



THE STATE OF OUR EDUCATOR PIPELINE

2023

Jim O'Connor
Advance Illinois

Awareness to Action: *Promoting Equity in Education and Careers*


AGENDA

- 1) Understanding the Latest Key Educator Pipeline Data in IL
- 2) Addressing the recruitment and retention of teachers of color
- 3) A regional approach to building an educator pipeline

The State of Our Educator Pipeline, 2023

The State We're In 2022

A LOOK AT THE IMPACT OF COVID-19 ON EDUCATION IN ILLINOIS



K-12 INSTRUCTION

Chronic Absenteeism Increased Significantly in SY20-21

Not surprisingly, many students with limited access to in-person learning environments and digital infrastructure ended up spending less time in classrooms in SY20-21, as demonstrated through attendance data.

Measuring the amount of time students were absent from school during the height of the pandemic is challenging. Individual districts, schools and educators varied in how they counted students present during remote and hybrid learning, with definitions of attendance varying significantly across the state.¹⁴ As a result, caution should be used when comparing attendance data for SY20-21 to pre-pandemic SY18-19.

Nonetheless, data suggests that student attendance declined in SY20-21. Average daily school attendance fell a decade low of 92.2 percent, following ten years at or above 93.9 percent. More significantly, chronic absenteeism—defined as students with absences or unexcused tardies that account for more than 10 percent of the school year—rrose less than 10 percent in SY20-21 from 18 percent to 25 percent.

Chronic absenteeism for Black and Latinx students between SY18-19 and SY20-21 increased for more than for white students, further widening racial disparities in chronic absenteeism rates. As shown in the chart below, chronic absenteeism grew 7 percentage points for Latinx students and 8 percentage points for Black students, compared to only 1 percentage point for white students. By 2021, white students had a chronic absenteeism rate of only 14 percent compared to 25 percent for Latinx students and 32 percent for Black students, the highest rate for any subgroup analyzed.

Chronic absenteeism also grew at above-average rates for English Learners and for students from low-income households, as shown in the chart below. In SY18-19, English Learners had a chronic absenteeism rate of 17 percent, just below the 18 percent average. By SY20-21, their chronic absenteeism rate grew 7 percentage points to 24 percent. Chronic absenteeism for students from low-income households, already at 23 percent in SY18-19, saw a 7 percentage point increase, rising to 32 percent in SY20-21.

Public schools saw a widening of inequities in chronic absenteeism during SY20-21.

Chronic Absenteeism Data by Minority Public Schools by Student Group, 2019-2022




Source: Illinois State Board of Education, Illinois State Board Report Card

The gap in chronic absenteeism rates between Black and white students grew from 18% to 25%.

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THE STATE OF OUR EDUCATOR PIPELINE 2023: Strengths, Opportunities, and the Early Impact of the COVID-19 Pandemic




EDUCATOR SUPPLY AND DEMAND

programs designed for career changers or those who do not complete a teacher preparation program in college.

The extent of the number of teachers needed, the information provided a bridge between the health of current teacher supply in addition, research from Brisco and other states has shown that there is often a mismatch between the types and geographic locations of teachers being produced by teacher preparation programs and the needs of districts, a mismatch not readily captured in aggregate numbers.¹⁵ Furthermore, new teacher supply in Illinois also, and importantly, includes teachers who complete preparation programs in other states as well as current teachers seeking additional credentials to move into new subject areas, program areas, or grade levels. The next sections discuss teacher supply with some of this additional context and what the state looks like a picture of overall trends, without


The supply of new teachers coming out of teacher preparation programs is increasing in Illinois and nationally.

TEACHER PREPARATION PROGRAM ENROLLERS



March 2020 Start of pandemic-related school closures and shifts to remote learning.

TEACHER PREPARATION PROGRAM COMPLETERS



March 2020 Start of pandemic-related school closures and shifts to remote learning.

Source: United States Department of Education, Title II Data Collection

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Advisory Council for *The State of Our Educator Pipeline, 2023*

Precious Allen

Teacher, Chicago Public Schools

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Executive Director, Association of Illinois Rural and Small Schools

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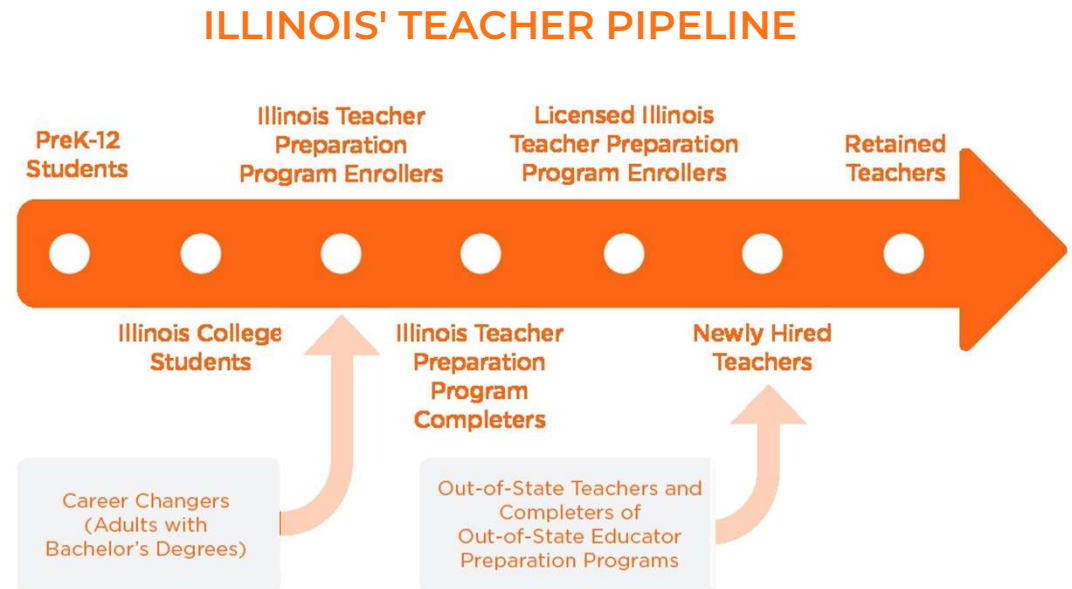
Director, Education Policy/Agency Relations, Illinois Education Association

Dr. Maria Luisa Zumudio

Executive Director, National Center for Urban Education, Illinois State University

About the Report

- Examines the state of the educator pipeline over the last 5 to 10 years.
- Considers context surrounding and the impact of the pandemic.
- Examines educator supply and demand, retention, shortages, and diversity.



Research tells us that quality teachers matter for students.

WHAT DOES IT MEAN TO PROVIDE STUDENTS WITH “QUALITY” TEACHERS?

Positions are filled with teachers who are trained and fully licensed to work with their specific grade level, content area, and student populations.

Teachers are effective in the classroom and supported to grow in their effectiveness.

Teachers are retained in their schools consistently year to year.

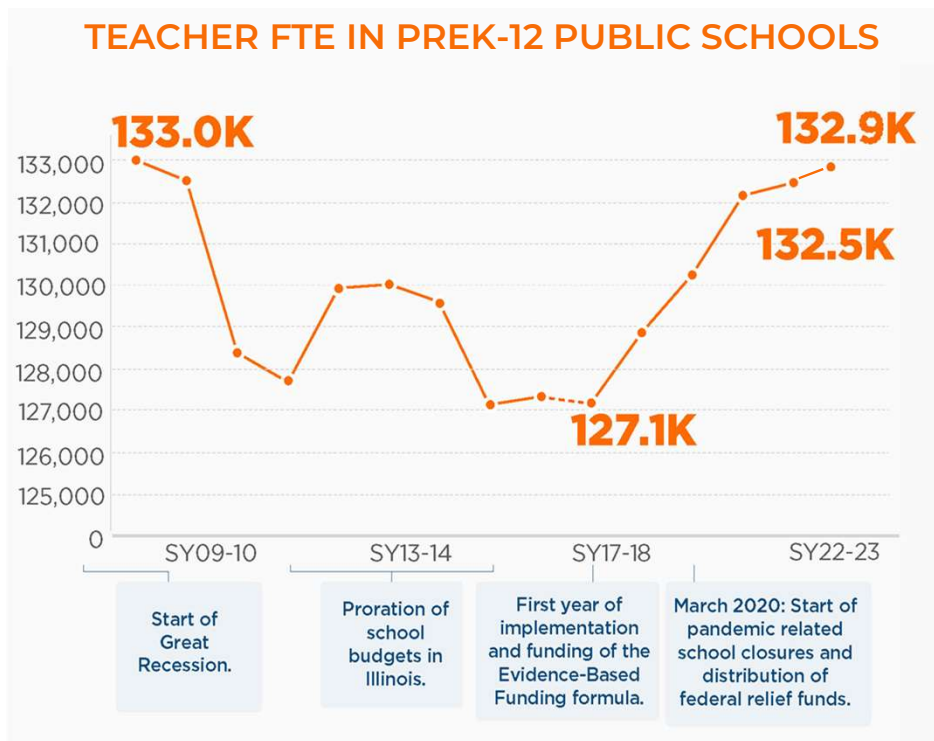
Teachers attend most days of school.

Teachers are racially/ethnically diverse.



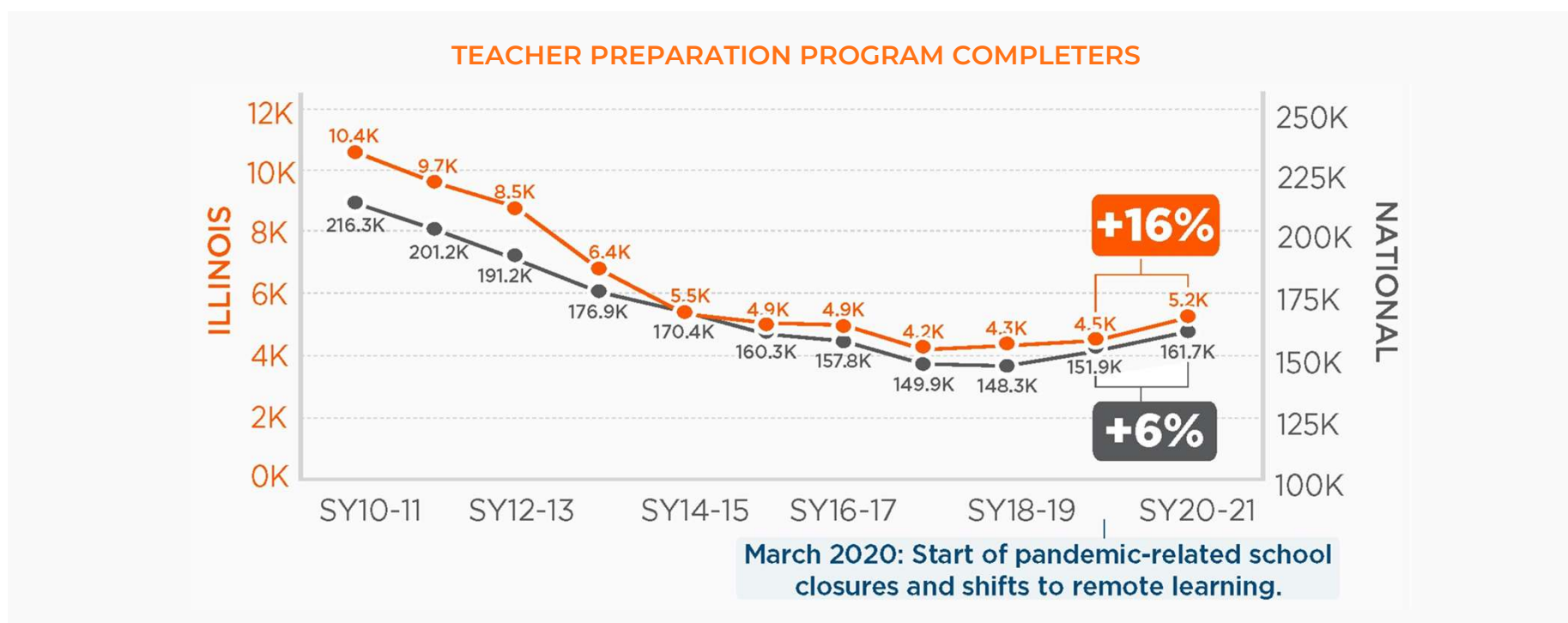
Educator Supply and Demand

Illinois is employing more teachers, assistant principals, and paraprofessionals, generally and per student, than at any other point in the last decade.

