



F O C U S O N ISSUES

In This Issue



Forecasting supply and demand



Are higher salaries the answer?



Eastern Oregon's mentor program



David Douglas grows its own principals

The Education Workforce Shortage:

Is the national crisis a reality in our schools?

Like other states, Oregon is faced with a new set of "three Rs" in schools today: retirements, recruitment and retention of qualified staff.

This issue explores how Oregon fits into the national picture, our unique challenges and what we're doing to "get and keep the keepers" we need in our classes and in the principal's office.

talent pools from other states – even other countries – to fill positions.

Are teachers as scarce in Oregon as reports indicate they are in other states? The answer is no, and yes.

David Myton, executive director of Oregon's Teacher Standards and Practices Commission (TSPC), says there is an adequate supply of teachers in the state. Records indicate that, out of 70,000 licensed teachers in Oregon, about 36,000 are employed in public and private schools and some 5,000 work as substitute teachers. Oregon colleges and universities recommend about 1,500 teachers each year for initial licensure, and about the same number from out of state annually earn initial licenses.

Despite having adequate numbers of teachers, there are pockets of shortages in our schools. TSPC adopted a shortage list that includes special education teachers and teachers of advanced mathematics, physical science, technology, Spanish, chemistry and physics. Also in short supply are school counselors and psychologists, speech pathologists and administrators. Myton notes that the current shortage of substitutes reflects the high demand for teachers.

An OSBA survey of Oregon's school human resource directors this February shows the same pattern of shortages, with special education topping the list statewide. Coming in second are secondary administrators and specialists (music, ESL, foreign language, technology). Advanced math and science teachers are especially scarce in rural areas. For details of this survey, along with the variety of strategies each region is using to combat shortages, see our report on the Education Workforce Shortage resource page at www.osba.org.

Geography comes into play in two different

Continued on page 2

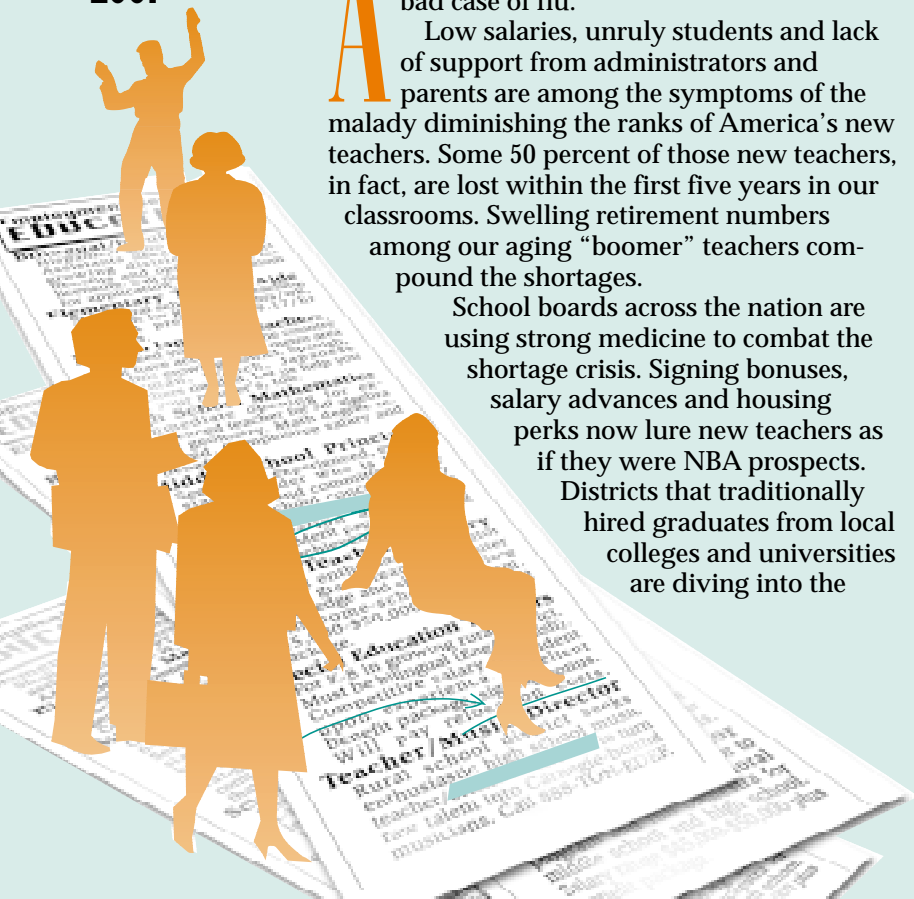
WINTER 2001

Anxiety over anticipated and actual teacher shortages spreads across the nation like a bad case of flu.

