

## **Executive Summary: Teacher on Special Assignment - AI Specialist Position**

Recently, I conducted a listening tour across the district following the administration of the Great Place to Work survey. Faculty feedback indicated an unsustainable “time poverty” where administrative tasks are crowding out teaching time and leading to burn-out. In response to staff concerns, this document provides the rationale for the creation of a temporary, two-year Teacher on Special Assignment (TOSA) - AI Specialist position. Unlike traditional instructional coaches who focus on pedagogy, this role is a technical specialist dedicated to operational efficiency. The primary key performance indicator for this employee is to identify, build, and implement automated workflows that remove administrative burdens from our staff. This is a strategic investment to combat teacher burnout by returning hours of autonomous planning time to our educators.

### **The Problem: Administrative Load and Teacher Burnout**

Teacher burnout is no longer just a feeling; it is a measurable crisis driven largely by non-instructional tasks.

- Burnout Statistics: According to a [2024 survey by the RAND Corporation](#), 60% of K-12 educators reported feeling burned out, with "administrative work outside of teaching" cited as a primary stressor.
- Retention Risk: [Research from the University of Missouri \(2025\)](#) indicates that nearly 78% of teachers have considered leaving the profession since the pandemic, often citing excessive workloads.

Our teachers are spending valuable time on data entry, email drafting, and routine paperwork, time that should be spent on student instruction and personal well-being.

### **The Solution: Automation as a Support Strategy**

I am proposing a 2-year specialist position to build the infrastructure required to automate these tasks. This specialist will not just show teachers how to use AI; they will build the tools that do the work for them.

### **Qualifications**

Key qualifications for this position include:

- Minimum of five years of successful teaching experience.
- Demonstrated proficiency in artificial intelligence platforms, Large Language Models (LLMs), and workflow automation tools.
- Experience in research-based instructional practices.

### **Research Supporting This Approach**

#### **1. The AI Dividend and Time Savings**

Recent [polling by the Gallup and Walton Family Foundation \(2025\)](#) coined the term "AI Dividend." Their data shows that teachers who utilize AI automation tools at least weekly save an average of 5.9 hours per week. Over a school year, this equates to roughly six weeks of regained time that can be reinvested in student learning and teacher work-life balance.

## 2. Potential for Automation

A landmark [report by McKinsey & Company](#) analyzed the specific daily activities of teachers and found that 20% to 40% of current teacher hours are spent on activities that could be automated using existing technology. By targeting this 20-40% (administration, preparation, and evaluation), we can significantly reduce the after-hours work that leads to burnout without impacting face-to-face student time.

## 3. Federal Recommendations

The U.S. Department of Education's Office of Educational Technology released the report ["Artificial Intelligence and the Future of Teaching and Learning."](#) which specifically advocates for "human-centered" automation. The Department argues that AI should be used to reduce low-level administrative burdens, explicitly stating that the goal of AI in schools should be to enhance, not replace, the human element of teaching by handling the rote tasks that distract from instruction.

### **The Strategy**

This position is designed as a temporary insertion of technical expertise.

- **Year 1:** Audit district workflows and build automations (e.g., parent communication logs, grading assistants, IEP data summaries).
- **Year 2:** Train staff on maintaining these systems and develop a district AI guidebook
- **End of Term:** By the end of the second year, the systems will be self-sustaining. The role will dissolve, and the employee will return to their previous assignment or a new role within the district, leaving behind an infrastructure of efficiency.

### **Return on Investment (ROI)**

If this specialist can implement tools that save just 2 hours per week for our 100+ certified staff members, we effectively return over 200 hours of productivity to the district every single week. This creates a more sustainable work environment, reduces substitute costs associated with burnout-related absences, and directly impacts classroom energy.

### **Recommendation**

I recommend the Board consider the approval of the Teacher on Special Assignment - AI Specialist for a term of two years, effective immediately for the upcoming school year.