

JOINT TASK FORCE ON STATEWIDE EDUCATOR SALARY SCHEDULES

Oregon State Legislature

900 Court Street NE

Salem, OR 97301

<https://www.oregonlegislature.gov>



| Date: May 3, 2024

DRAFT VALUES, FINDINGS, AND GOALS

Values are broad statements that act as guideposts. Pairs of findings and goals nest under each value. A finding is a statement outlining a problem. A goal is an ideal outcome that corresponds to each finding. Members may learn more about this structure by reviewing the [April 10, 2024 slides](#) prepared by staff.

This document lists the draft values, findings, and goals developed by task force staff in consultation with the task force's co-chairs. This draft is presented to the task force as a starting point for consideration and revision. Task force feedback will be taken at the May 8 meeting and via one-on-one meetings with staff. A revised draft will be presented on June 5, and final adoption is planned for June 26.





Contents

We value stable and equitable funding of Oregon schools.....	3
Alignment.....	3
Equity	3
We value collective bargaining that provides transparency, builds trust, and uplifts all voices in Oregon education.....	3
Shared data.....	3
Sectoral bargaining.....	4
We value competitive compensation that respects and attracts Oregon educators and provides for a stable workforce.....	4
Statewide salaries.....	4
Diverse workforce.....	4
College costs	4
Student teacher pay.....	5
Special education professionals.....	5
Early-career educators.....	5
Cost of living adjustments	6
Long-term career growth	6
Full licensure.....	6
Childcare for educators	6
Regional needs.....	6
Job classifications.....	7
We value the careful implementation of complex changes to state education policy.....	7
Careful implementation.....	7



We value stable and equitable funding of Oregon schools.

Alignment

- **Finding 1:** State appropriations do not align with collective bargaining or local budgeting timelines.
- **Goal 1:** By aligning collective bargaining, local budgeting, and state appropriations, Oregon will achieve a more stable education workforce.

Equity

- **Finding 2:** Despite Oregon's equalization formula, inequities persist among Oregon school communities.
- **Goal 2:** Oregon will achieve more equitable school funding.

We value collective bargaining that provides transparency, builds trust, and uplifts all voices in Oregon education.

Shared data

- **Finding 3:** Stakeholders in Oregon's education sector lack clear shared data necessary for collaborative collective bargaining.
- **Goal 3:** State government, education employers, and educator associations will share the same accurate, complete, up-to-date financial and workforce data.



Sectoral bargaining

- **Finding 4:** Examining systems in Canada and the United States revealed varied approaches to sectoral bargaining in public education.
- **Goal 4:** Oregon will establish a foundation for the possibility of moving toward sectoral bargaining in Oregon.

We value competitive compensation that respects and attracts Oregon educators and provides for a stable and diverse workforce.

Statewide salaries

- **Finding 5:** Examining systems in Canada and the United States revealed varied approaches to statewide salary schedules in public education.
- **Goal 5:** Oregon will establish a foundation for the possibility of moving toward statewide salary schedules in Oregon.

Diverse workforce

- **Finding 6:** Oregon educator demographics do not yet align with the diversity of the state's students, families, and communities.
- **Goal 6:** Compensation structures will attract diverse Oregonians to education careers, including first-generation college graduates and educators from low-income backgrounds.

College costs

- **Finding 7:** Oregon educator preparatory programs (EPPs) do not produce new licensed educators in the numbers Oregon schools need. The cost of a university



education is a barrier to entry into licensed education careers, particularly for diverse candidates.

- **Goal 7:** Low-income and first-generation college students will be able to obtain affordable degrees, licensure, and credentials at Oregon EPPs.

Student teacher pay

- **Finding 8:** Unpaid student teaching may impair recruitment to educator careers, particularly for first-generation college students and students from low-income backgrounds.
- **Goal 8:** To improve recruitment and diversify the education workforce, Oregon will seek ways to pay student teachers for their work.

Special education professionals

- **Finding 9:** Oregon does not invest sufficiently in special education compensation or working conditions, resulting in unfilled vacancies.
- **Goal 9:** Investments in special education compensation and working conditions will improve recruitment and retention for special education professionals. Schools will be able to fill special education vacancies.

Early-career educators

- **Finding 10:** Salary schedules often do not prioritize early-career educators, particularly compared to early-career college graduates outside the education sector. This disincentivizes first-generation college students and Oregonians of low-income backgrounds from entering education careers.
- **Goal 10:** To improve educator recruitment and retention and diversify the educator workforce, salaries in compensation will meet the needs of early career educators in Oregon.



Cost of living adjustments

- **Finding 11:** Current cost of living (COLA) calculations may not accurately reflect the lives of today's educators, particularly in light of rises in inflation, housing costs, childcare costs, and higher education tuition.
- **Goal 11:** COLA calculations will better reflect current economic realities.

Long-term career growth

- **Finding 12:** Current policies may disincentivize mid- or late-career licensure for classified staff, particularly candidates of diverse backgrounds.
- **Goal 12:** Salary schedules will incentivize growth throughout education careers, particularly for candidates of diverse backgrounds

Full licensure

- **Finding 13:** Educators with emergency licensure may be paid as much as educators who have earned full licensure.
- **Goal 13:** Oregon will design salary schedules that encourage full licensure.

Childcare for educators

- **Finding 14:** Research shows that those who leave education careers are often women with children. Childcare availability and costs may influence educators' decisions to leave the education workforce.
- **Goal 14:** Oregon educators with young children will have access to quality affordable childcare.

Regional needs

- **Finding 15:** Regionalization has potential benefits and potential challenges in any statewide approach to educator compensation.



- **Goal 15:** Compensation structures will incentivize rural and hard-to-hire jobs and meet educators' cost-of-living needs across the state.

Job classifications

- **Finding 16:** Educator job classifications differ greatly across Oregon. Districts use different terminology to describe similar jobs, creating challenges to formulating statewide policy.
- **Goal 16:** To support data-driven decision making and ensure comparability, Oregon will pursue consistent job classifications across school districts.

We value the careful implementation of complex changes to state education policy.

Careful implementation

- **Finding 17:** Recent implementations of large-scale policy changes in Oregon have at times prioritized speed over quality, resulting in inadequate or ineffective programs and diminished public trust in government.
- **Goal 17:** Collaboration and shared data will drive a carefully planned, fully funded, multi-biennia rollout of research-based changes to statewide policy.