



# Compensation Subgroup

## Goal-Setting Exercise ■ April 12, 2022

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The subgroup met on April 12 and engaged in a goal-setting exercise. The exercise involved participants placing virtual sticky notes on a virtual whiteboard. Throughout the course of the discussion that followed, subgroup members collated the statements from the sticky notes into the following goals:

1. Establish a statewide, data-driven approach to improving wages for the education workforce and making wages competitive with other industries.
2. Pursue improvement in other forms of compensation, including but not limited to: adequacy of hours, benefits, pay for professional development and training, loan forgiveness, and assistance with basic needs such as childcare and housing.
3. Use wages and total compensation as means of diversifying the education workforce according to local needs.
4. Compensate the education workforce so they can afford to live in the districts that employ them. \*  
\*Define affordability prior to considering policy options; review data sources available for specific cities and counties.
5. Improve and increase paid pathways to entry into our education workforce including but not limited to interns, apprentices, residents, dual credit students, and others moving into all levels of the education workforce.
6. Compensate the education workforce at a level commensurate with other professionals with comparable training, experience, responsibility, and educational standards in Oregon.



# Recruitment and Pipeline Subgroup

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The subgroup met on April 13 and engaged in a goal-setting exercise. The exercise involved participants placing virtual sticky notes on a virtual whiteboard. After the meeting, staff collated the statements from the sticky notes into the following subgroup goals:

1. Oregon aspires to support a robust preparation and development system that provides for:
  - a. all Oregon students to have access to qualified educators;
  - b. a sufficient number of educators-in-training in all specialties to allow for attrition within the system;
  - c. diverse, successful, and sustainable statewide mentoring and apprenticeship programs; and
  - d. updated and current professional development that includes training in culturally responsive practices and that allows every educator to gain practical experience and build their own competency.

Problem statement: Oregon has not focused sufficiently on educator preparation, has barriers to access in its educator preparation programs, does not sufficiently assist those enrolled with completion, and does not recruit sufficient numbers of diverse students into its educator preparation programs.
2. The diversity of Oregon's education workforce should match the diversity of the state's students. Oregon will:
  - a. invest in sustainable processes for improving the recruitment of diverse and highly qualified educators;
  - b. use data to inform policy changes;
  - c. increase retention among diverse demographic groups within the education workforce; and
  - d. provide diverse educators with the supports they need to address trauma in their own educational experiences.

Problem statement: Oregon’s education workforce does not match the diversity of students in Oregon, despite goals enacted in state law and biennial reports on educator diversity. Additionally, while the Educator Equity Report includes data on teachers, more information is needed about classified staff and administrators.

3. Oregon provides educators with a statewide career lattice. Multiple entry pathways into the education workforce for those with or without credentials lead to advancement along a variety of trajectories without unnecessary barriers. The career lattice will require:
  - a. alignment among state agencies, education preparation providers, and education employers so that Oregon has an efficient and effective system that supports educators throughout their careers and moves the state closer to its workforce diversity goals;
  - b. an inclusive definition of the term “education workforce” so that workers in all positions within public education feel valued and adequately resourced; and
  - c. creation of supportive financial pathways focused on removing barriers to career advancement.

Problem statement: Oregon lacks clear and varied career pathways for its education workforce.

4. Oregon knows and understands its education workforce and the needs of its educators. Oregon will:
  - a. maintain a comprehensive data system for policymakers, state agencies, education preparation programs, administrators, and other stakeholders to monitor Oregon’s education workforce needs;
  - b. identify and implement improvements (such as adding classified staff) to the Oregon TELL survey so that it identifies barriers to entering and remaining in public education professions;
  - c. collect data on reasons for professionals exiting public education; and
  - d. create increased opportunities for diverse educators to engage meaningfully with policymakers.

Problem statements:

- Oregon needs active educator voices to be involved in policymaking.
- Policymakers, state agencies, educator preparation programs, administrators, and other stakeholders lack coordinated, comprehensive information about the education workforce.
- Stakeholders lack the ability to make inquiries about vacancy rates, job satisfaction in public education, and education workers’ experiences.

- Oregon needs to improve coordination among its state agencies tasked with supporting education workers.

