - b. Development of the IEP
 - c. Progress monitoring and reporting on IEP goals
 - d. Annual review/triennial review
 - e. Initial evaluation/re-evaluation
 - f. Functional behavior assessments/behavioral intervention plans
 - g. Agency service coordination and documentation (Medicaid, VocRehab, etc.)

NEA Education Policy and Practice Department
Center for Great Public Schools 1201 16th St., NW, Washington, D.C. 20036

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Desirable allocation of time:

A: Workload Considerations		Minutes	B: Available Time		Minutes
Specially Designed Instruction: Direct instruction	415	415	Student day (8:00-3:10)	430 x 5 =	2150
Specially Designed Instruction: Indirect services	125	125	Teacher time		-500
Inclusionary Practices	575	575			
IEP Management	480	480			
Weekly workload time	1595	1595	Weekly available time		1650
C: Difference 1650-1595 = 55			minutes available beyond current workload		

With 55 minutes per week unallocated, there is time for the unexpected (parent consult, student emergency, newly enrolled student, etc.)

Example by NEA – Workload Analysis Model



ESC 20 Weighted Caseload Model

- Severity of student needs and types of support services required
- Implementation of a full continuum of service delivery models
- Compliance with special education legal requirements



ESC 20 Weighted Caseload Model

- Specially designed instruction
- Direct instruction to meet the IEP goals/objectives
- Indirect services
- Preparation time
- Directing the work of paraprofessionals
- IEP management responsibilities
- Other assignments



TASB Workload Analysis Model



Student Solutions

TASB Workload Analysis Model

Three types of Workload Analysis

1. Related Service (RS)
2. Instructional Supports (IS)
3. Assessment Estimation (AE)

Areas	Weight
Special Education Service Time in the IEP RS & IS	0-4
Instructional Supports Outlined in the IEP IS	0-4
Behavioral Support IS	0-4
Assessment Need RS & AE	Estimate

1. Determine the weight in each stream per child.
2. Add streams together for each child.
3. Disaggregate the weights by subgroups (school, grade, special program).
4. Apply staffing ratio based on district structure.
5. Compare to current staffing.

TASB Workload Analysis Model

Weighted Area	0	1	2	3	4
Special Education Service Time in the IEP	No service time, instructional arrangement 0, or off campus need that is not supported by staff from the school/district	Less than 5 hours a week, instructional arrangement 40 or 41 or in special education less than 21% of time	5-12.5 hours a week, instructional arrangement 42 or in special education 21-50% of time	12.5-24 hours a week, instructional arrangement 43 or in special education more than 50% but less than 60% of time	More than 24 hours a week, instructional arrangement 44, special instructional arrangements that are intensive needs, in special education more than 60% of time, or off campus need that is supported by staff from the school/district
Instructional Supports Outlined in the IEP	Independent or no instructional support assistance needed	Borderline independence, few accommodations, few modifications or monitor only	Needs frequent assistance, numerous accommodations, numerous modifications, , needs few PCS supports or moderate level of additional instructional support needs	Needs constant assistance, needs constant PCS support, high level of additional instructional support needs	Needs one to one assistance in the IEP (should only be marked as one to one for either instruction or behavior unless two staff members are assigned)
Behavioral Support	No behavioral needs identified in IEP or self regulates behavior	Few or intermittent behavior needs, no BIP, no behavior or autism classroom needs	Needs frequent behavior needs, has BIP with few support needs, in behavior or autism classroom for less than 50% of time	Needs targeted behavior needs, has BIP with in depth support needs, in behavior or autism classroom for more than 50% of time	Needs one to one assistance in the IEP (should only be marked as one to one for either instruction or behavior unless two staff members are assigned)

- Must take into consideration staff members noninstructional duties.
- Model should be fine tuned based on practices in the district.
- Final ratio is based on student/teacher ratio expectations in the regular education program, generally.
- Must compare back to current staffing as recommendations that are too out of range of current staffing will be rejected.

