

Shortages in School Districts Call for Creative Solutions

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UNIVERSITY OF
ILLINOIS
URBANA - CHAMPAIGN

About Me Professionally...

- I do not have the answers
- Choir Teacher 2000-2010
- Dean of Students 2010-2012
- Assistant Principal 2012-2013
- Principal 2013-2018
- Curriculum Director 2018-2019
- Assistant Superintendent of Human Resources 2019-current



About Me Personally

- I do not have the answers
- First college graduate in my family
- Met my husband, Wade, while I was teaching and he was coaching
- Married for 17 years
- 3 girls - 2 bio (Madelyn and Evie) and 1 bonus (Lidia)
- 1 goldendoodle (Ruby)
- Trying to finish the never-ending dissertation - "Thoughts, Feelings, and Perceptions of African American Students about Becoming Teachers"
- Committed to Public Education and finding staff who represent the students we serve



2021 ILLINOIS EDUCATOR SHORTAGE SURVEY

SURVEY TEAM

IARSS Educator Shortage Committee

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Committee Chair John Meixner, ROE 26

Committee Members:

Michael Karner, ROE 34

Gary Lewis, ROE 9

Matt Renaud, ROE 13

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EXECUTIVE SUMMARY

This ongoing survey of school leaders statewide by the Illinois Association of Regional Superintendents of Schools (IARSS) and its educational and research partners shows *Illinois educator shortage is worse than ever.*

88%

of the school districts responding to the survey believed they have a teacher shortage problem. 663 districts responded to the survey representing 78% of the public schools in Illinois.

96%

of school districts surveyed believed they have a substitute teacher shortage problem.

2040

OPEN POSITIONS

School districts reported **17%** of their open teacher positions were either unfilled or filled with someone less than qualified for the position.

412

CANCELED

385

ONLINE

412 classes were canceled and 385 were converted to online instruction because of teacher shortage issues in schools involved in the study.

"Many of the positions that are unfilled this year were unfilled last year. Last year we were able to manage because we followed a hybrid model. This year with students in full time we have had to use uncertified staff as long-term subs to fill open classroom positions."

- WEST-CENTRAL ILLINOIS SUPERINTENDENT

EXECUTIVE SUMMARY

"COVID has expanded the problem exponentially; it is not singularly responsible."
- Northwest Illinois Superintendent

OTHER KEY FINDINGS

61% of districts reported an increase in the number of paraprofessionals they hired in response to the COVID-19 pandemic.

77% of districts reported the teacher shortage continues to get worse.

33% of teachers received licensure through an alternative in-state program.

32% of districts reported salary and benefits package negatively impact their ability to recruit administrators.

90% of districts reported the substitute shortage continues to get worse.



OVERALL FINDINGS

"This year has been a challenge. We have had to be creative with licensure to get our positions filled." - Northwest Illinois Superintendent

The latest IARSS study confirms; Illinois' educator shortage is more severe than previous years. Districts are struggling to fill positions at all levels.

Superintendents in **88%** of the districts surveyed believed they have a problem with teacher shortages. When asked about teacher shortages for AY23 and AY24, **93%** believed the shortages will remain an issue.

Superintendents from **77%** of the districts surveyed believed the teacher shortage is getting worse. A total of 412 courses in 19% of districts were canceled and 385 courses in 15% of districts were converted to online instruction because of shortages. Most pronounced shortages were with special education and school psychologists.

Substitute teacher shortages were widespread concerns, with **96%** reporting they were a problem. Superintendents in 90% of responding districts reported substitute teacher availability is getting worse. Substitute teacher shortages will be a problem in AY23 and AY24 for **95%** of responding school districts.

Shortages forced superintendents in **80%** of districts to pull teachers from their class preparation time to cover for teacher absences elsewhere in the school, to deal with the substitute teacher shortage. Administrators also frequently reported substituting themselves in classrooms and moving students to other classrooms.

Over a third (**36%**) of school districts reported a problem with administrator shortages. Schools' geographic location was most cited (38%) for negatively impacting administrator recruitment.



OVERALL FINDINGS

"IL just isn't producing enough teachers, so new teachers are of course going to go to the most affluent highest paying openings. Simple supply and demand."
- West Central Illinois Superintendent

88%

of the school districts responding to the survey reported a teacher shortage problem.

Most Severe Shortages

95% West Central

91% East Central

88% Southwest

88% Southeast

87% Suburban Cook

86% Northwest

79% Northeast

92% Unit

84% Elementary

82% High

89% Rural

88% Suburban

85% Urban

77%

of the school districts responding to the survey reported the teacher shortage is getting worse.

Negatively Impacts Recruitment

52% Geographic Location

40% Salary & Benefits

33% Pension

18% Community Atmosphere

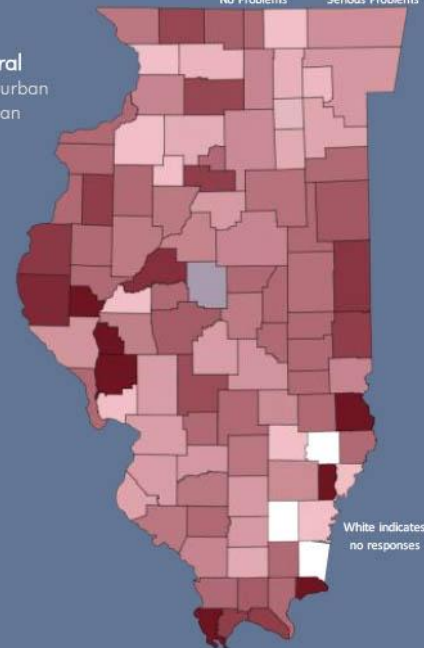
18% School or District Resources

6% Working Conditions

Severity of Teacher Shortage

1.0 3.0 5.0

No Problems Serious Problems



OVERALL FINDINGS

"Most of the substitutes that are working are not educators and have no background in teaching. This makes the learning process less effective."
- Northeast Illinois Superintendent

Concerns related to the COVID-19 pandemic have made finding substitutes, paraprofessionals and other non-licensed staff extremely difficult.

96%

of the responding school districts had a substitute teacher shortage problem. In response to the substitute shortage, **80%** of responding school districts reported using existing teachers during their prep time.

90%

of the responding school districts believed that substitute teacher shortage is worse than in years past.

55%

of the responding school districts decreased their demand for substitutes because of the COVID-19 pandemic.

TEACHER SHORTAGE

“Ten years ago, we would have 50 applicants for any of our positions. This year we had ZERO applicants for two open positions.” - East Central Illinois Superintendent

Severity of Teacher Shortage



In **88%** of responding districts, superintendents believed they had a **minor to serious problem** with teacher shortages. Up from 77% during 2020 survey.

Teacher Shortage Getting Worse



Superintendents in **77%** of responding districts believed the teacher shortage is getting **worse**.

Concerned About Future Teacher Shortages



In **93%** of responding districts, superintendents believed they will have a **minor to serious problem** with teacher shortages next year.

Fewer Qualified Applicants



In **86%** of responding districts, superintendents reported **fewer** qualified applicants.

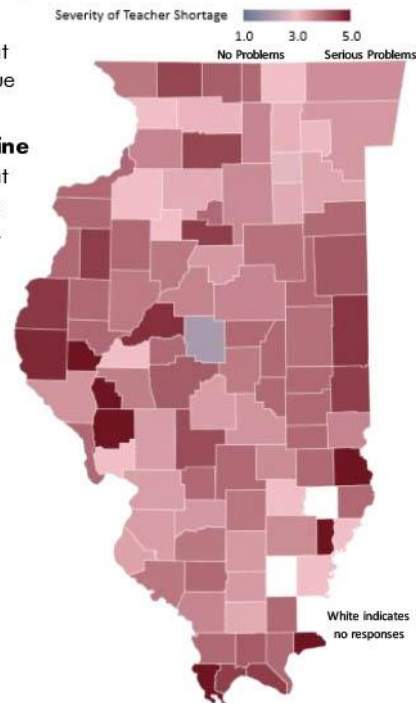
Lost Instruction Time/Quality

412 classes cancelled

In 19% of responding districts, at least one class was cancelled due to staffing shortages.

385 classes converted to online

In 15% of responding districts, at least one class was converted to online due to staffing shortages.