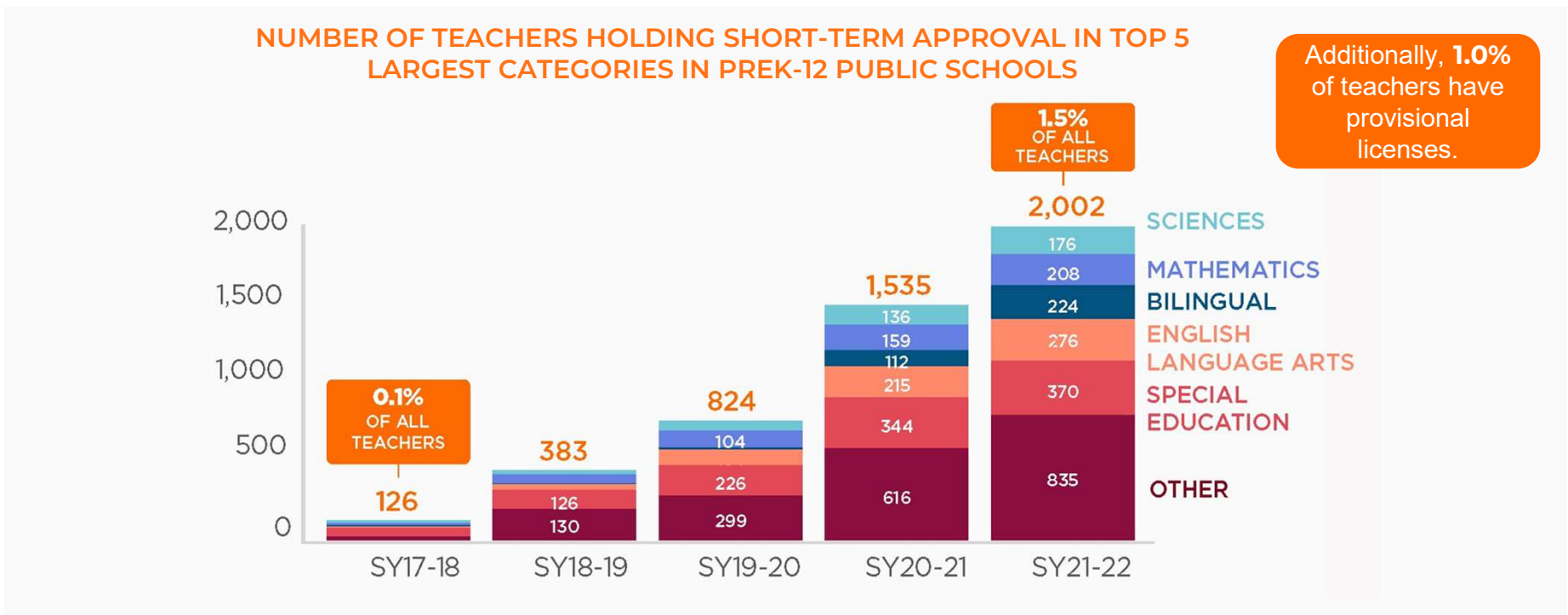


- As we employ more teachers, our student-to-teacher ratios are decreasing.
- Illinois schools are also employing more paraprofessionals, more assistant principals, and a steady number of principals.

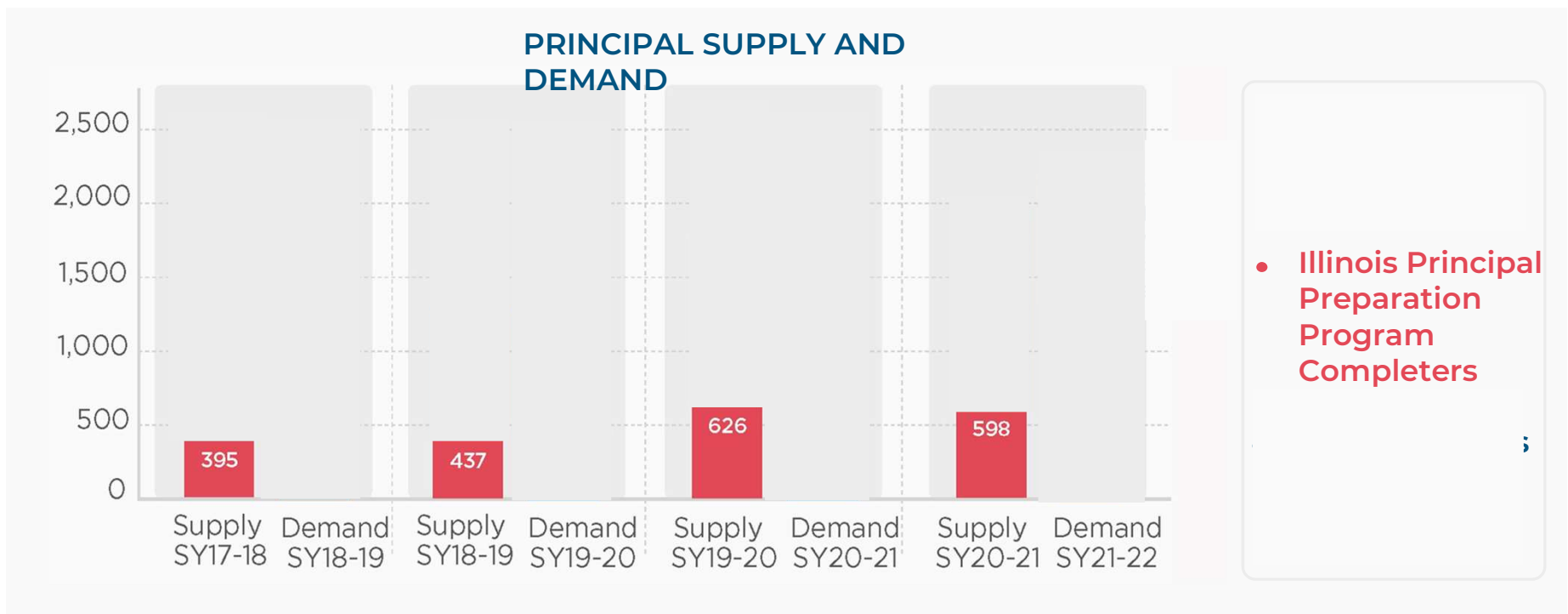
The supply of new teachers coming out of teacher preparation programs is increasing in Illinois and nationally.



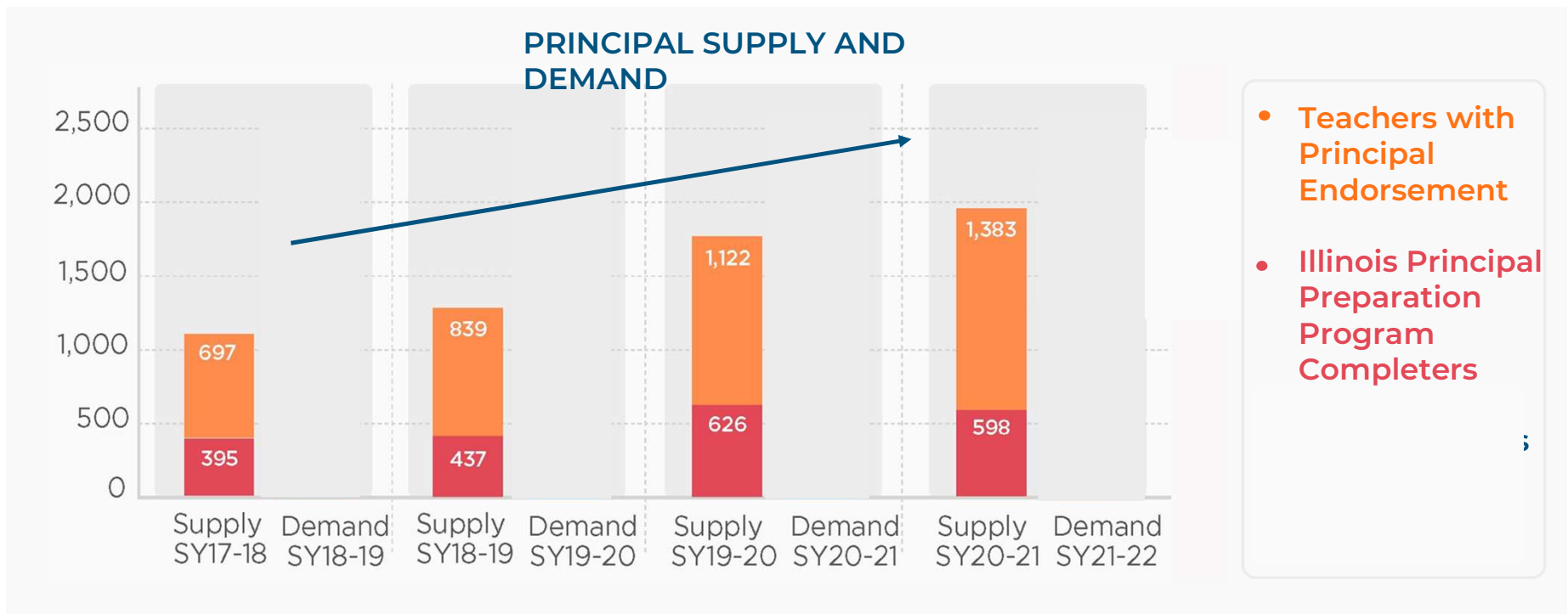
As more options become (temporarily) available, an increasing number of teachers hold short-term approvals in Illinois.



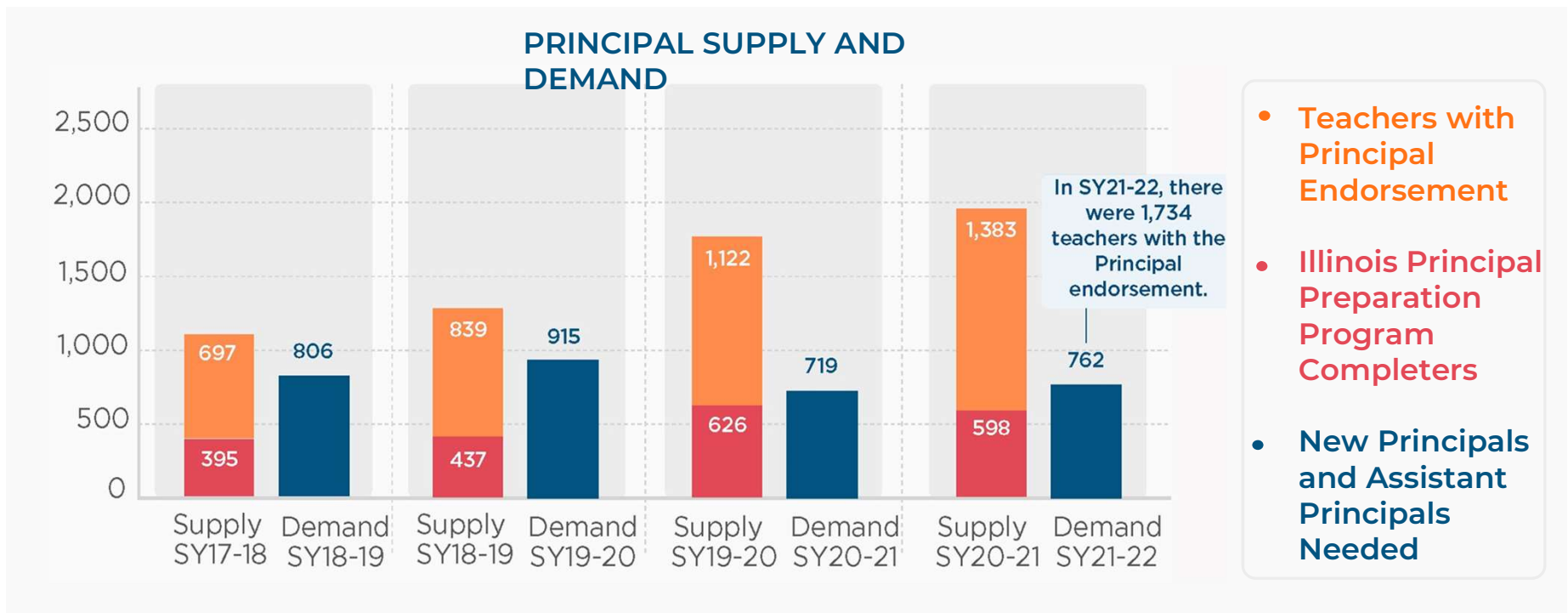
An increasing number of teachers in Illinois have principal credentials.



An increasing number of teachers in Illinois have principal credentials.



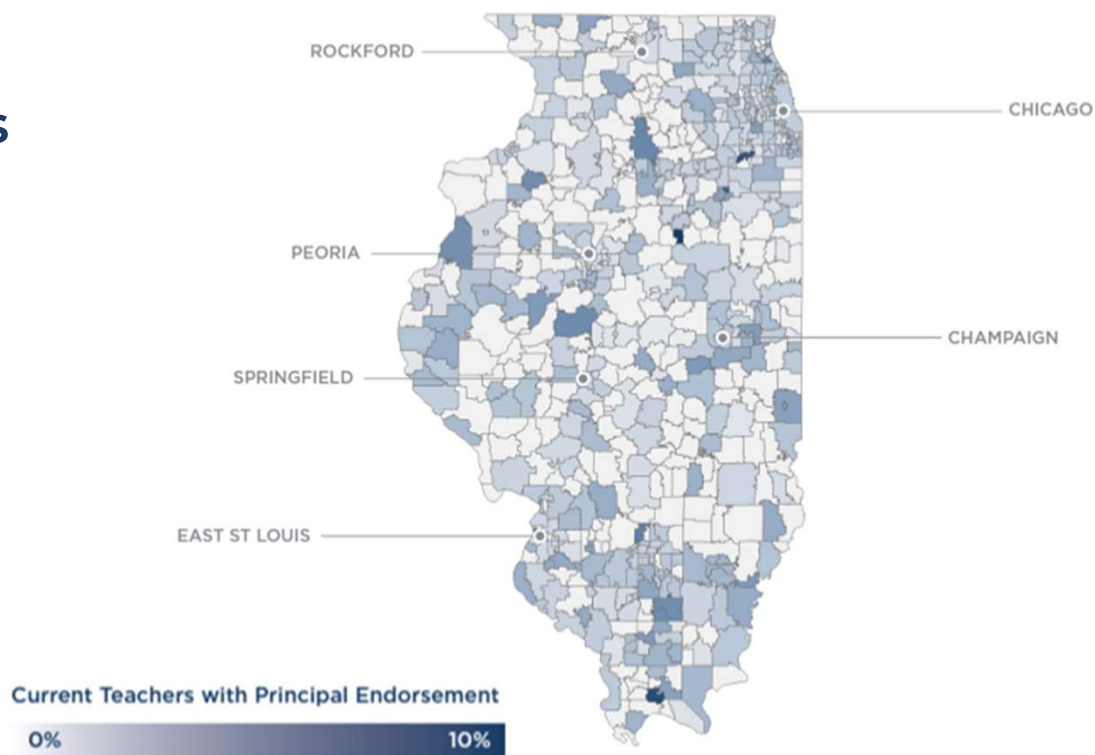
An increasing number of teachers in Illinois have principal credentials.