Low salaries, unruly students and lack of support from administrators and parents are among the symptoms of the malady diminishing the ranks of America's new teachers. Some 50 percent of those new teachers, in fact, are lost within the first five years in our classrooms. Swelling retirement numbers among our aging "boomer" teachers compound the shortages.

School boards across the nation are using strong medicine to combat the shortage crisis. Signing bonuses, salary advances and housing perks now lure new teachers as if they were NBA prospects.

Districts that traditionally hired graduates from local colleges and universities are diving into the





Workforce shortage

Continued from page 1

ways when it comes to teacher shortages in Oregon. Small districts, often located in geographically remote areas of the state, sometimes find it hard to hire fully licensed and endorsed staff in all of the disciplines.

“Whatever our neighboring states are doing affects us, too,” Myton says. Because Oregon has drawn nearly half of its new teachers from out of state in recent years, when districts in California, Nevada and Arizona are scrambling for new teachers, Oregon schools must scramble, too.

When school districts can’t hire enough special education teachers or mathematics instructors, the shortage issue becomes much greater than staffing. Those shortages mean that the needs of many students in Oregon classrooms are not being met.

The 3Rs take on new meaning

With spot shortages pinching classrooms across the state, school boards are studying a new set of “the three Rs.” retirements, recruitment and retention. Addressing the new realities helps schools successfully staff for the future.

Retirements

A tidal wave of retirements washed through Oregon’s schools in recent years, leaving many teaching and administrative positions vacant. That unusual wave results in part from two specific “booms.”

First, enhanced Public Employees Retirement System (PERS) investments from a booming stock market toward the end of the 1990s encouraged above-average retirements among public employees, including educators.

Second, baby boomers are reaching retirement age. More than 50 percent of all currently employed Oregon teachers are age 44 to 55, and they will continue to swell retirement numbers in the next decade.

To cope with high numbers of retirees, and ensure an adequate supply of qualified teachers in our

schools for the future, districts are focusing carefully on the other two Rs – recruitment and retention.

Recruitment

The country’s hardest-hit cities are recruiting teachers with tactics taken from business, including housing subsidies, on-site child care, and sponsorship of work visas for new hires from as far away as India and the Philippines.

While special education teachers have enjoyed signing bonuses in at least one Oregon district, most of the state’s school districts rely on competitive salary schedules to attract teachers. Except for California and Alaska, Oregon tops the western region in teacher salaries.

“We are in a favorable position compared with Washington, for example,” Myton explains. “Washington has a statewide salary schedule with little flexibility, but Oregon salary schedules are bargained district by district. That enables districts to be more competitive in hiring.”

The Northwest lifestyle plays a positive role in recruitment efforts, as well. And once established in the Northwest, teachers aren’t likely to trade their jobs for positions in actively recruiting cities like Los Angeles or Las Vegas.

Oregon schools – like schools across the nation – also are developing programs to recruit and prepare more minority teachers. Some four percent of the educators in Oregon’s public schools are minorities, while nearly 20 percent of Oregon’s 546,986 K-12 students are

minorities. The Portland Teacher Program, a cooperative effort among Portland Public Schools, Portland Community College and Portland State University, is one of a number of

those programs in the state.

Latest research shows successful recruitment often begins with a “Renaissance” human resources director armed with a strategic plan defining both long-range and short-term recruiting goals. That Renaissance HR director uses state-of-the-art technology to locate applicants and pays greater attention to the “customer satisfaction” of those applicants once they are hired.

Retention

Customer satisfaction is key in the third R: retention. Research shows that new teachers who are mentored are more likely to clear the five-year hurdle and remain in the profession. A bill recently crafted by OSBA, the Oregon Education Association (OEA), the Governor’s Office and the Confederation of Oregon School Administrators (COSA) would reinstate a successful mentoring program for Oregon teachers and administrators.

The Beginning Teacher and Administrator Support Program, a \$1.5 million grant program in the

governor’s budget, would provide \$3,000 a year for each new teacher and administrator for mentoring programs. The Senate unanimously passed the bill (SB 250) on March 5 and it is on its way to the House.