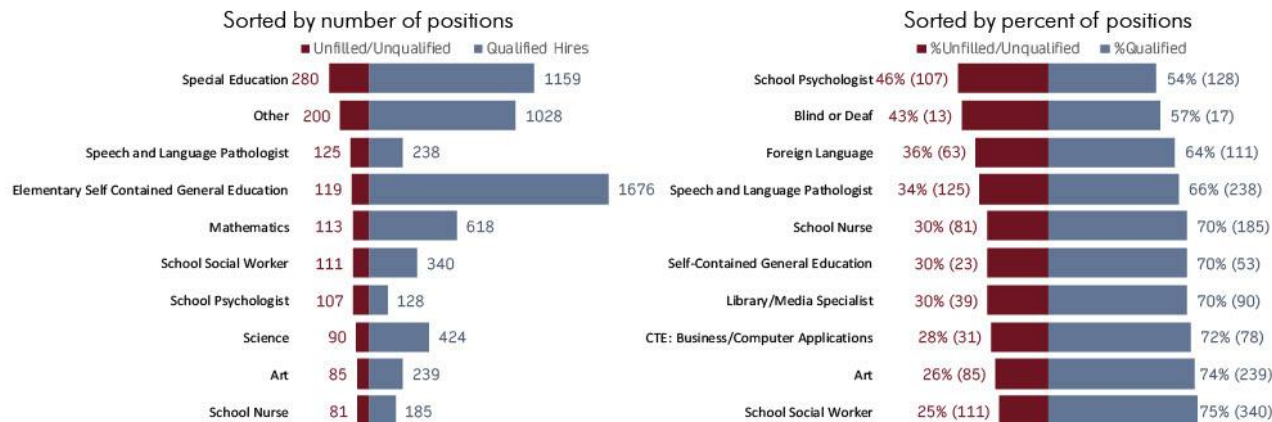


TEACHER SHORTAGE

“Teachers are not available for math, science, special education, and Spanish. Even elementary levels are considerably low.” - East Central Illinois Superintendent

Teacher Positions Posted for 2021 – 2022 School Year

Superintendents responding to the survey indicated how the positions they posted were filled. For the open positions, **2,040** (17%) remained unfilled or filled with a less than qualified hire. **Special Education** had the largest number of unfilled/unqualified, 280. **School Psychologist** had the highest percent unfilled/unqualified 46% (107/235).

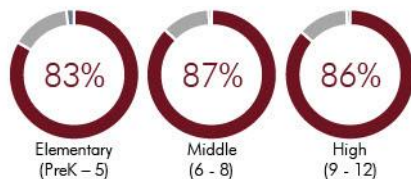


This year, teacher position data was collected by grade span. Appendix E contains data on unfilled/unqualified positions broken down by grade span.

TEACHER SHORTAGE

Applicants by grade span

Superintendents reported **fewer** applicants across all grade spans.



Support for new teachers

85% of districts reported professional development to support growth as a strategy to support new teachers.

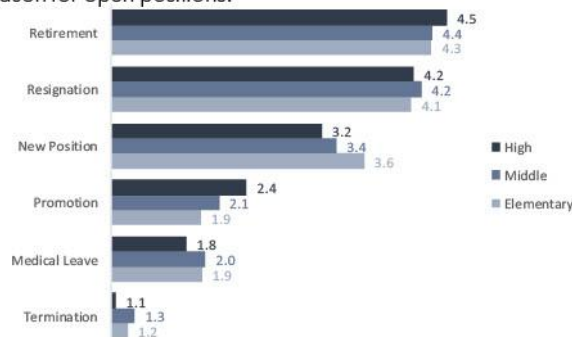


“The way education in general is viewed is negative. Most teachers aren’t even encouraging their own children to go into education.”

- Southeast Illinois Superintendent

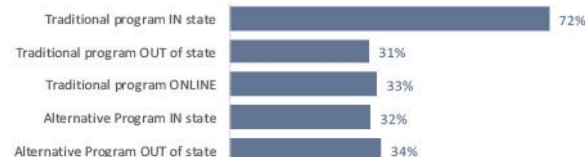
Reasons for open positions

At both elementary/middle and high school levels, superintendents ranked **Retirement** as the number one reason for open positions.



Pathway to Licensure

Superintendents reported **72%** of teachers received licensure through a traditional in-state program.



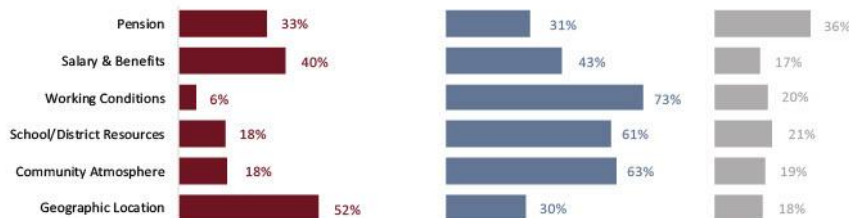
TEACHER SHORTAGE

"There will not be qualified staff to replenish the retiring staff."

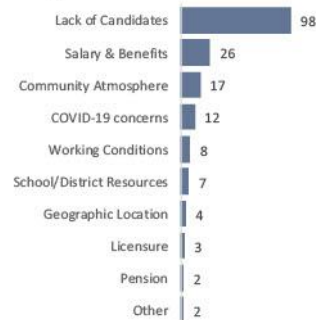
- Northwest Illinois Superintendent

Factors that impact recruitment

Geographic Location **NEGATIVELY** impacted teacher recruitment. Working Conditions **POSITIVELY** impacted teacher recruitment. Pension was a **NEUTRAL** factor.

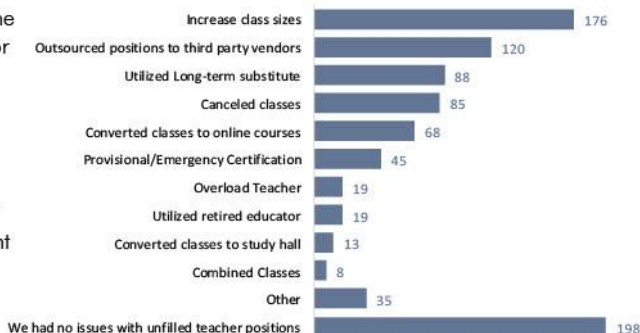


"Other" factors that impacted teacher recruitment. See Appendix D for full comments.



Response to Unfilled Teacher Positions

Increasing class sizes is the most common strategy for covering an unfilled teacher position. The 30% of districts with no issues with unfilled teacher positions also noted the poor quality of candidates and significant decrease in number of applicants.



ADMINISTRATOR SHORTAGE

"COVID is causing extra stress for administrators and causing some to retire or leave the profession early."

- Southwest Illinois Superintendent

Severity of Administrator Shortage



In **35%** of responding districts, superintendents believed they had a **minor to serious problem** with administrator shortages.

Availability of Administrators



Superintendents in **32%** of responding districts believed the availability of administrator applicants is **worse** compared to past years.

Number of Applicants

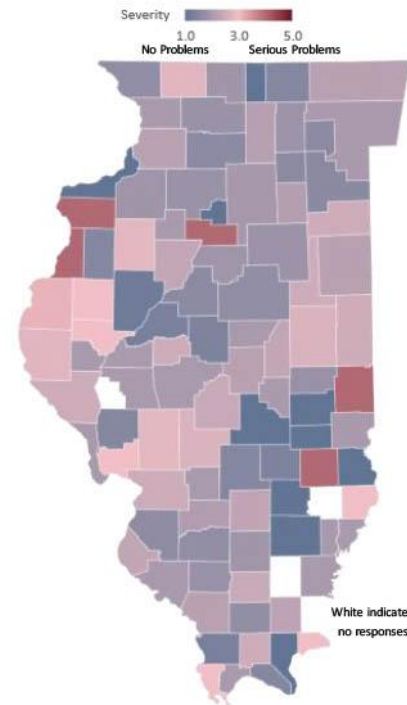


In **95%** of responding districts, superintendents reported **fewer** applicants for their open positions.

Concerns about future administrator shortages



Superintendents from **54%** of responding districts believed they will have a **minor to serious problem** with administrator shortages next year.



ADMINISTRATOR SHORTAGE

"We are currently 'growing our own' administrators from teacher leaders in anticipation of openings"

- East Central Illinois Superintendent

Number of Applicants



In **35%** of responding districts, superintendents reported applicants as **poor** quality.

Factors that impact recruitment

Geographical Location **negatively impact** administrator recruitment. Working Conditions **positively impact** administrator recruitment. Pension **does not impact** administrator recruitment.

