

# 2020 ILLINOIS EDUCATOR SHORTAGE SURVEY

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## SURVEY TEAM

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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 continues to struggle with an educator shortage.*

# 77%

Of the 591 school districts responding to the survey (69%) believe they have a teacher shortage problem.

# 93%

Of school districts surveyed believe they have a substitute teacher shortage problem.

# 938

## POSITIONS

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

# 257

CANCELLED

# 195

ONLINE

Number of classes canceled (257) and converted to online instruction (195) because of teacher shortage issues in schools involved in the study.

*“We are using more and more ‘short-term emergency’ endorsements than ever before.”*

- WEST-CENTRAL ILLINOIS SUPERINTENDENT

# OTHER KEY FINDINGS

**40%** Of districts reported an increase in the number of paraprofessionals they hired in response to the COVID-19 pandemic.

**65%** Of districts reported the teacher shortage continues to get worse.

**75%** Of districts reported recruiting new university graduates as a recruitment method for educators.

**36%** Of districts reported their geographic location as hurting their ability to retain administrators.

**93%** Of districts reported a minor to serious problem with substitute teacher shortages.

# POLICY RECOMMENDATIONS

## State Education Agencies

Should examine innovative strategies (hybrid learning, remote learning, competency-based models, credit recovery systems) to address instructional gaps due to educator shortages.

Should examine how waivers issued during the COVID-19 pandemic may be retained to ease unnecessary restrictions on schools.

State education leaders should collaborate to develop robust and targeted educator pipeline programs and/or statewide incentives that address educator shortages in a systemic and sustainable way.

## School Districts

Should examine opportunities for shared services to address educator shortages in hard-to-staff areas.

Should continue to enact and share effective strategies to ensure that schools around the state have access to a robust pool of substitute teachers.

Strategies to enact these recommendations can be found on pages 9 - 12.

## OVERALL FINDINGS

*“It is hard to recruit teachers that simply are not there.”*

- Northwest Illinois Superintendent

**This latest IARSS study confirms; Illinois’ acute teacher shortage is growing, and the ongoing damage from the COVID-19 pandemic will only make it worse for the long term.**

Superintendents in **77%** of the districts surveyed believe they have a problem with teacher shortages. When asked about teacher shortages for Academic Years ‘21-’22) and ‘22-’23, **86%** believe the shortages will remain an issue.

Superintendents from **65%** of the districts surveyed believe the teacher shortage is getting worse. A total of 257 (15% of districts) courses were canceled and 195 (13% of districts) were converted to online instruction because of shortages. Most pronounced shortages: special education, school psychologists and bilingual education.

Substitute teacher shortages are widespread concerns, with **93%** reporting they are a problem. Superintendents in 86% of responding districts reported substitute teacher availability is getting worse. Substitute teacher shortages will be a problem in AY22 and AY23, **93%** of school districts reported.

Shortages are forcing superintendents in **84%** 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 report substituting as teachers themselves in classrooms and moving students to other classrooms.

About a quarter (**26%**) of school districts reported a minor up to serious problem with administrator shortages. Schools’ geographic location was most commonly cited (36%) for not keeping administrators.

# OVERALL FINDINGS

*“Each year less students are entering the field of education ...”*  
- Southwest Illinois Superintendent

# 77%

Of the 591 school districts responding to the survey believe they have a teacher shortage problem.

## Most Severe Shortages

**89% West Central**

87% Southwest

84% Southeast

84% East Central

72% Northwest

67% Suburban Cook

55% Northeast

**85% Unit**

69% Elementary

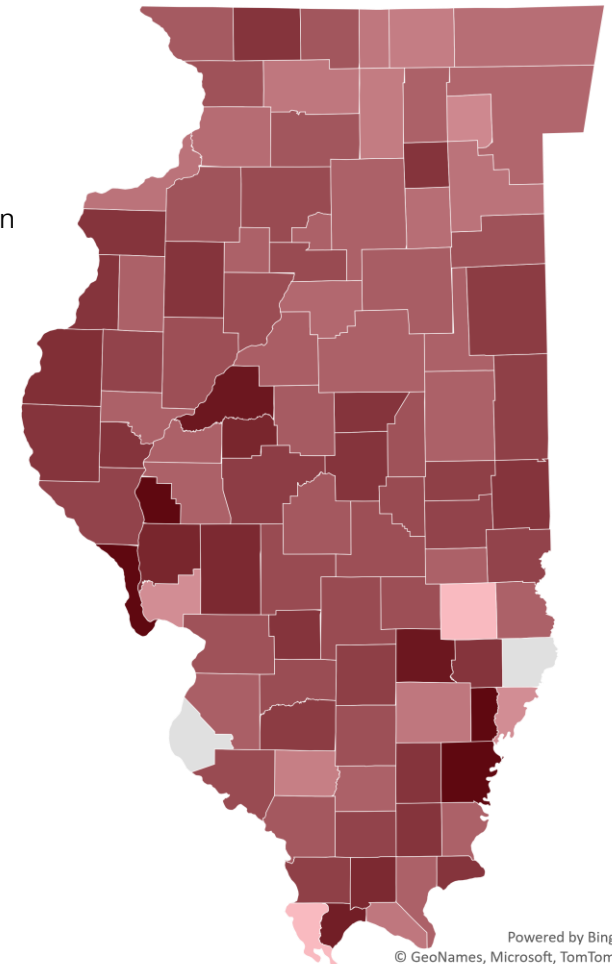
67% High

**87% Rural**

76% Suburban

62% Urban

Teacher Shortage Severity 0.0 No Problems 4.0 Serious Problems



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# 65%

Of the school districts responding to the survey believe the teacher shortage is getting worse.

## Negatively Impacts Recruitment

**53% Geographic Location**

47% Salary & Benefits

35% Pension

23% Community Atmosphere

20% School or District Resources

# 17%

Of posted teacher positions (938 of 5414) were unfilled or filled with less than qualified hire.

## OVERALL FINDINGS

*“Many teachers who used to have to substitute are now getting teaching jobs.”*

*- West Central Illinois Superintendent*

**The shifting learning environments has created a struggle for districts keeping substitutes. During in-person learning, there are huge demands. During remote learning, there is no demand.**

**93%**

Of the responding school districts have a substitute teacher shortage problem. In response to the substitute shortage, **84%** of responding school districts report using existing teachers during their prep time.

**86%**

Of the responding school districts believe that substitute teacher shortage is worse than in years past.

**67%**

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



# STRATEGIES TO ENACT CHANGE

## **Examine innovative strategies to addresses instructional gaps due to educator shortages.**

The Governor's Office and ISBE should continue to invest state and federal funding in remote learning and technology as hybrid learning may need to continue as a necessary instructional delivery model to provide students with access to hard-to-staff classes as well as accelerated learning options (e.g., advanced placement, dual credit, and international baccalaureate classes). As a result, the means to provide broadband connectivity, wireless access, and computing hardware for all schools, educators, and students should be in place, including and especially in rural and remote areas of the state.

Districts and regions should examine ways that Regional Offices of Education (ROE) and Intermediate Service Centers (ISC), alternative schools, and the Illinois Virtual School can assist with alternative delivery systems to assist with meeting instructional needs in regions of the state with most severe shortages, especially related to cancelled courses, credit-recovery needs, and desired courses not available due to staffing limitations.

ISBE and IBHE should invest state and federal funding in educator preparation programs and professional development that train teachers on highly effective teaching strategies for remote learning. The investment should also include school leaders on developing and maintaining organizational structures, processes, and strategies to support remote learning.

ISBE should examine and share lessons learned from districts participating in the Competency-Based High School Graduation Requirements Pilot Program and districts that have implemented standards-based grading systems to determine effective strategies that might be utilized from these models to address educator shortages and learning gaps due to class cancellations.

# STRATEGIES TO ENACT CHANGE

## **Examine how waivers issued during the COVID-19 pandemic may be retained to ease unnecessary restrictions on schools**

ISBE, ICCB, and IBHE should conduct an audit of waivers issued during the COVID-19 pandemic to determine if there are any unnecessary restrictions on schools that would provide relief for districts and schools experiencing severe shortages.

ISBE should continue to allow currently licensed teachers to teach outside endorsed areas and allow student teachers to fill gaps in identified positions in schools that can demonstrate an inability to hire a qualified teacher.

ISBE should grant or continue waivers for licensure grade spans if the school can demonstrate that it is a better option to hire a licensed teacher for a grade that they are not licensed than hiring a full-time substitute teacher or fulfilling the position with other options.

# STRATEGIES TO ENACT CHANGE

**Collaborate to develop robust and targeted educator pipeline programs and/or statewide incentives that address educator shortages in a systemic and sustainable way.**

ISBE should identify where most severe higher education deserts are in the state and partner with IBHE, ICCB, and IARSS to develop satellite campuses that bring licensure programs to these areas of the state (which also have the most severe educator shortage challenges).

Effective Grow Your Own teacher and leader programs, including district-based programs, such as ISU/CPS Teach Chicago Tomorrow program and Rockford/NIU Principal Residency Program should be scaled statewide, and especially in areas with most severe shortages.

State agency leaders and the Illinois General Assembly should consider a State-sponsored loan forgiveness program for teachers and leaders that work in the most hard-to-staff schools/ positions and areas of the state.

ISBE and IBHE should award development grants to university teacher preparation programs to develop stackable credentials that allow teachers to receive their license in hard to staff content areas (e.g., special education, bi-lingual education, math).

For leader shortages, districts should develop a district-based residency model with coaching support that taps educators in the district or region that have a General Administrative endorsement who are not working in an administrative position but would consider doing so.

Universities should consider programs like ISU's Superintendent Endorsement Program that grant both a Superintendent Endorsement and a School Business Official certificate to help districts with shortages among school business officials.

Illinois General Assembly should consider revisions to the Teachers Retirement System Tier Two program that may not be incentivizing individuals to enter the profession.

# STRATEGIES TO ENACT CHANGE

**Examine opportunities for shared services to address educator shortages in hard-to-staff areas.**

Districts should examine opportunities to work with ROE's/ ISC's, other districts or regional consortia for shared services and programs in an effort to address hard to staff positions (e.g., social work support, special education staff, etc.) and allow for access or cost savings for services that might otherwise not be available (e.g., bookkeeping, human resources, maintenance, technology, legal supports).

State education leaders should reduce barriers to shared service agreements and eliminate disincentives to collaborative opportunities.

**In partnership with ROE's/ISC's, continue to enact and share effective strategies to ensure that schools around the state have access to a robust pool of substitute teachers.**

ROE's/ ISC's should continue to assist districts with recruiting and licensing substitute teachers, including prioritizing the continued development of a cadre of retired teachers or other educators who may have left the field but still want to remain involved in teaching (e.g., former teachers who left for family responsibilities).

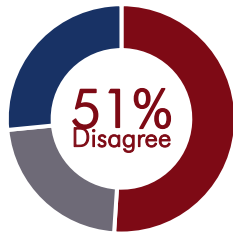
Districts should consider increasing substitute teacher pay as a means of increasing the pool of interested substitute teachers. Districts may look at school-business partnerships that could cover portions of this increased substitute pay.

# IMPACTS OF COVID

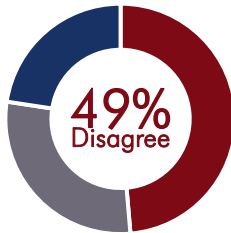
*“COVID concerns have caused most of our retired teachers who sub to not sub this year”*  
 - West Central Illinois Superintendent

## The COVID-19 pandemic has led to INCREASED teacher turnover in my district.

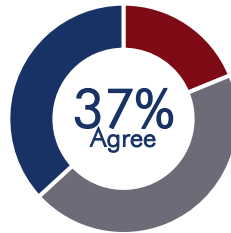
Health implications



Educator Burnout



Economic Instability

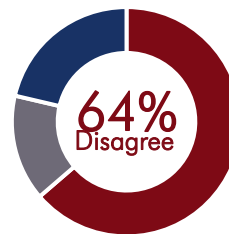


Superintendents in **51%** of the districts surveyed disagreed that health implications of COVID-19 increased teacher turnover in their district.

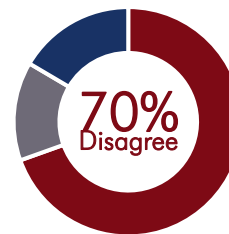
## The COVID-19 pandemic has led to a DECREASE in the number of educators employed in my district.

In the surveyed districts, **70%** of superintendents disagreed that the logistics concerns created by COVID-19 decreased the number of educators employed in their district.

Budget Shortfalls

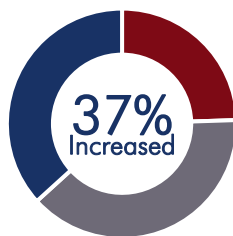


Logistic Concerns

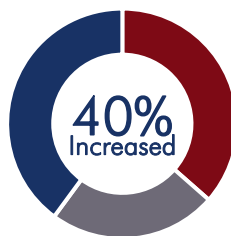


## My district adjusted the number of educators employed to meet the demands of COVID-19.

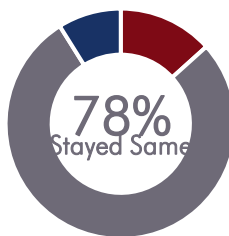
Teachers



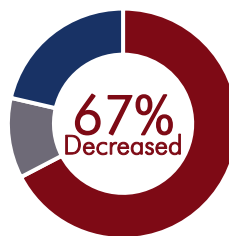
Paraprofessionals



Administrators



Substitutes



In **40%** of the districts surveyed, superintendents INCREASED the number of paraprofessional positions to meet the demands of educating during the pandemic.

# IMPACTS OF COVID

## Superintendent comments related to COVID-19 pandemic

Category	N	%	Sample Comment
Support Staff	41	32%	We have never had sub issues or paraprofessional hiring issues in the past. Currently, we are having trouble hiring paraprofessionals and we have lost most of our substitute teacher pool.
Funding	25	20%	We have had to add almost \$600K in additional teachers and long-term substitutes to handle to scheduling requirements brought on by COVID.
Current Staffing	20	16%	We had some extremely late resignations due to teachers jumping to other districts. At least one district was adding positions due to running both a remote learning and a hybrid learning model.
Health	17	13%	A genuine concern about personal health has impacted teachers and their decisions about remaining in the profession
Retained	13	10%	We are utilizing the same number of staff, but for different purposes. Since we allowed parents the choice of "at home" or "at school" learning, some of our teachers as "at home/remote" teachers.
Mandates	8	6%	If we are forced into remote learning, we will cut several teaching positions. Let us remember that it is not covid the disease that is causing problems. It is the Governor's and IDPH's response to COVID that is causing the problems.

