

Illinois

State Overview

Populationⁱ: 12,741,080

Urbanizationⁱⁱ: 88.5%

Student Enrollmentⁱⁱⁱ: 2,067,400

Demographics ⁱⁱⁱ		
Demographic	% Student Population	% Teacher Population
Male	51.2	26.2
Female	48.8	73.8
White	48.5	83.3
Black	17.0	7.1
Latinx	25.7	7.1
Asian or Pacific Islands	5.0	1.2
American Indian or Alaska Native	0.4	#
2+ Races	3.4	0.9

Special Populations ⁱⁱⁱ	
Population	% Students
Free- and Reduced-Price Lunch	46.7
English Learners	9.8
Special Education	14.6

Teacher Workforce

Size of Total Workforce^{iv}: 33,399

2018 Teacher Preparation Statistics ^v	
Total Completers	4,889
Traditional IHE-based Program	96.8%
Alternative IHE-Based Program	3.2%
Alternative Non-IHE-Based Program	0%

Teacher Workforce Reporting: The State Board of Education’s website includes detailed information about [educator supply and demand](#). The website provides data on the teacher workforce in public schools across the state, including a dashboard that displays indicators on supply, demand, and unfilled positions by state, district, and school. The page also projects upcoming demand for educators, in order to inform educator preparation programs’ recruitment and

enrollment efforts. The dashboard is easy to navigate and shows data comparisons across multiple variables, including years and regions of the state.

Teacher Prep Reporting: In 2016, the Illinois State Board of Education created the Partnership for Educator Preparation (PEP), a steering committee focused on advancing the work of educator preparation programs statewide through strengthening data collection, sharing, and reporting. Members include educators, principals, and higher education institution leadership, as well as other experts, such as State Board of Higher Education and central district office staff, from across the state. The [goal of the PEP](#) is to develop a new data tracking and reporting system to “ensure all new Illinois teachers are learner-ready on day one in the classroom, and that data is used as a tool for continuous improvement to strengthen teacher preparation statewide in the long term.” The state board will require EPPs to submit data on a number of measures, using this data to create reports that assess program strengths, weaknesses, and growth areas, which will help both the state and the EPP develop improvement strategies. As of the 2019-2020 school year, the previous reporting system has been replaced with the new system, which has been piloted and tested extensively across all IL IHEs with EPPs. The educator preparation program reports will be made public in 2020.

Vacancies: As mentioned previously, the ISBE Educator Supply and Demand Page provides [extensive vacancy and unfilled position data](#). As of November 2019, there are 1,300 unfilled teaching positions across the state.

Additionally, Southern Illinois University System released a paper on the state’s shortage crisis in 2018. The survey was updated with questions about future vacancies in 2018 to correspond with needs to supply data for the Grow Your Own project at the University. Superintendents from districts in the Northwest, Central, and Southern regions believed they had a “serious problem” with teacher shortages.⁴

Teacher Preparation Programs

Recruitment: Illinois offers a number of recruitment programs designed for a wide variety of audiences, including:

- [GYO Illinois](#) was founded to support the education and excellence of GYO teacher candidates and graduates through [grants and programming](#).
- [TEACH](#) (Teacher Education & Access to College for High schoolers) at Illinois State University is a program that works to recruit underrepresented students from Chicago, Decatur, and Peoria public high schools to pursue teacher education.

There are several grant and loan forgiveness programs designed specifically for students studying to become teachers, including:

- [Minority Teachers of Illinois \(MTI\) Scholarship Program](#)
- [Illinois Special Education Teacher Tuition Waiver \(SETTW\) Program](#)
- [Golden Apple Scholars of Illinois](#)
- [Illinois Teachers Loan Repayment Program](#)
- [Teacher Residency Grant Opportunity](#)

Certification Requirements: Certification requirements include the edTPA, 32 credit hours in an endorsement area, and subject-specific IL Licensure Testing System exams.

Emergency Certification: While Illinois does not grant emergency licenses, they do offer a variety of [license types](#), each with its own requirements. Candidates can earn licensure through entitlement, ISBE Evaluation, or the Hiring District. Educators who have successfully completed the first phase of the Alternative Educator Licensure Program for

Teachers and passed the applicable content-area test are eligible for the Alternative Provisional Educator certification, which can only be renewed if working towards full licensure.