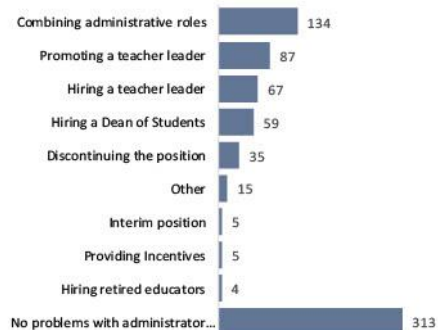


"Other" factors that impacted administrator recruitment. See Appendix D for full comments.



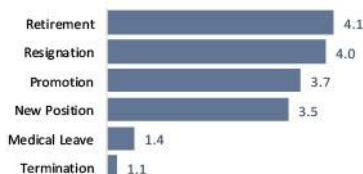
Response to Administrator Shortage

When there is an unfilled administrator position, most districts combine administrative roles.



Reasons for open positions

Superintendents ranked **Retirement** as the number one reason for open positions.



SUBSTITUTE SHORTAGE

"Covid-19 has decreased the number of substitutes in our district as well as the current executive orders to show vaccination cards or be tested weekly."

- Northeast Illinois Superintendent

Severity of Substitute Shortage



In the surveyed districts, **96%** of superintendents believed they had a minor to serious problems with substitute shortages.

Availability of Substitutes



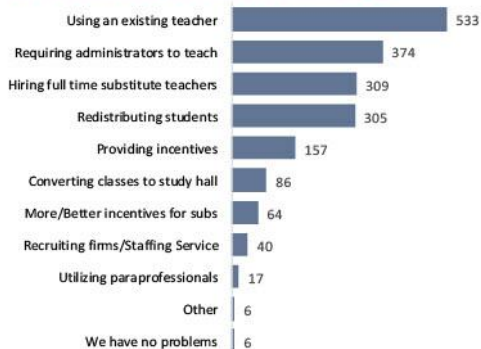
Superintendents in **90%** of responding districts believed the availability of substitute teachers is worse than in past years.

Concerns about future substitute shortages

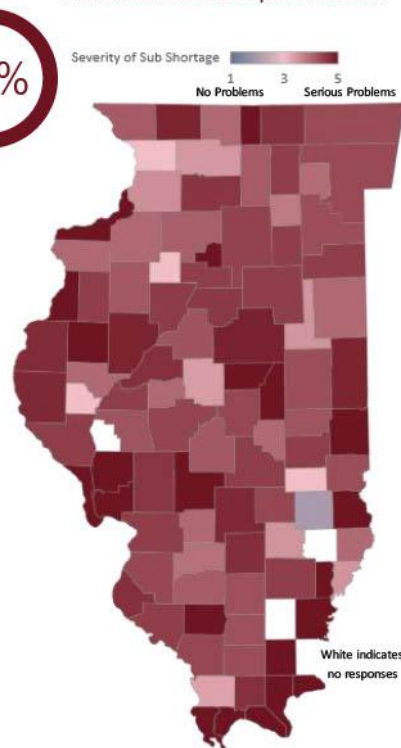


Superintendents from **95%** of responding districts believed they will have a minor to serious problem with substitute shortages next year.

Response to Substitute Shortage



Superintendents in **80%** (533/663) of responding districts reported using an existing teacher during their prep time as a strategy to deal with a substitute shortage.



APPENDICES

Appendix E – Superintendent Comments

Superintendent additional comments related to teacher staffing.

| Area | Theme | Comment |
|---------------|-----------|---|
| West Central | Attrition | A lot of teachers quit right before the start of school. We are keeping teachers we never would have kept in the past. |
| Northeast | Attrition | A very late resignation left one of our positions unfilled. We have it covered with a long-term sub and are hoping to find a more permanent candidate after first semester. |
| Northwest | Attrition | As a small grade school, we have 4 full time teachers and 5 part-time teachers. 2 full time teachers resigned and took positions in other schools. 1 part-time teacher resigned to spend more time with her family. We could only find one full time teacher to hire. To fill the void, we placed 2 part-time teachers in full time capacity and utilize one substitute teacher one day a week. |
| East Central | Attrition | Candidates are able to sign contracts and continue to shop themselves for other openings prior to school starting due to the shortage |
| Southwest | Attrition | COVID has had a negative impact on recruitment efforts. |
| Suburban Cook | Attrition | Difficult finding special education and bilingual teachers |
| Southwest | Attrition | Due to the current COVID-19 pandemic teachers are either leaving the profession altogether or retiring if they meet the requirements for retirement. |
| Suburban Cook | Attrition | EBF needs to reach 100% or we will not be able to offer competitive salaries and positions will go unfilled. |
| Southwest | Attrition | Even with smaller than average class sizes, tuition reimbursement, insurance, competitive salary and retirement pickup by the district has been very difficult recruiting teachers to the district. Most teachers we are recruiting are coming from Missouri as the number and quality of teacher candidates from higher education has decreased in Illinois. |
| Northwest | Attrition | Few applicants |
| Southeast | Attrition | Fewer and fewer applicants every year. |
| Suburban Cook | Attrition | Finding quality, licensed teachers for Bilingual Ed, EL, Special Education, and Media Center have been our biggest challenges. |
| Southwest | Attrition | For the 1st time in my career... we are seeing districts mad at other districts for teachers applying and going to other places. sometimes leaving late or even after school has started --- due to teachers leaving because of testing and masks |
| Southwest | Attrition | Getting subs will be a major concern. Our teachers are great to fill in for others class by class, but they'll tire of it now that we've moved to full days of attendance. |

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|---------------|-----------|--|
| Southeast | Attrition | Had seven (7) candidates for a Jr. high social studies position during Spring/Summer of 2021. Not one candidate fresh out of college. Historically, we would see 20+ candidates apply for a Jr. high social studies position that would include numerous coaching candidates. Zero coaching candidates among the seven applicants for the hired Jr. high social studies position during Spring/Summer of 2021. |
| East Central | Attrition | Hard to recruit when there are no candidates |
| Suburban Cook | Attrition | I am concerned about recruiting teachers in the Career Technical Field. We had a really difficult time finding a properly endorsed teacher in the area of computer programming. |
| West Central | Attrition | I am concerned about Spanish, CTE, Science, Math, PE, and Driver's Ed. We have upcoming openings in all and/or if we do, I am worried that we will not have applicants. |
| Northeast | Attrition | I am really concerned with SE, psychs, SW, and specific HS AP courses. Also, there are not a lot of support staff and substitutes. That shortage has already hit us. |
| West Central | Attrition | I have previously offered incentives and sign on bonuses. Teachers would agree to work here and then chose to move on to other districts. |
| West Central | Attrition | IL just isn't producing enough teachers, so new teachers are of course going to go to the most affluent highest paying openings. Simple supply and demand. |
| Suburban Cook | Attrition | It has been problematic finding qualified, bilingual, Spanish speaking Teachers and Instructional Coaches. |
| East Central | Attrition | It is difficult to find shop teachers. |
| Northeast | Attrition | It is very difficult in Special Education and hard to HS positions. |
| Suburban Cook | Attrition | It's difficult to maintain a feasible schedule with the vacancies. |
| Northeast | Attrition | Lack of bilingual candidates is our biggest issue. |
| West Central | Attrition | Lack of certified applicants. |
| Southwest | Attrition | Lack of qualified candidates. |
| West Central | Attrition | Many of the positions that are unfilled this year were unfilled last year. Last year we were able to manage because we followed a hybrid model. This year with students in full time we have had to use uncertified staff as long term subs to fill open classroom positions. |
| Southeast | Attrition | No one wants to work in education anymore |
| Southeast | Attrition | Our district is looking for an administrator, but we have no viable candidates yet. |

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| Northeast | Attrition | Our full time positions are getting filled still, but pools of applicants are not as deep. Where we are really struggling is filling leaves for hard to fill areas, in particular SpEd, Social Work, and Psychologists. I say "Minor" for now, but I can see it breaking toward serious. With COVID lingering, the future is still hard to predict. |
| Northeast | Attrition | Qualified candidates are far and few between. Very few new college grads. |
| Northwest | Attrition | Recruiting needs to expand to the collegiate level. |
| Suburban Cook | Attrition | Recruiting was difficult as job fairs were not in-person. |
| Suburban Cook | Attrition | Some of our teacher shortage issues are also a result of programming, such as dual language, being available at all 14 elementary and middle level schools. |
| Northwest | Attrition | Special Education and Family and Consumer Science had no certified candidates. |
| Northeast | Attrition | Special education and hard to fill such as science and upper level math. |
| Suburban Cook | Attrition | Staffing specific areas (BIL, SPED, & Related Services) are significantly harder than Gen Ed positions. |
| Northeast | Attrition | Subject area needed coupled with part time positions |
| Southeast | Attrition | Teacher shortage. |
| East Central | Attrition | Teachers are not available for math, science, special education, and Spanish. Even elementary levels are considerably low. |
| East Central | Attrition | Ten years ago we would have 50 applicants for any of our positions. This year we had ZERO applicants for two open positions. |
| Southeast | Attrition | The district has serious concerns about replacing staff who refuse to get vaccinated or take weekly Covid -19 tests. |
| Southeast | Attrition | The way education in general is viewed is negative. Most teachers aren't even encouraging their own children to go into education. Teachers have to put up with angry and unrealistic parents, unmotivated students, laws and policies that do not support them but rather create more paperwork and stress, co-workers who are union crazy rather than realistic and hardworking, etc. etc. etc. People do not want to be teachers!!! Even those who commit are leaving the field, many this year on the first day/first week/first month. As stated earlier, recruiting teachers is more like "if they are living/breathing", they are good enough to hire:(That's NOT GOOD EDUCATION! |