# TEACHER SHORTAGE

*“I have a math position at the middle level with zero applicants. A bus driver is subbing in that position.”*  
 - East Central Illinois Superintendent

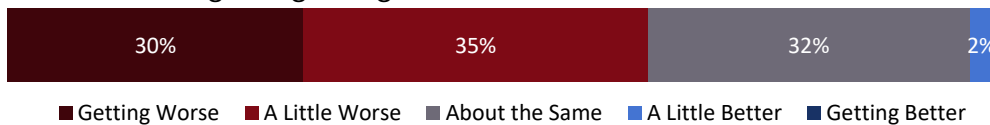
## Severity of Teacher Shortage

In the surveyed districts, **77%** of superintendents believed they had a minor to serious problems with teacher shortages.



## Is Teacher Shortage Getting Better?

Superintendents in **65%** of responding districts believed the teacher shortage is getting worse.



## Concerns about future teacher shortages

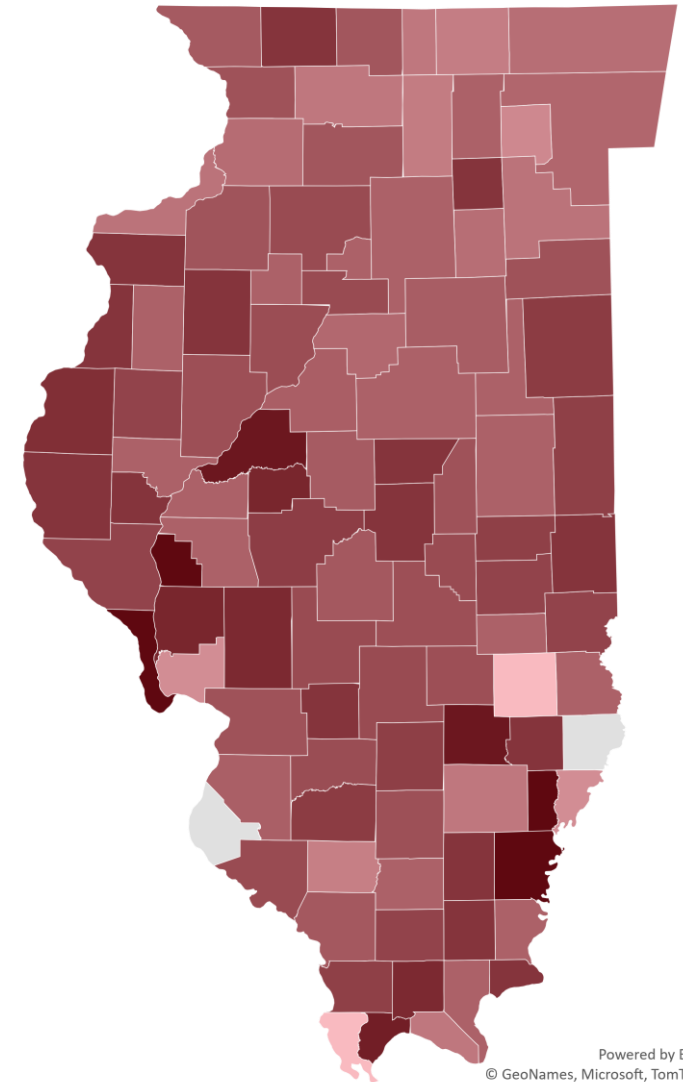
In **86%** of responding districts, superintendents believed they will have a minor to serious problem with teacher shortages next year.



In 87 districts (15%) at least one class was cancelled due to staffing shortages for **257 classes cancelled** across the state.

In 73 districts (13%) at least one class was converted to online due to staffing shortages for **195 classes converted to online** across the state.

Teacher Shortage Severity  
 0.0 No Problems 4.0 Serious Problems



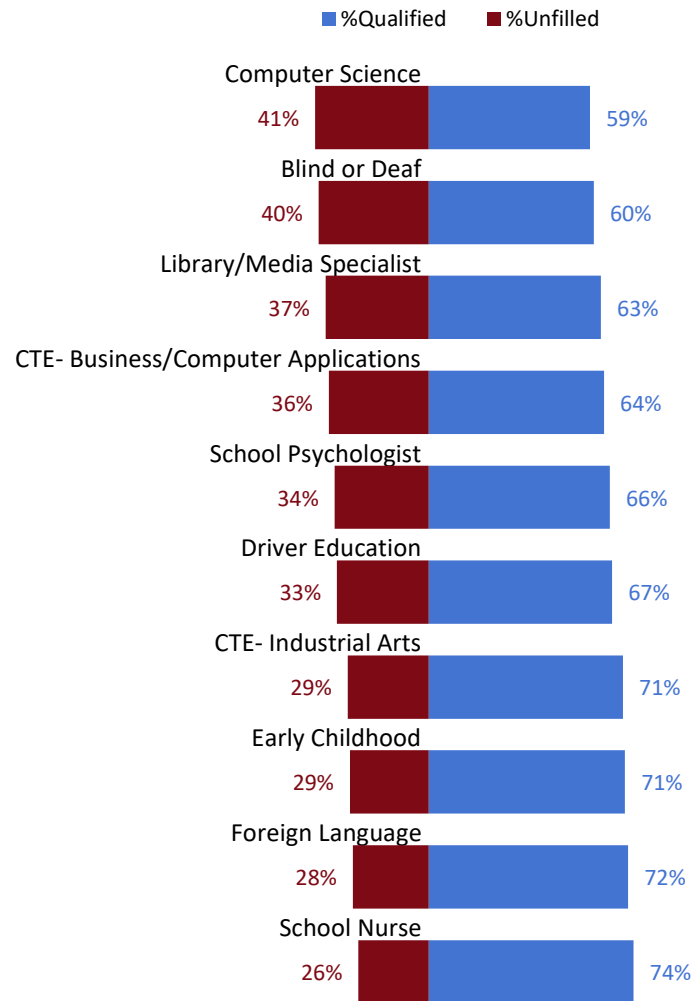
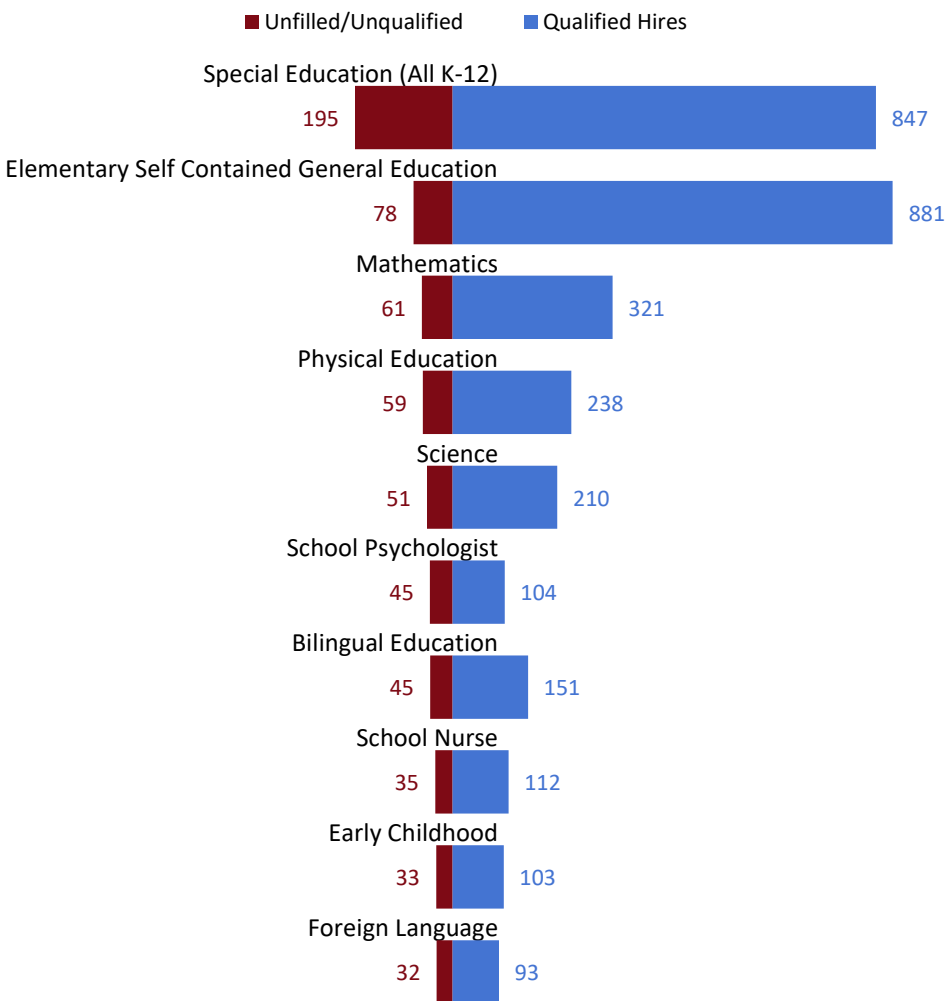
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# TEACHER SHORTAGE

*“We struggle to get bilingual teachers, and middle school math and science teachers.”*  
 - Suburban Cook Superintendent

## Teacher Positions Posted for 2020 – 2021 School Year

Superintendents responding to the survey indicated how the positions they posted were filled. For the open positions, **938** (17%) remained unfilled or filled with a less than qualified hire. **Special Education** had the largest number of unfilled/unqualified, 195. **Computer Science** had the highest percent unfilled/unqualified 41% (10/24)





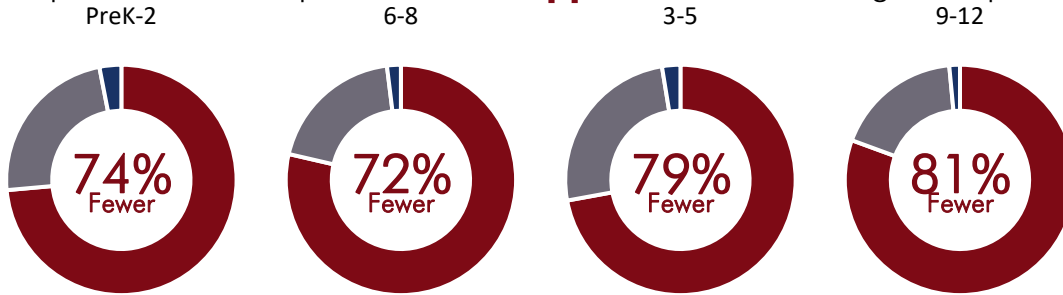
# TEACHER SHORTAGE

*“We have to do something, or we will not have teachers to staff our buildings.”*

- Southeast Illinois Superintendent

## Applicants by grade span

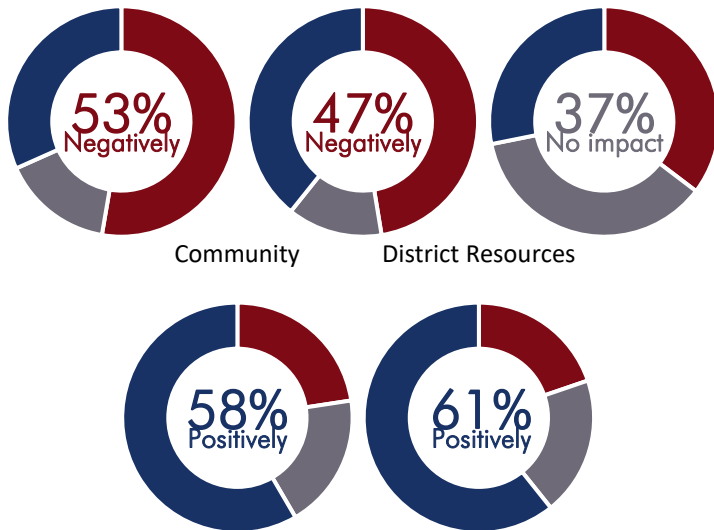
Superintendents reported **fewer applicants** across all grade spans.



## Factors that impact recruitment

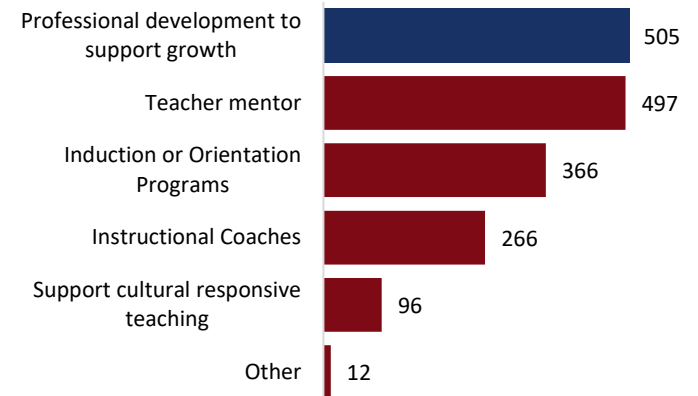
In **53%** of responding districts, superintendents believed their geographic location **negatively impacted** their ability to recruit teacher applicants.

Geographic Location    Salary & Benefits    Pension



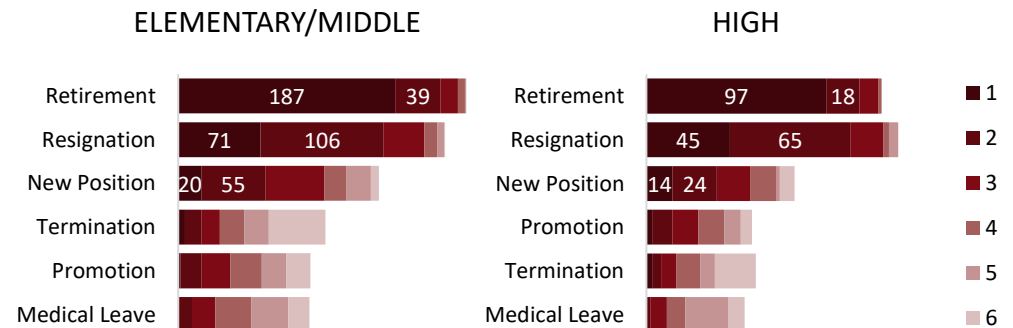
## Support for new teachers

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



## Reasons for open positions

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



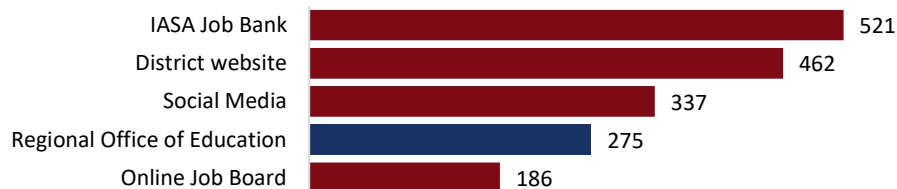
# TEACHER SHORTAGE

*“The field of education at the University level is just not producing the graduates as they once did.”*

- Northwest Illinois Superintendent

## Where positions are posted

In the surveyed districts, **46%** (275/591) of superintendents posted open teacher positions on with their local Regional Office of Education.