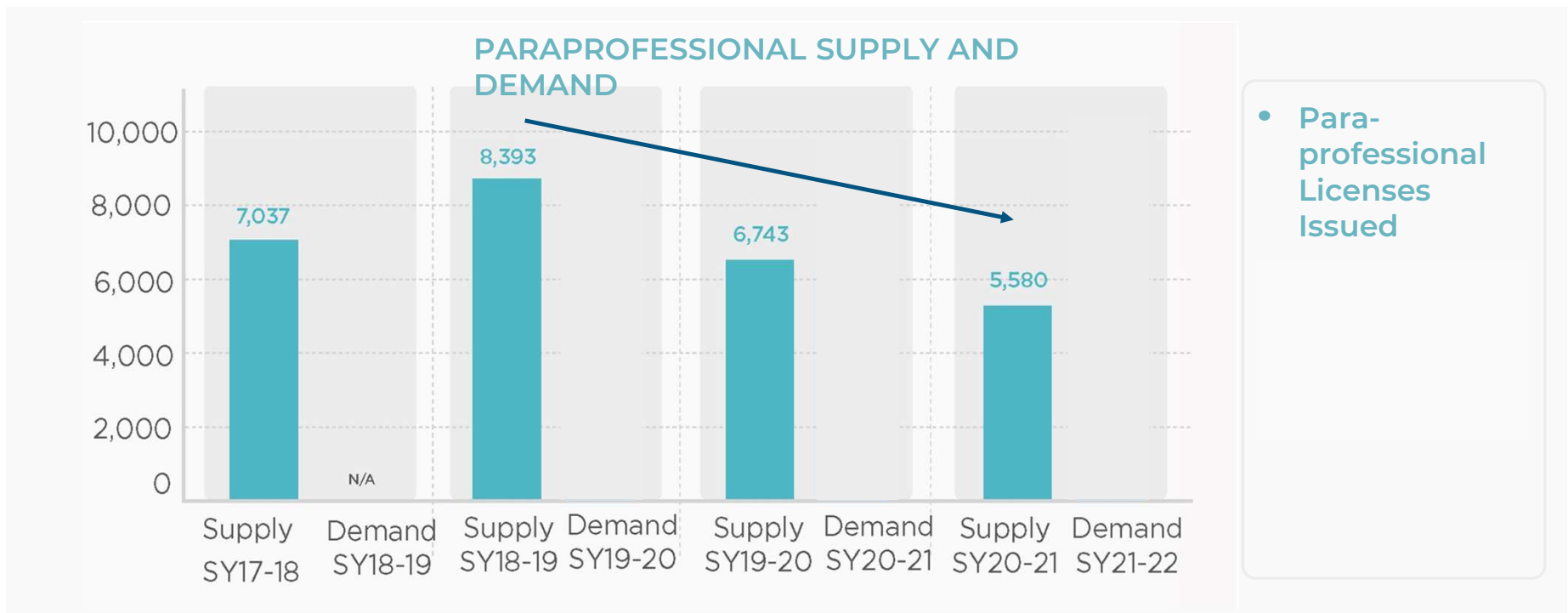
But principal supply is not equal everywhere.

Nearly half of all districts do not have any current teachers with principal endorsements.

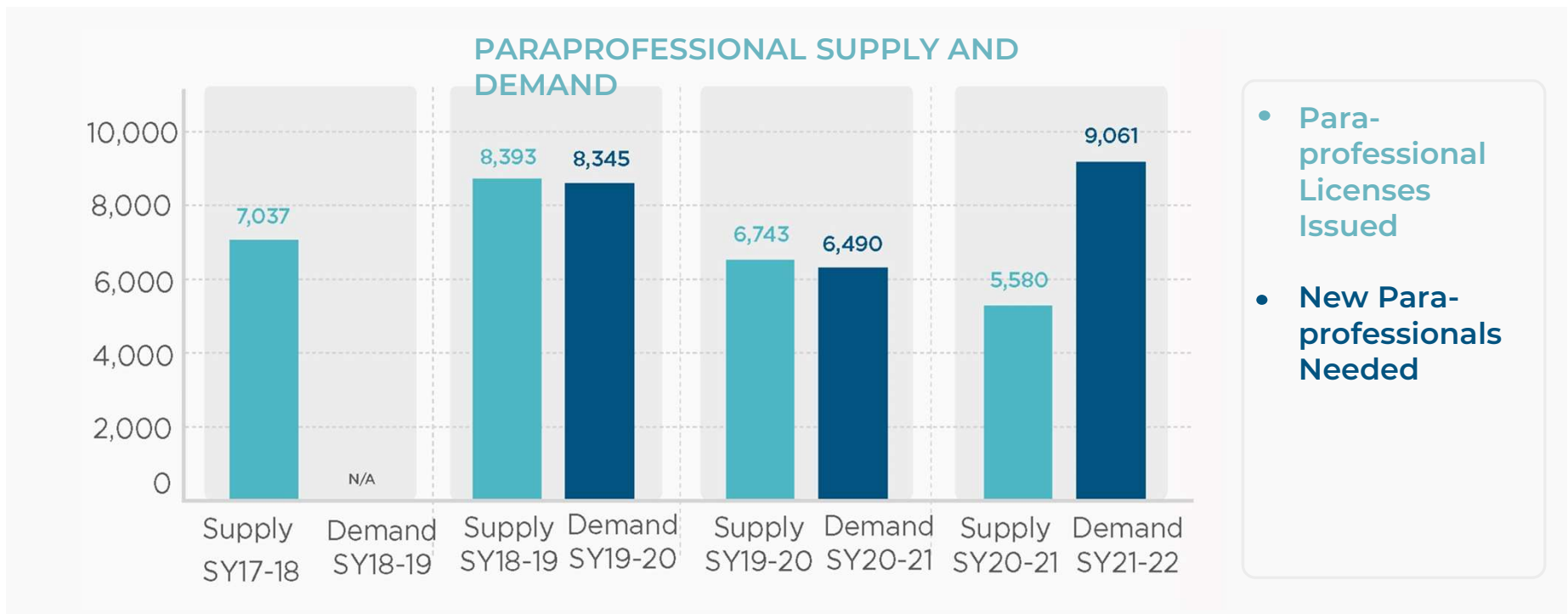
PERCENTAGE OF TEACHERS WITH PRINCIPAL ENDORSEMENT BY SCHOOL DISTRICT, SY21-22



Paraprofessional supply declined significantly going into SY21-22, while demand increased.



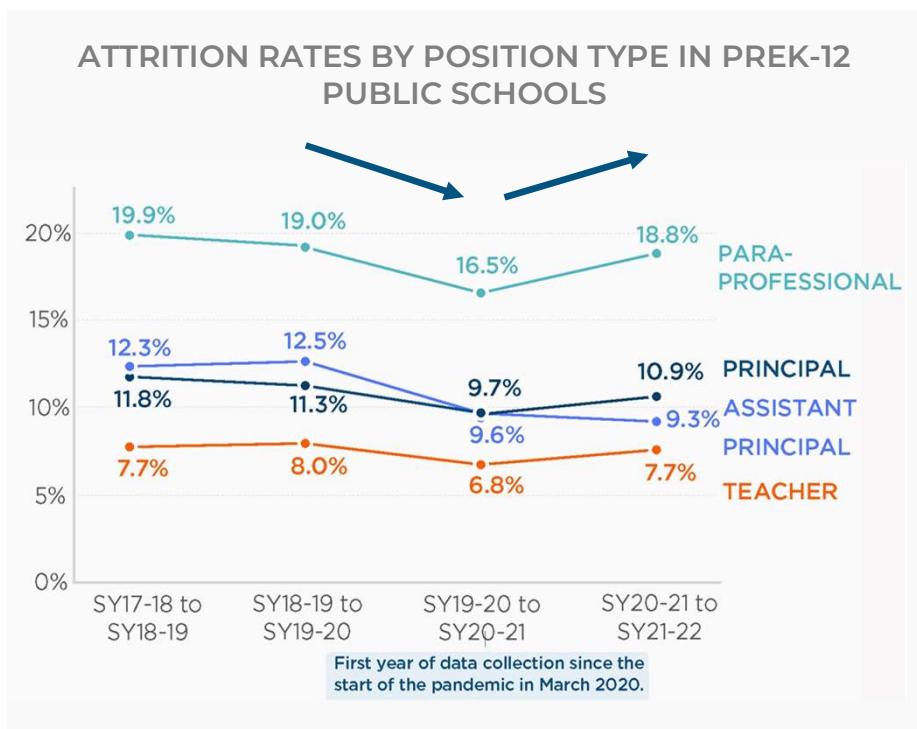
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Educator Retention

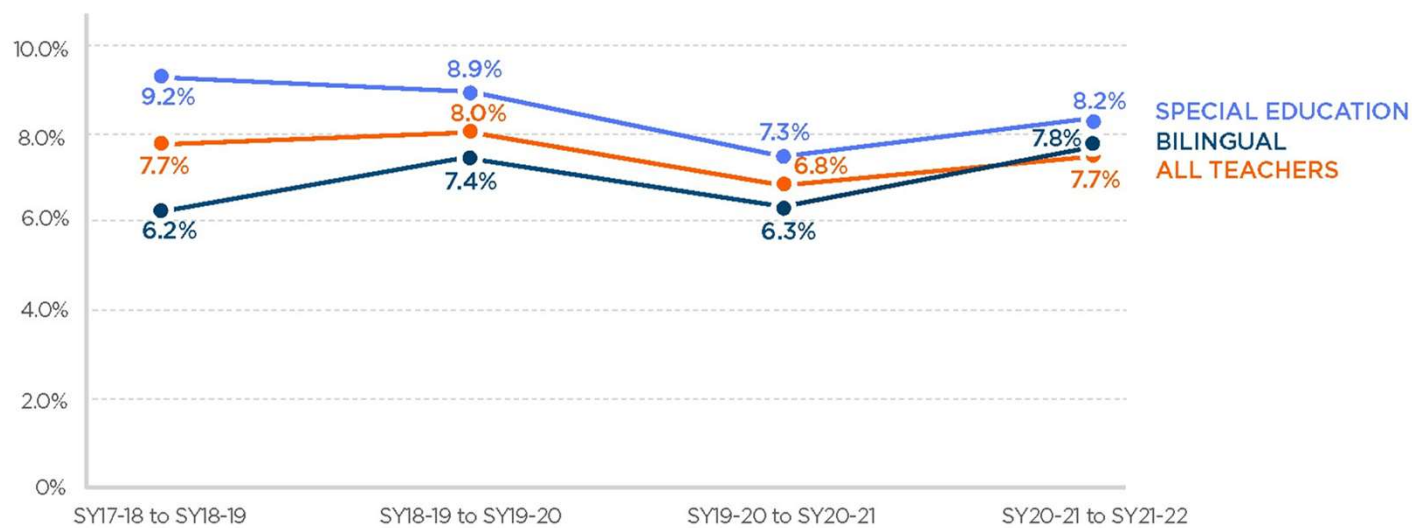
Fewer teachers, paraprofessionals, and principals left the profession in SY20-21 than they did pre-pandemic. Attrition rates largely returned to pre-pandemic levels in SY21-22.



- Though retention has been steady, survey data indicates that school climate has significantly worsened.
- According to the most current publicly available data, attrition rates went up in SY22-23, but are, on average, still at pre-pandemic levels.

