

# 1120-Teacher on Special Assignment

*Washington County School District - Approved 9-14-04; Revised 9-13-05; Revised 8-12-08; Revised 5-10-11; Revised 4-14-15*

## 1. PURPOSE:

The purpose of this policy is to implement guidelines that will ensure appropriate and responsible use of Teachers on Special Assignment.

## 2. POLICY:

Teacher on Special Assignment (TSA) or Teacher Specialist is the term used to describe a licensed teacher who has been assigned to perform duties other than classroom instruction. The assignment may include, but not be limited to, working on special programs and/or curriculum development; However, TSA and Teacher Specialist assignments are not typically intended to provide or replace administrative judgment, direction, or oversight. Because a TSA opportunity provides exposure to unique program responsibility and development potentially enhancing an educator's career, it is important that eligibility, qualifications, competition requirements, and limitations are clearly defined. Further, as a teacher authorization is a valuable and scarce resource, TSA assignments must focus on the effective instruction of students and must be cautiously, wisely, and prudently used.

## 3. PROCEDURE:

### 3.1. QUALIFICATIONS:

3.1.1. To be eligible for consideration and placement into a TSA or specialist position, the educator must:

- meet applicable state and federal endorsements and/or requirements for the special assignment.
- hold a current level 2 or 3 license issued by the Utah State Office of Education;
- be a teacher in good standing with no documented performance or conduct concerns within the past three years.

3.1.2. ~~Staff developers~~ **Learning Coaches** are required to participate in the following training activities:

- ~~Staff developers~~ **Learning Coaches** hired after July 1, 2011 are required to pass the Principals of Learning and Teaching (PLT) Praxis II examination within the first year of their assignment, unless s/he has previously passed the examination.

- ~~Summer Staff-Developer~~ **Learning Coach** Academy: ~~Staff-developers~~ **Learning Coaches** are required to attend the yearly ~~Staff-Developer~~ **Learning Coach** Academy to enhance their skills and share best practices in mentoring and PLC. Instructional Coaching:
- Each ~~staff-developer~~ **Learning Coach** is required to complete the District Peer Coaching Seminar within their first year. Then participate in yearly Instructional Coaching Professional Development, with a focus chosen in consultation with their principal (such as differentiated instruction, language arts, math, ESL, technology, etc.), that aligns with school and district goals, and leads to high levels of learning for all students. ~~Staff Developer~~ Learning Coach Forums:
- ~~Elementary and secondary staff-developers~~ **Learning Coaches** will attend on-going forums to access implementation of key program elements, collaborate, and receive on-going training.
- Partnership with Principal: Unless directed by the Superintendent, the ~~staff-developer~~ **Learning Coach** will not serve in an administrative role. Each ~~staff-developer~~ **Learning Coach** will meet regularly (at least twice a month) with their principal to coordinate PLC efforts and support for new teachers, plan professional development and align it with school goals, examine student and teacher data to determine training needs, and determine next steps and needed support;
- Annual Performance Review: Principal will complete an annual performance review with their ~~staff-developer~~ **Learning Coach**. As part of the annual performance review, they need to consider available data from student assessments, PLC results, feedback from faculty, EYE and PLC surveys, etc.

**3.1.3. ~~Staff-developers~~ **Learning Coaches** are expected to complete the following position responsibilities:**

Spend approximately 75% of their time coaching new and veteran teachers to build teacher capacity for selecting, implementing, and reflecting on effective teaching strategies and curriculum; meet specific teaching needs of individual (new and veteran) teachers and PLC teams through the use of research-based coaching strategies, such as:

- analyzing student work, modeling effective teaching strategies,
- peer coaching observations,
- discussing case study students,
- reflecting and problem-solving,
- analyzing and reflecting on student data and authentic teaching artifacts,
- learning walks;

While ~~staff developers~~ **Learning Coaches** are advocates for teachers, they still have the responsibility, as all employees do, to report violations of the law or major employee conduct violations of District policy, such as child abuse, disregard for administrative directives, or acts of insubordination.

### 3.2. TERM:

The term of assignment is based on the nature of the project, program, and/or funding. Assignments may be limited ~~to one year or less~~ under the terms and conditions specified in a temporary agreement ~~or indefinite if there is a reasonable expectation that the project, program, and/or funding will continue beyond three years.~~ (9-13-05)

### 3.3. CONDITIONS:

3.3.1. ~~TSA assigned to Program Level 3 or 4 will not receive Professional Learning Community (PLC) compensation.~~

3.3.2. TSA and Specialist salary will be based on the daily rate of the applicable lane and step on the Certified Salary Schedule times the contract days listed in the following table:

Program Level	Program Requirements	Basic Contract	Addendum Agreement ( <i>by temporary agreement</i> )	Total Contract	PLC Compensation
1	Basic Teacher Contract Assignment	183	0	183	Yes
2	TSA contract will be closely associated with school days and will not <b>but may</b> require substantial <b>additional</b> program planning or development outside of the school year.	183	5-10	188	Yes
3	TSA contract will require <b>substantial</b> additional preparation, planning, or development time beyond a standard teacher contract.	183	18	201	No
4	TSA contract will require working a schedule that is equivalent to an Administrative Employee on a year-round contract.	183	32	215	No

3.3.3. The workday for a TSA or Specialist assignment is eight hours. (9-13-05)

3.3.4. The TSA assignment is temporary and as such, may conclude or change at any time at the sole discretion of the District. TSA or Specialists with provisional or career employment status whose assignment is abolished will be placed in a temporary position pending the opportunity for permanent placement at the beginning of the next contract year or as soon as the District is able to administratively effect a transfer to the first available vacant teaching position for which the

**individual is fully qualified without undue disruption. Additional compensation beyond a standard teacher contract, to include additional days, may end at any time regardless of employment status. (9-13-05)**

### **3.4. LIMITATIONS:**

**3.4.1. TSA vacancies will be announced and filled competitively according to District Policy.**

**3.4.2. The District may non-competitively assign (designate an employee without announcing the position) a TSA to fill an administrative position for one year or less when the action is necessitated by an exigency, such as, but not limited to, the need to temporarily fill a principal position while the incumbent is on sabbatical or sick leave. If an administrative TSA assignment exceeds 30 days, the individual will be compensated for the daily rate of an additional 1/7th FTE for the number of days the administrative duties are assigned. The TSA may also be assigned and compensated for additional workdays.**