## Strategies to Recruit Teachers

Superintendents from **51%** (301/591) of responding districts reporting increasing base salary as a method of recruiting new teachers.

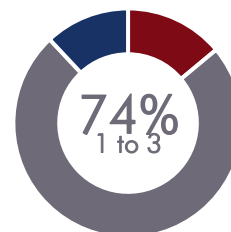


## Top 10 Universities Teachers are Hired From

- |         |                 |
|---------|-----------------|
| 1) ISU  | 6) NIU          |
| 2) EIU  | 7) Out of State |
| 3) SIUC | 8) UIUC         |
| 4) WIU  | 9) Greenville   |
| 5) SIUE | 10) McKendree   |

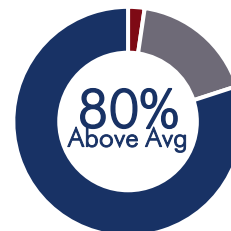
**75%** of superintendents surveyed stated they were willing to host student teachers.

## Number of Student Teachers



**74%** of districts average 1 – 3 student teachers per year. **12%** host more than 3 while **14%** host none.

## Quality of Student Teachers



**80%** of districts rated the quality of student teachers as above average. **18%** rated them average while **2%** rated them below average.

## Top 10 Universities That Sponsor Student Teachers

- |         |               |
|---------|---------------|
| 1) ISU  | 6) SIUE       |
| 2) EIU  | 7) Bradley    |
| 3) WIU  | 8) Greenville |
| 4) SIUC | 9) McKendree  |
| 5) NIU  | 10) UIUC      |

# TEACHER SHORTAGE

## Superintendent comments related to the teacher shortage

Category	N	%	Sample Comment
Content Specific	26	30%	We need teachers for hard-to-fill positions: Special Education, Math, Science, Social Work, Psychology, Speech Path. We are starting to experience shortages in ELA and P.E. What is needed are Transition to Clinician programs.
Teacher Pool	17	19%	Each year less students are entering the field of education, therefore limiting our pool of qualified candidates. In addition, we are competing with the surrounding areas who are experiencing teacher shortages also.
Policy	11	13%	Great work has been done to make the entry licensure requirements less strict. However, we must take a serious look at the effectiveness (and negative impact) of the EDTPA.
COVID	9	10%	With the increased need for small class sizes due to Social Distancing, We have hired retired teachers, permanent substitutes and have every administrator teaching at least 2 classes per day.
No concerns	7	8%	We had no vacancies for the 20-21 school year.
Current Staffing	6	7%	We hired extra teachers for virtual learning and to keep cohort numbers down.
Future Staffing	6	7%	Based on the number of teachers projected to be eligible for retirement during these years we will have up to 50 vacancies
Salary	5	6%	As an industry, we have to determine how to make the cost of a college degree and the earning potential of a new teacher more consistent with each other.
Rural	1	1%	We are in a rural area. Difficult for veteran teachers to move

# ADMINISTRATOR SHORTAGE

*“Every new admin this year was promoted from within.”*

- East Central Illinois Superintendent

## Severity of Administrator Shortage

In the surveyed districts, **26%** of superintendents believed they had a minor to serious problems with administrator shortages.



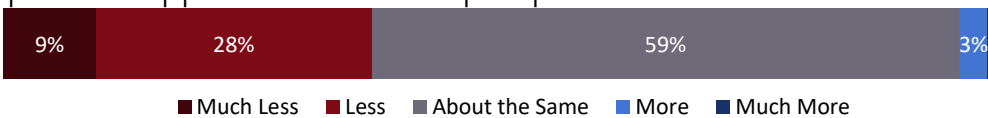
## Availability of Administrators

Superintendents in **23%** of responding districts believed the availability of administrator applicants is worse compared to past years.



## Number of Applicants

In **37%** of responding districts, superintendents reported less qualified applicants for their open positions.

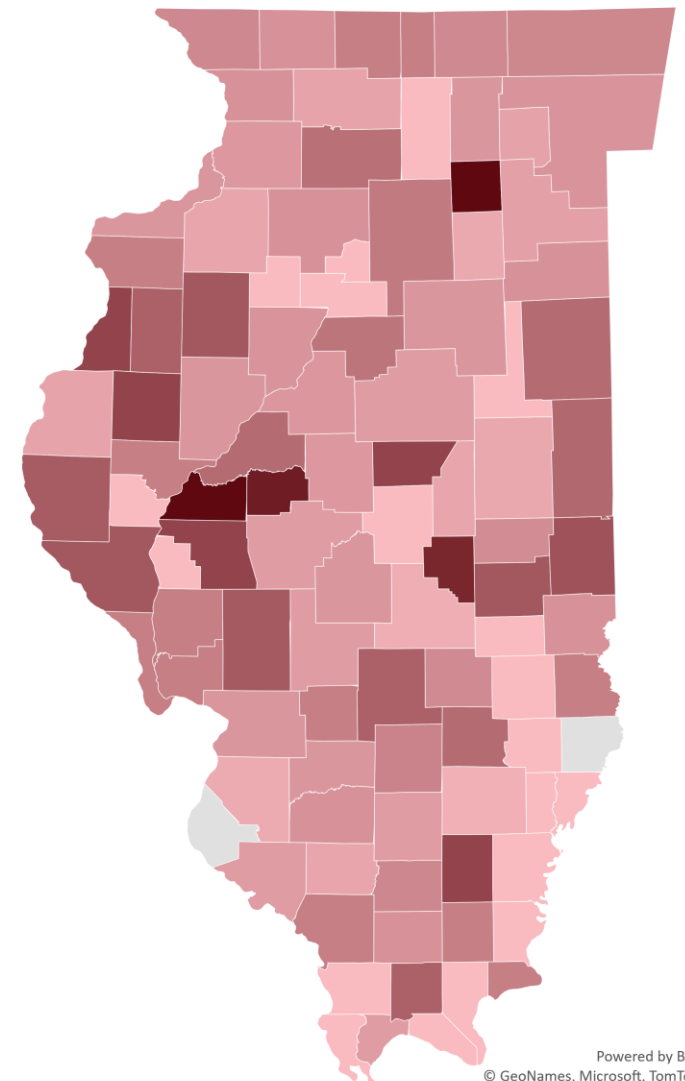


## Concerns about future administrator shortages

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



Administrator Shortage Intensity  
0 No Problems 3 Major Problems



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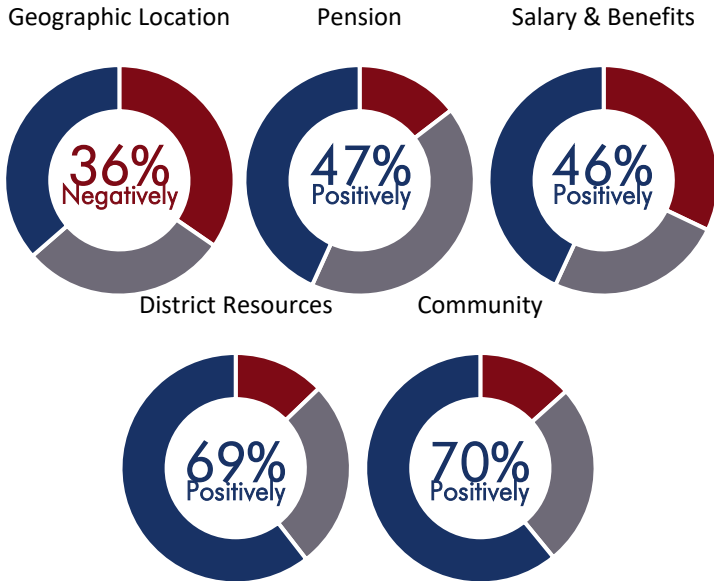
# ADMINISTRATOR SHORTAGE

*“Young teachers are being thrust into administrative positions that they are not ready for.”*

- Northwest Illinois Superintendent

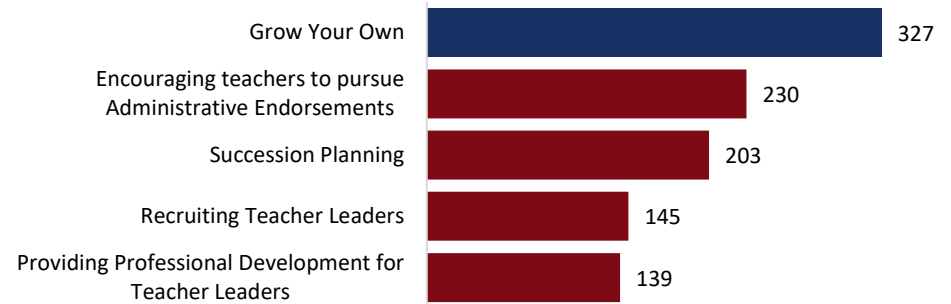
## Factors that impact recruitment

In **70%** of responding districts, superintendents believed community atmosphere **positively impacted** their ability to recruit administrator applicants.

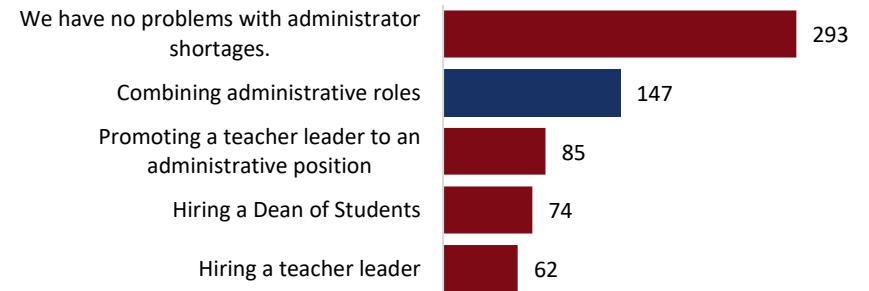


## Recruitment Strategies

**55%** (327/591) of districts reported Grow Your Own programs as a strategy to recruit administrator applicants.

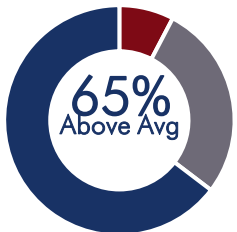


## Response to Administrator Shortage



## Quality of Applicants

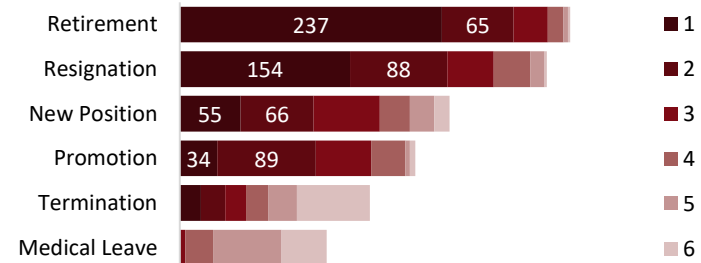
Quality of Applicants



**65%** of districts rated the quality of applicants for administrator positions as above average. **28%** rated them as average and **8%** rated them below average.

## Reasons for open positions

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

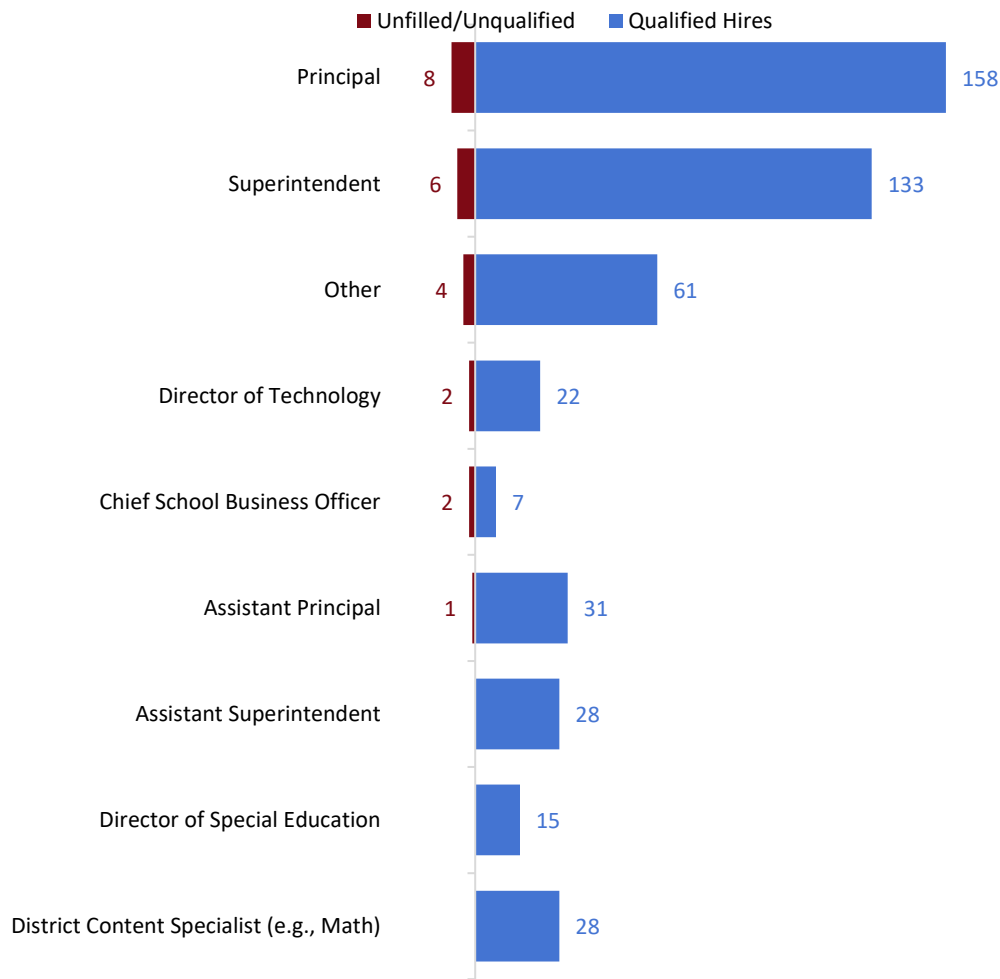


# ADMINISTRATOR SHORTAGE

*“There seems to be an increase in candidates who are NOT willing to take a position for 5+ years”*  
- Suburban Cook Superintendent

## Administrator Positions Posted for 2020 – 2021 School Year

Superintendents responding to the survey indicated how the positions they posted were filled. For the open positions, **23** remained unfilled or filled with a less than qualified hire.