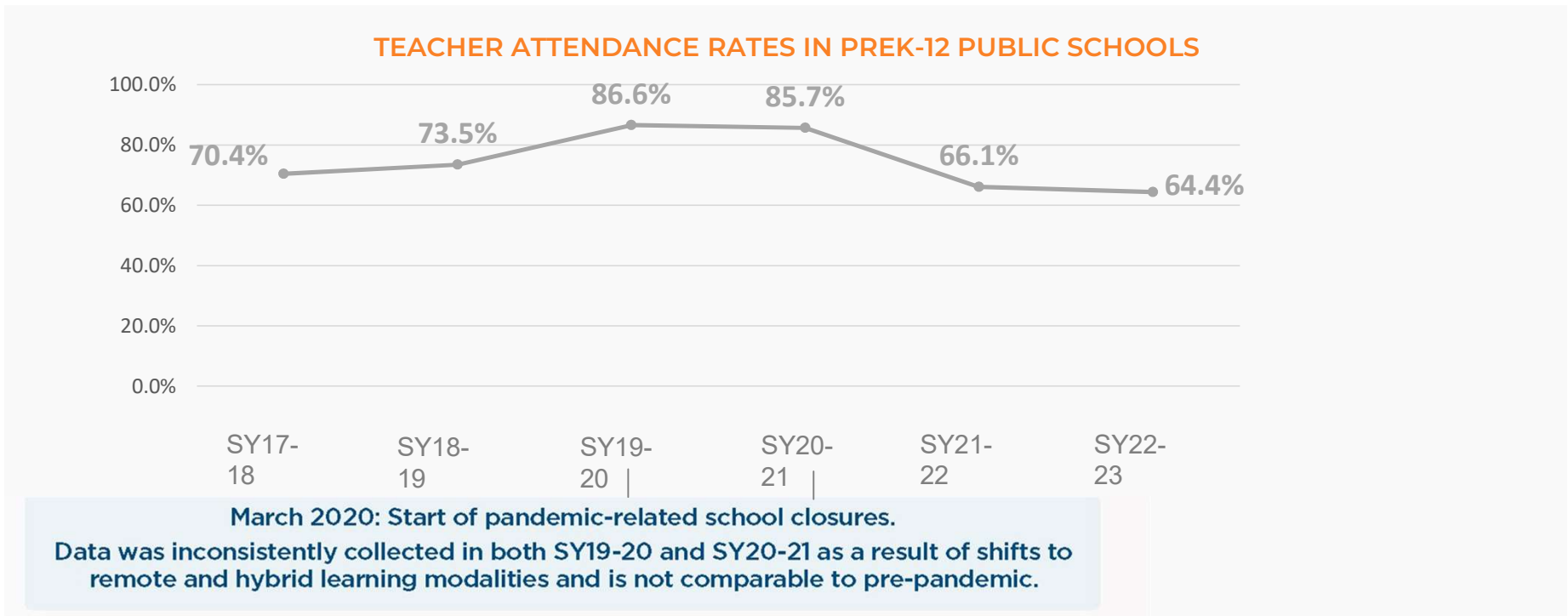
Special education teachers tend to be more likely to leave the teaching profession, though attrition rates improved in the first two years of the pandemic.

ATTRITION RATES BY TEACHER POSITION IN PREK-12 PUBLIC SCHOOLS



First year of data collection since the start of the pandemic in March 2020.

Teacher attendance was low in the first full school year in which all schools returned to in-person learning for the first time since the start of the pandemic.





Educator Shortages

The severity and distribution of educator shortages varies by district, geography, and position type.

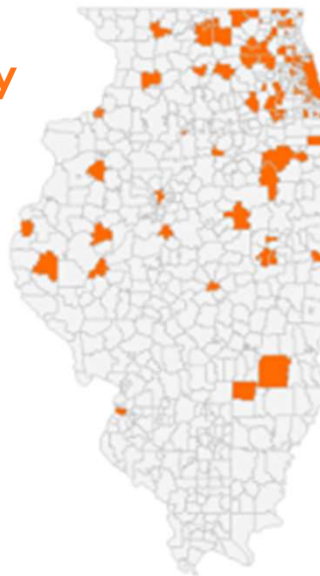
TEACHERS

2.6%
vacancy
rate



BILINGUAL TEACHERS

3.9%
vacancy
rate



SPECIAL EDUCATION TEACHERS

5.0%
vacancy
rate

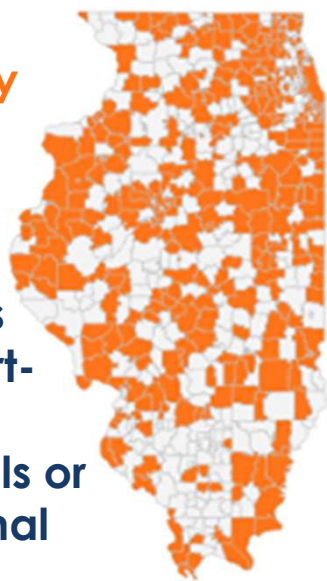


The severity and distribution of educator shortages varies by district, geography, and position type.

TEACHERS

2.6%
vacancy
rate

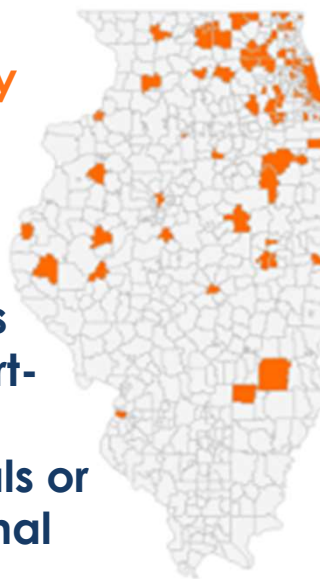
2.5%
teachers
with short-
term
approvals or
provisional
licenses.



BILINGUAL TEACHERS

3.9%
vacancy
rate

16.2%
teachers
with short-
term
approvals or
provisional
licenses.



SPECIAL EDUCATION TEACHERS

5.0%
vacancy
rate

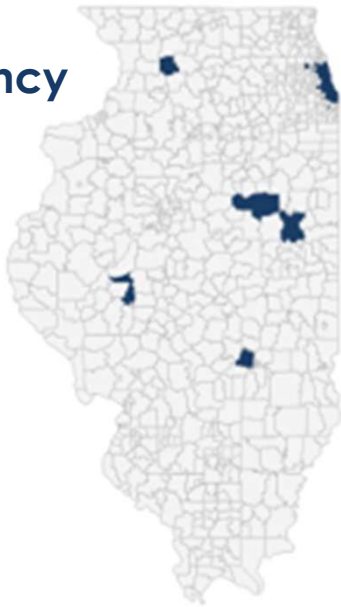
2.4%
teachers
with short-
term
approvals or
provisional
licenses.



Shortages are particularly severe among paraprofessionals.

PRINCIPALS

0.4%
vacancy
rate



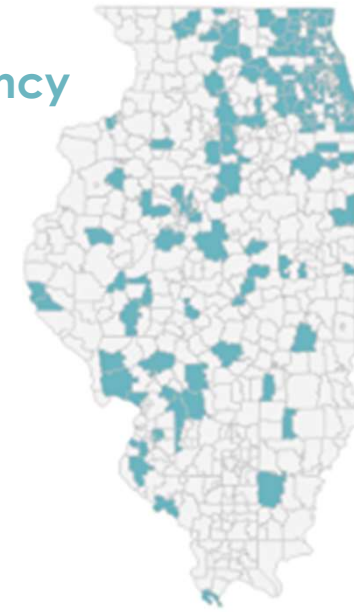
ASSISTANT PRINCIPALS

1.2%
vacancy
rate



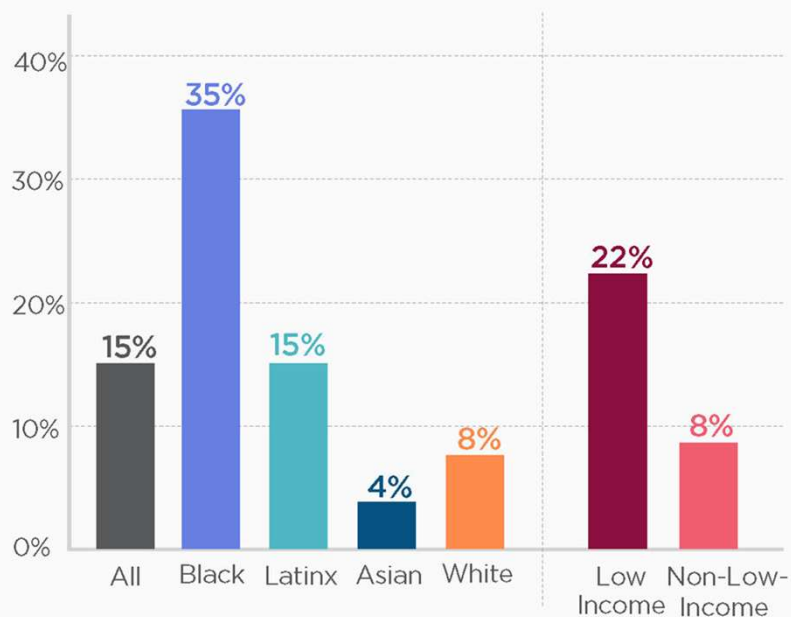
PARAPROFESSIONALS

7.2%
vacancy
rate



Teacher vacancies disproportionately affect Black and Latinx students, students from low-income households, English Learners, and students with IEPs.

PERCENTAGE OF STUDENTS IN SCHOOLS WITH A TEACHER VACANCY RATE AT OR ABOVE 5%, SY22-23

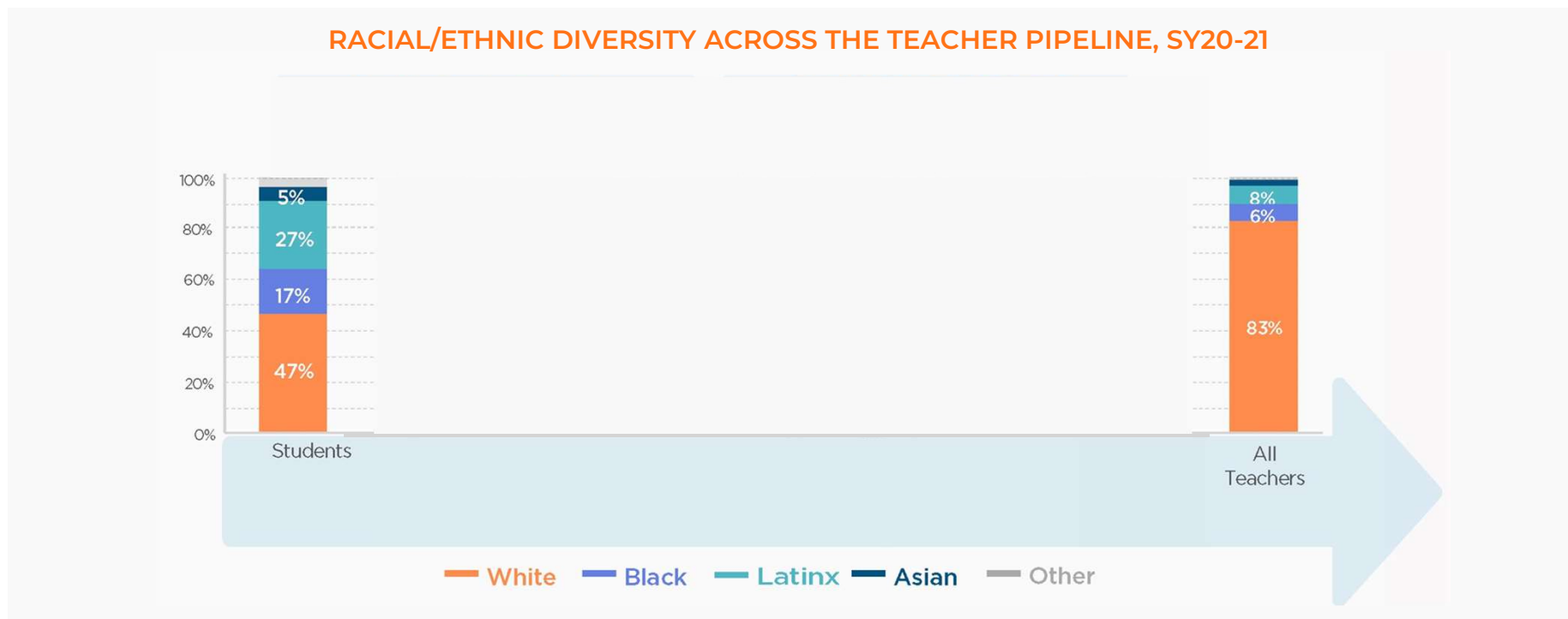


English Learners and students with IEPs are also disproportionately impacted by shortages, given bilingual education and special education are two of the most significant shortage areas.



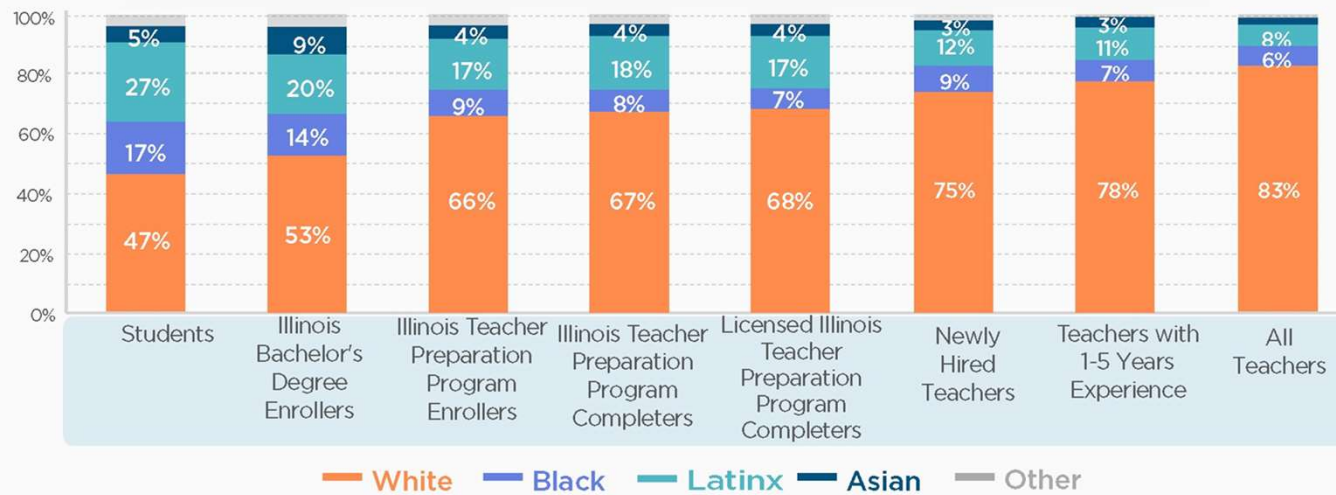
Educator Diversity

Illinois' teacher workforce is not representative of its students.