“This program is the best thing on the slate to help new teachers,” Myton says. “It is viewed by the Governor and state professional associations as the quickest means we have to

address retention.”

Studies also show new teachers need extra support from administrators, additional classroom manage-

How much do you know about teacher preparation and retention?

The “Teaching Policy IQ Quiz” – developed by the Southeast Center for Teaching Quality – lets policy makers nationwide test their understanding of key issues and trends. Go to OSBA’s new Education Workforce Shortage resource page at www.osba.org.



The 3Rs – Continued from page 2

ment skills and opportunities to teach in the areas of their strength. Job satisfaction surveys repeatedly emphasize the importance of working conditions and morale over compensation.

Oregon's standards-based schools pose new challenges to teachers as well as students. Teachers must be well-prepared with strategies that align with the standards in order to help students meet benchmarks. Teachers without the knowledge and skills they need are the most likely to leave, according to research.

The financial benefits of retaining teachers cannot be overlooked. School districts invest up to \$5,000 to recruit, hire and orient each new teacher. Over the next decade, Oregon districts will spend millions to recruit and hire teachers who will leave our classrooms – half of them within five years. In tight school budgets, that represents an investment with no return.

The national demand for teachers, accelerated retirements and enrollment increases projected to continue throughout the 21st century will squeeze Oregon's teacher supply for years to come.

Efforts to recruit and retain the best – along with a renewed state-wide commitment to teacher training – will create the environment that keeps a good teacher in every Oregon classroom.

It starts with the board

Creating this environment starts with the school board.

"School boards play a pivotal role in creating the progressive school community that attracts people," says Carolyn Ortman, secretary-treasurer of OSBA's Board. As board chair, Ortman sits at the helm of Hillsboro, one of Oregon's highest-growth districts.

"But it's more than establishing recruiting policies and resources for staff development, although these are critical," she adds. "It's in the personal contact you have with everyone in your district. Keeping your staff engaged and growing must be part of the constant conversation you have as a board."

Habla español? Вы говорите по-русски? Woodburn rises to the challenge

By Jeanine Hohn, Communications Specialist, Woodburn School District

The Woodburn School District exemplifies Oregon's struggle to "diversify" the education workforce.

Hiring enough teachers to meet the needs of rapidly growing non-English population is a challenge the district is rising to meet. In fact, the district's rate of hiring bilingual, bicultural staff grew from 17 percent in 1997 to 59 percent in 2000.

How did they do it?

According to School Board Chair Brett Meacham, the board adopted a goal to hire as many bilingual, bicultural teachers as possible through the strategic planning process.

The need is obvious: Of the district's 4,000 students, 60 percent are considered English language learners, 75 percent qualify for free and reduced lunches and 20 percent move into or out of the district sometime during each school year.

And, in the last three years, the district has grown about 12 percent.

The student population also can be split into three distinct cultural groups: 62 percent are of Latino descent, 14 percent, Russian and 23 percent, Anglo. Each group has a unique set of instruction and communication needs – for students and parents.

Woodburn's answer is to use a multi-faceted hiring program, according to Walt Blomberg, director of Personnel and Administrative Services. This includes everything from the normal job fairs to personal recruiting.

"We have to be active recruiters," Blomberg says. "We attend five conferences each year, starting in

February. Spending resources this way has given us a better return."

Because the Oregon state university system produces only a limited number of bilingual, bicultural teachers every year, Blomberg and a group of administrators travel to California, Colorado, Montana and Washington in addition to the Oregon Job Fair to recruit teachers. The district pays travel costs to bring candidates in for visits.

"Visitations allow candidates to see what we're doing with kids," Blomberg says. "A lot of these people aren't used to communities that look like Woodburn. We want to be sure that our prospective teachers understand what it's like here. That way teachers want to stay once they arrive."

Meacham thinks that's part of the attraction new teachers have to Woodburn. "Our diversity helps bilingual and bicultural staff realize they aren't isolated and that their skills will be used on a daily basis," he says.

The district also started in-house training to help classified staff become teachers. Sponsored by the district, Portland State University and Chemeketa Community College, the new Bilingual Teacher Pathway Program gives classified staff the opportunity to receive a teaching degree from PSU.

So far 31 classified staff members are working toward teaching degrees. "We recognize that the 'grow-your-own' approach is a way to tap into our classified staff and educational assistants' experiences," Meacham says.