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| Northwest | Attrition | There are approximately 6-8 staff members retiring each year in the next five years. This is a retiring turnover of about 25 percent of all staff members. There will not be qualified staff to replenish the retiring staff. Not only that, the incoming staff will not have the same skills or credentials. |
| Suburban Cook | Attrition | there are not as many teachers applying for positions as in previous years. |
| Northeast | Attrition | There are simply not enough candidates. We had ONE applicant for a late opening in Kindergarten. ONE! We have ZERO candidates for full time permanent sub positions - at full teacher pay. Too many "affluent" districts scooped up "extra" teachers for coaching, intervention, remote learning, etc - leaving the pool for the rest very dry. |
| Northwest | Attrition | There are very few applicants. |
| Southwest | Attrition | There were very few candidates who applied for positions. |
| Northwest | Attrition | This problem starts with the colleges. We need more students earning education degrees. |
| Southeast | Attrition | This year has been a challenge. We have had to be creative with licensure to get our positions filled. |
| Suburban Cook | Attrition | Tier II pensions does not help with new teachers. Need more bus drivers more than anything else. |
| Southeast | Attrition | TRS retirement needs to change back to the old retirement status and the % of overall salary being paid out during retirement needs to be lowered from the 75% it is at. This will get teachers back into the schools |
| Northwest | Attrition | Trying to be creative with the shortage. |
| Southeast | Attrition | Very few qualified candidates. Higher paying districts are able to recruit potential teachers better than we are. |
| Suburban Cook | Attrition | Very few, if any quality candidates in positions other than elementary classroom. In traditionally hard-to-fill jobs (e.g., bilingual, science), we had no candidates for long period of time. |
| West Central | Attrition | We have had problems for the past 10 years and it gets worse, we have had a PE, math and now business open for several years. We use to get 100s of applications for PE, now we get 0. |
| Northeast | Attrition | We are a small rural school that pays extremely low. Lack of exposure, size and salary will greatly impact our recruiting. |
| Suburban Cook | Attrition | We are able to give \$5000 signing bonuses for specialty teachers and hard to fill positions. |
| Suburban Cook | Attrition | We are finding that due to increased credential requirements we are struggling to find qualified candidates. |
| Suburban Cook | Attrition | We are putting in place a variety of logistics to recruit teachers. |



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| Suburban Cook | Attrition | We are reaching out to universities to bring in more interns and student teachers. We have several in the Fall and will look to hire them for some of the positions that are still open in the Spring. We also partnered with Golden Apple, although at this point, have not had much success with new hires through this program. We have to rely on some contract agencies, which has been less than ideal. We hope to hire full time employees for these roles as soon as possible. Recruiting never stops and anytime we find a qualified candidate, we want to bring them into our district, so we will continue to keep open positions posted, even if we currently have them filled with contract employees. |
| Northeast | Attrition | We are spending more money on full time substitute teachers because otherwise we can not fill our substitute openings. |
| Northwest | Attrition | We attempt to recruit interns and special service providers to our area. However I had a retirement three years ago that we have not been able to replace. |
| West Central | Attrition | We continue to look for "Home-grown" candidates who have ties to the area and will stay. |
| West Central | Attrition | We could not find a licensed SPED teacher. Therefore, we hired an elementary teacher to fill that position and she obtained an emergency license to teach LBS1. |
| Northwest | Attrition | We desperately need substitute teachers, bilingual teachers, and licensed special education teachers. |
| Southeast | Attrition | We didn't get any applicants for a couple of the positions and the applicant we did get came the week before school started. |
| Southeast | Attrition | We do not offer any health insurance in our district. Salary has never been an issue. |
| Suburban Cook | Attrition | We feel we have enough staff to cover our classroom needs. Our enrollment continues to decline and as grant funds run out we will likely be reducing our work force. |
| Northwest | Attrition | We had many teachers accept positions, then recant their acceptance before their hire date. Thus, creating the process to start over. |
| Suburban Cook | Attrition | We have exhausted all avenues to recruit teachers. |
| Northwest | Attrition | We have expanded our recruiting efforts and also increased our salary guide, but the number of applicants is still very limited. |
| Northeast | Attrition | We have great concerns in staffing not only teachers but non-licensed staff in the future. |
| Southwest | Attrition | We have had several positions where we received only one applicant. |
| Southeast | Attrition | We have seven certified retirements at the end of FY22. |

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| Northeast | Attrition | We have worked to be as creative as possible to attract, recruit, and retain staff |
| | | We need more applicants for all special education positions (LBS, psych, SW, SLP). We have a high percentage of students with special needs and we struggle to staff appropriately. I know this is about teachers, but aside from these positions, we can't staff our paraprofessional positions, nor do we have enough substitutes to cover staff absences- despite having a healthy sub pool. |
| Suburban Cook | Attrition | |
| Southeast | Attrition | We only had one applicant for a position. We had no choice but to hire that applicant. |
| West Central | Attrition | We recruited experienced teachers from surrounding school districts because we could compete on the salary schedule. This is not helping any of us! |
| Northeast | Attrition | We RIF'd a teacher at the end of the year were able to bring her back with our vacancy. |
| | | We started a new Ag Program and were lucky to get a good applicant hired. Other than that, we lost 2 good teachers due to the stressors involved in teaching. One went to another district to teach older students, and the other is out of teaching all together. |
| Northwest | Attrition | |
| Southeast | Attrition | We still do not have a qualified fourth grade teacher. |
| Suburban Cook | Attrition | We struggle to get qualified applicants even with third party contractors/agencies |
| West Central | Attrition | We try to hire good people tat care about student's instead of hiring a subject. |
| | | We were able to fill positions with quality candidates but the pool was much smaller than what we saw even a few years ago. |
| Suburban Cook | Attrition | |
| West Central | Attrition | We were lucky to fill our positions with great candidates. As I look to next year, we have 3 retirements that we will need to fill. The most challenging one will be band/music. |
| | | We've partnered with Roosevelt University to host approximately 8 teacher residents this year. The eight residents were former paraprofessionals. Now we have a HUGE shortage of paraprofessionals. |
| Suburban Cook | Attrition | |
| West Central | Attrition | While we have been able to fill positions--it has not been easy. |
| Suburban Cook | Attrition | Wishing there were more bilingual, ESL teachers, SLPs and OTs |
| | | With all the mandates from the state, changes in curriculum, and pressure from the governor's office the idea of being an educator is not what many are looking for. More and more people are looking to get out of this field. |
| Southwest | Attrition | |
| | Licensure restriction concerns | |
| West Central | | Licensing restrictions have had an impact. Too narrow in scope. |



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| Northwest | Licensure restriction concerns | Licensure of a CTE teacher or administrator has caused us to use an interim director this year. |
| Southeast | Licensure restriction concerns | Location, low salary for beginning staff, limited capacity to raise salaries, rural setting, gas prices |
| East Central | Licensure restriction concerns | New licensure restrictions are not helping us. |
| | | The more program offerings our local state university have, the more area applications we receive. We encourage state universities to get creative in how they expand their offerings, specifically PE/Health, driver's education, and CTE. In addition, please continue to do all you can to loosen the requirements for licensure. If a teacher has teacher licensure and has the capacity to pass a subject exam, let the schools determine if they are interested in putting them in the classroom. Increasing the hours to 18 hours per endorsement only further enhances the teacher shortage and ability to find qualified teachers. |
| Southeast | Licensure restriction concerns | |
| Southeast | No impact | Conditions have undergone minimal change |
| Northeast | None | No Comment |
| Southeast | None | No problem up to this point |
| Southeast | None | None at this time. |
| Northwest | Other | COVID has expanded the problem exponentially; it is not singularly responsible |
| Southwest | Other | Dual credits and advanced courses at the high school level have become impossible here |
| East Central | Other | If you want better survey results two days after a Labor Day during the worst part of a pandemic consider shortening the length of this survey |
| Suburban Cook | Other | IL should go to one simple preK-12 license. |
| | | It was a real challenge. We were blessed to start school fully staffed by a last minute hire the week prior to school starting. |
| Northwest | Other | |
| Southwest | Other | New contract should help with both recruitment and retention of staff. Significant upgrade to salary matrix. |
| Northeast | Other | Right now, certified is not our largest challenge |
| Southeast | Other | Small rural schools do not have the availability of housing and resources as our larger neighbors. |
| East Central | Other | The edtpa needs to go away. We are asking these young people to pass this ridiculous task to teach for 45 years. |