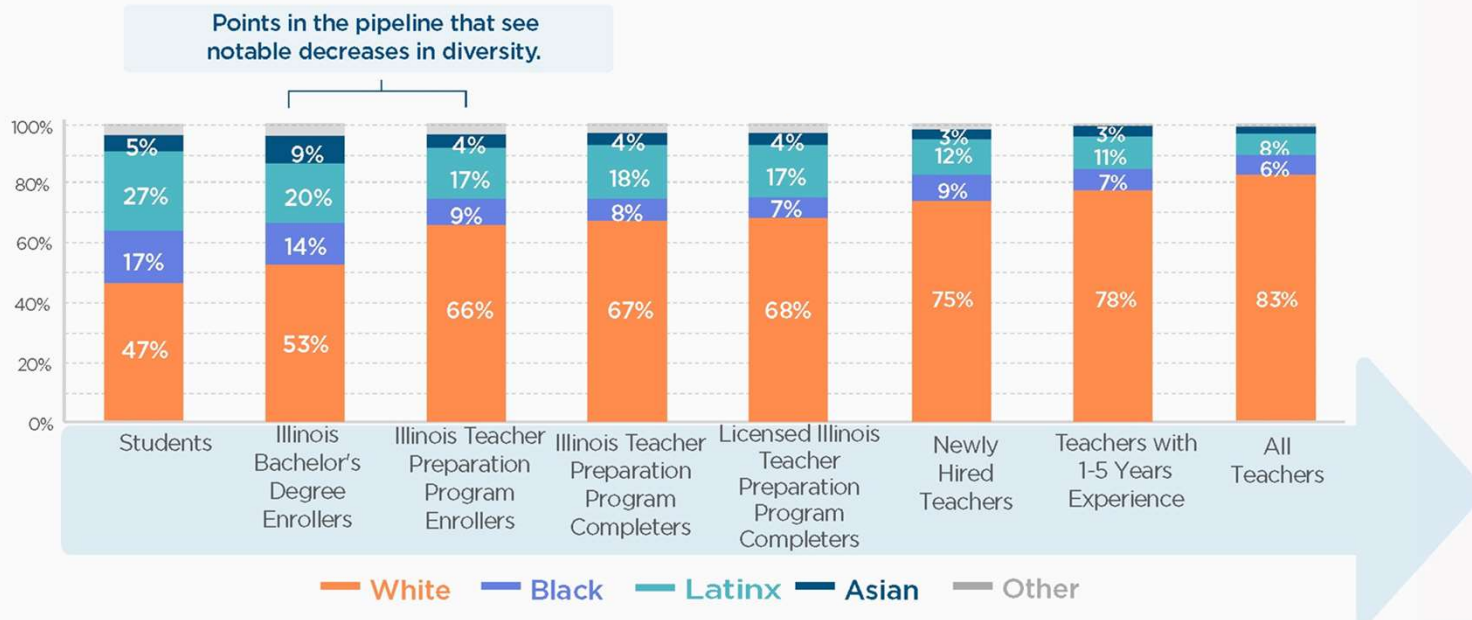
Increasing teacher diversity requires attention to every point in the pipeline.

RACIAL/ETHNIC DIVERSITY ACROSS THE TEACHER PIPELINE, SY20-21



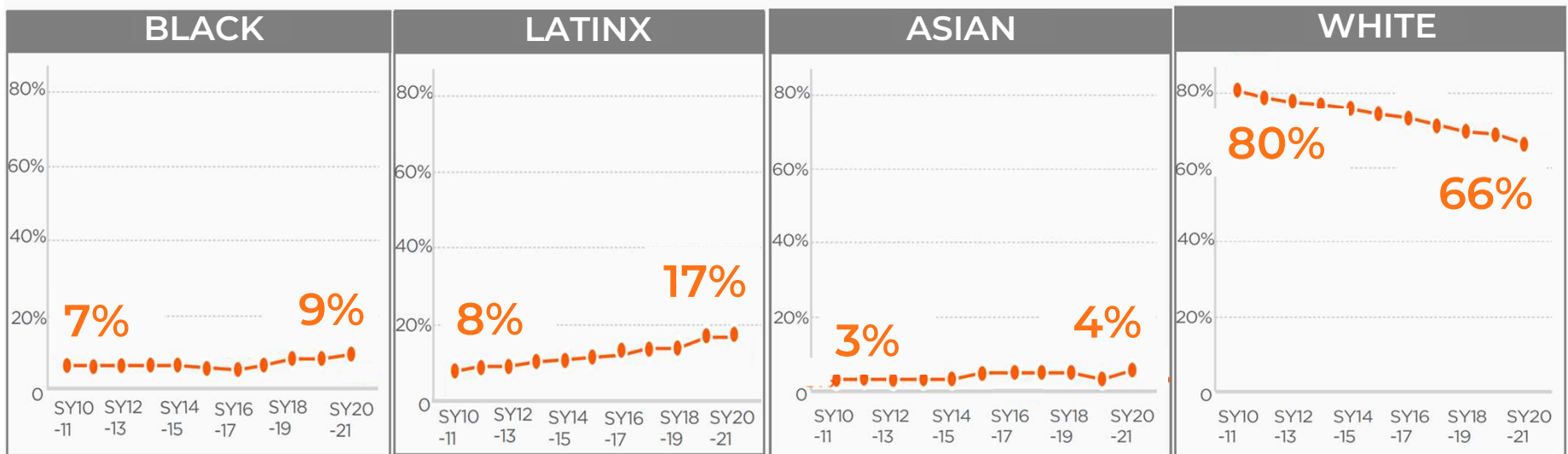
Increasing teacher diversity requires attention to every point in the pipeline.

RACIAL/ETHNIC DIVERSITY ACROSS THE TEACHER PIPELINE, SY20-21



Teacher preparation programs are growing more diverse but still fall behind the diversity of Illinois' 4-year institutions.

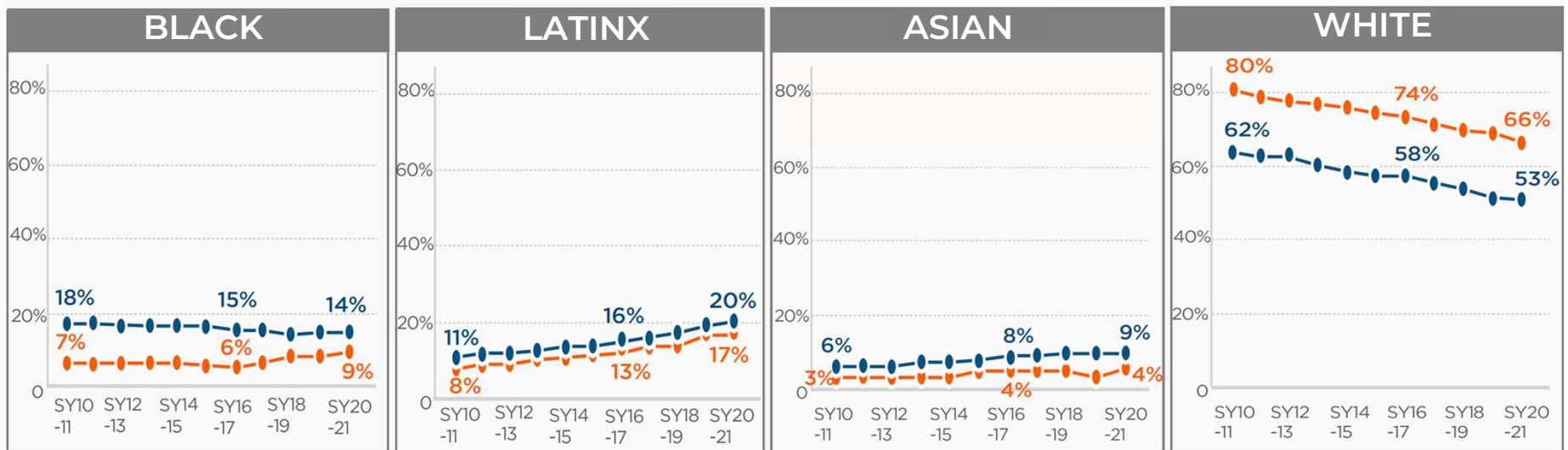
PERCENTAGE OF STUDENTS BY RACE/ETHNICITY IN ILLINOIS' TEACHER PREPARATION PROGRAMS



— Illinois Teacher Preparation Program Enrollers

Teacher preparation programs are growing more diverse but still fall behind the diversity of Illinois' 4-year institutions.

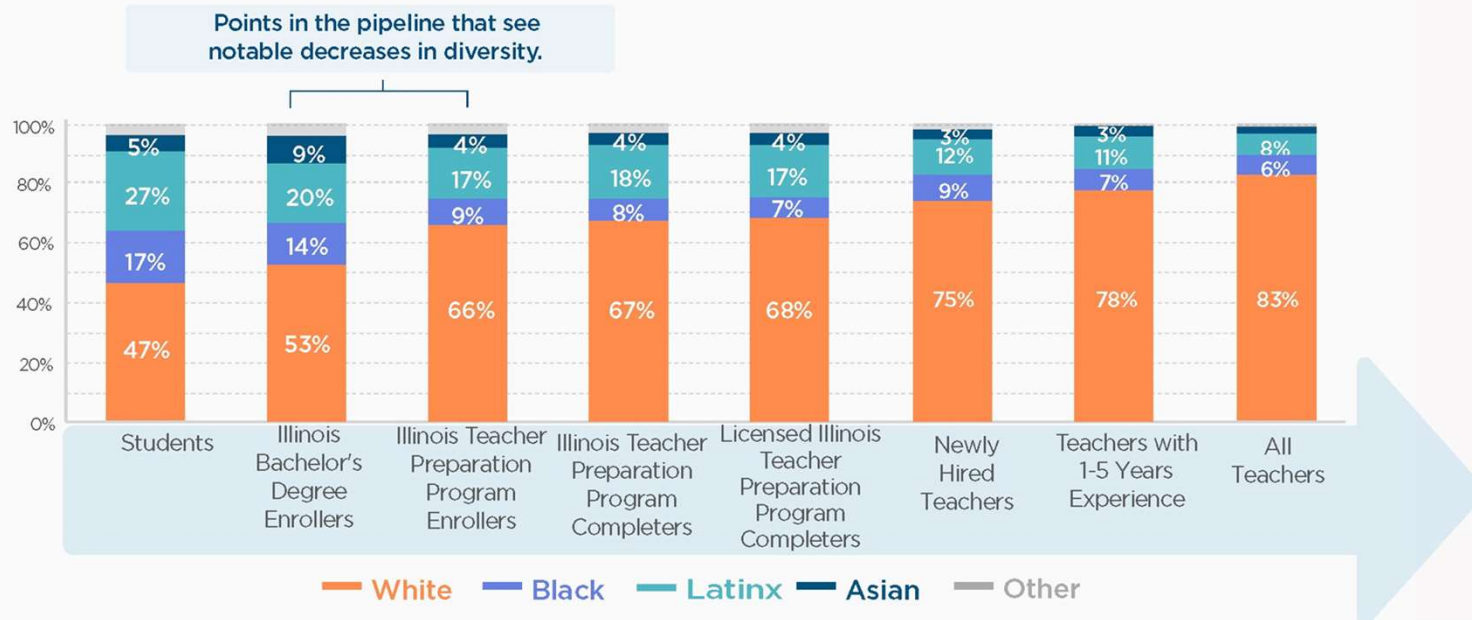
PERCENTAGE OF STUDENTS BY RACE/ETHNICITY IN ILLINOIS' TEACHER PREPARATION PROGRAMS AND ILLINOIS' 4-YEAR PUBLIC AND PRIVATE COLLEGES



— Illinois Bachelor's Degree Enrollers — Illinois Teacher Preparation Program Enrollers

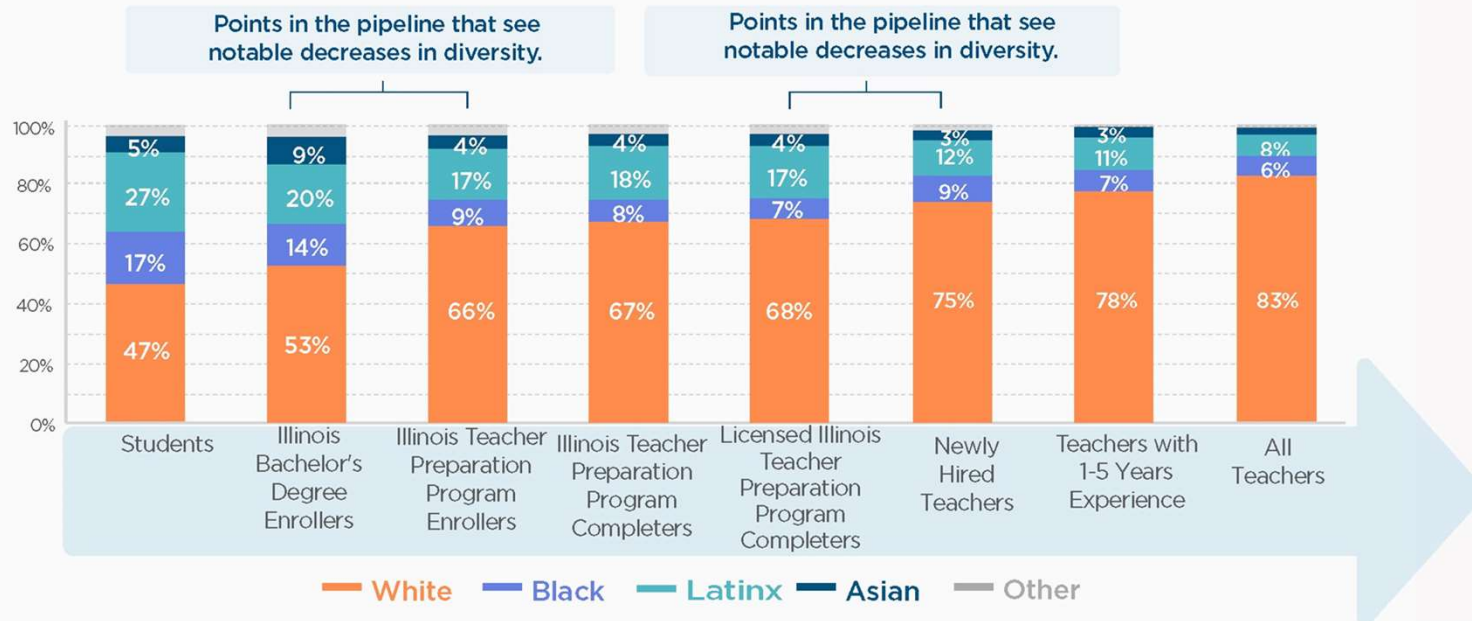
Increasing teacher diversity requires attention to every point in the pipeline.