SUPPLY & DEMAND: What the future holds

Forecasting the supply and demand for teachers is tricky business.

Cycles of surplus and shortage relate closely to both external influences – layoffs in the high tech industry, for example – and realities within the profession, according to TSPC

Executive Director David Myton. Predicting the turns of that cycle is challenging.

A look at what’s happened since the passage of Oregon’s property tax limit (Measure 5) in 1990 illustrates that challenge. Following Measure 5, financially strapped school districts often were forced to lay off teachers. Portland schools, for example, cut music, art and physical education specialists in most elementary schools. Similar cuts occurred statewide.

Today, this shortage rings a sour note in our schools. That’s a shortage we created ourselves by cutting those positions in the early 90s, Myton explains.

“Layoffs in the high tech industry and a downturn in the economy tend to increase the numbers of people available for licensure,” Myton says. On the other hand, the strong economy in the last half of the 90s, with nearly 100 percent

employment, affected the availability of teachers.

Federal government efforts to reduce class size across the country could bring about new shortages very quickly, Myton says. A bill currently in Oregon’s Legislature to reduce school size would have similar impact.

Media reports forecast that two million teachers will be needed across the nation in the next decade. Some studies show that many of those teachers will be returning to the profession from retirement.

“We’re also seeing many people entering fifth-year teacher education programs in mid-career,” Myton says. “These aren’t people who’ve been laid off from other jobs. They are nurses, attorneys and other professionals who say that they’ve always wanted to teach. That’s very heartening.”



Vacancies in the principal’s office

Teacher shortages capture headlines across the country, but qualified principals also are getting scarce.

Aside from above-average retirement numbers, the state has a shrinking pool of qualified candidates. A July 2000 study by the Oregon University System shows fewer people gaining administration certificates than during the early 1990s.

Why are districts having to work so hard to fill the principal’s chair?

Long hours, student discipline problems, hassles and headaches – the unwritten portion of a principal’s job description – keep candidates away. High school principals are especially hard to find.

New pressures from the emphasis

on academic accountability, rather than school management, also are a factor. And when top-earning teachers can earn comparable salaries, there is little financial incentive to take on administrative chores.

“Part of the problem is that we talk too much about the negative aspects of a principal’s job and we don’t focus on the positive,” says Bill Beck, director of professional development of the Confederation of Oregon School Administrators (COSA). Beck says a favorite saying of COSA Executive Director Ozzie Rose is that, “Most principals would volunteer to do 85 percent of the job for free – it’s the other 15 percent that drives them crazy!”

National surveys show that the median age of public school principals is around 50, so many who haven’t already opted for early retirement will be eligible to retire within five years. “Interim” and

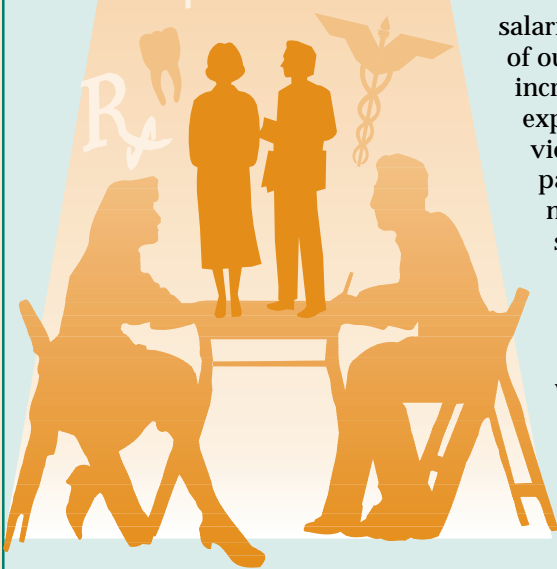
“acting principal” are rapidly becoming a new career for some retirees.

What are we doing to encourage aspiring principals? Some Oregon districts, including David Douglas and Gresham-Barlow, are using “grow your own” programs. (See story on page 7 on the nationally acclaimed BELL program at David Douglas.) Those programs promote teachers to assistant principals and then on to the principal’s job.

Beck reports that Oregon’s colleges and universities now are offering regional programs and cohort groups to better serve administrative candidates. The Teacher Standards and Practices Commission (TSPC) also encourages flexibility in hiring out-of-state candidates by offering a transitional license program, where principals can work to fulfill requirements while already on the job.

What's on the table?

Are higher salaries really the answer?