APPENDICES

Appendix E – Superintendent Comments

Superintendent additional comments related to teacher staffing.

| Area | Theme | Comment |
|---------------|------------|--|
| West Central | Other | We have hired several alternative certification SPED teachers |
| East Central | Other | We have hired teachers a year early than a known opening just to have them. We reduce class sizes during this time. |
| Suburban Cook | Other | We have to be early and aggressive |
| Southeast | Other | With all the COVID drama in society, teachers are being treated harshly from different people for different reasons. They seem to be a scapegoat for people's anger, despite not having control over the guidelines and rules. |
| East Central | Sufficient | Very late resignation, but only one |
| Southeast | Sufficient | We are in a very good position. |
| Southwest | Sufficient | We are lucky to attract retired Missouri teachers as applicants. |
| East Central | Sufficient | We had 0 turnover. |
| Southeast | Sufficient | We had no vacancies. |
| West Central | Sufficient | we have a completely new administrative team with new strategies to recruit and work with universities/colleges |
| Northwest | Sufficient | We have approximately the same amount applicants as past years |
| Suburban Cook | Sufficient | We have been part of virtual job fairs. Attend in-person job fairs. We have partnered with nearby colleges to recruit new graduates. |
| Northeast | Sufficient | We have been very active in helping college graduates become certified through alternative certification program. We have advertised in creative ways. We have established many community partnerships to attract staff as well as made a concerted effort to treat staff well. This effort has so far paid off. |
| West Central | Sufficient | We have hired people from the local area for the most part and one applicant for our 4th grade position and he was a good app so we hired him. |
| Southeast | Sufficient | We will have several openings, but we plan to fill them early. I do not anticipate having an issue with filling the positions. |

EXECUTIVE SUMMARY

"If a teacher has teacher licensure and has the capacity to pass a subject exam, let the schools determine if they are interested in putting them in the classroom."
- Southeast Illinois Superintendent

POLICY RECOMMENDATIONS

1. Invest in all parts of the Educator pipeline.
2. Address affordability for aspiring Educators.
 - a. Support an increase in educators of color in Illinois by increasing funding for Minority Teachers of Illinois (MTI).
3. Expand Early Pathways into the Teaching Profession.
4. Prioritize strategies that support current educator labor market to prevent attrition.
 - a. Increase funding the New Teacher and New Principal Mentoring programs and make this an annual allocation through state appropriations.
 - b. Invest in school leaders, who play a pivotal role with school working conditions that impact teacher recruitment and retention.
 - i. Address the principal workload and working conditions in schools that are causing many leaders to leave their school and/or the profession.
 - ii. Re-envision the role of the school principal.
5. Consider short-term strategies for filling the educator pipeline in the immediate future.
 - a. Advocate for state creation of a robust online teacher recruitment system.
 - b. The state should determine how to more tightly align its performance-based capstone assessment with its PERA teacher evaluation framework.

Strategies to enact these recommendations can be found on pages 9 - 13.



STRATEGIES TO ENACT CHANGE

1

Invest in all parts of the educator pipeline

The state must invest in the entire educator pipeline in order to attract, develop, and maintain a strong and diverse teacher workforce.

Illinois' significant teacher shortage issues are the result of challenges throughout the pipeline, from educator recruitment and preparation to educator induction and retention. Too few candidates enroll in Illinois preparation opportunities/ programs. Enrollments have decreased by over 60% from 2008 to 2018, and the number of program completers has subsequently decreased (Title II data tools). Further, not all who complete programs become licensed, and of those who do go on to teach too few are retained from year to year (ISBE Supply and Demand). Teacher turnover issues have only grown more pronounced due to the global pandemic. In 2021, 49% of superintendents agreed that COVID-19 related to educator burnout increased overall teacher burnout (IARSS 2021).

The state should stabilize the Teachers Retirement System (TRS) through annual funding at actuarially required levels.

This can only boost confidence in the state's teacher corps and then, in turn, make the profession more attractive.

Fully fund EBF with an additional \$500M. RIGHT NOW more than ½ of districts are below 70% adequacy and this impacts working conditions.

"Teaching is the profession that begins all professions."

STRATEGIES TO ENACT CHANGE

2

Address Affordability

Support an increase in educators of color in Illinois by Increasing funding for Minority Teachers of Illinois (MTI).

Educator preparation is becoming increasingly unaffordable as tuition costs rise within Illinois' colleges and universities. The average cost of tuition is increasing much faster than the Consumer Price Index (CPI). The high cost of tuition and resulting student debt are a significant barrier to teacher candidates of color. The Minority Teachers of Illinois (MTI) scholarship invests in racially diverse candidates by providing scholarships to students of color enrolled in educator preparation programs. Pending an investment of at least \$2.85M, the maximum annual MTI amount will increase from \$5,000 per year to \$7,500 per year. MTI has awarded recipients \$5,000 per year since the program was first created in 1992, but tuition alone is now 2.2x as expensive at 4-year institutions as it was in 2005. This increase is needed to cover drastically higher tuition costs. The state must invest additional dollars into MTI. Doing so will increase the number of candidates of color in Illinois and, if \$4.2M is allocated, allow for an increase in the size of the grants afforded to candidates such that they meet the rising cost of tuition. Bilingual education is a high-need teacher shortage area that exacerbates equity problems. An investment of \$4.2M will allow MTI to target 30% of funding to financial support of bilingual teachers of color.



STRATEGIES TO ENACT CHANGE

3

Expand Early Pathways into the Teaching Profession

Effective teacher recruitment requires local solutions.

Because the median distance between schools that teachers attended and the schools they now work in is just 13 miles. That means connecting middle and high school students to early pathways networks including K-12 schools, community colleges, and educator preparation programs to provide seamless transitions from the classrooms where they learn to the classrooms where they'll teach.

Introduce students to the power of teaching and support degree completion.

Current programs like EdSystems' Scaling Education Pathways in Illinois, ISBE's Education Career Pathways Grant, and Educators Rising are introducing students to the power of teaching and providing access to dual-credit coursework to accelerate completion and decrease the cost of teaching degrees.

- We must increase funding for these programs to expand their impact.
- Create a one-stop grant shop to help districts identify funding opportunities.
- Ensure seamless transitions from community colleges to 4-year universities, and
- Encourage higher education institutions with teacher preparation programs to incentivize HS students to complete dual-credit coursework and an education pathway in HS such as the College and Career Pathway Endorsement by offering scholarships and early access to programming to participating students.
- Grow regional partnerships that connect K-12 and local higher education institutions that incentivize students to pursue education pathways and provide local employment opportunities.

STRATEGIES TO ENACT CHANGE

4

Prioritize Strategies that Support Current Educator Labor Markets to Prevent Attrition

49% of superintendents reported that COVID-19 related educator burnout has led to increased teacher turnover in their schools. We recommend that state and local school districts prioritize first actions and supports for retaining the existing workforce of teachers, leaders, and staff given increased stresses due to the global pandemic.

Increase funding for New Teacher and New Principal Mentoring programs and make this an annual allocation through state appropriations.

Using ESSER funding, ISBE allocated \$6.5 million in funding for New Teacher Mentoring and \$1.2 million in funding for New Principal Mentoring. We need to assure that this funding does not dissipate when federal funds go away. Instead, we advocate for annual appropriation at an increased amount that is enough to support all new teachers and principals with mentoring and induction supports for their first two years on the job.

Invest in school leaders, who play a pivotal role with school working conditions that impact teacher recruitment and retention.

Leadership is cited as the most important factor in teachers' decisions to stay in their school or in the profession. Correspondingly, research has found that improvements in school leadership were strongly related to reductions in teacher turnover. That is why investments in leadership development have been identified as one of the key strategies to addressing teacher shortages.