# ADMINISTRATOR SHORTAGE

## Superintendent comments related to administrator shortages

Category	N	%	Sample Comment
No concerns	23	53%	We've had same admin team for past several years.
Demands	5	12%	I think it will be a challenge to find someone else who wants to be the Superintendent, Principal, Nurse, Special Ed Supervisor, Cafeteria line worker, custodian, grant writer, computer tech, webmaster, etc.
Turnover	4	9%	There seems to be an increase in candidates who are NOT willing to take a position for 5+ years...the hope to quickly move up the ladder is increasing and can create challenges.
Preparation	4	9%	I was impressed with the number of candidates that we had for the position. The quality of the group of candidates was not great. We ended up with a fantastic hire but had to steal him from another district.
Pool	3	7%	The candidate pool for both was poor. We are anticipating another opening following this school year, and we will likely hire a teacher leader who is graduating this May.
Policy	3	7%	The state has no clue that producing yet another requirement is an issue over and over again.
Benefits	1	2%	The school board needs to include full family health insurance.

# SUBSTITUTE SHORTAGE

*“Many substitutes have informed us that they will not be available due to Covid-19 restrictions and the use of Remote learning”* - East Central Illinois Superintendent

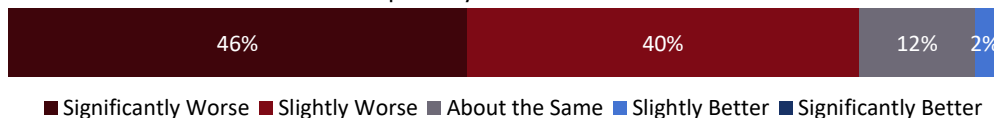
## Severity of Substitute Shortage

In the surveyed districts, **93%** of superintendents believed they had a minor to serious problems with administrator shortages.



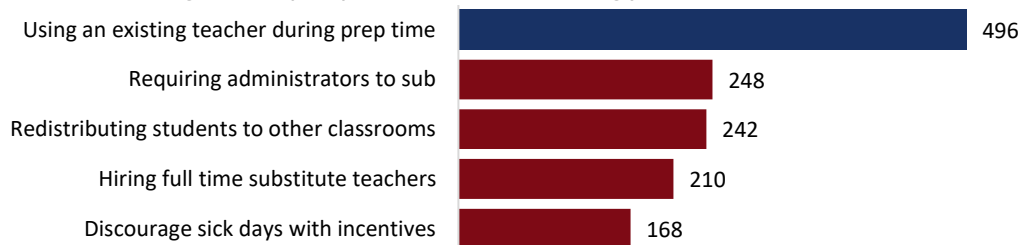
## Availability of Substitutes

Superintendents in **86%** of responding districts believed the availability of substitute teachers is worse than in past years.



## Response to Substitute Shortage

Superintendents in **84%** (496/591) of responding districts reported using an existing teacher during their prep time as a strategy to deal with a substitute shortage.

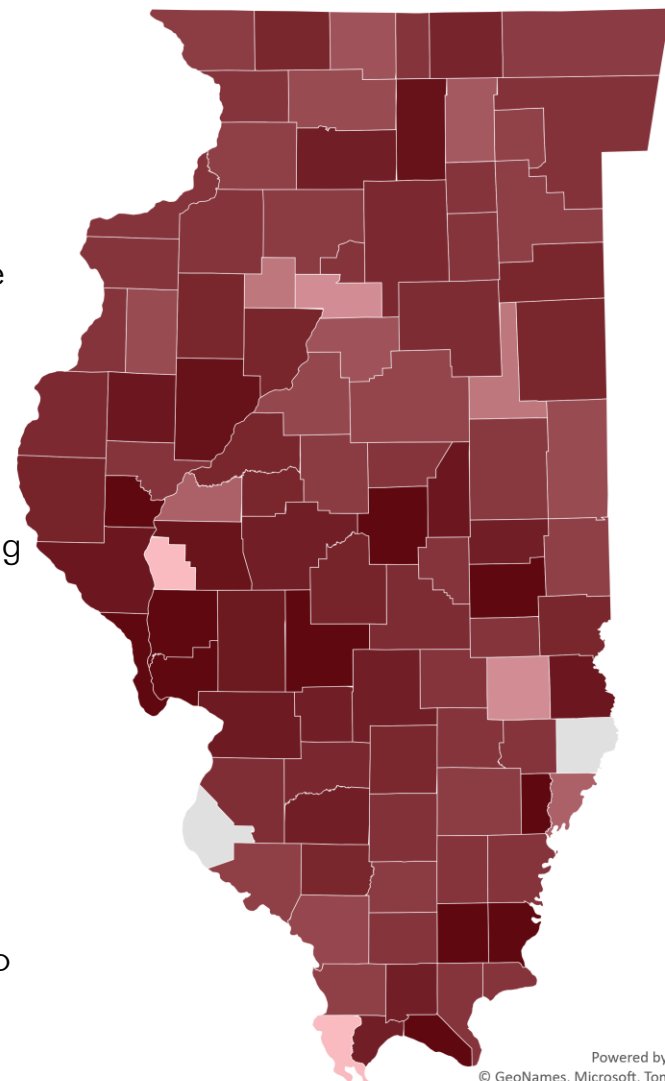


## Concerns about future substitute shortages

Superintendents from **93%** of responding districts believed they will have a minor to serious problem with substitute shortages next year.



Substitute Shortage Severity  
0 No Problems 4 Serious Problems



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# SUBSTITUTE SHORTAGE

## Superintendent comments related to the substitute shortage

Category	N	%	Sample Comment
COVID	38	54%	It will be hard to find people who want to sub in a pandemic. We cannot combine classes in a pandemic. I think if we go to remote learning it will be because of this.
Pool	13	18%	Many teachers who used to have to substitute are now getting teaching jobs. We have 2 full time subs teaching regular classes because we cannot find classroom teachers.
Solutions	12	17%	We are utilizing in-house teacher subs and have structured our school day so teachers will still receive a preparation period, even if they have to sub on their regularly scheduled prep.
Policy	5	7%	Like the teacher endorsement crisis, we have a substitute crisis. There are people who would like to sub but do not want to have to deal with the paperwork and endorsement issues. Some strides have been made to relax this, but it is not showing results yet.
Pay	3	4%	After 20 non-consecutive days we raise the daily rate from \$100/day to \$125/day for substitutes.

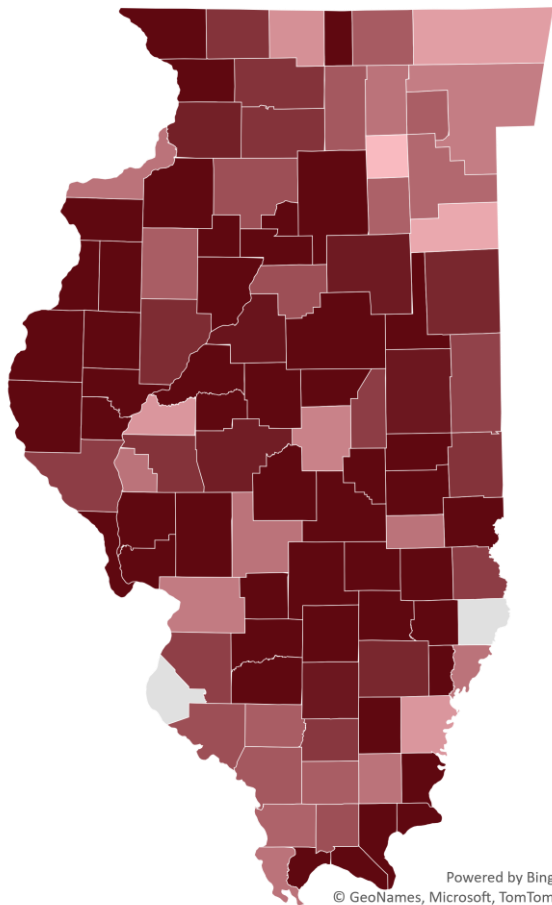
# RESPONSE DEMOGRAPHICS

*"I'm so sorry that we weren't able to provide data per the timeline suggested. The unprecedented challenges that the pandemic has presented our limited HR staff made this task impossible."*

- HR Director in Northeast Illinois

**69%** Of the public-school districts in Illinois responded to the survey. In total 591 districts out of the 853 eligible participated.

Response Rate 17% 100%



District Type

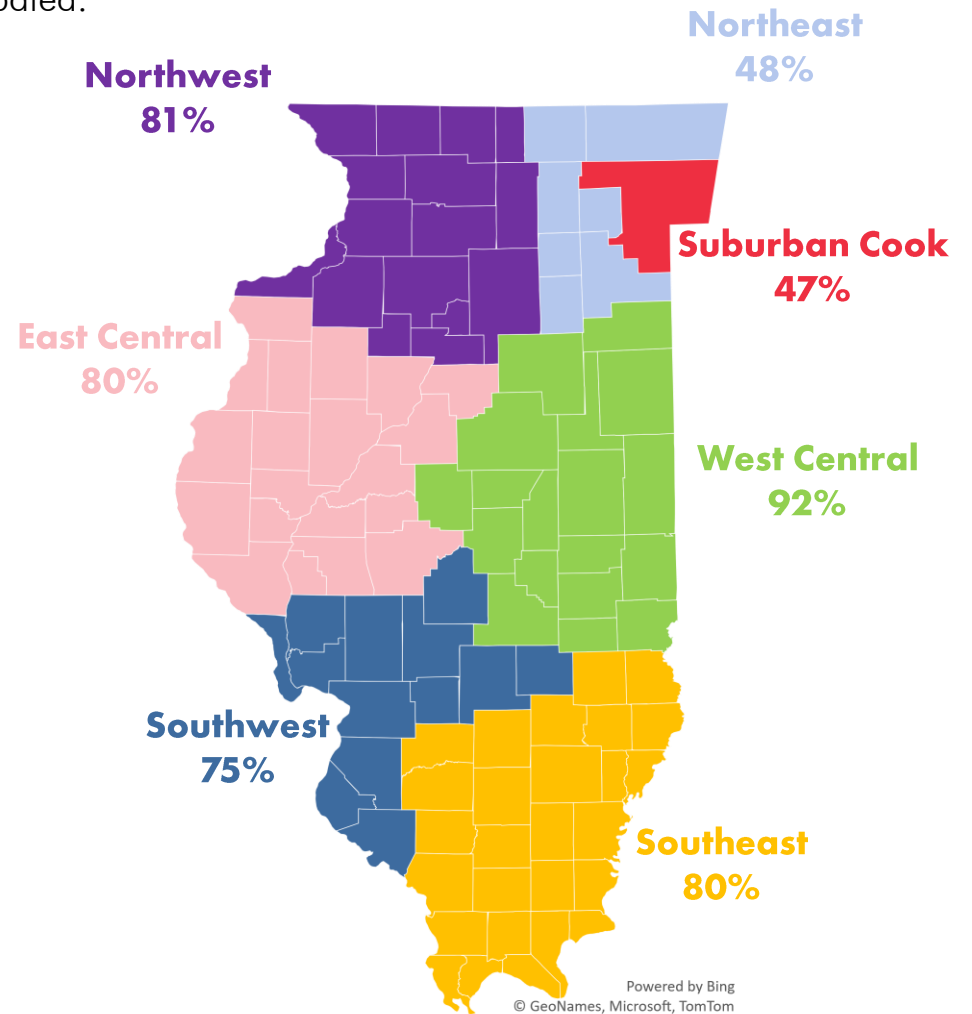


**40% Elementary**  
**9% High School**  
**51% Unit**

Rurality



**43% Rural**  
**35% Suburban**  
**22% Urban**



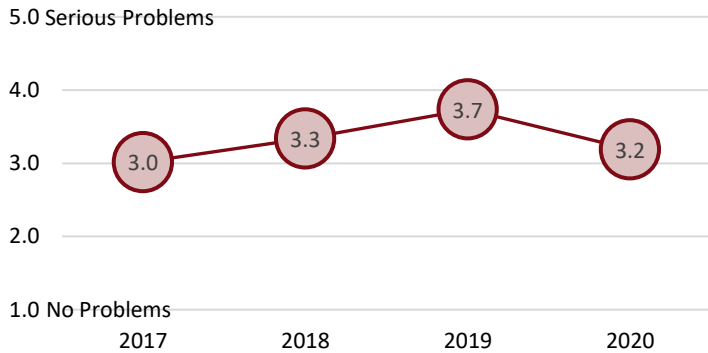
Note: Chicago Public Schools are not included in this survey.

# LONGITUDINAL COMPARISON

This study has been conducted by IARSS since 2017. The following show comparisons of the same items over the four years of the study.

## Severity of Teacher Shortage

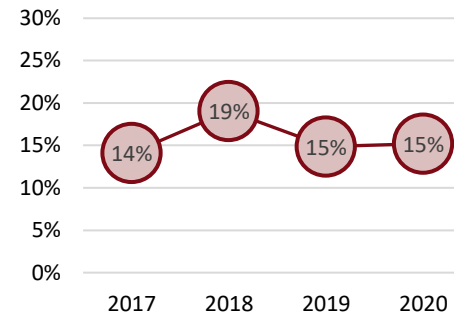
Survey data suggest a steady increase in the severity of the teacher shortage.



