

JOINT TASK FORCE ON STATEWIDE EDUCATOR SALARY SCHEDULES

Oregon State Legislature
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2ND 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.

This document revises the first draft values, findings, and goals. The first draft was emailed to task force members May 7 and [discussed at the May 8 meeting](#). This second draft is informed by the May 8 task force discussion, the one-on-one meetings staff had with individual members between May 16 and June 3, and conversations between staff and the co-chairs. Final adoption of the values, findings, and goals is planned for June 26.

The order in which these values, findings, and goals appear below does not reflect their relative importance. The order below does not indicate that the task force prioritizes any value or goal over any other. Task force members represent a variety of perspectives in Oregon K-12 public education. As such, members' policy priorities may differ.





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We value adequate, stable, and equitable funding of Oregon schools.

Alignment

- **Finding 1:** State appropriations do not align with collective bargaining or local budgeting timelines and obligations. Misaligned state and local budgeting processes make it difficult for the legislature to provide school districts the resources they need and that the state can afford.
- **Goal 1:** By aligning collective bargaining, local budgeting, and the adequacy of state appropriations, Oregon will better serve its students and achieve more stability for the education workforce. Aligned state and local budgeting processes will allow the legislature to better provide school districts the resources they need and that the state can afford.

Equity

- **Finding 2:** Despite Oregon's equalization formula, inequities persist among Oregon school communities.
- **Goal 2:** Oregon will achieve adequate and more equitable school funding to better serve the needs of Oregon students in all parts of the state.



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 the accurate and trusted shared data necessary for collaborative collective bargaining. This has led to unnecessarily protracted and contentious bargaining with harmful impacts on students and communities.
- **Goal 3:** State government, education employers, and educator associations will share the same accurate, trusted, complete, and up-to-date financial and workforce data with one another and with the public.

Statewide collective bargaining of pay and benefits

- **Finding 4:** Examining systems in Canada and the United States revealed varied statewide approaches to collective bargaining of pay and benefits in public education some of which could have potential benefits for Oregon. However, many questions and concerns remain, particularly around how it would work for classified educators.
- **Goal 4:** Oregon will continue to explore statewide approaches to collective bargaining of pay and benefits as a possibility for Oregon educators—clarifying both the potential benefits and challenges of different models. These efforts will result in more successfully securing the funding that schools and students need and that the state can afford.



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

Statewide salaries

- **Finding 5:** Differences in educator pay around the state may impact educators' decisions to seek jobs in other school districts or outside of Oregon K-12 public education. Examining systems in Canada and the United States revealed varied approaches to statewide salary schedules in public education.
- **Goal 5:** Oregon will continue to explore challenges and benefits associated with moving toward statewide salary schedules or statewide minimum salaries for Oregon educators.

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 will strategically attract, support, and retain diverse candidates to Oregon 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. University costs and program capacity act as barriers to licensed education careers, particularly for diverse candidates.
- **Goal 7:** Students of all backgrounds will be able to obtain affordable degrees and accessible 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.

Member's Alternative Finding 8: Unpaid student teaching may impair recruitment to education careers, particularly for first-generation college students and students from low-income backgrounds. Cooperating educators are sometimes unpaid or inadequately paid for the additional work they do mentoring candidates for licensure.

- **Goal 8:** To improve recruitment and diversify the education workforce, Oregon will pay student teachers for their work.

Member's Alternative Goal 8: To improve recruitment and diversify the education workforce, Oregon will pay educator candidates and cooperating educators for their work.

Special education and hard-to-hire educator positions

- **Finding 9:** Despite efforts in all parts of the state, Oregon does not sufficiently recruit, retain, support, or compensate special education and other hard-to-hire educator positions. Recent workforce and labor economics studies indicate that unfilled vacancies in special education and other hard-to-hire areas continue to be a problem. Unfilled positions result in inadequate services for vulnerable student populations, particularly in special education.
- **Goal 9:** Improvements to Oregon's compensation and working conditions will help districts recruit, retain, and support special education professionals and other



educators in hard-to-hire positions. Schools will be able to fill hard-to-hire vacancies and better serve Oregon special education students and other vulnerable populations.

Early-career educators

- **Finding 10:** Salary schedules often do not prioritize early-career educators. This disincentivizes Oregonians of low-income and other diverse backgrounds from entering education careers.
- **Goal 10:** To improve recruitment and retention and diversify the educator workforce, compensation will meet the needs of Oregon's early career educators.

Annual pay increases and cost of living adjustments

- **Finding 11:** Current cost of living (COLA) calculations and annual pay increases 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 and annual pay increases will better reflect current economic realities and prepare for Oregon's future needs and funding capacity.

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 for educators of all backgrounds.

Full licensure

- **Finding 13:** A lack of clarity around licensure types and pay might mean that educators with emergency licensure may be paid as much as educators who have earned full licensure, which may discourage licensees from seeking full licensure.
- **Goal 13:** Oregon salary schedules will encourage full licensure.



Childcare, housing, and quality of life 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. Additionally, housing costs and other quality of life issues can impact educator retention and wellbeing.
- **Goal 14:** Oregon educators with young children will have access to quality affordable childcare. Oregon will explore affordable housing and other policy options to improve wellbeing and quality of life for educators.

Regional needs

- **Finding 15:** Regionalization has potential benefits and potential challenges in any statewide approach to educator compensation.
- **Goal 15:** Compensation structures will incentivize educators to work in rural districts and will meet educators' cost-of-living needs across the state.

Member's Alternative Goal 15: Compensation structures and other policies will incentivize educators to work in rural districts and will 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, and difficulties for classified job seekers.
- **Goal 16:** To support data-driven decision making, ensure comparability, and better address the needs of classified staff, Oregon will pursue consistent job classifications across school districts.

Member's Alternative Goal 16: Oregon will continue to explore challenges and benefits associated with creating consistent job classifications across school districts.

Co-Chair's Alternative Goal 16: To support data-driven decision making, ensure comparability, and better address the needs of classified staff, Oregon will continue to explore the benefits and challenges of 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. This can result in unmet needs for educators, students, and families.
- **Goal 17:** State government, school districts, educator associations, and other stakeholders will collaborate and share data and analyses, leading to solutions that meet the needs of educators, students, and families in all parts of Oregon. This collaboration and shared data will drive a carefully planned, fully funded, multi-biennia rollout of research-based changes to statewide education policy.