By Ron Wilson, OSBA Human Resource Development Director

When employees are in short supply, the most common solution is to increase pay. Using that reasoning, some states are raising teacher salaries – along with tacking on large salary bonuses, paying moving expenses or helping with mortgage payments.

But what happens when you don't have more money to throw at the problem? Welcome to Oregon.

Most of our K-12 public education revenue is fixed by the legislature through the State School Fund distribution formula. The state allocates an amount and, along with local revenue, creates equalized funding for each student. The amount per student is fixed, regardless of where you live, and, how much you must pay to live there.

When it comes to solving a problem with money, Oregon school boards have a difficult choice: sure they can increase

salaries, but because of the nature of our funding system, those increases could come at the expense of programs and services. You can also “Rob Peter to pay Paul” by raiding maintenance budgets for higher salaries.

There is good news for Oregon school boards, however. Oregon's education salaries are very competitive. We rank 12th in the nation. Other than Alaska and California, Oregon's average teacher salary is highest among western and mid-western states.

And while dollars are important, it's time to look at other factors that motivate educators. You may be surprised at the research.

Is money the motivator for new teachers? Surprisingly not. Public Agenda, a national research firm, examined this issue in a survey, *A Sense of Calling: Who Teaches and Why*. They found that money is not the holy grail guaranteed to improve teacher quality and solve the recruitment and retention problem. While 75 percent of teachers feel that they are underpaid, 96 percent enter the profession because they love teaching. Most teachers would pass up higher salaries to work in schools with:

- Significantly better student behavior and parental support.
- Administrators who are strongly supportive.
- Highly motivated and effective

fellow teachers.

- A mission and teaching philosophy similar to their own.
- Unfortunately, new teachers learn about these factors *after* being hired because traditional recruitment focuses on salary.

The story doesn't stop with hiring teachers. Close to 50 percent of new teachers leave the classroom within five years and the majority in the first two years. The impact is staggering. In the next 10 years, about two-thirds of Oregon's teachers will be new to the classroom. Recruiting teachers who then leave is not an effective use of scarce resources.

Growing evidence backs the use of mentor programs that pair an experienced teacher with a new teacher. School boards in California, Illinois, New York and Ohio have

seen attrition rates drop by up to 60 percent in schools using this approach.

School boards across the state must spend the time *up front* to keep teachers during their first years of teaching. That means investing in working conditions as recruitment incentives.

We need to take advantage of what

motivates and attracts new teachers. We need to examine innovative ways to compensate teachers based on knowledge and skill, not just length of service.

Innovative practices boards should consider include:

- Using teaching philosophy and methodology, class size, and integrated curriculum as a recruitment tool.
- Starting new teacher salaries at



Ron Wilson

It's time for school boards to view working conditions as the new incentive to hire – and keep – today's education workforce.



What's on the table?

Continued from page 5

- the average of the first three steps on the salary schedule.
- Identifying support programs to help new teachers, including allowing more development and tuition reimbursement and creating mentor programs.
- Establishing “grow your own” programs to encourage:
 - mid-career professionals to consider teaching;
 - instructional assistants to become teachers;
 - staff in the special education field to become teachers;
 - teachers to become administrators; and
 - administrators to become superintendents.
- Using teachers and administrators on a recruitment team.
- Discussing the parental and community support systems that exist in the school.

Eastern Oregon takes induction seriously

As the old saying goes, how do you keep them down on the farm after they've seen Broadway? Belonging to a professional network is part of the answer in Eastern Oregon.

The Umatilla-Morrow ESD began a training program this year to “induct” new teachers – which means giving them the support and resources they need to stay in the profession and in Eastern Oregon.

“Half of new teachers end up leaving our region within five years,” says ESD Superintendent George Murdock. This year, however, he started placing his bets on a new program to reverse the trend –

Building an Educational Toolkit, a course for first- and second-year teachers. BET is being tested this winter with the idea of full implementation next summer.

“The biggest concern our districts have is attracting and retaining teachers,” Murdock says, noting the program was started at the request of school superintendents.

Shortages also stem from isolation and lower salaries. The region loses many of its good new people to larger districts in Washington or in the Willamette Valley, Murdock adds, because local districts cannot pay competitive salaries.

Teachers in the pilot class are learning tricks of the trade from eight veteran “master teachers” hired as instructors for the pilot. Facilitator is Dick Pratt, an educator for 33 years and retired principal in the Pendleton School District.