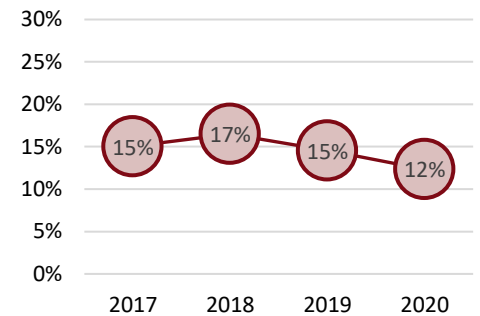
## No qualified teacher

Districts continue to report the same percent of classes cancelled or converted online because of a lack of qualified instructors.

Cancelled At Least One Class

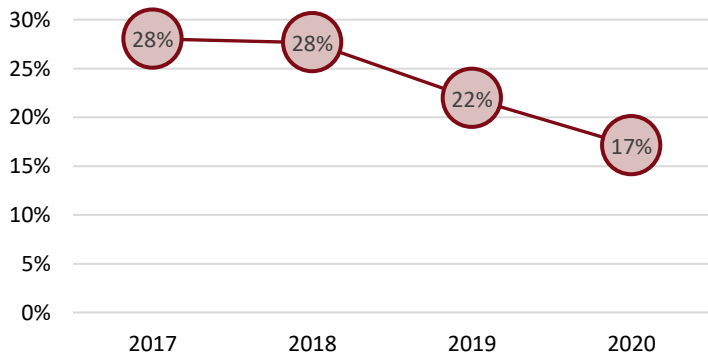


Converted At Least One Class to Online



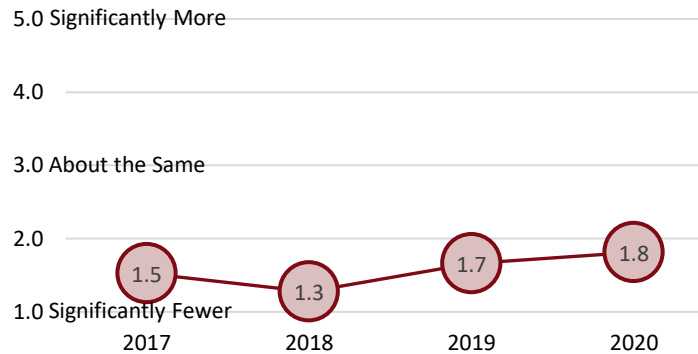
## Unfilled/Unqualified Teacher Positions

Survey data suggest a steady decrease in the percent of unfilled/unqualified positions. This may be caused by several factors.



## Qualified Applicants

Over the four years of the study, superintendents continue to report fewer qualified applicants for open teacher positions.

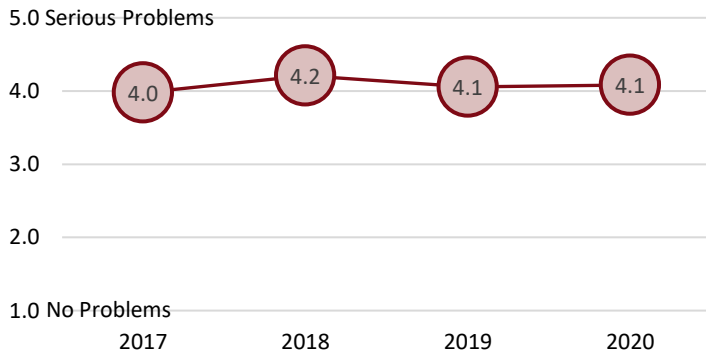


# LONGITUDINAL COMPARISON

It is not possible to disaggregate the effects of COVID-19 when comparing survey data over the four years.

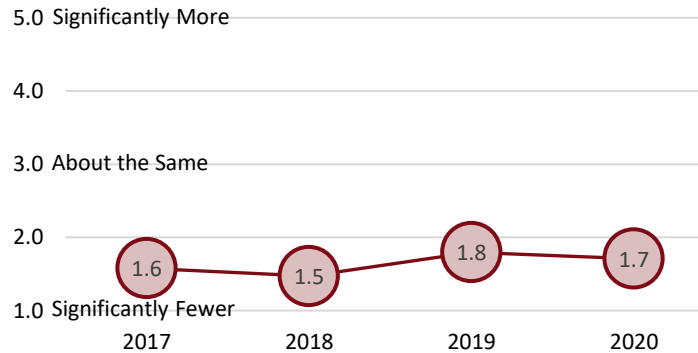
## Severity of Substitute Shortage

Survey data suggest the substitute teacher shortage has remained a major problem.



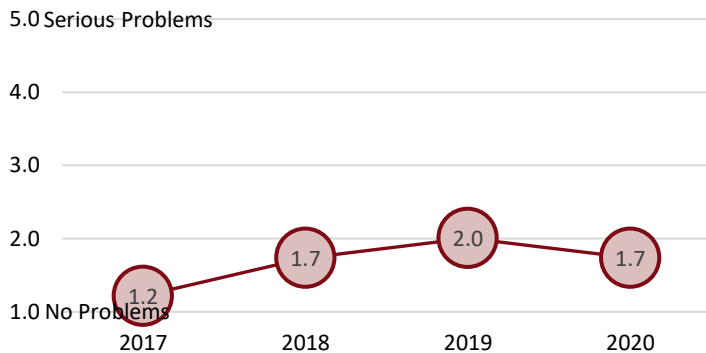
## Substitute Availability

Survey data suggest the substitute teacher availability continues to be “significantly fewer”



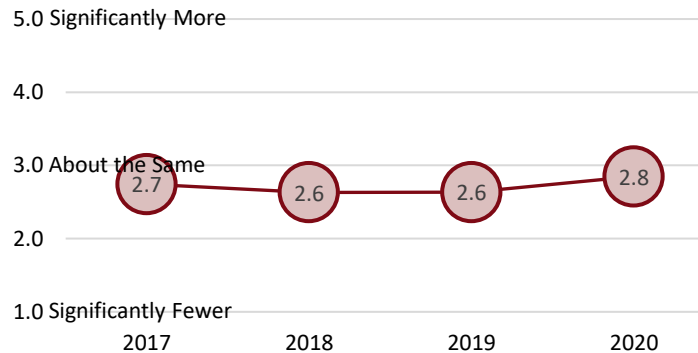
## Severity of Administrator Shortage

Survey data suggests the administrator shortage is becoming a more serious issue.



## Administrator Availability

Availability of administrators continues to remain about the same.

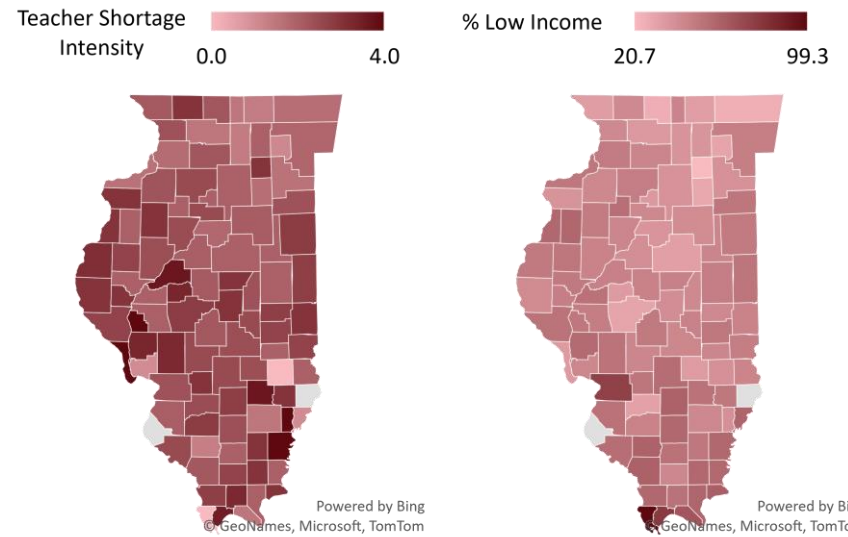


# CORRELATION ANALYSIS

The Educator Shortage 2020 survey data was analyzed for correlations with data from the 2020 Illinois School Report Card.

## Teacher Shortage Severity and Percent Low Income

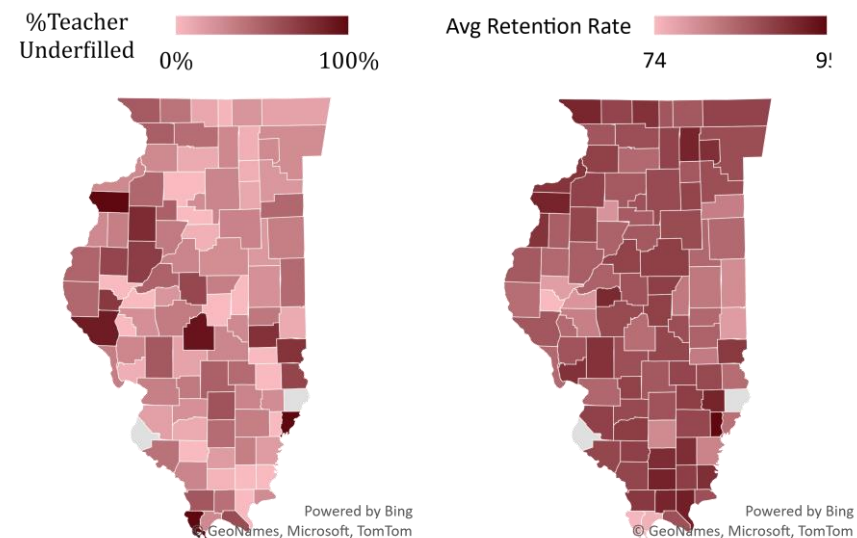
A statistically significant ( $p < 0.001$ ) correlation of 0.21 exists between severity of teacher shortage and the percent of students who are low income. As the percent of students who are low income increases, superintendents report more of a problem with teacher shortages.



## Percent of Open Teacher Positions Unfilled/Unqualified and Retention Rate

A statistically significant ( $p < 0.001$ ) correlation of -0.26 exists between percent of open teacher positions that remained unfilled/unqualified and average teacher retention rate. As retention rate increases, superintendents report fewer position remain unfilled/unqualified.

This correlation supports the validity of the findings in this survey.

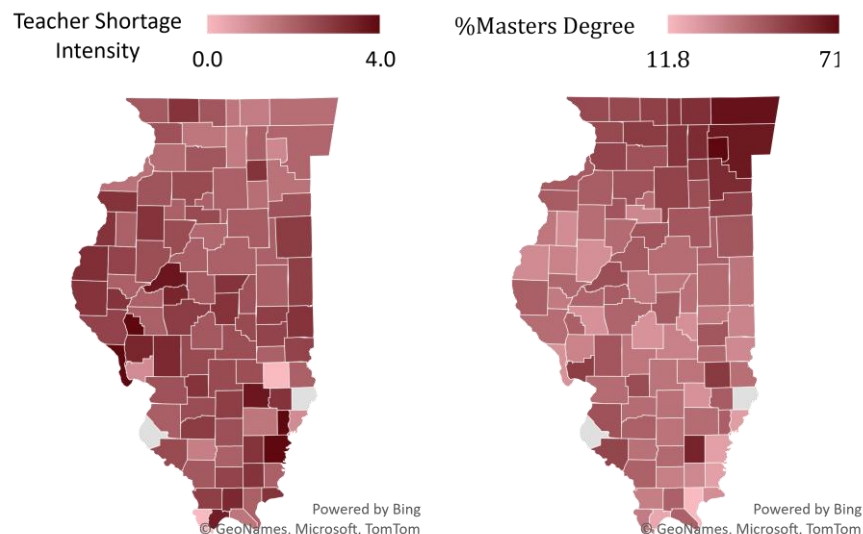


# CORRELATION ANALYSIS

The Educator Shortage 2020 survey data was analyzed for correlations with data from the 2020 Illinois School Report Card.

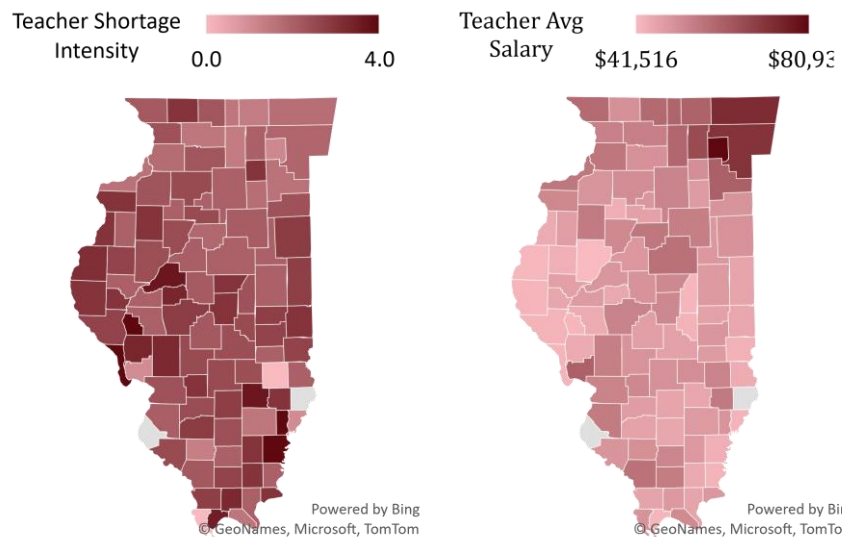
## Severity of Teacher Shortage and Percent Teachers with Master's Degree

A statistically significant ( $p < 0.001$ ) correlation of -0.27 exists between severity of teacher shortage and the percent of teachers with Master's Degree. As the percent of teachers with Master's Degrees increases, superintendents report less of a problem with teacher shortages.



## Severity of Teacher Shortage and Average Teacher Salary

A statistically significant ( $p < 0.001$ ) correlation of -0.33 exists between severity of teacher shortage and average teacher salary. As teacher salary increases, superintendents report less of a problem with teacher shortages.



There is also a high correlation, 0.81, between percent of teacher's with Master's Degrees and average teacher salary.