RACIAL/ETHNIC DIVERSITY ACROSS THE TEACHER PIPELINE, SY20-21

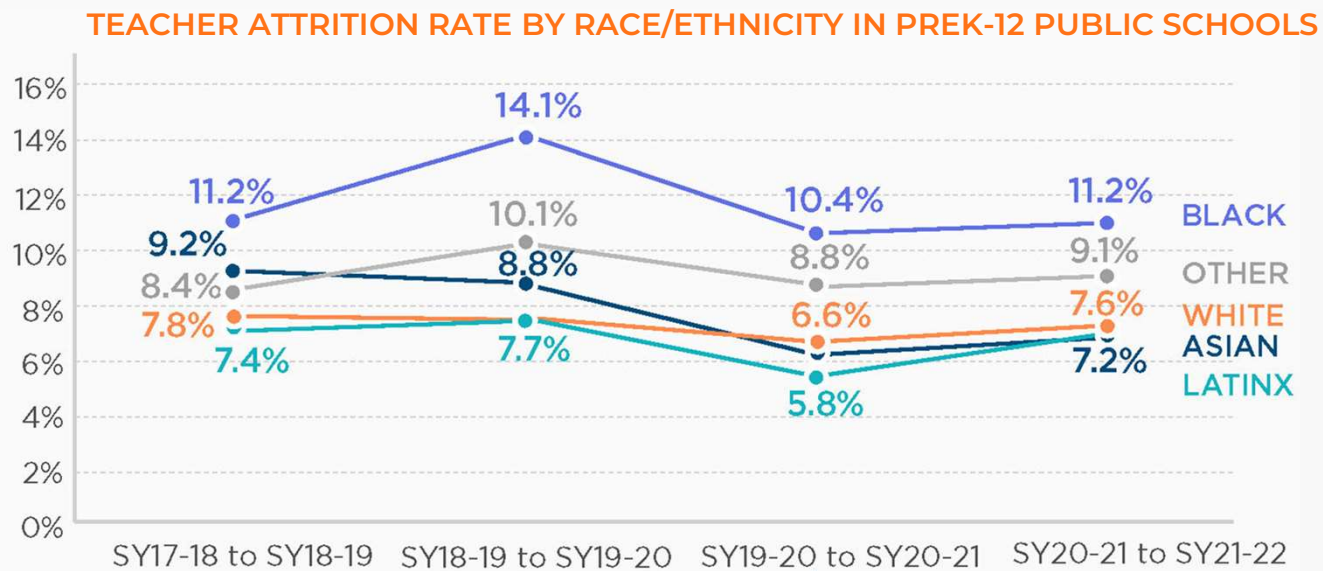


Increasing teacher diversity requires attention to every point in the pipeline.

RACIAL/ETHNIC DIVERSITY ACROSS THE TEACHER PIPELINE, SY20-21

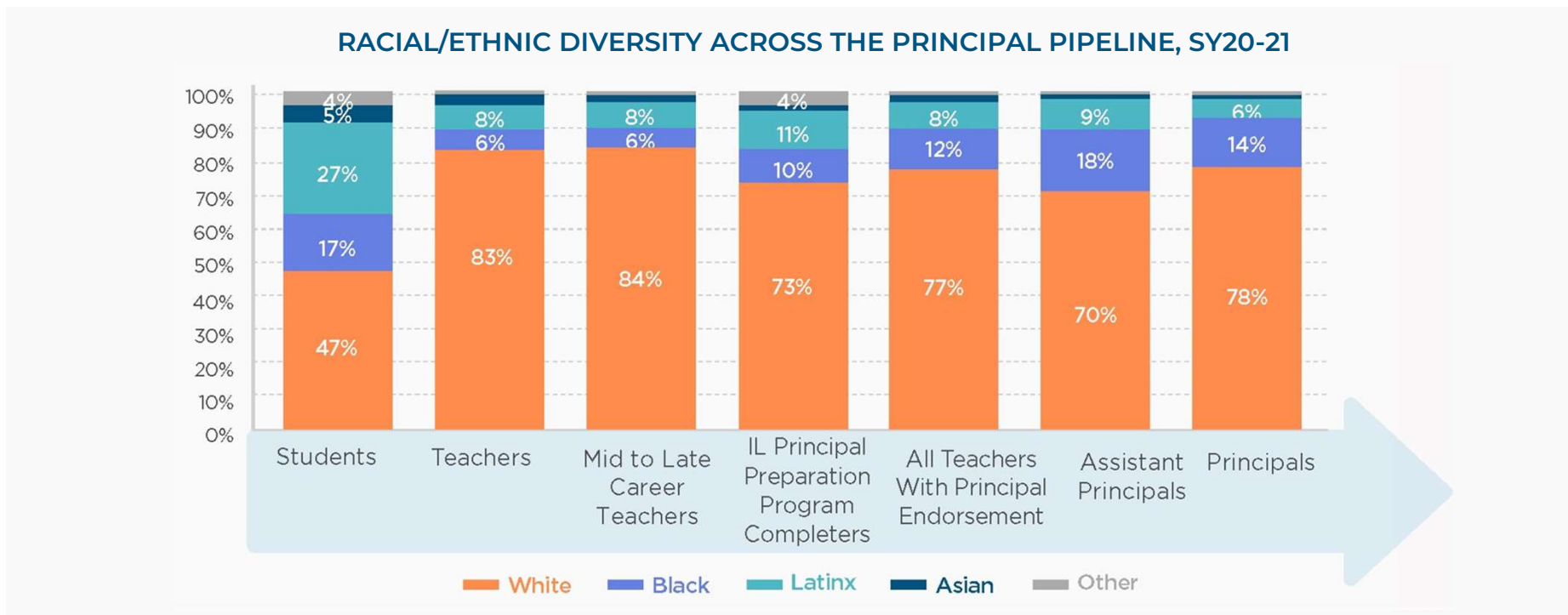


More Black teachers leave the Illinois teacher workforce each year compared to Latinx, Asian, and white teachers.



First year of data collection since the start of the pandemic in March 2020.

Illinois' principal-endorsed teachers, assistant principals, and principals are all more diverse than the teacher workforce.



Illinois has been taking action to ensure the educator pipeline is strong and diverse at every step.

However, as the pandemic's impact on students, educators, and schools continues to play out, state and local leaders must prepare to address new and ongoing challenges.



\$ SOME ESSER-FUNDED INITIATIVES

OFFICE OF DISTRICT AND SCHOOL LEADERSHIP:

PRINCIPAL RECRUITMENT AND PRINCIPAL MENTORING
PAGE 47

DIVERSIFYING ILLINOIS' TEACHER PREPARATION PROGRAMS:

DIVERSE PIPELINE PILOT

ILLINOIS EDUCATOR PREPARATION PROFILES

MINORITY TEACHERS OF ILLINOIS SCHOLARSHIP
PAGE 41

TEACHER VACANCY GRANTS
PAGE 33

\$ ESSER FUNDED

RETAINING DIVERSE EDUCATORS:

ILLINOIS VIRTUAL INSTRUCTIONAL COACH AND BUILDING MENTOR PROGRAM

AFFINITY GROUPS
PAGE 45

\$ ESSER FUNDED

ELEVATING EDUCATORS – BILINGUAL GRANT
PAGE 17

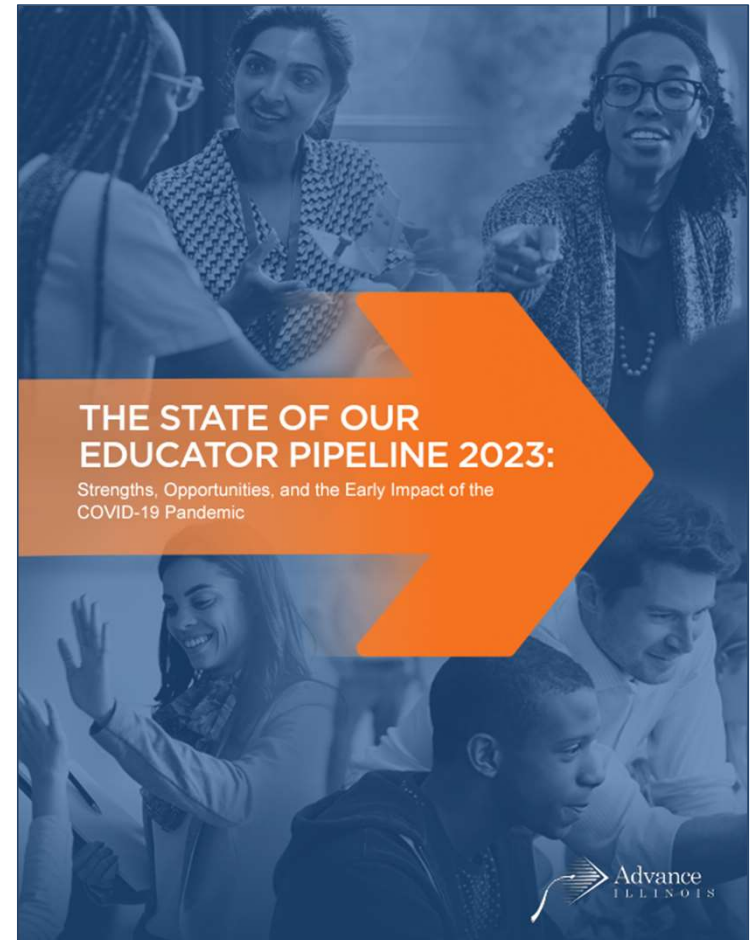
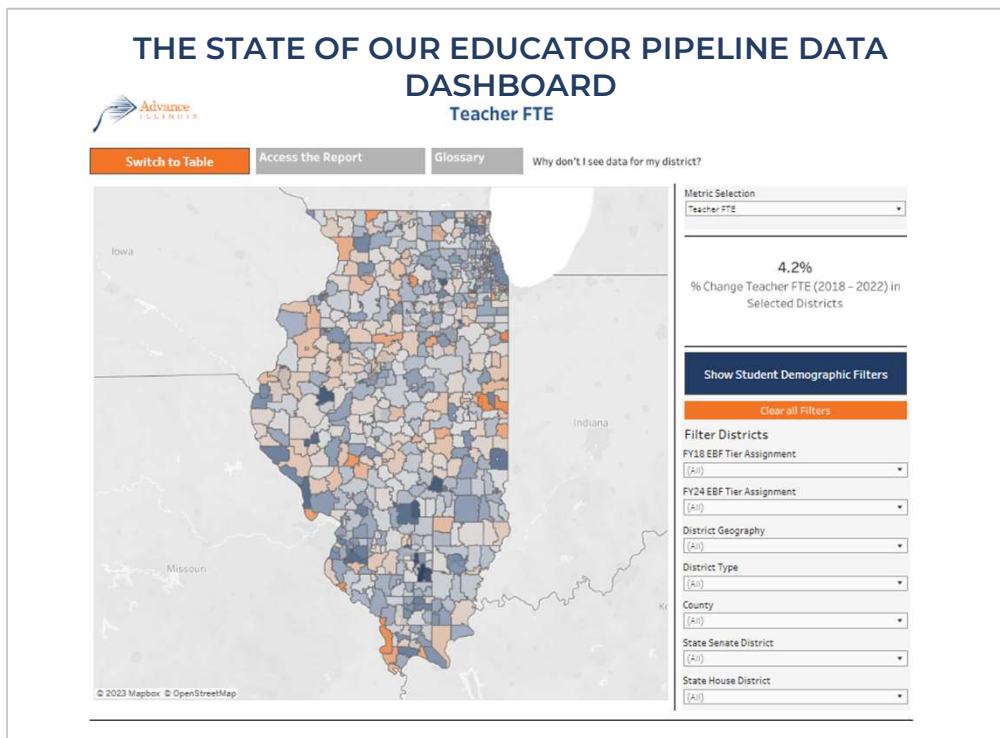
\$ ESSER FUNDED

ELEVATING EDUCATORS – SPECIAL EDUCATION GRANT
PAGE 25

To address the challenges ahead, the state must:

- Continue to use data to inform policy related to educator diversity and shortages and consider the educator pipeline as an entire system.
- Strengthen and refine transparency and accountability around quality and diversity of educator preparation programs.
- Strengthen and expand affordability initiatives for teachers of color and in high-needs areas.
- Continue to target retention efforts towards educators experiencing the highest attrition rates.
- Ensure systems are in place to support all teachers to be well-prepared and grow in their effectiveness from student teaching through retirement.
- Continue to invest resources in the Evidence-Based Funding formula so that every school has the resources they need to recruit, support, and retain staff.
- Use research, data, and evaluation to inform decisions about what ESSER-funded programs will continue using state funds.