“The magic of this class is that instead of having one person instruct on all facets of teaching, we’re asking the best teachers we have to share their experiences,” Pratt says.

Experiences of veteran teachers will help bridge the gap between the theoretical background new teachers get in college and the reality of facing a classroom of students.

Teachers attend classes every other Thursday through March at the ESD. The course is worth two graduate credits from Eastern Oregon University and focuses on classroom planning and management. Future courses will focus on meeting special needs of students, assessment and application of technology.

“Building a lesson plan is a science, but delivering that plan is an art,” Pratt says. “That’s what makes a master teacher.”

Of the 102 first- and second-year teachers in Umatilla and Morrow counties, 39 are enrolled in the pilot this winter and represent a solid cross section of schools throughout the region.

Once the full six-course program

Continued on page 7

Sharing resources part of the solution

A look at the Coos Bay School District shows good retention ideas at work.

Capitalizing on strengths within the district is one way this small south coast area keeps good teachers, according to Tom Bennett, board member and president-elect of OSBA’s Board.

“We focus on what we have to offer – location, the reputation of the district, good labor relations – and promote the strengths we have that aren’t monetary,” says Bennett. Many teachers prefer not to work in districts where conflicts are part of the daily schedule, he notes.

Although Coos Bay schools currently have an adequate supply of teachers, awareness of the potential for shortages encourages Bennett to consider non-traditional recruiting options.

Sharing resources between the

local community college and the school district, and joint enterprises among neighboring districts, are possibilities under discussion. Sharing a foreign language teacher, or advanced math teacher, through what Bennett calls a “circuit rider” concept, is one way good teachers could serve more students.

“I also believe there are some talented people in other professions who could bring their expertise to the classroom very effectively,” Bennett says. “I respect licensure and pedagogy, yet at the same time I like the creativity of utilizing experts from other professions.”

Like many districts, Bennett also favors the “grow our own” idea. “Talk about a motivation to do well – those teachers are often teaching the children of friends they had in high school. They really work hard.”

Eastern Oregon induction

Continued from page 6

begins next summer, it will take about three years to complete. The curriculum will be flexible and responsive to the needs of the teachers enrolled, Pratt says. The program also creates the support network so crucial to nurturing new teachers.

BET is compatible with new guidelines from the Teacher Standards and Practices Commission which state that new teachers need a master's program within six years. "Teachers in this area who choose to become involved in the program will have a head start," Murdock says.

– Adapted from a story by Mike Federman, *East Oregonian*

Web resources:

Learn more, such as how the Willamette ESD is increasing the ranks of special education staff, at OSBA's new Education Workforce Shortage site.

Also included:

- Results of our recent Workforce Challenge Survey of education human resource directors and their strategies to combat shortages.
- Access to several state and national studies and reports.
- Proposed legislation in Oregon.

www.osba.org



Vol. 5

Issue 2

Critical Issues is OSBA's publication created to address topics impacting Oregon school boards.

Christopher L. Dudley, Executive Director.

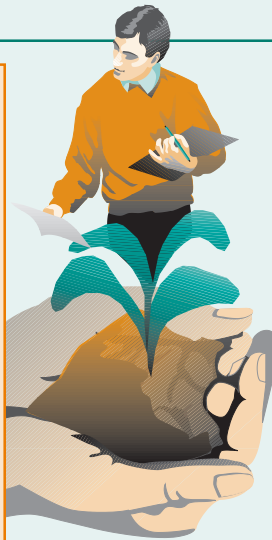
Editors: Shannon Priem, Margaret Peterson.

Contributing writers: Marjorie McVicar Kerr, Tim Buckley.

Production: Judy Bennett.

Questions regarding this publication or OSBA may be answered by calling the OSBA office at (503) 588-2800 or 1-800-578-OSBA(6722).

<http://www.osba.org>



Grow your own: David Douglas rings the bell for administrators

Those with a memory as good as Barbara Rommel's will recall

that our current administrator shortage is not unique in history. Reacting to a similar shortage in the late 1980s, Rommel helped the David Douglas School District in southeast Portland begin STAR – Selecting and Training Recruits.

"I started working in this district as a teacher in 1970," Rommel says, "and the culture here has always looked first within, encouraging teachers to get their administrative certificate and to seek administrative positions in the district."