- Address the principal workload and working conditions in schools that are causing many leaders to leave their school and/or the profession.
- Re-envision the role of the school principal. A growing body of research has developed a new conceptualization of the principal role as an Organizational Leader of Instructional Improvement. This organizational structure of schools focuses the work of the principal on high-leverage activities that are consequential to changing practice and increase student learning, such as engaging teacher teams in instructional improvement efforts. In other words, effective principals establish conditions for instructional improvement. Instructional input and decision making is centered in the work of collaborative teacher teams. Through the ROE Lead Hubs, a model called LEADed has been implemented with over 140 rural, suburban and urban schools across the state that could serve as a model for building instructional capacity in schools that distributes instruction and brings teacher voice to the table in decision making. We know from research that when districts ensure that high quality educator feedback and evaluation systems are in place, teachers and administrators report evaluation improves instructional practice and improved student learning. When districts invest in systems that create collaborative teams with multiple trained evaluators, the principal job is more doable, and staff get more feedback and improve as a result.



STRATEGIES TO ENACT CHANGE

5

Consider Short-term Strategies for Filling the Educator Pipeline for the Immediate Future

Advocate for state creation of robust online teacher recruitment system.

Few high school and college students or potential career-changers know about the benefits of teaching as a career and state tuition and fee support available in Illinois. Nationally, data shows around 40% of college students have some interest in teaching yet in Fall 2020, just 5% of bachelor's degree candidates in Illinois were studying education (IBHE, 2020). In partnership with state agencies and Educator Pipeline Group convened by Advance Illinois, advocate for investments in a state infrastructure such as a unified portal, to increase awareness and simplify access to financial information and licensure information. North Carolina has seen much success with their robust portal for candidates and social media campaigns that targets teaching candidates.

The state should determine how to more tightly align its performance-based capstone assessment with its PERA teacher evaluation framework.

The State currently has an accepted and tested model to evaluate educators throughout the State. We feel the current capstone evaluation system may be effective, however, it is not consistent with what is being used in the field. The current statewide educator evaluations system can easily be catered for pre-service teachers. The State should also continue to monitor educator preparation programs in Illinois. Due to COVID-19, the state has already removed the current capstone evaluation system requirement for the last two years.

Creative Solutions?

Recruitment and Retention Coordinator Position

- Priority in only looking for applicants for positions, retaining current staff, meeting with student teachers, observers
- Attending Job Fairs
- Marketing and Communications
- Networking with Others
- Exit Interviews and Surveys
- Soft skills - “wine and dine” individuals
- New teacher socials
- Affinity Groups



**WE NEED
YOU
IN THE**



HIRING NOW!

WWW.USD116.ORG/EMPLOYMENT

THE POWER of U

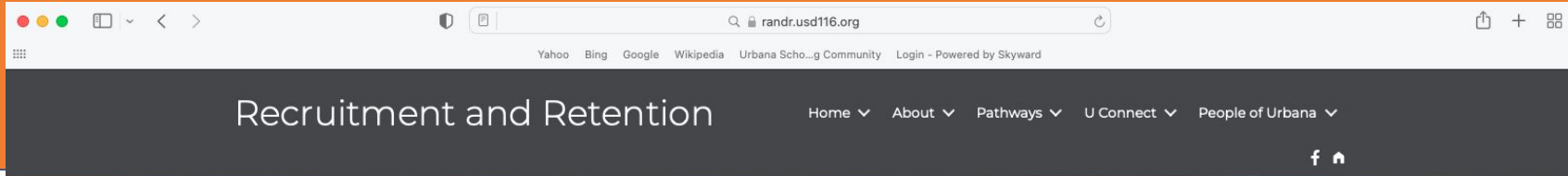
HAPPY PRINCIPAL
APPRECIATION MONTH

 **URBANA**
SCHOOL DISTRICT #116



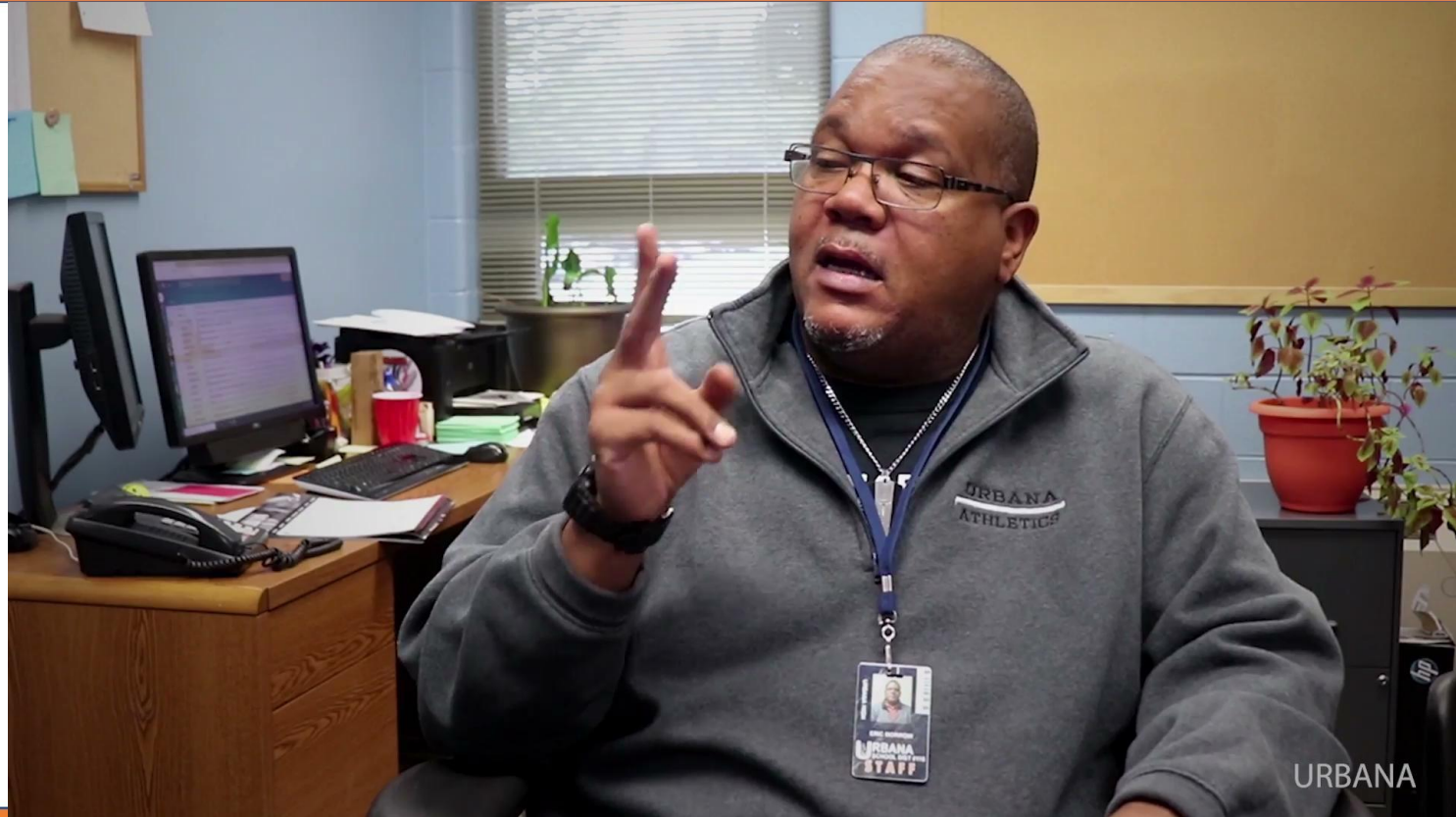
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ADAMS