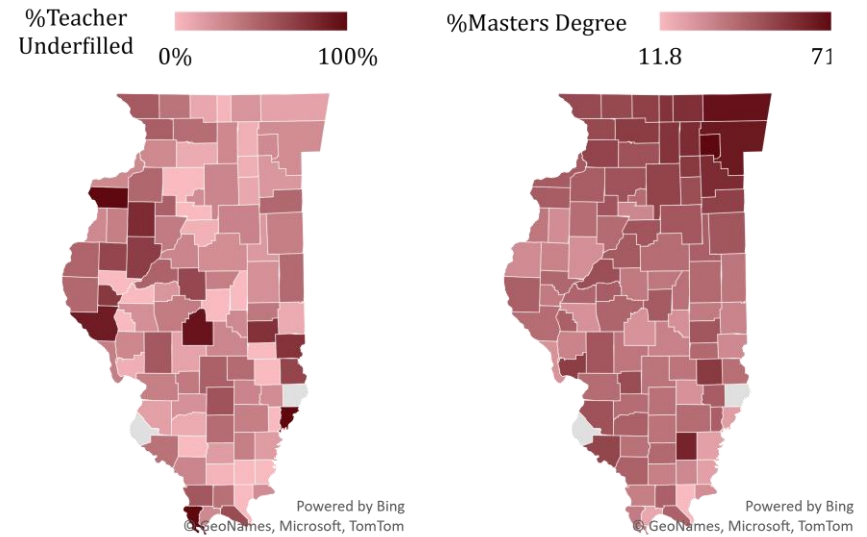


# CORRELATION ANALYSIS

The Educator Shortage 2020 survey data was analyzed for correlations with data from the 2020 Illinois School Report Card.

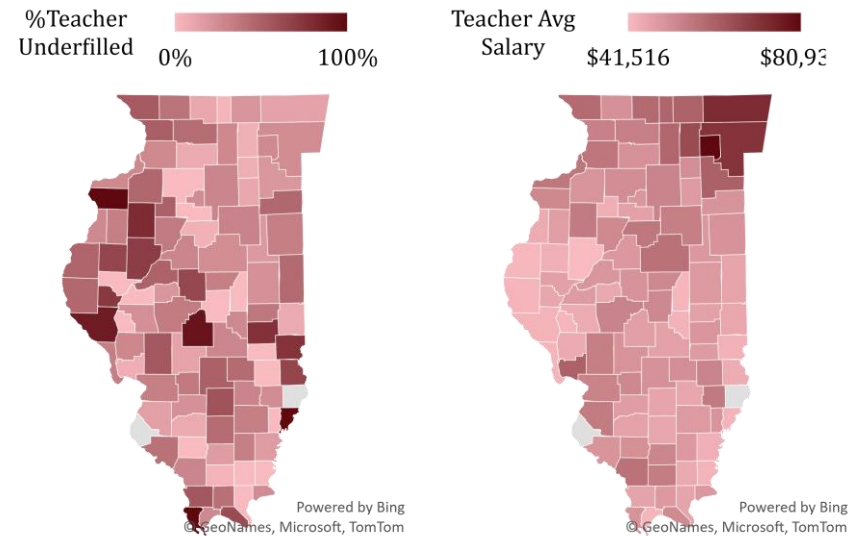
## Percent of Open Teacher Positions Unfilled/Unqualified and Percent Teachers with Master's Degree

A statistically significant ( $p < 0.001$ ) correlation of  $-0.33$  exists between the percent of open teacher positions that remained unfilled/unqualified and the percent of teachers with Master's Degrees. As the percent of teachers with Master's Degrees increases, superintendents report fewer positions remain unfilled/unqualified.



## Percent of Open Teacher Positions Unfilled/Unqualified and Average Teacher Salary

A statistically significant ( $p < 0.001$ ) correlation of  $-0.31$  exists between percent of open teacher positions that remained unfilled/unqualified and average teacher salary. As teacher salary increases, superintendents report fewer positions remain unfilled/unqualified.

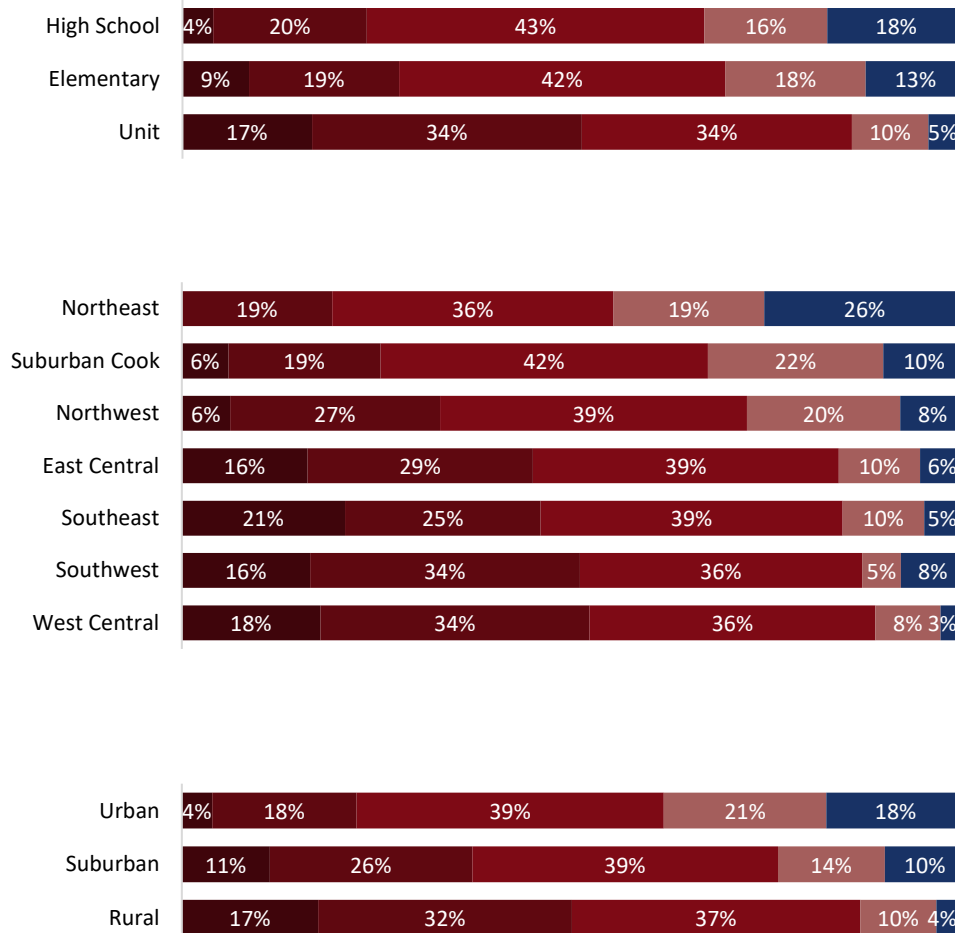


# APPENDIXES

## Appendix A – Breakdown by district type, area and rurality.

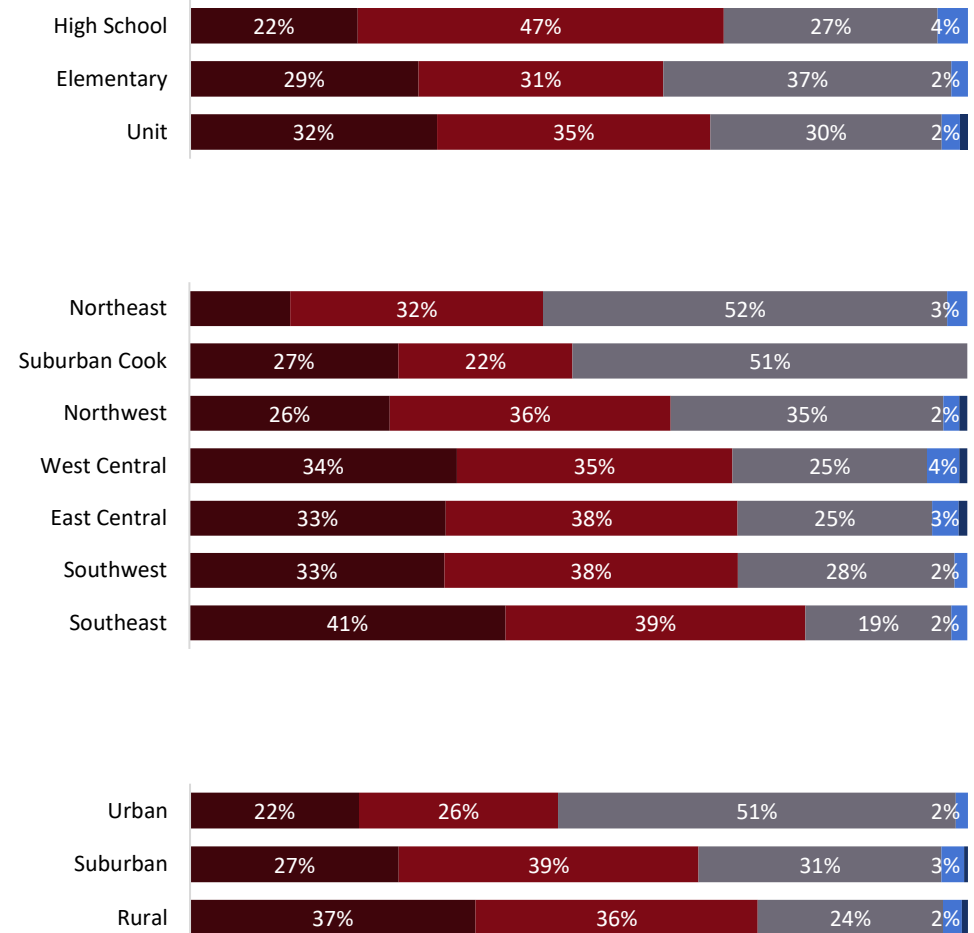
### Which of the following best describes your district's current situation concerning teacher shortages?

■ Serious Problems ■ Major Problems ■ Minor Problems ■ Little Problems ■ No Problems



### Is the teacher shortage getting better, worse, or staying the same?

■ Getting Worse ■ A Little Worse ■ About the Same ■ A Little Better ■ Getting Better

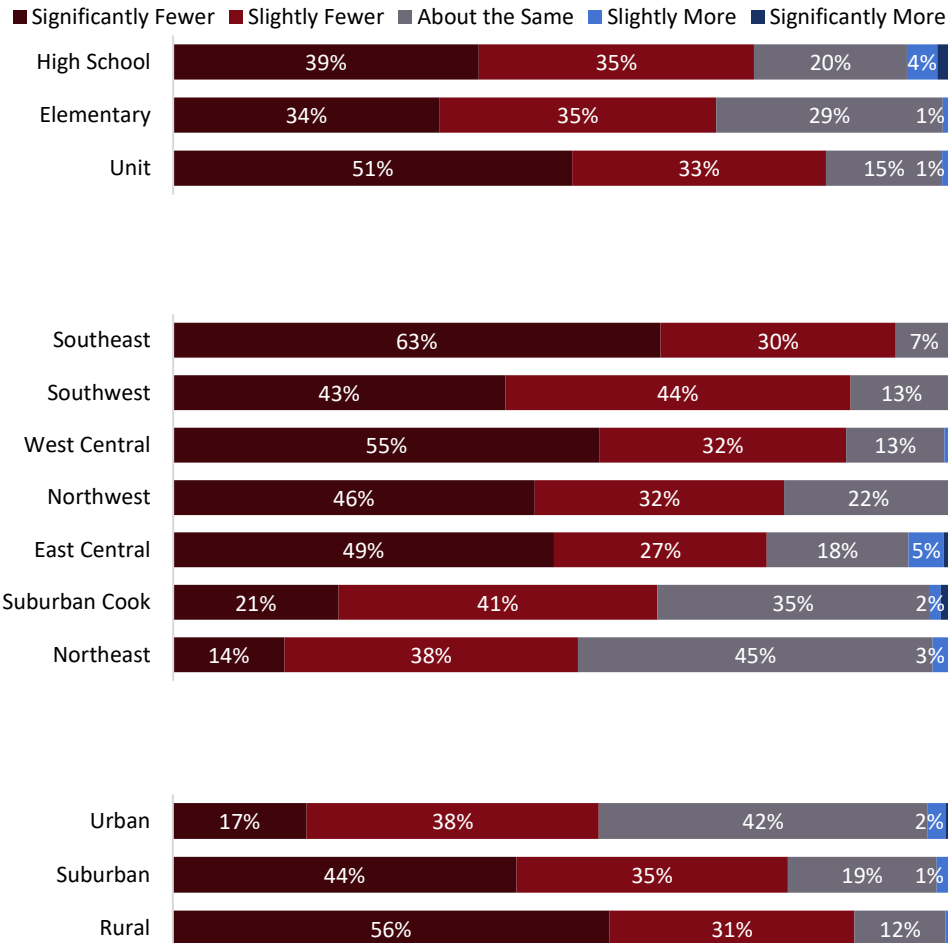




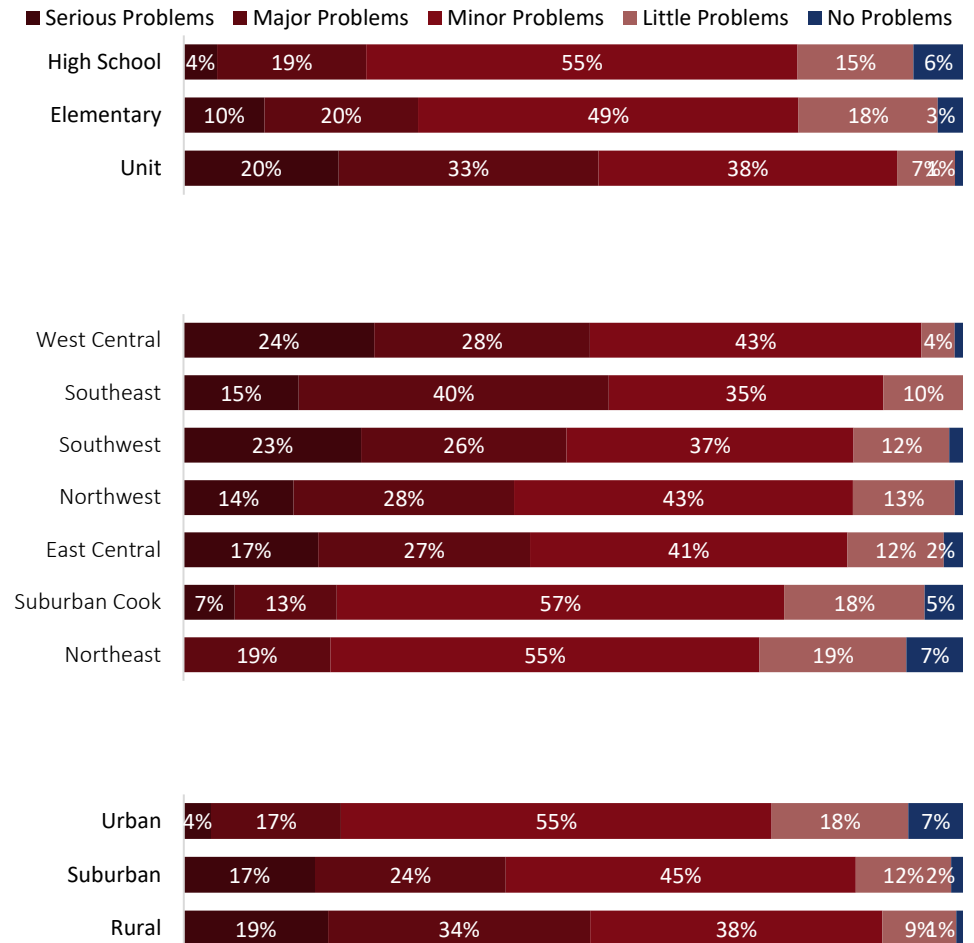
# APPENDIXES

## Appendix A – Breakdown by district type, area and rurality.

### Overall, how many applicant were qualified for the open positions in your district compared to previous years?



### Looking at AY22 and AY23, which of the following best describes your district's future situation concerning teacher shortages?