Find additional data, information, and more in the report and online.





Addressing the recruitment and retention of teachers of color **Briana Morales**

2023 Illinois Teacher of the Year

Affinity Groups in Illinois

AGs are a partnership between Teach Plus Illinois and the Illinois State Board of Education to cultivate authentic, inclusive, intersectional spaces, shaped by and for educators of Color.

- **Affirming and supportive spaces**
- **Rooted in an asset-based understanding of diversity**
- **Support educators in navigating and improving their school environments**
- **Connected to a larger network to build alliances and address systemic issues, particularly around retention of educators of Color**



Purpose of Affinity Groups

- More than 53 percent of all our students are people of color. ([Illinois Report Card, 2020-21](#))
- Teachers of color makeup just 17 percent of our educator workforce. ([Illinois Report Card, 2020-21](#))
- Teachers of color are more likely to leave schools when compared to their White counterparts. (Carver-Thomas & Darling-Hammond, 2017)
- Affinity Groups create a safe space for educators to come together, build connections and provide mutual support for the unique challenges BIPOC educators (within all intersectional identities) experience. Affinity Groups are an important mechanism to transfer discussion into action for a more equitable and inclusive school and work environment.

Illinois Affinity Group Network (ILAGN) ISBE-Defined Goals

Teachers from at least 40 districts, with at least 3 districts from each of the six IARSS areas will implement affinity groups during the 2022-2023 and 2023-2024 school years. Each affinity group will consist of at least 8 teachers from one or more districts.

For affinity groups in their first year of implementation:

- **At least 80% of affinity groups will identify at least two prioritized causes of attrition among teachers of color during the 2022-2023 school year**
- **At least 70% of affinity groups will develop and present proposed solutions to their district leadership during the 2022-2023 school year**
- **At least 50% of affinity groups will receive a commitment from district leadership to implement at least one of the proposed solutions, in whole or in part during the 2022-2023 school year.**

Elevating voices of educators of Color: affinity group research study in the Metro East

Conducted eight focus groups with supplemental 60-minute interviews with members of our affinity group

Survey & interview questions asked were based on the following topic areas:

- 1. What experiences related to bias and/or oppression have educators of Color in our local region experienced?**
- 2. What factors do educators of Color in the region identify as relating to burnout and educator attrition?**
- 3. What ideas do educators of Color in our local region have about how schools, districts, or the school board could support their humanity?**

Participants included:

45 survey respondents

- 42 females
- 3 males
- All from K-12

4 districts represented

- 1 - Cahokia
- 1 - Edwardsville
- 4 - Collinsville
- 39 - East St. Louis

From the mouths of educators...

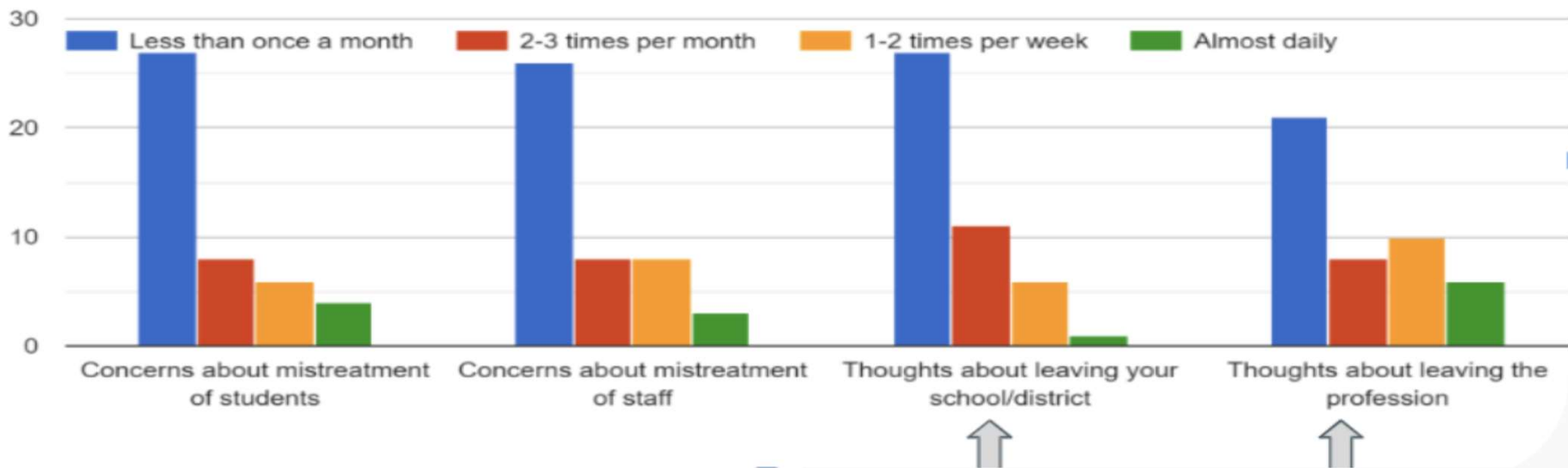
"I have seen biased behavior based on how students are assigned to specific teachers based on the teacher's classroom management skills. I have seen teacher experience from this and become disillusioned with teaching as a profession."

"I had a situation where I was being penalized for using my allotted sick days to care for my children when they were sick. I was threatened to have a lowered score on my evaluation because of it. However, I've seen situations where others have used days they didn't have, or just took off because and missed more days than me, but weren't penalized. I felt there was a bias because I am still a newer teacher vs. a veteran teacher that such situations do not happen to."

"One time, a faculty member said that some of my ELL students looked like "thugs" and acted like "animals" when I was absent one day. I understand that students sometimes act up when their teacher is not present, but the way this teacher used these terms to describe my students was disgusting."

Findings: Conversations about mistreatment, leaving the district and/or profession

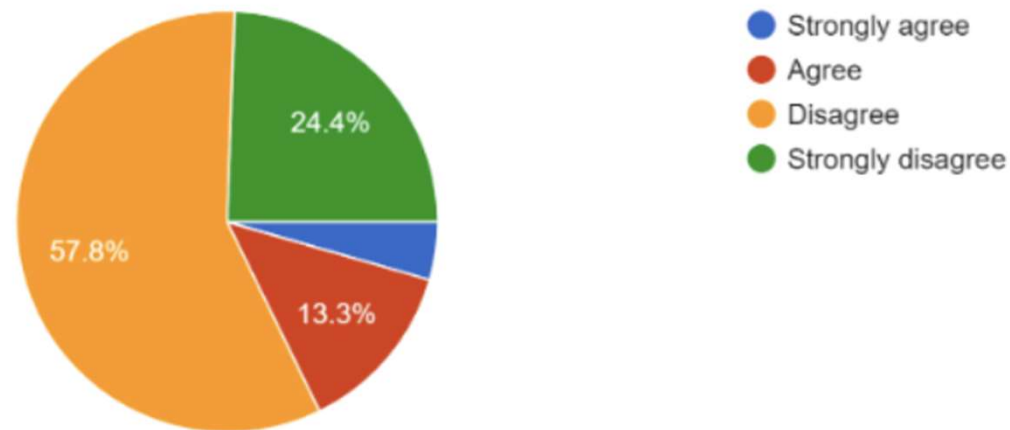
11. This school year, how often have you had conversations with colleagues about the following:



Findings: Perceptions of districts' prevention of burnout

13. To what extent do you agree or disagree with this statement: My school district actively works to prevent educator burnout and attrition.

45 responses



Findings: Contributing factors to burnout/attrition

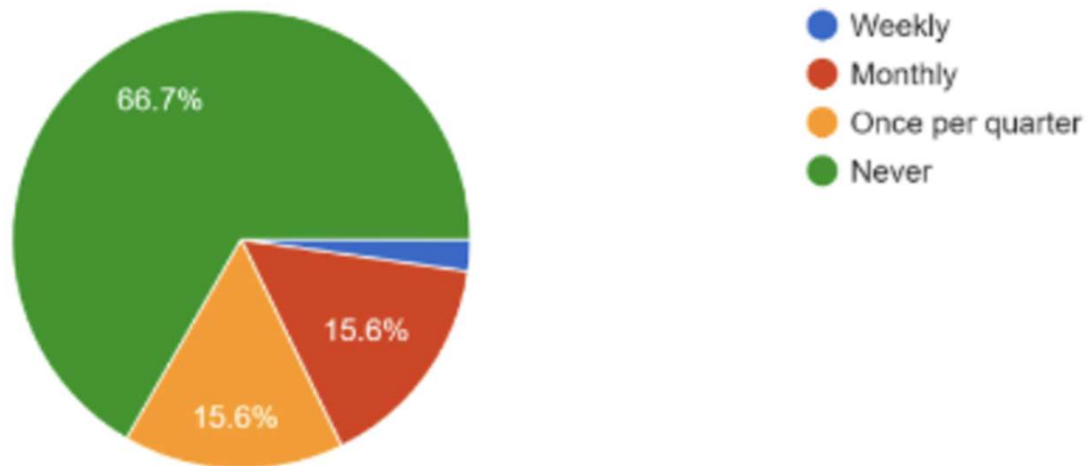
12. To what extent are each of the following contributing factors to burnout and potential attrition for you as an educator:

- Limited leadership pathways for educators to advance in their school/district
- **Adequate compensation - 51%**
- Additional duties with/without compensation
- Physical, emotional, and psychological effects of racial hostility
- Power struggles between staff and/or administrators
- **Feelings of being undervalued - 44%**
- Supports for mental health and educator well-being

Findings: Engagement with district offerings to support educators' humanity

17. How often did you attend?

45 responses



Recommendation 1: District leaders should commit to funding programming and pathways to teacher wellness.

Programming and pathways to wellness:

- Create district supported and fully-funded Affinity Group Facilitator role
 - Stipend to pay facilitator and support group efforts
 - Work to collect data in alignment with District's goals
 - Elevate teachers' voices and empower them to be agents of change

Host teacher wellness days once per month during PLC time by offering choices for educators to select their wellness pathway:

- Therapy sessions provided by a third-party organization (Hoyleton or other)
- Attend an affinity group or racial healing circle with a district facilitator
- Wellness activities (chair yoga, mindfulness, dance, other Wellness Wednesday-type activity)

Recommendation 2: District leadership should provide opportunities where educators can feel an authentic sense of belonging and appreciation.

Appreciation celebrations to help educators feel seen and valued

- Recognize staff for years of service ahead of retirement (after year 1 & every 5 years)
- Celebration for first-year teachers
- End of year convening for educators including staff superlatives, Teacher of the Year awards (elementary, middle, secondary), and spotlighting of dynamic programming run by teacher leaders throughout the district

Recommendation 3: District leadership should implement an Equity Committee with active members of all stakeholder groups to inform district initiatives.

Equity committee would be comprised of representatives from all stakeholder groups (students, families, community members, educators, school leaders, and district leaders)

Committee members would problem-solve concerns related to district success, such as:

- Curriculum
- School policies
- Family and community engagement and partnerships



A regional approach to building an educator pipeline

Joshua W. Stafford

School Superintendent Vienna

Founder of the Southern Illinois Future Teachers Coalition

A regionally approach...

Who is going to solve the teacher shortage...