Teacher Prep Program Approval and Accountability: Must be an accredited, degree-granting IHE, or, in the case of a non-profit, the program must lead to licensure. Initial approval requires submission of an institutional report to SBE, which includes program standards, structure, admission criteria, and descriptions of coursework and field experiences. IHEs that have at least one approved EPP may apply for accreditation of subsequent programs through CAEP. Reauthorization occurs every seven years through submission of a report including impact measures and outcome measures, as well as updates to any program approval measures.

In summer 2019, the ISBE began a process to analyze teaching and teacher preparation standards, best practices and evaluation tools to develop a system of professional educator competencies, known as the [Illinois Professional Educator Competencies](#) (IPEC). The IPEC will provide a measurable continuum, which defines competency from teacher education candidate to veteran teacher across education employment pathways. The PEP, mentioned previously, developed a new system for data collection that is in its first year of use (2019-2020). Within the new system, data on each preparation program's enrollees and completers will be tied to employment, testing, and survey data collected by the SBE. The SBE also shares an analysis of reports of that data with each institution for administrators to explore the strengths, weaknesses, and areas for improvement within their programs.

Teacher Prep Program Requirements: All programs require completion of the ACT or SAT. Only alternative certification programs have a 3.0 GPA entry requirement. For post-baccalaureate programs, at least 32 semester hours in an endorsement area. While not required, many IHEs assess dispositions of candidates during the admissions process or clinical experiences. Each applicant must complete [coursework](#) addressing learning disabilities, reading methods, and content area expertise. Student teaching shall be completed during the candidate's final year of the EPP, within the grade range and in the area of specialization appropriate to the endorsement sought, and under the supervision of an experienced educator. No specific length/time requirement.

Policy Landscape

Governance: The Illinois State Board of Education is in charge of setting educational policies for public and private schools, grades kindergarten through 12th, as well as vocational schools, in Illinois. The board analyzes the needs of students and schools in order to recommend legislation to both the Illinois General Assembly and the Governor of Illinois. Dr. Carmen I. Ayala was appointed as Illinois Superintendent of Education in 2019. The Illinois State Board of Education consists of nine members. The members are appointed by the governor and approved by the Illinois State Senate. They serve four-year terms and may serve a total of two consecutive terms.

Union Presence: Illinois is one of the 21 states that require collective bargaining and, prior to the *Janus* decision, allowed unions to automatically collect fees from non-members. 96.2% of teachers are part of a teacher's union, which is the 8th highest membership rate in the US.³ Chicago is home to AFT Local 1, which played a large role in founding the AFT across the nation.

Recent Policy Changes: Below are the changes effective with the signing of [HB 5627](#).

105 ILCS 5/10-20.67

Short-Term Substitute Teaching License Training: School boards must develop a short-term substitute teacher training program that provides individuals who hold this license with information on curriculum, classroom management techniques, school safety, and district/building operations. ISBE may develop a model program for use. This section will be repealed on July 1, 2023.

21B-20:

- Subsequent Endorsement Requirements: Individuals who already hold a PEL can add additional endorsements by completing 24 semester hours of coursework + the applicable content test, or as otherwise specified. Additional details will be written into rule this summer.
- The ELS-PEDU will no longer be issued since individuals who would have previously qualified for the ELS-PEDU will now qualify for the PEL.
- New Educator Licenses with Stipulations: All approvals (with the exception of the short-term emergency and the short-term approval) will now be issued as endorsements on an ELS. The approvals will be categorized into similar areas, such as school support personnel interns and special education areas. ELIS is currently being reconfigured for this change; the option to apply for the ELS instead of an approval is not yet available in ELIS. The field will be notified once the option is available.
- Individuals who hold a lapsed PEL can now obtain a substitute teaching license. Previously, if an individual had a lapsed PEL, they had to reinstate the PEL before being qualified to sub. Now, the only requirement for a sub license is a degree from a regionally-accredited institution of higher education. Individuals who hold a suspended or revoked PEL are still ineligible to receive a sub license.
- School districts cannot require educators who already hold a PEL or ELS to also hold a substitute teaching license in order to sub.
- New License: Short-Term Substitute Teaching License:
 - Valid for PK-12
 - Application fee is \$25 (can be refunded within 18 months after teaching 10 days within one year of the license being issued.)
 - No registration fee
 - Associate degree or 60 semester hours from a regionally-accredited IHE required
 - Can teach no more than five consecutive days per licensed teacher under contract
 - Must complete the training for short-term subs before teaching on the license
 - All licenses shall have an expiration date of June 30, 2023. Thus, depending on issue date, some licenses will have a cycle that is shorter than five years. No licenses will be issued after this date.