# APPENDIXES

## Appendix A – Breakdown by district type, area and rurality.

**Have you had to cancel classes or programs due to shortages of qualified applicants? If so, how many?**

	None	At Least One	% Indicating Yes	Number of Classes
Elementary	207	22	10%	37
High School	42	9	4%	38
Unit	237	56	24%	182
Suburban Cook	59	6	9%	16
Northeast	69	5	7%	9
Northwest	85	12	12%	34
East Central	68	18	21%	58
West Central	80	15	16%	50
Southeast	79	16	17%	38
Southwest	46	15	25%	52
Suburban	171	32	16%	105
Urban	115	9	4%	20
Rural	200	46	23%	132

**Have you had to convert classes to online instruction because you lacked a qualified teacher for the subject? If so, how many?**

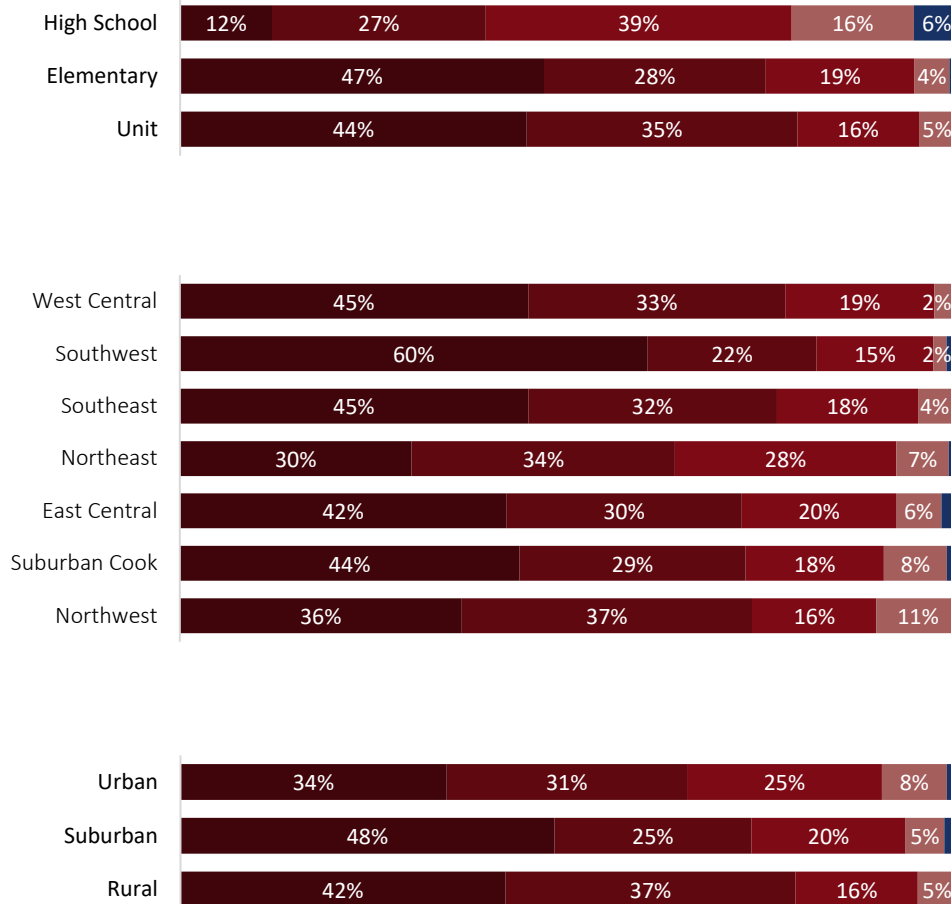
	None	At Least One	% Indicating Yes	Number of Classes
Elementary	223	6	3%	17
High School	49	2	4%	11
Unit	227	65	22%	152
Suburban Cook	61	4	6%	13
Northeast	70	5	7%	16
Northwest	84	13	13%	46
East Central	74	12	14%	18
West Central	83	12	13%	46
Southeast	80	15	16%	28
Southwest	47	13	22%	28
Suburban	184	18	9%	41
Urban	119	6	5%	25
Rural	196	50	20%	114

# APPENDIXES

## Appendix A – Breakdown by district type, area and rurality.

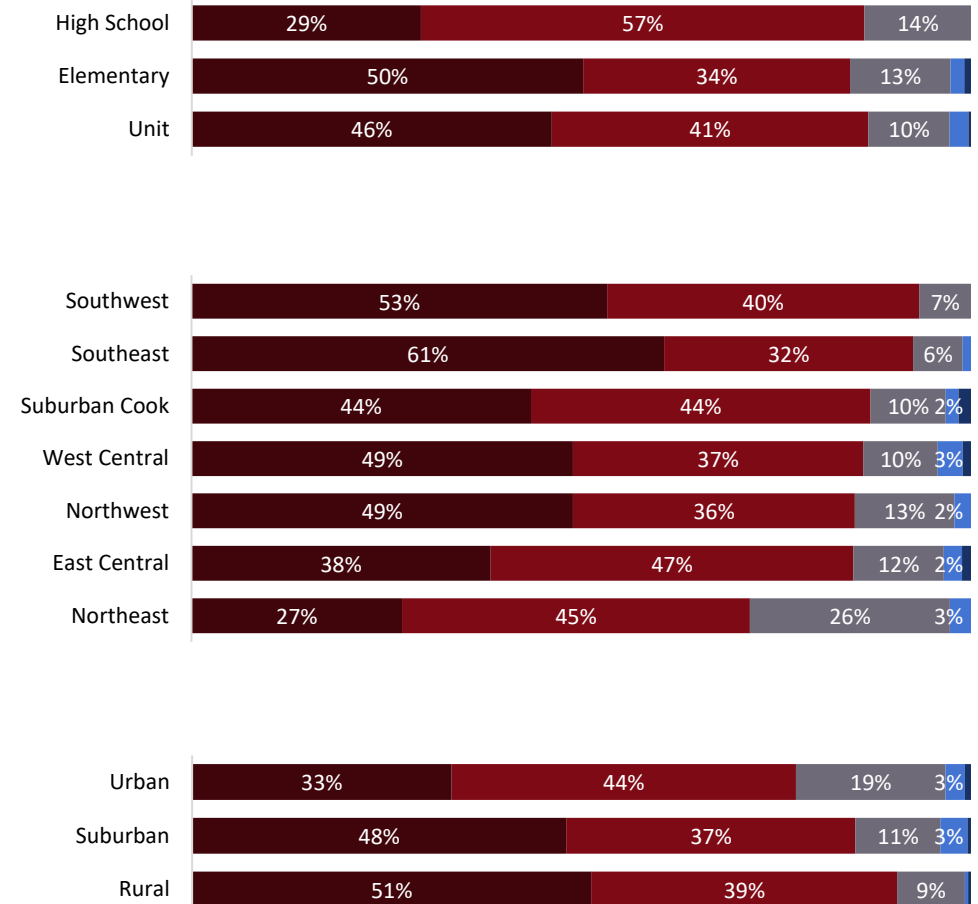
### Which of the following best describes your district's current situation concerning substitute teacher shortages?

■ Serious Problems ■ Major Problems ■ Minor Problems ■ Little Problems ■ No Problems



### How does substitute teacher availability compare to five years ago?

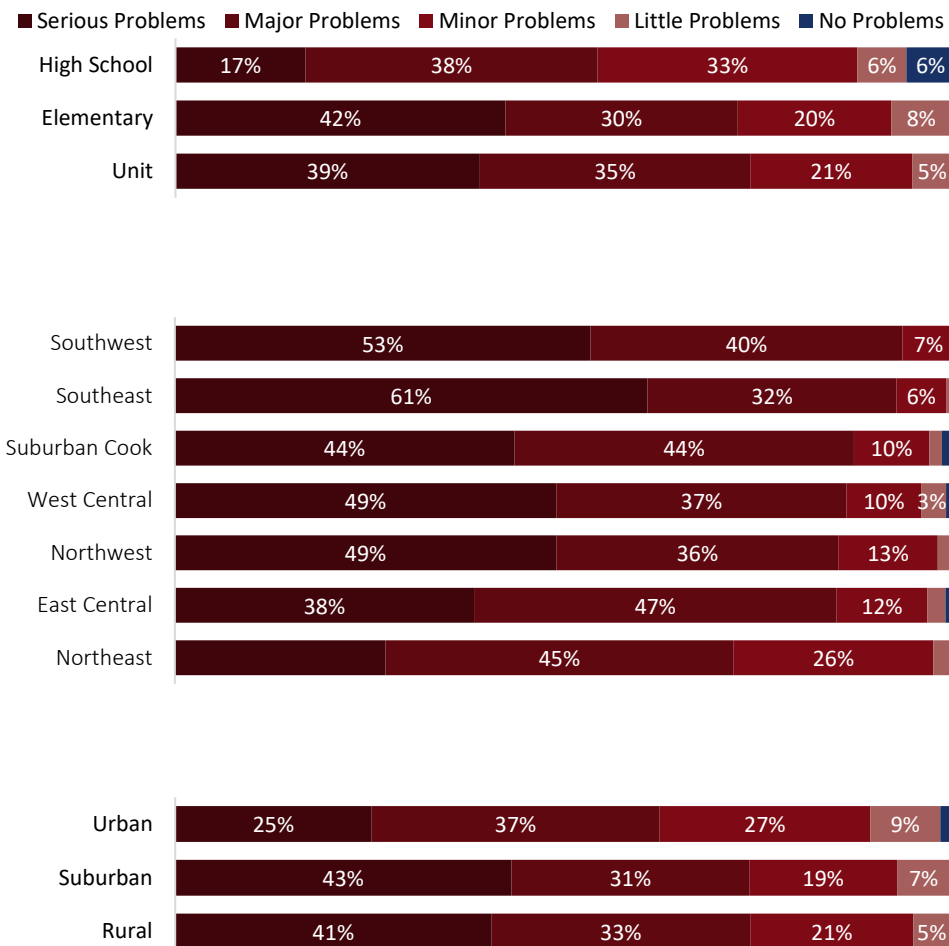
■ Significantly Worse ■ Slightly Worse ■ About the Same ■ Slightly Better ■ Significantly Better



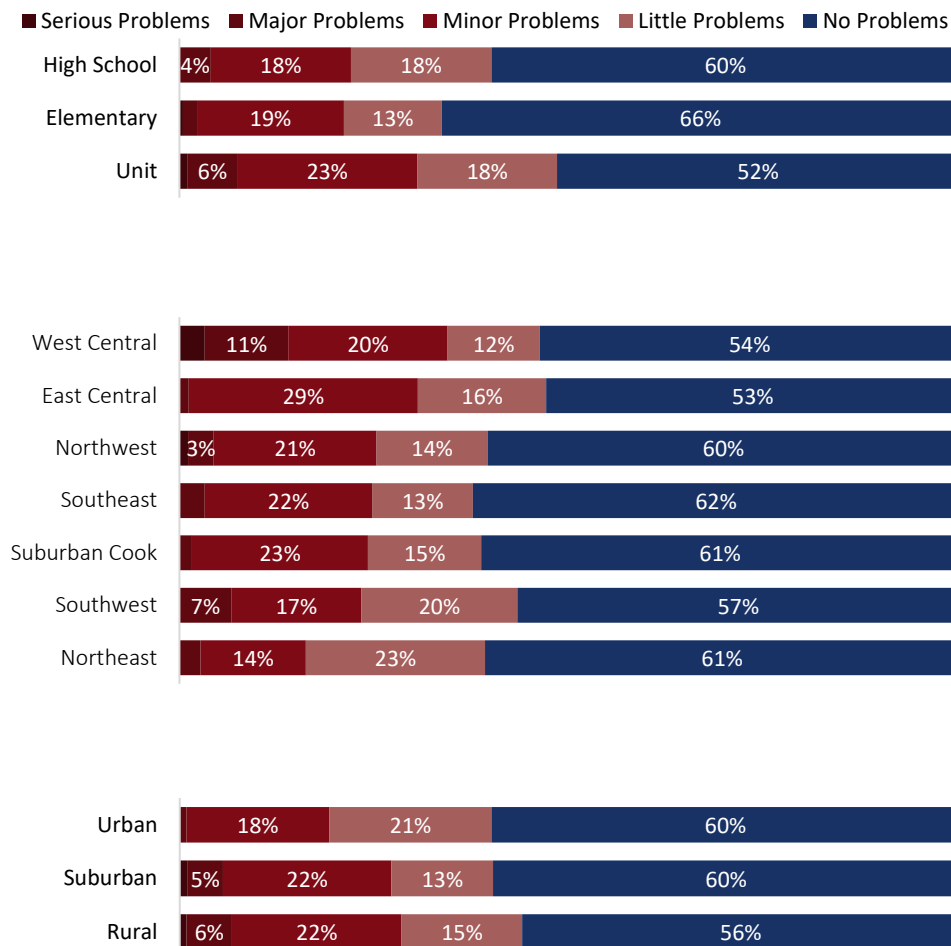
# APPENDIXES

## Appendix A – Breakdown by district type, area and rurality.

### Looking at AY22 and AY23, which of the following best describes your district's future concerning substitute teacher shortages?