...and **WHO** is important since teaching and learning is people proposition!

https://www.siue.edu/ierc/pdf/2015-1_Geography_New_Teacher_Pipeline.pdf

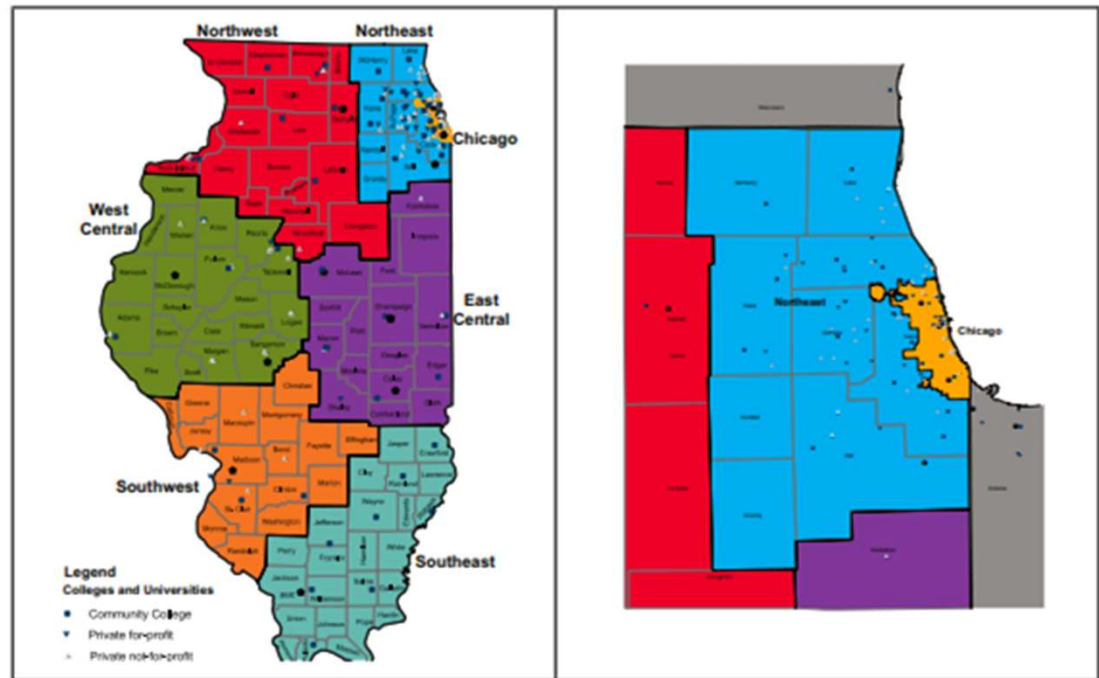
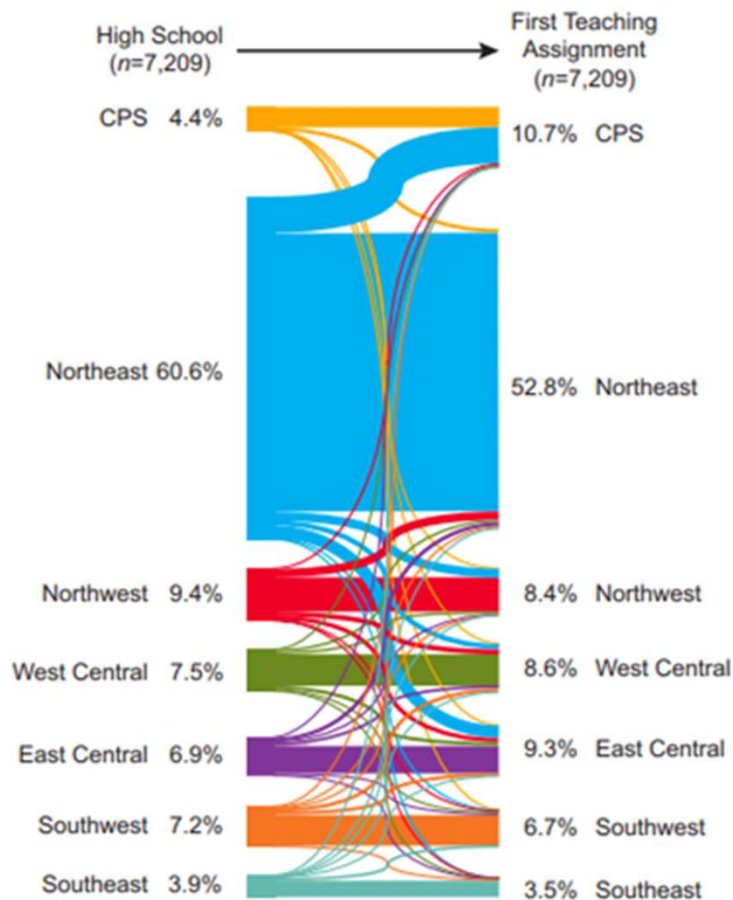
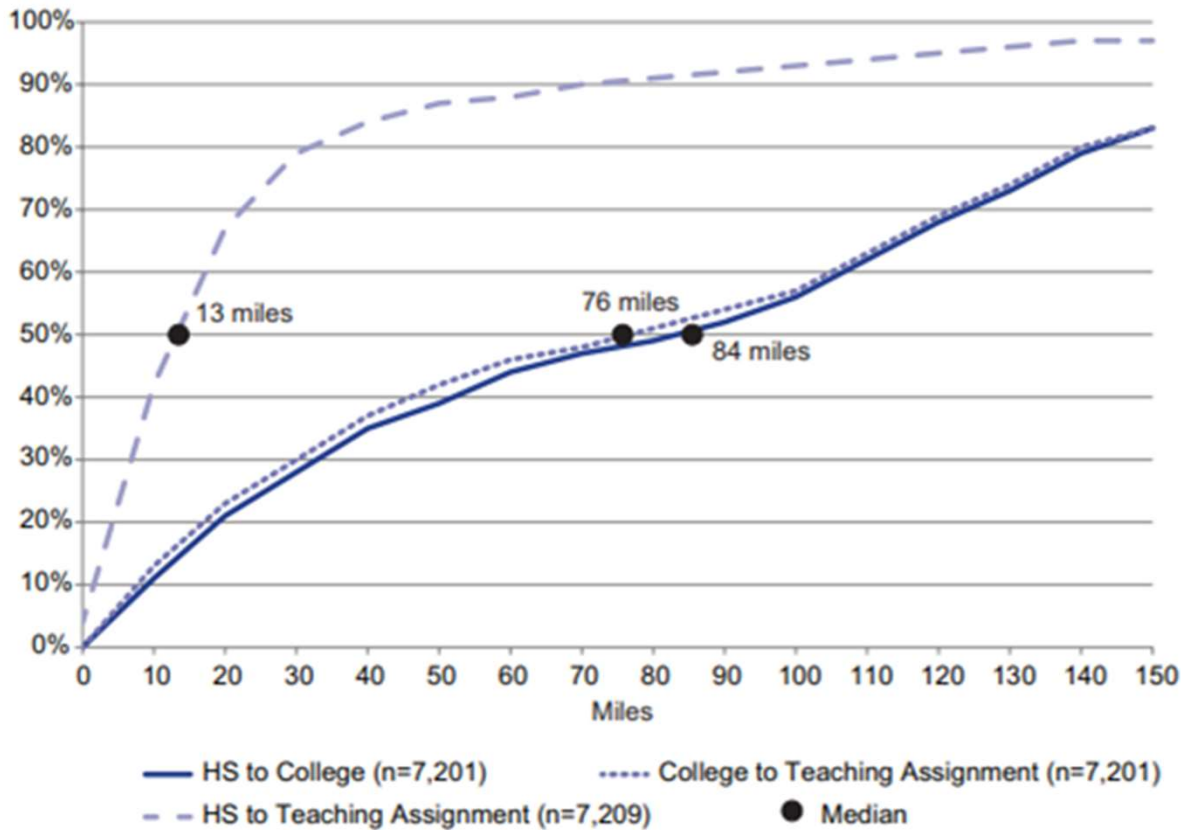


Figure 2. Maps indicating the seven geographic regions in Illinois, along with all postsecondary institutions by type, with Chicagoland area detail (adapted from *A longitudinal study of the Illinois high school class of 2002: A six-year analysis of postsecondary enrollment and completion* (IERC 2010-3), by Smalley, D., Lichtenberger, E.J., and Brown, K.S., 2000, Illinois Education Research Council at Southern Illinois University Edwardsville).

Figure 11. The flow or movement of study group members from their region of origin (based on their high school) to the region in which they began teaching.



13 miles!!!

Figure 4. The cumulative proportion of new Illinois teachers attending college within select distances from their high school, obtaining their first teaching assignment with select distances from their college, and obtaining their first teaching assignment with select distances from their graduating high school.

Southern Illinois Future Teachers Coalition (SIFTC)

Building a **new pipeline of 13 milers...**

- -Scaling Education Pathways Initiative (SEPI) provided funding and became the foundation that led to Southern Illinois Future Teachers Coalition (SIFTC).
- -Coalition established with K12s, colleges, ROEs, and universities
- -Expands to current network of 20 K12, 3 colleges, 2 ROES, and over 500 students regionally





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Hundreds of high school, jr. college students attend SIU Education Day



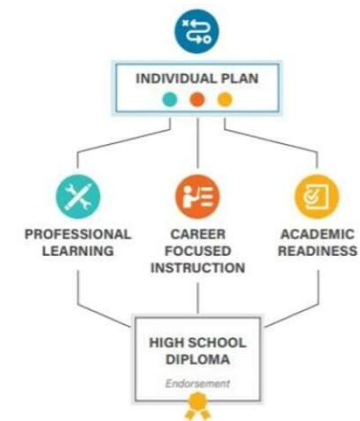
Career College Pathway Endorsements (CCPE)

High schools in Illinois must:


- Offer at least 1 CCPE/endorsement area for the high school graduating class of 2027
- Offer at least a total of 2 for the high school graduating class of 2029
- School districts more than 350 students have to offer at least 2 for the high school graduating class of 203



College and Career Pathway Endorsement Framework



Southern Illinois school adopts new hiring policy aimed at teacher retention

By TAYLOR BRYAN | The Sun
TBRYAN@PADUCAHSUN.COM
Feb 13, 2024  0

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1 of 2



Vienna High School senior Jillian Jones is already working toward her teaching career through the Southern Illinois Future Teachers Coalition.

TAYLOR BRYAN | The Sun

Dual Credit and Early College

Over 75% of our high schools now offer dual credit education classes:

- Introduction to Education
- Schooling in Diversity Society
- Human Growth & Development
- Introduction to Special Education
- Educational Technology
- Introduction to Psychology



Let's go to the real world!

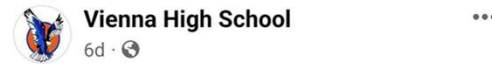
60 hours of clinical experiences

ISBE Code: 19054A001

Course Description: This course provides students with information and practical experiences needed for the development of competencies related to child/adult, day care and other education services occupations. Laboratory experiences, either in a school-based or worksite learning facility, are included throughout the class. Students meet standards in developing programs and assisting with children's and/or adult's activities.

Other ways to accomplish the 60 hours:

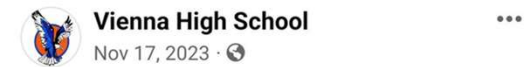
- *Work in after school program
- *Tutoring
- * Kids Camps



"This is not just a scene from a feel-good movie but a real-life initiative unfolding at a senior living home in Vienna, Illinois. Here, ten high school students have turned their academic assignment into a blossoming community service project..."



bnnbreaking.com
Vienna High School Students Bloom with Grant-Winning Garden Project for Seniors



Southern Illinois Future Teachers Coalition (SIFTC)

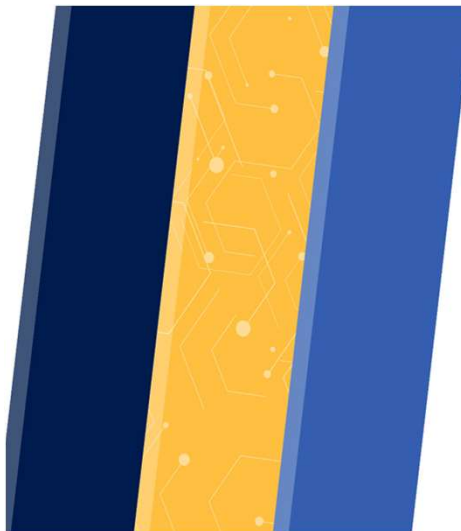
Leslie Bradley · Nov 17, 2023 · 🌐

Jillian Jones, a senior at Vienna High School and a member of SIFTC, celebrated her 18th birthday with her 1st graders at her observation site. Mrs. Spore, Mrs. Capron, and the kids went all in on making Jillian feel extra special.

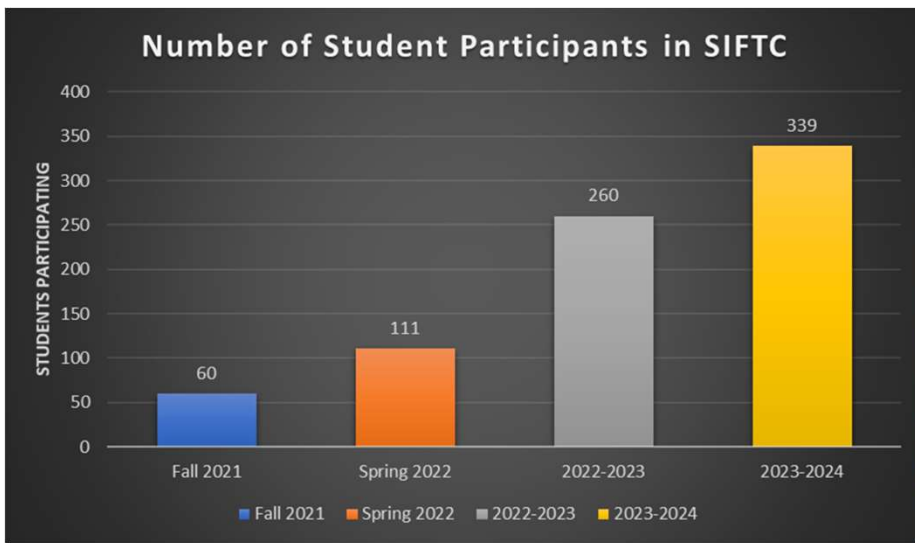


Career Exploration Experiences

- University Education Day
- College Career Fair
- Early Childhood Education Expo
- Guest speakers and field trips



Charging the Pipeline



Reach out to us here:

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Joshua W. Stafford: joshuawstafford@viennahts.com

Jim O'Connor: joconnor@advanceillinois.org



ILLINOIS EDUCATION AND CAREER
SUCCESS NETWORK

Thank You

