

## **PRIORITY RECOMMENDATIONS**

### **REDUCTION OF PAPERWORK/TEACHER WORKLOAD:**

1. Evaluate existing paperwork requirements/expectations at each school in the area of reading and math in grades K-5
  - a. Determine workload expectations and overload in the collecting, recording, and storing of data/information in order to establish consistency in expectations across all the schools.
    - i. Director of Curriculum and Instruction will initiate the review and input phase of this process with reading coaches, principals, and classroom teachers at each elementary school.
  - b. Develop the reduction guidelines and “bottom line” expectations for the collecting, recording, and storing of data/information in the above identified areas for each school.
  - c. Principals must limit the amount of other information they require and utilize the paperwork reduction clerk to limit the amount of data recording and entry teachers are expected to perform.
  - d. Principals at all schools will work together to develop consistent recording, collecting, and storing of student performance/assessment data before altering or adding teacher workload expectations. If changes are identified, the principals must notify the Chairperson of the Joint Workload Committee for review, input, and support for the implementation of the expectation.
  - e. If a teacher has a workload concern, he/she should contact a member of the Joint Workload Committee.
  - f. Evaluate the role of the data clerk at each elementary school. Clarify role and responsibilities.
2. Consider a data technician for schools (data entry for student academic information, runs reports, develops spread sheets, customize reports for the monitoring of student progress, developing reports as requested by the principal, teacher, grade level)
3. Implement a data warehousing system for the district.
4. When new initiatives that effect teacher workload are considered at the school site or district wide:
  - a. Consideration must be given to the purpose and effectiveness of the initiative and the expectations on teachers and his/her workload and a summary of the expectations developed.
  - b. The person responsible for the initiative must notify the Chairperson of the Joint Workload Committee to provide information about the impact and expectations of the initiative and expected impact on teacher workload.
  - c. The Chairperson of the Joint Workload Committee shall be notified by the person(s) requesting the implementation for review, input, and support for the implementation of the initiative.

**PROVIDE ADDITIONAL TIME:**

1. Maintain seven early release days for inservice/collaboration and add four additional workdays (at least one per nine weeks) beyond the number of full workdays in the current school calendar. We recommend that a Calendar Committee with representation from all stakeholders develop the designated early release/workdays and the designation of inservice/collaboration/teacher workdays.
2. Explore the future possibility of elementary or secondary teachers who teach at least half of the day (3.5 hours) in reading/language arts and/or math and/or science receiving additional monetary compensation for the purpose of individual teacher planning/instructional preparation.

**DEMOGRAPHICS/STUDENT POPULATION:** Overcrowded schools, economically diverse populations, student loads at secondary/certain schools:

1. Provide more discretionary resources (time, money, personnel) at schools that have the greatest gaps in student learning among subpopulations. (Based upon: SRUSS data, FCAT subpop/disaggregated data, attendance, discipline, other issues).
2. More attention given to scheduling students, especially at the secondary level. Must give consideration to subpopulation categories by class period/teacher.

## Priority Recommendations

### Reduction of Paperwork/Teacher Workload

The committee finds that the most outstanding needs in the area of paperwork reduction are as follows:

1. Duplication of paperwork and record keeping primarily in elementary schools
  - Colored grade level sheets on each student to record all test and criteria data
  - Spreadsheets for individual teachers to keep track of testing data
  - School spreadsheets at some locations that repeat all of this data
  - GL indicators for Reading and Math
  - PMP (Progress Monitoring Plan) - a document that is exactly like an AIP that SHOULD be written only as a last resort

In this same area of concern, there SHOULD be consistency in all schools with paperwork and methods of data collection.

2. The number of meetings on early release days is a concern.
3. A workload concern is all of the verification of data, included grades and attendance, when Pinnacle and Genesis should handle this issue.
4. Reading and ESOL endorsements are a huge concern, based on the time and energy involved in course work. Is this necessary for the state or being encouraged as a precaution?

Workload Committee  
3/13/07  
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