5. Employ the following strategies to improve recruitment for all education professions:

- a. ensure that Oregon's education providers utilize all available recruitment methods and strategies;
- b. establish a federally recognized teacher apprenticeship program, especially for classified staff;
- c. incentivize placement in all workforce sectors in high-need specialties and geographic areas;
- d. identify jobs that licensed assistants within relevant professions could do;
- e. ensure that sufficient numbers of new classified workers enter the education workforce with stable jobs that allow for self-sufficiency; and
- f. improve Oregonians' perceptions of the K-12 education system and the people who work within it in order to attract more people into the profession, in part by recognizing successes within the system.

Problem statements:

- Oregon's school districts lack a coordinated recruitment system and do not always employ best practices for recruitment.
- Current recruitment practices have not sufficiently mitigated shortages in high-need specialties and geographic areas.
- Many Oregonians have a negative perception of jobs in public education.



# Retention & Working Conditions Subgroup

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The subgroup met on April 13 and engaged in a goal-setting exercise. The exercise involved participants placing virtual sticky notes on a virtual whiteboard. After the meeting, staff collated statements from the sticky notes into the following subgroup goals listed below.

**For any new policies implemented to achieve these goals, the group seeks to ensure a focus on sustainability.**

- I. Ensure that the statewide definition of education workforce is inclusive of all employee groups.
- II. Continue to remove barriers and advance policies, investments, and initiatives that support diversifying our education workforce, so that the demographics of our workforce mirror student diversity at all levels.
- III. Improve supportive working conditions for the education workforce:
  - A. Encourage districts to reimagine the traditional school year, week, day in order to improve:
    1. on-boarding and orientation (especially, for newly hired/beginning personnel)
    2. working conditions
    3. workloads (ex. ensuring adequate planning and collaboration time).
  - B. Provide protections for the education workforce to ensure that the culture and climate in which they work is one in which they feel valued and supported in their work.
- IV. Improve how we compensate our educators so that wages and benefits:
  - A. Are competitive and help attract people to, and keep people in, the education profession; and
  - B. Keep up with cost of living, especially for classified staff.

**Note: The subgroup acknowledges and defers to the compensation subgroup for policy option recommendations.**

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- V. Support a dynamic and equity-centered support system that helps retain and advance ~~educators~~ the education workforce in Oregon, especially ~~educators~~ those who reflect the diverse experiences and backgrounds of our students.
  - A. Create a statewide career lattice with multiple pathways that provides meaningful mentorship/on-going PD/support and promotes career advancement opportunities for ~~educators~~ the education workforce (giving all employee groups options and many ways to grow and advance in their careers)
    - 1. Provide mentoring for at all levels across the workforce to help provide on-the-job support, coaching, affinity, and connection (sense of belonging), and opportunities for advancement
    - 2. Provide on-going, high-quality professional development and training that is job-embedded, relevant, and timely, so that our are prepared and supported in serving our students (ex. explore on-going, required training around classroom management, restorative practices, social supports for student achievement, and culturally-responsive supports)
    - 3. Identify and remove barriers to advancement for staff pursuing educator licensure or educational leadership roles
  - B. Continue to improve our systems to help address ~~educator~~ burnout and provide better developmental supports to educators
    - 1. Improve the TELL survey design and how the survey results are utilized at the state, regional, district, and/or school levels.
    - 2. Improve evaluation systems to help inform regular instructional coaching, mentorship, and provide on-going feedback, especially early in an educator's probationary period
- VI. Improve retention, especially for education personnel in hard-to-staff positions, subjects, specialty areas, and regions
  - A. Ensure that Oregon is supporting the retention of diverse personnel to serve diverse learners
  - B. Improve data-tracking around retention (PD opportunities/access, participation in career lattice opportunities)

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- VII. Employ district and school governance models and structures to ensure that ~~educator~~ education workers and student voices are valued and included in local decision making in collaboration with existing school leaders (superintendents and boards). Governance models should center student outcomes, educational excellence, and equity.
  - A. Provide for on-going professional development and training for local school boards around governance, student outcomes, and support for district superintendents and the entire education workforce.
- VIII. Ensure that the substitute workforce is integrated, supported and valued so that they are able to support continuous teaching and learning for students within the school system.