21B-35

Reciprocity: Educators not entitled by an Illinois IHE can meet one of the two requirements for licensure:

1. Hold a valid, comparable OOS license + the relevant degree needed for the license, OR
2. Complete a state-approved program and all other current licensure requirements (tests, PEL coursework, student teaching/internship, etc.)

21B-105

Clarifies that all entities, whether they are for-profit or not-for-profit, must meet the same requirements, including receiving approval from IBHE, before being recognized to conduct educator preparation programs through ISBE.

Trends

Size and composition: Illinois is a state characterized by a few dense population centers (Chicago, Aurora, Rockford, Joliet) and otherwise mostly rural and suburban, somewhat spread out towns. The state is moderately racially diverse, mostly due to the diverse population of Chicago. The teacher workforce is very homogenous (white) and declining in number in recent years. IL requires EPPs to be run by or in partnership with IHEs, and there are just five alternative certification providers in the state. The state has a teacher to student ratio of 1 to 15, about the national average. IL has overhauled a number of components of their data collection, reporting, and approval processes in service of improving the quality, quantity, and diversity of the teacher workforce in the state.

Shortages and mismatch: Illinois recognizes that it has a very homogenous (white) teacher workforce and needs to take action to increase workforce diversity across the state.

A [2018 survey by the Illinois Association of Regional Superintendents of Schools](#) provides longitudinal data that demonstrate teacher shortages are increasing in severity. “Among the 527 responding districts (61%), superintendents reported that 20% of all positions (1,032) listed for fall 2018 remained unfilled or filled by an unqualified professional.” Superintendents are increasingly relying on substitutes and pushing for more GYO initiatives. Shortages are especially critical in Special Education, CTE, and Bilingual Education. EPP Enrollment and Completer rates continue to drop each year, especially in traditional programs.

Current Focuses and Challenges: Illinois has a strong understanding of its challenges related to building and supporting a high quality, diverse teacher workforce, and state policymakers have generally been receptive to recommendations in recent years. In September 2018, ISBE staff conducted a listening tour to hear about challenges, such as the dilemmas rural and high-poverty urban districts face in recruiting teachers and, in particular, shortage areas such as English as a second language (ESL)/bilingual. ISBE officials also heard about promising practices and thoughtful policy ideas regarding licensure, teacher preparation, leadership, and teacher advocacy. Recommendations acquired from the focus groups were compiled into [a report](#) that was approved by the State Board of Education on October 17, 2018. Recommendations include:

- Recommendation I: Coordinate a statewide campaign to elevate the teaching profession and inspire young people, especially those of color, to join the profession.
- Recommendation II: Create and incentivize opportunities for P-12 and postsecondary institutions to work together to create streamlined pathways into the teaching profession.
- Recommendation III: Support partnerships between school districts and teacher preparation programs in order to closely align teacher supply and demand.
- Recommendation IV: Develop innovative, results-based approaches to educator preparation.
- Recommendation V: Develop and adopt a research-based bar for licensure that leads to a highly effective and diverse workforce.
- Recommendation VI: Promote teacher leadership and career pathways with differentiated responsibilities and appropriate incentives.
- Recommendation VII: Develop robust teacher mentorship and induction programs.

ⁱ *United States Census Quick Facts*. (2018). Retrieved October 2019, from Census.gov: <https://www.census.gov/quickfacts/>

ⁱⁱ Iowa State University. (2010). *Urban Percentage of the Population for States*, Historical. Retrieved from Iowa Community Indicators Program: <https://www.icip.iastate.edu/tables/population/urban-pct-states>

ⁱⁱⁱ Institute of Education Sciences. (2018). *Digest of Education Statistics*. Retrieved from National Center for Education Statistics: https://nces.ed.gov/programs/digest/2018menu_tables.asp

^{iv} Institute of Education Sciences. (2012). *Digest of Education Statistics*. Retrieved from National Center for Education Statistics: https://nces.ed.gov/programs/digest/d17/tables/dt17_209.30.asp

^v U.S. Department of Education. (2018). *2018 Title II Reports*. Retrieved from Title II: <https://title2.ed.gov/Public/Home.aspx>