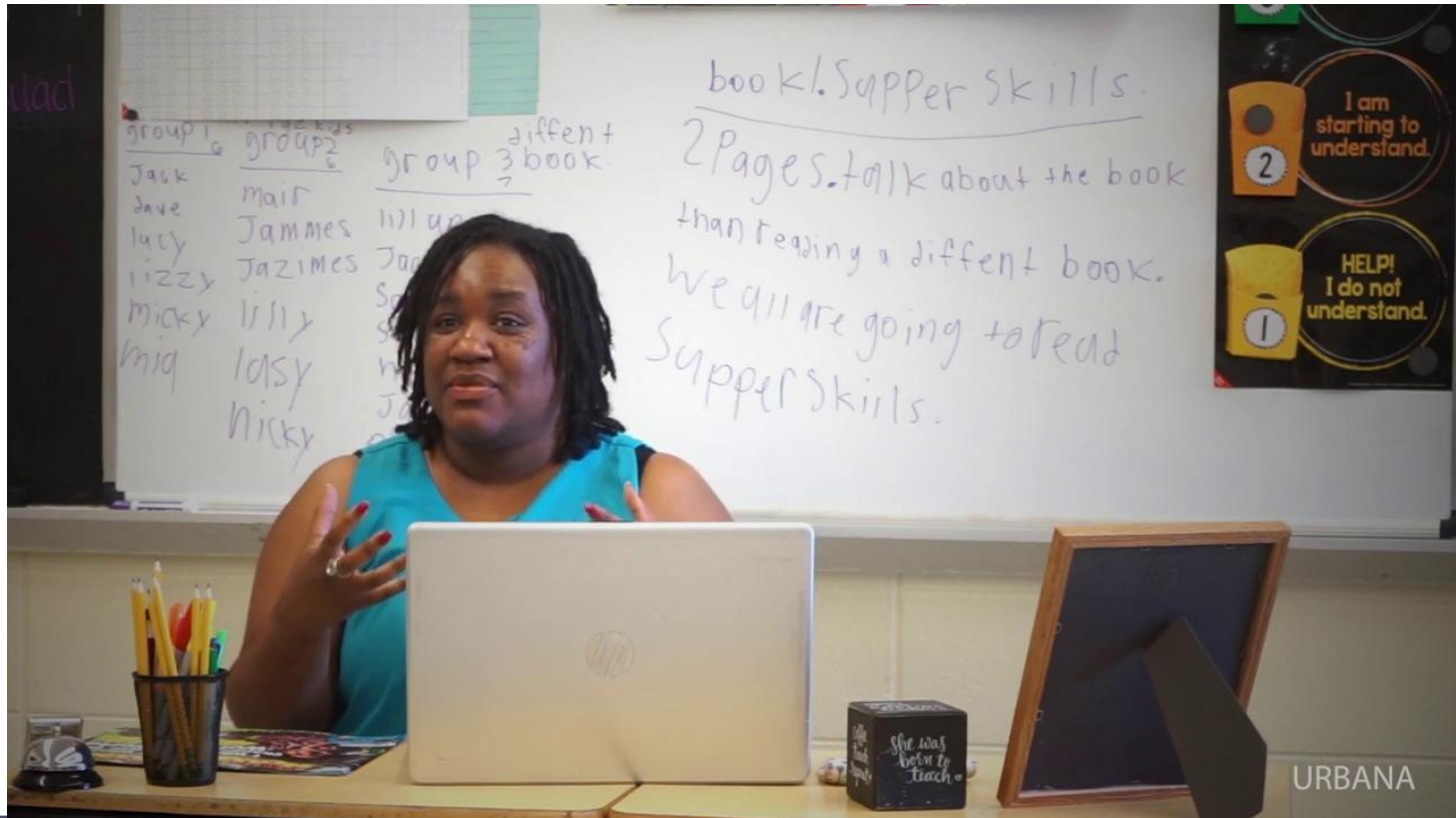
**People of Urbana School District:
Omari Thomas, Innovative Technology
Specialist at USD116**

Staff Spotlight



URBANA

Staff Spotlight



Staff Spotlight



Unsung Heroes Award

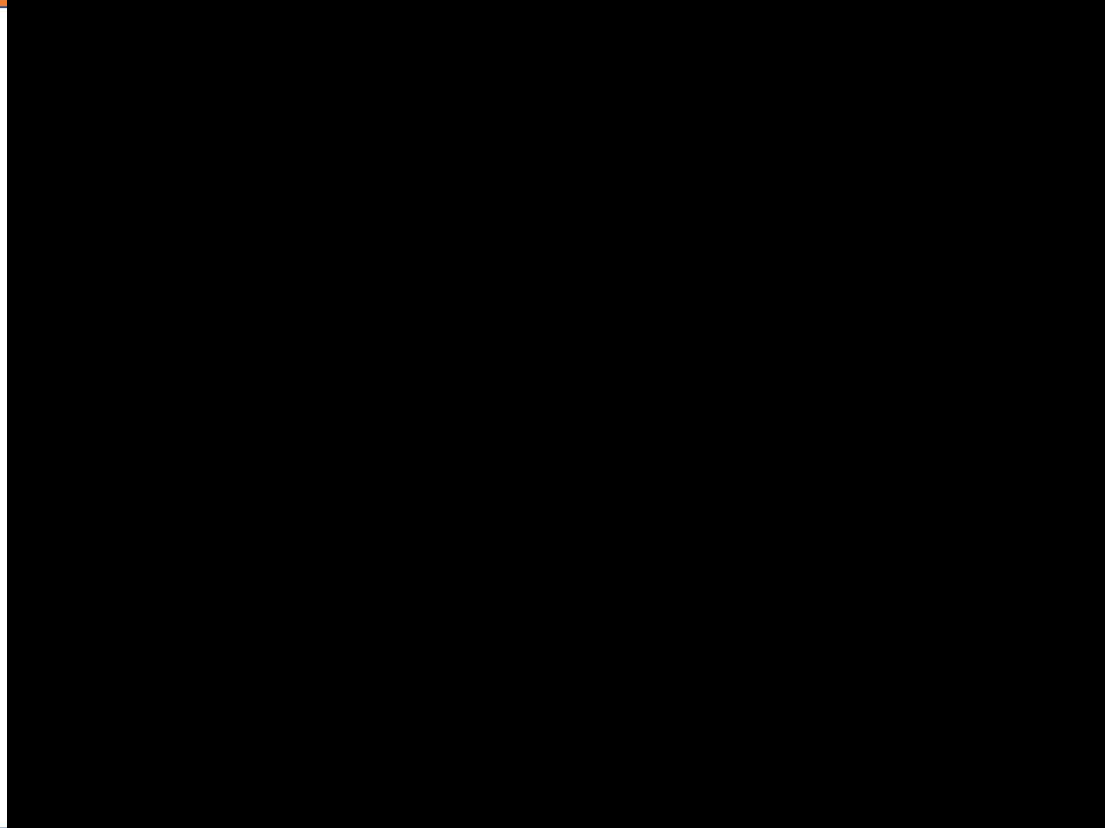


Creative Solutions?

“Fringe Benefits” to keep staff

- Financial incentives for hard to fill positions
- Financial incentives for longevity in the school district
- Strong Mentoring Program
- Free/reduced after school care for staff who live in the school district
- Partnerships with local colleges/universities for continuing education (tuition waivers)
- Partnerships with community organizations for housing, etc.
- Partnerships with local social groups for staff connection
- Staff Appreciation Days

Years of Service Recognition



Creative Solutions?

Grow Your Own Programs

- SPED Pathways Program
- GYO for non-certified staff
- H-1B Visa Sponsorship
- Tuition Waiver Support (commitment from local colleges/universities and school district)
- Partnerships with ISBE for Multilingual Positions