TASB Workload Analysis Model

Weighted Area	0	1	2	3	4
Special Education Service Time in the IEP	No service time, instructional arrangement 0, or off campus need that is not supported by staff from the school/district	Less than 5 hours a week, instructional arrangement 40 or 41 or in special education less than 21% of time	5-12.5 hours a week, instructional arrangement 42 or in special education 21-50% of time	12.5-24 hours a week, instructional arrangement 43 or in special education more than 50% but less than 60% of time	More than 24 hours a week, instructional arrangement 44, special instructional arrangements that are intensive needs, in special education more than 60% of time, or off campus need that is supported by staff from the school/district
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Service Type	Spec Ed Time	Frequency	Minutes	Multiplier	Min per week	Hours per week	Hours per week	Weight
In Class Support	180 mins	per Day	180	5	900	15.000000	15.0	3
Daily Living Skills	218 minutes/day		218	5	1090	18.166667	18.2	3
Developmental Math	62 minutes/day		62	5	310	5.166667	5.2	2
Developmental ELAR	66 minutes/day		66	5	330	5.500000	5.5	2
Developmental Science	66 minutes/day		66	5	330	5.500000	5.5	2
Developmental Social Studies	66 minutes/day		66	5	330	5.500000	5.5	2
Reading	68 minutes/day		68	5	340	5.666667	5.7	2
Science	68 minutes/day		68	5	340	5.666667	5.7	2
Social Studies	68 minutes/day		68	5	340	5.666667	5.7	2
In Class Support		360per week	360	1	360	6.000000	6.0	2
Resource Reading	75 mins/day		75	5	375	6.250000	6.3	2
Developmental Reading	90 minutes/day		90	5	450	7.500000	7.5	2
In Class Support		90 per Day	90	5	450	7.500000	7.5	2
In Class Support		180every 2 days	180	2.5	450	7.500000	7.5	2
In Class Support	90 minutes	Every PE class	90	5	450	7.500000	7.5	2
Daily Living Skills	96 mins/day		96	5	480	8.000000	8.0	2
In Class Support	135 mins/day		135	5	675	11.250000	11.3	2
Occupational Therapy		15every 6 weeks	15	0.166	2.49	0.041500	0.1	1
Occupational Therapy	20 minutes	per 9 weeks	20	0.111	2.22	0.037000	0.1	1
VI Services	20 minutes	1 x per 9 weeks	20	0.111	2.22	0.037000	0.1	1
Occupational Therapy	15 minutes	1 time per 9 weeks	15	0.111	1.665	0.027750	0.1	1
Occupational Therapy	15 minutes	1 x per 9 weeks	15	0.111	1.665	0.027750	0.1	1
Orientation/Mobility	15 minutes	1 x per 9 weeks	15	0.111	1.665	0.027750	0.1	1
Physical Therapy	30 minutes	Semester	30	0.0555	1.665	0.027750	0.1	1
Psychological Services	20 minutes	5 times in Fall '20	20	0.25	5	0.083333	0.1	1
VI Services	30 minutes	6 sessions	30	0.25	7.5	0.125000	0.1	1
Speech and Language Therapy	20 Mins	4x per 9 wks	20	0.444	8.88	0.148000	0.1	1
Physical Therapy	30 minutes	per 4 weeks	30	0.25	7.5	0.125000	0.1	1
Psychological Services	15 minutes	every 2 weeks	15	0.5	7.5	0.125000	0.1	1





Assessments



Warning!

Of all estimates for staffing, the assessment staffing estimations are the most difficult to determine.



Assessment Workload Analysis Estimations

Assessment staff covers a wide variety of staff inclusive of Licensed Specialists in School Psychology (LSSP), Educational Diagnosticians, and School Psychologists.

Estimating staffing needs for assessment is difficult due to the variability in roles, assessments and other duties assigned.

Assessment Workload Analysis Estimations

- Estimated at about 1/3 of the current SPED population
- Estimate percentage of entire school population based on historical average from SPP for last three years
- In absence of historical information use about half of 3-5% of population (aligned to RtI tier three) estimated at about 1/3 of the current population

Assessment Workload Analysis Estimations

An accurate FTE count for assessment staff depends on their overall responsibilities.

On average an assessment staff member will spend about 25 hours a week assessing and report writing and 15 hours a week serving overall student needs.

In a given year of about 170 instructional days, about 850 hours can be allocated to assessment.

Wrap Up

Student ratios shouldn't be about the number of special education students assigned to a teacher. They should be about the nature, type and intensity of services and supports needed by each student.

Important things to remember...

- STARTING POINT FOR DISCUSSION
- DATA IS THE FIRST STEP
- WORKLOAD ANALYSIS IS ONLY AS STRONG AS YOUR IEPS
- TAKE INTO CONSIDERATION HIGH NEED STUDENTS
- STAFF SERVING MULTIPLE CAMPUSES IS IMPORTANT, IT IS HARD TO STAFF FOR PART OF A PERSON
- CONSIDER THE ROLE OF TEACHERS VERSUS PARAPROFESSIONALS
- DON'T FORGET YOUR RELATED SERVICE NEEDS
- BRING YOUR STAFF ALONG SO THEY UNDERSTAND
- NOT THE FINAL ANSWER
- STUDENT CENTERED APPROACH TO STAFFING

William Butler Yeats

Education is not the
filling of a pail, but
the lighting of a fire.



Resources



AOTA, APTA & ASHA

[Workload Approach: A Paradigm Shift for Positive Impact on Student Outcomes](#)



[A Workload Analysis Formula to Increase the Retention of Special Education Teachers in Minnesota](#) by John M. Anderson



ESC 20

[Staffing Considerations](#)



National Education Association

[Special Education Workload Analysis Model](#)



Achieve a student-centered staffing ratio with a
Special Education workload analysis.

We are ready to work with you to identify your most pressing needs and tailor solutions to address them!



Student Solutions

tasb.org/services/student-solutions
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