

# JOINT TASK FORCE ON SUBSTITUTE TEACHERS



## Values, Findings, and Goals (DRAFT)

This document is organized by values, which are broad statements that serve as guideposts. Under each value, relevant findings are listed. Under each finding, the corresponding goal presents an ideal outcome on the issue. Members may learn more about this structure by reviewing the June 13, 2024, slides prepared by staff.

This draft is presented to the task force as a starting point for consideration and revision. Task force feedback will be taken at the June 13 meeting and via one-on-one meetings with staff. The revised draft and final adoption are planned for July 11.





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## We value high-quality educational instruction for all Oregon students from all educators.

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### Professional Development

- **Finding 1:** Professional development is not readily available and accessible to all substitute teachers, even when new state standards and curricula are adopted.
- **Goal 1:** State government and education employers will provide more opportunities for paid and unpaid professional development for substitute teachers.

### Supervision and Evaluation

- **Finding 2:** Methods for supervising and evaluating substitute teachers in Oregon varies across districts and by employment model.
- **Goal 2:** Employers will ensure that substitute teachers have consistent access to feedback and evaluation, as well as clear communication about supervisor relationships and responsibilities.

### Career Support

- **Finding 3:** Substitute teachers have varying access to the professional learning and career support opportunities provided by Grow Your Own Educator Partnerships and Regional Educator Networks across Oregon.



- **Goal 3:** Expand opportunities for substitute teachers to access professional learning and career support opportunities provided by Grow Your Own Educator Partnerships and Regional Educator Networks.

## **We value stable classrooms and practices that respect the contributions of substitute teachers.**

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### **Recruitment and Retention**

- **Finding 4:** School districts across Oregon have increasingly struggled to find sufficient substitute services for teacher absences.
- **Goal 4:** Education providers will develop new models and share innovative practices for recruiting and retaining substitute teachers.

### **Pay and Benefits**

- **Finding 5:** Substitute teacher pay and benefits impact delivery models, recruitment, and retention.
- **Goal 5:** Oregon will seek ways to improve substitute teacher pay and benefits.

### **Workplace Culture**

- **Finding 6:** School cultures and practices that integrate substitute teachers into classrooms provide better environments for teaching and learning.
- **Goal 6:** Education employers will foster workplace environments that welcome substitute teachers, integrate them into educator teams, and provide them with the tools they need to succeed in the classroom.



## Public Contracting

- **Finding 7:** Public contracting codes are not consistently applied, and decision-making documents are not readily accessible when school districts and education service districts contract out for substitute services initially and upon renewal.
- **Goal 7:** State government, education employers, substitute teachers, and the public will have access to transparent records, accurate data, and clear contract terms.

**We value thoughtful solutions that are responsive to all voices in Oregon education.**

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## Best Practices

- **Finding 8:** The State of Oregon has not developed policies or best practices for the delivery of substitute teacher services.
- **Goal 8:** Oregon will have a clear vision for delivery of substitute services that allows for local variation and incorporates best practices that recognize substitute teachers may serve in a classroom for an extended period.

## Employment Models

- **Finding 9:** Models for employing and deploying substitute teacher services vary across Oregon.
- **Goal 9:** Oregon will develop models for providing substitute teacher services that provide stable employment opportunities, equitable pay and benefits,



pathways for professional growth, as well as incorporate best practices for integrating substitute teachers into the district community.

## School District Needs

- **Finding 10:** Each school district in Oregon has unique needs and challenges that need to be addressed.
- **Goal 10:** Policies and delivery models will be adaptable to the unique needs of each school district.

## Education Service Districts

- **Finding 11:** Utilizing Education Service Districts to provide substitute services on a regional basis has many advantages, but ESDs face challenges in meeting this need. The resources and tools offered by Education Service Districts vary across Oregon.
- **Goal 11:** Oregon will seek ways to better support education service districts in meeting the needs of substitute teachers and school districts across Oregon.

## Careful Implementation

- **Finding 12:** Policy changes and implementation have not always successfully considered the needs of substitute teachers, students, and school districts.
- **Goal 12:** Policy changes will be based on collaboration, research, and shared data with carefully planned and fully funded implementation.



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