The STAR program was successful enough that it went dormant. But by the late 1990s, the district was again in need, so Rommel, who has been superintendent the past three years, gave rise to a second generation STAR called Building Education Leaders Locally (BELL).

BELL's first "class" of 43 students began in 1998. Developed cooperatively with Portland State University's Administrative Studies Program, eight sessions were aimed at the district's culture, operations and priority issues. "The benefit of a class like that," says Rommel, "is its allowance for customizing, zeroing in on what's important to the district."

All district administrators and supervisors were involved in presenting at least one of the sessions and the school board participated in a panel discussion on school governance. "Having them was an bonus," Rommel adds.

Beyond the class, the BELL program includes:

- *Action Research Projects* designed by participating teams to benefit the district (e.g., a set of welcom-

ing activities for newly immigrated students).

- *Group Leadership Opportunities* include serving on site councils, district committees and as department chairs.
- *Administrator Internships* (summer school and/or full year) where selected BELL participants gain administrative experience.
- *New Administrator Mentoring* – a one-year arrangement between new and experienced administrators. Mentors are paid stipends.

Five of the original BELL students now fill administrative positions, three of which are in the David Douglas district. Three are administrative interns and another five have gained experience overseeing summer school programs. Sixteen have or are in the process of attaining their administrative licenses. And 75 percent are involved in school leadership roles.

At current rates of retirement and given the participation in the first BELL offering, the program should only be needed every seven or eight years to keep district leadership in force.

National Magna Award

In 2000, the BELL program received a Magna Award from the *American School Board Journal*. The district was credited with addressing a national staff shortage problem – and doing it on a shoestring budget, Rommel says. Because the class was offered through PSU's Continuing Education Department and texts were bought in bulk, BELL saved about \$200 per student, compared to the cost of taking a similar course individually.

By developing administrative skills internally, the district benefits from increased leadership regardless

Continued on page 8



Grow your own

Continued from page 7

of whether the teacher stays in teaching or moves into administration. BELL also improves morale, which translates into less staff turnover and a greater level of individual success, Rommel says.

And a Milken winner

BELL participant Kelly Nakano has been teaching for 13 years, the last six at Mill Park Elementary. She had always wanted to get her administrator's license and BELL

gave her the incentive.

It also helped her become one of four Oregon teachers to receive the prestigious Milken Family Foundation Award for excellence in teaching last spring.

"I saw BELL as a great opportunity to learn and understand district policy and how it applies to each site," Nakano says. "Even if they don't become principals, teachers can have an impact on the school far beyond the classroom."

Since starting the BELL program,

Nakano has been a summer school principal for two years, worked for three years as a new teacher mentor and helped student teachers and high schoolers with "shadow" programs.

Nakano also volunteers in local and state teacher professional organizations and as a volunteer, helped the Citizens for Schools Committee conduct a successful bond measure campaign. Meanwhile, Nakano is managing to take more classes at Lewis and Clark College towards her administrator's license.

One rural administrator's story

Most of the people who apply for jobs in rural districts either have roots there or have chosen the rural lifestyle, according to Baker High School Principal Jerry Peacock.

The Florida native and OSU graduate took a teaching job in Huntington, a small rural district, before starting up the administrative ladder. Peacock has been the principal at Baker High for nine years.

"After my third year of teaching, the superintendent pulled me into his office and said I ought to consider becoming a principal," Peacock recalls. Likewise, Peacock continues the practice of seeking leaders from inside. His assistant principal, for instance, started as a special education teacher nine years ago.

"Like her, many have an interest in leadership. But part of my job is to notice who has talent with the curriculum and who's good with

parents. You see how teachers deal with at-risk students and how they generally relate to kids," Peacock says. "And then you encourage and nurture and promote them."

For some, testing the administrative waters means taking on a department, or the role of Dean of Students. Further along the evolutionary path, there are practicums and mentorships with Baker Superintendent Toni Hardman who is mentoring three women headed for leadership jobs. "Some of the classes she develops for their benefit, like School Finance, are offered to the staff and the public as well," Peacock adds.

Link to additional workforce shortage resources through: www.osba.org



OREGON
SCHOOL
BOARDS
ASSOCIATION

P.O. Box 1068
Salem, OR 97308-1068
1201 Court St. NE, Ste. 400
Salem, OR 97301-4188
E-mail: info@osba.org
www.osba.org

PRSR STD
U.S. POSTAGE
PAID
Salem, Oregon
Permit No. 282