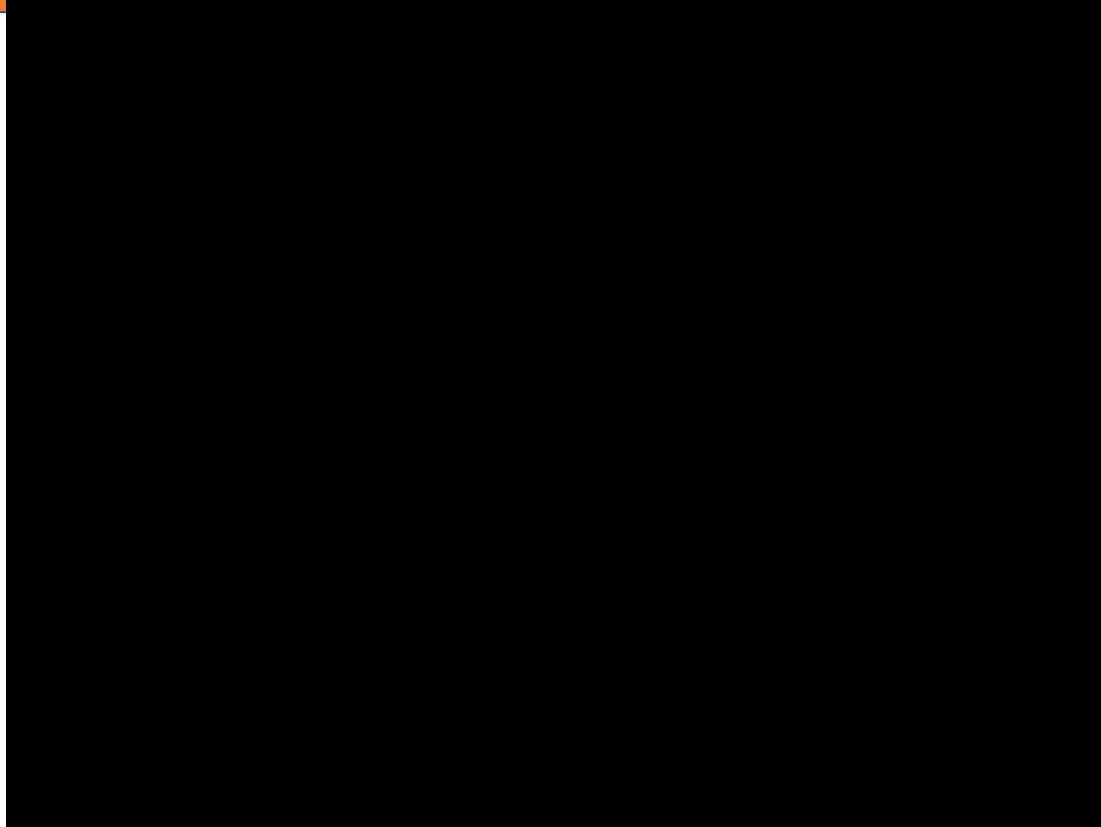
VISIT URBANA TO TEACH URBANA

We invite you to join us in Urbana School District for a day. Tour buildings, meet teachers and principals, learn about district programs and benefits, ask as many questions as you like, enjoy lunch, see the city, and interview for a position — all in one day!

| VISIT URBANA DAYS | |
|---------------------------|--|
| Monday, March 28, 2022 | Sign up today or RSVP to Larry Simmons at 217-384-3564 or lsimmons@usd116.org . If one of these dates will not work in your schedule, we will happily coordinate another option for you. |
| Tuesday, April 5, 2022 | |
| Wednesday, April 13, 2022 | |
| Monday, April 25, 2022 | |

Once you have scheduled a date, you will be contacted with further details about your visit, including arrival time, address, schedule, and interview details. Please schedule to be with us starting 10:00 AM and staying through the late afternoon. However, we will work to accommodate your schedule.

Staff Retiree Tribute



Creative Solutions?

Grow Your Own Program for Students

- Identifying students to explore teaching as a career
- Offering elective classes for teacher education preparation
- Assistance from a College and Career Counselor
- Partnership with local college/university for tuition support
- Commitment to return to school district to teach

Urbana School District #116

TITLE I and Family Engagement



What is Title I?
Title I is the largest federal program that provides additional financial resources to schools that serve high percentages of low-income students. Title I funds are used in Urbana under various names such as ACCESS.

Title I is based on:

1. **All students** make use of Title I funds.
2. **Local districts** use Title I funds.
3. **Parents** are involved in the decision-making process.

Urbana School District #116

A Closer Look at Teacher Support



First through third year teachers receive monthly release to observe and receive feedback from veteran teachers.

Novice Cohort
All new teachers are part of a cohort that provides ongoing support and professional development. The cohort includes:

- Earn stipend
- Split into groups
- Establish a mentorship

New Hire Induction
All new staff members build a strong connection with the district through induction meetings, observations, and training.

ESSA creates a shift in the way we think about the process that empowers teachers. Regardless of scores, enroll in high quality programs.

An Overview

- I. Family Engagement
- II. The Urbana School District
- III. Urbana School District
- IV. Urbana School District

Urbana Family

For more information
Mrs. Dionne Webb



Metropolitan Triangle

Urbana is located in the core of a metropolitan triangle and within 1.5-3 hours driving distance to **Chicago, Indianapolis, and St. Louis** for great weekend getaways.

Not only are you able to travel outside of the heart of Illinois to the metropolitan triangle, you will also love the convenient small-town commutes in Urbana. Urbana has both rural and urban experiences all in one. Spend your afternoon lost in a corn maze to bring it up at the State Farm Center listening to one of your top artists. Urbana-Champaign is one of the fastest growing tri-county areas with diverse activities at your fingertips. Urbana is home to the University of Illinois, one of the most prestigious universities in the country.

Urbana Has A Ton to Offer

Check out a few events hosted in Urbana-Champaign area this year!

- Sweet Corn Festival
- Pygmalion Festival
- Friday Night Live Comedy Series in Urbana and Champaign
- Roger Ebert Festival
- CU Comedy
- Kravis Center for Performing Arts Events
- VisitChampaignCounty.org offers an in-depth look at what Urbana has to offer.



Special Education Programs

Urbana School District #116 provides programs for students with disabilities, ages 3 to 22. A full continuum of services and programs are available within our district. The Student Services department's major focus is to support the education of students with Individualized Education Programs (IEPs) and 504 Plans, as well as their teachers.

Each school has a full multi-disciplinary team including a social worker, a psychologist, a speech therapist, teaching assistants, and other professionals as well as bilingual support staff in schools that serve bilingual populations.



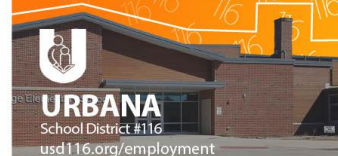
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Dual Language Programs

French Dual Language Programs
at Yankee Ridge Elementary School
Spanish Dual Language Programs
at Dr. Preston Williams Jr. Elementary School,
Leal Elementary School, Urbana Middle School,
and Urbana High School

Urbana strives to make sure all students enrolled in the dual language program will develop high levels of proficiency in English and their additional second language. Academic performance for all students will be at or above grade level in both languages. Students acquire cognitive flexibility that also leads to higher-order thinking skills and better problem-solving abilities. Students will demonstrate positive cross-cultural attitudes and behaviors.



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Creative Solutions?

Outsourcing for Substitute Teachers to focus on recruiting permanent staff

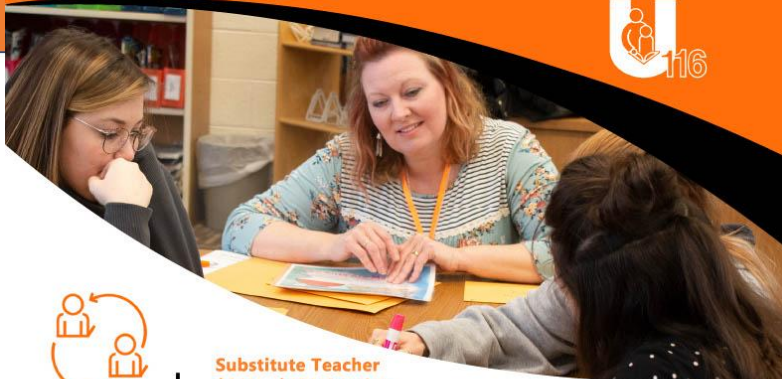
- ESS (Every Day Counts)

[ESS](#)

- Kelly Education

<https://www.kellyeducationalstaffing.us/kes/substitute-teacher-contact-us/>

WE ARE NOW HIRING SUBSTITUTE TEACHERS



Substitute Teacher \$110 - \$130 Per day

Do you have a Bachelor's degree and would like to earn extra income?
Apply to substitute.

JOB SUMMARY: The Substitute Teacher is responsible for helping students learn subject matter and skills that will contribute to their development as mature, able, and responsible adults in the absence of the full time classroom teacher.

EDUCATION: Bachelor's degree in any field to get substitute license. Work in the school and/or grade that you choose.

ESSENTIAL FUNCTIONS: Implements existing lesson plans in a manner that ensures the integrity of the content and maximizes student engagement and participation.

- Encourages students to set and maintain appropriate standards of classroom and building behavior.
- Maintains accurate records of attendance, progress, concerns, and events regarding each substitute assignment and leaves clear notes for the full time classroom teacher.
- Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Remain in classroom setting and monitor students at all times.
- Report all student injuries, accidents, illnesses, and discipline problems to school personnel immediately as appropriate.
- Collaborates with teacher assistants and volunteers to increase the success for students in the classroom.
- Reports to the school office at least 15 minutes prior to each assignment and signs out upon completion.
- Maintains professional relationships with students and faculty.

For more information and to see the complete job description, please visit usd116.org.

Urbana School District is an equal opportunity employer

References

Illinois Association of Regional Superintendents of Schools (IARSS)

Website Here: <https://iarss.org/>

Survey Data Found Here: <https://iarss.org/2021-educator-shortage/>

***Special thanks to ROE Superintendent Gary Lewis for access to the
Educator Shortage 2021 Data Report*

Thank You for Listening

The slides will be uploaded to the Whova Platform if you are interested in the information shared.

Keep in touch!

Angi Franklin

Urbana School District #116

afranklin@usd116.org

(217) 384-3641