

JOINT TASK FORCE ON SUBSTITUTE TEACHERS

Oregon State Legislature
900 Court Street NE
Salem, OR 97301

<https://www.oregonlegislature.gov>



RECOMMENDATION PROPOSAL

For questions or assistance filling out this form, please reach out to task force staff:

ellen.obrien@oregonlegislature.gov, whitney.perez@oregonlegislature.gov, or erin.seiler@oregonlegislature.gov.

Please submit one form per policy recommendation. There is no limit on the number of forms you may submit for discussion.

Task force members are encouraged to collaborate. If you collaborate, please submit one form per recommendation and list all group members' names.

Name(s) of submitter(s):
Anna Higgins, Robert Waltenburg, Lori Sattenspiel and Morgan Allen
What problem are you trying to solve?
To be skillfully prepared in the variety of settings and the inconsistent longevity of work assignments, substitute teachers need professional development opportunities that are responsive and adaptive to their individual level of professional experience and the educational contexts they are working within. As a uniquely autonomous workforce, substitute teachers need opportunities to access universal and foundational professional development as well as content focused learning to stay up to speed and savvy as the educational professionals that they are. It is in everyone's benefit (substitute teachers, employers, school districts and students) to have a consistently trained substitute teacher workforce.





Currently, there is no dedicated source of revenue to pay for high quality substitute professional development/training. This lack of professional development system leads to statewide inequity and inconsistency for substitute teachers and students.

Title of proposal (25 words or less):

Statewide, standardized and tiered paid professional development for substitute teachers

Value/Finding/Goal Number:

Professional Development

Finding 2: Professional development may not be readily available and accessible to all substitute teachers, even when new state standards and curricula are adopted.

- Goal 2: State government should collaborate with employers to provide contextualized opportunities for professional development for substitute teachers.

Careful Implementation

Finding 13: Policy changes and implementation have not always successfully considered the needs of substitute teachers, students, and school districts.

- Goal 13: Policy changes should be based on collaboration, research, key performance measures, and shared data with carefully planned and fully funded implementation.

Detailed description of proposal (50 words or more):

State to contract with training provider (such as ORSN) to design and deploy modern and current on-line training modules on a set of standard and highly relevant topics (example:



<p>trauma informed practice, EDI, classroom/behavior management, SPED, basic technology skills) to be deployed on a tiered model based on experience.</p> <p>Tiers: Universal (all subs, annually) Restricted subs (lowest level of classroom experience) Beginner (0-3 years of classroom experience) Establish (4-8 years of classroom experience) Veteran (8+ years of classroom experience)</p> <p>These would be paid training opportunities, reimbursed to substitute employer.</p>
<p>Enforcement:</p> <p><i>How will the legislature make sure the policy is followed?</i></p>
<p>Funding, training mechanism and accountability for engagement</p>
<p>Reporting mechanisms:</p> <p><i>What information will be collected so the legislature knows if the policy is working?</i></p>
<ul style="list-style-type: none"> • Number of substitutes engaging and completing trainings • Quality assessments of training by substitutes (levels of reporting feeling more prepared, knowledgeable, skilled as a professional)
<p>State agency responsible for implementation:</p>
<p>ODE</p>