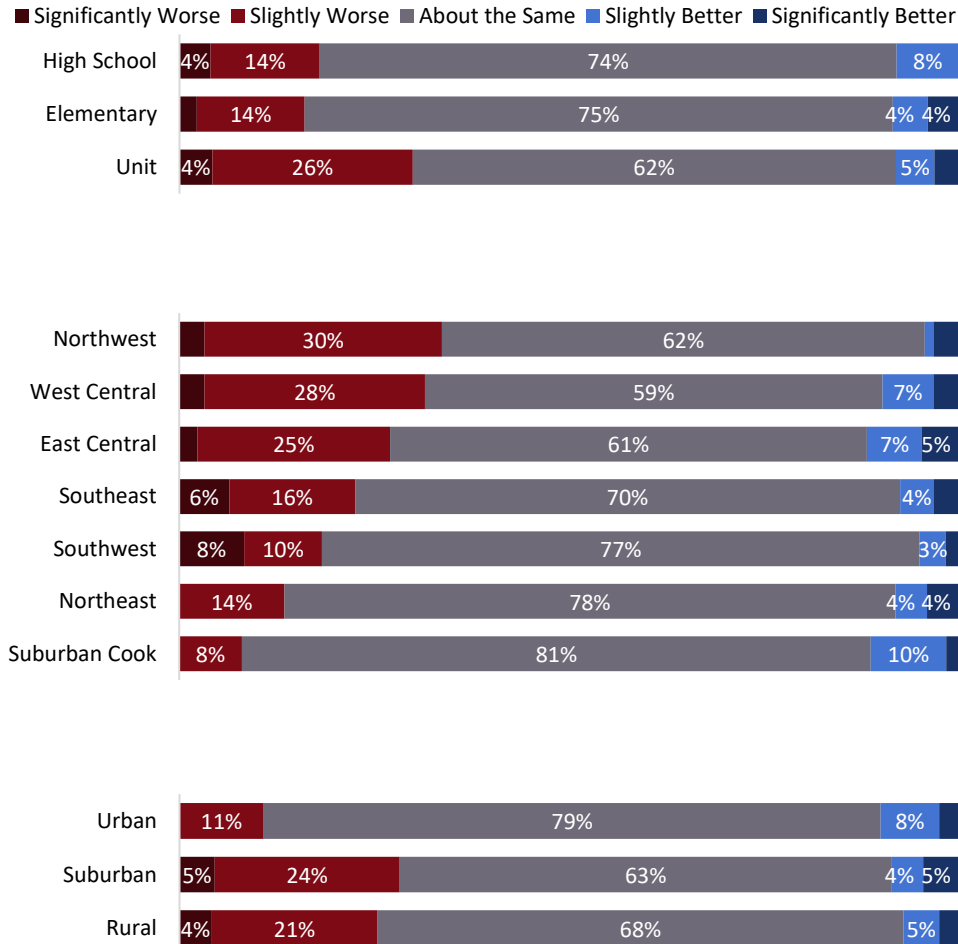
### Which of the following best describes your district's current situation concerning administrator shortages?



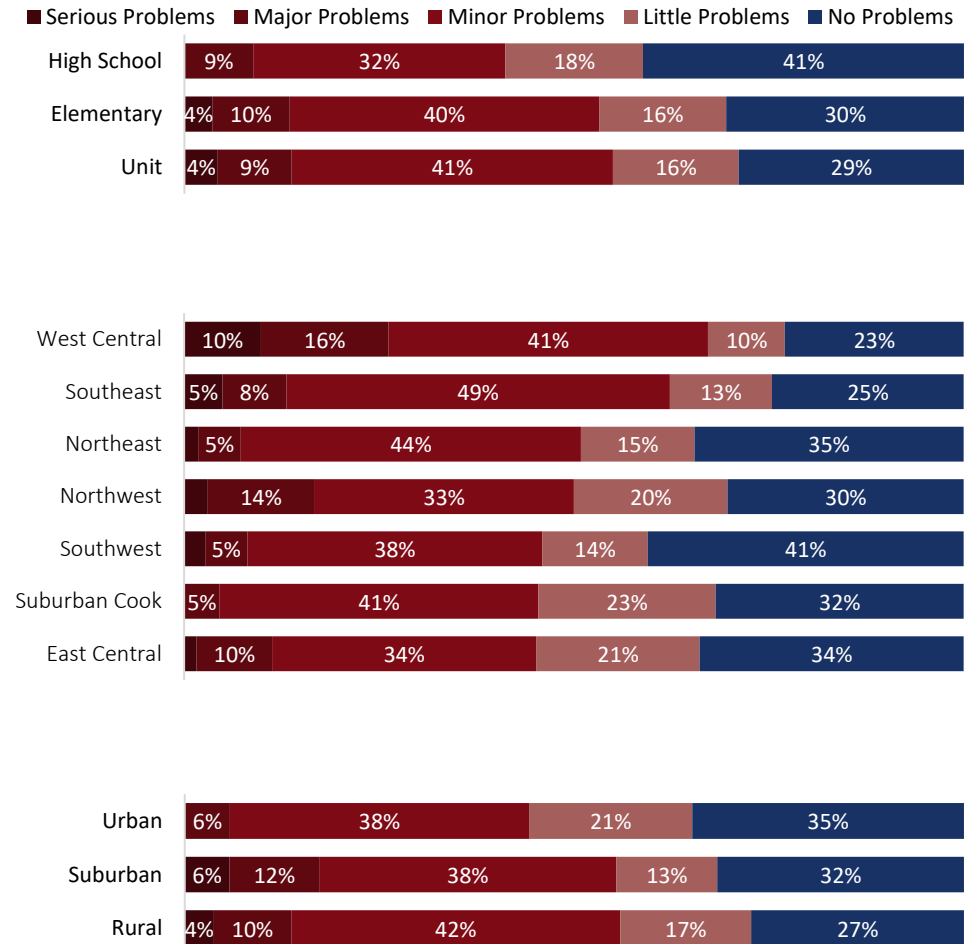
# APPENDIXES

## Appendix A – Breakdown by district type, area and rurality.

### How does administrator availability compare to five years ago?



### Looking at AY22 and AY23, which of the following best describes your district's future concerning administrator shortages?



**A correlation analysis was done comparing key variables from the data from the Educator Shortage 2020 Survey and the 2020 Illinois School Report Card**

Highlighted values indicate higher correlations that should be studied further. Values in parenthesis, e.g. (0.34), are negative correlations.

	# Student Enrollment	% Low Income	High School Dropout Rate	Total Teacher FTE	%Bachelor Degree	%Masters Degree	Teacher Avg Salary	Teacher Retention Rate	Teacher Shortage Severity	Qualified Applicants	# Student Teacher	Substitute Shortage Severity	Admin Shortage Severity	Admin Availability	#Admin Applicant
% Low Income	0.02	x	x	x	x	x	x	x	x	x	x	x	x	x	x
High School Dropout Rate	0.09	0.20	x	x	x	x	x	x	x	x	x	x	x	x	x
Total Teacher FTE	<b>0.99</b>	0.02	0.09	x	x	x	x	x	x	x	x	x	x	x	x
%Bachelor Degree	<b>(0.32)</b>	<b>0.30</b>	0.20	<b>(0.34)</b>	x	x	x	x	x	x	x	x	x	x	x
%Masters Degree	<b>0.33</b>	<b>(0.29)</b>	(0.20)	<b>0.35</b>	<b>(0.97)</b>	x	x	x	x	x	x	x	x	x	x
Teacher Avg Salary	<b>0.35</b>	<b>(0.27)</b>	(0.15)	<b>0.37</b>	<b>(0.76)</b>	<b>0.81</b>	x	x	x	x	x	x	x	x	x
Teacher Retention Rate	0.06	<b>(0.35)</b>	(0.04)	0.06	<b>(0.33)</b>	<b>0.38</b>	<b>0.40</b>	x	x	x	x	x	x	x	x
Teacher Shortage Severity	(0.04)	0.21	0.21	(0.04)	<b>0.29</b>	<b>(0.27)</b>	<b>(0.33)</b>	(0.13)	x	x	x	x	x	x	x
Qualified Applicants	0.20	(0.12)	(0.17)	0.20	<b>(0.27)</b>	<b>0.28</b>	<b>0.27</b>	0.09	<b>(0.43)</b>	x	x	x	x	x	x
# Student Teacher	<b>0.70</b>	(0.00)	0.03	<b>0.71</b>	(0.21)	0.20	0.23	0.03	(0.06)	0.12	x	x	x	x	x
Substitute Shortage Severity	(0.10)	0.10	(0.01)	(0.09)	0.15	(0.16)	(0.20)	(0.10)	<b>0.29</b>	(0.22)	(0.02)	x	x	x	x
Admin Shortage Severity	0.01	0.03	0.16	0.01	(0.00)	(0.03)	(0.08)	(0.07)	<b>0.29</b>	(0.16)	0.01	0.16	x	x	x
Admin Availability	0.02	(0.01)	(0.06)	0.03	(0.03)	0.06	0.07	(0.00)	(0.17)	0.22	(0.03)	(0.10)	<b>(0.27)</b>	x	x
#Admin Applicant	0.08	(0.04)	(0.10)	0.09	(0.11)	0.13	0.14	0.02	<b>(0.29)</b>	<b>0.31</b>	0.04	(0.18)	<b>(0.37)</b>	<b>0.43</b>	x
%Teacher Unfilled	(0.19)	0.21	0.07	(0.18)	<b>0.33</b>	<b>(0.33)</b>	<b>(0.31)</b>	<b>(0.26)</b>	0.20	(0.14)	(0.14)	0.10	0.09	(0.07)	(0.02)

### Survey Method and Analysis

The Educator Shortage Survey was developed by a committee from the Illinois Association of Regional Superintendents of Schools (IARSS) in 2017. The survey was updated with questions about future vacancies in 2018. The survey was further updated in 2019 with questions about how districts are responding to the educator shortage. For the 2020 survey, additional questions were added about the impacts of the COVID-19 pandemic and teacher recruitment. Also, for the 2020 survey, an attempt was made to collect the total number of positions. This may have led to some confusion regarding the “qualified hires” as some districts counted total qualified hires instead of new qualified hires.

The survey was administered by Goshen Education Consulting, a neutral third-party education consulting practice, between September 10 and October 9, 2020.

The survey was downloaded and analyzed for the purposes of identifying sub-group frequencies and descriptives. Further analysis concerned the use of existing data sources including data from the Census Bureau, the National Center for Educational Statistics, and the 2019-2020 Illinois State Board of Education Illinois Report Card dataset for all Illinois districts. The report also identified several correlations among many of the key variables of interest.

An interactive Power BI Dashboard can be accessed online by contacting John Meixner at [jmeixner@roe26.net](mailto:jmeixner@roe26.net) or 309-575-3226.

An interactive dashboard of the survey results can be accessed on the IARSS website at <https://iarss.org/educator-shortage/>. The reports from the 2017, 2018 and 2019 Educator Shortage survey can also be accessed there.

The survey instrument is available upon request. Please contact Dr. Matt Feldmann at 618-751-2807 or [matt@gosheneducationconsulting.com](mailto:matt@gosheneducationconsulting.com) to request a copy of the instrument.

### Superintendent comments related to the COVID-19 pandemic.

Region	Category	Comment
West Central	Current Staffing	Added staff to reduce class size
Suburban Cook	Current Staffing	Based on the unique learning model for hybrid or remote, we are staffing at a slightly higher level based on the enrollment.
Southwest	Current Staffing	Budget shortfalls is our largest concerns, attempting to attack remote learning issues and COVID mandates.
West Central	Current Staffing	Has caused us to hire more staff due to offering remote and hybrid.
Northwest	Current Staffing	It has caused our district to realize that the pools are small so we needed to be extremely flexible with teachers that are parents to work remotely. Otherwise we would not have candidates to replace them.
Northeast	Current Staffing	Our staffings issues relate more to covering staff members approved for remote work accommodations or leaves and not resignations or retirements.
Northeast	Current Staffing	The district is following social distancing rules and has reduced class sizes. We will need to hire more staff for in-person in November if we have students who return from remote learning. The district is offering both remote and in-person.
Suburban Cook	Current Staffing	The model we are implementing for in-person instruction includes running small class sizes (around 10 students) for grades K-3 with a hybrid (half of the in-person students attending in school on an alternating-day schedule) has significantly increased our number of hired teachers. Including those teachers and the PPE requirements, we are dipping significantly into our fund balance.
West Central	Current Staffing	The number of applicants are zero to 1. This has led my staff to teach overloads in order to make it work. The number of substitutes has decreased due to the pandemic. Subs aren't willing to come in especially first quarter.
Northeast	Current Staffing	The pool is very shallow right now.
Southeast	Current Staffing	Very difficult to find teachers for any positions that are vacant. Just as difficult to find non-certified staff.
Southeast	Current Staffing	We added elementary sections to be able to split two grade levels to have smaller class sizes. We ended up with three candidates for two elementary positions.
Suburban Cook	Current Staffing	We had many teachers request a leave while others resigned this summer.
Northeast	Current Staffing	We had some extremely late resignations due to teachers jumping to other districts. At least one district was adding positions due to running both a remote learning and a hybrid learning model.
West Central	Current Staffing	We have experienced unpredicted resignations and the inability to replace.
Northeast	Current Staffing	We have had to add almost \$600K in additional teachers and long-term substitutes to handle to scheduling requirements brought on by COVID.
Northwest	Current Staffing	We have had very few applicants for open positions.



### Superintendent comments related to the COVID-19 pandemic.

Region	Category	Comment
Suburban Cook	Current Staffing	We have hired significantly more teachers and aides to meet the demands of running both a remote and an in-person options for students.
Northwest	Current Staffing	We made our nurse from part-time to full-time and have added a permanent daily substitute teacher for SY 2021.
Southeast	Current Staffing	We should have hired a COVID officer to deal with staff and student absences related to COVID.
West Central	Enrollment	COVID has impacted our enrollment which has had an impact on our number of teachers employed as well as support staff. We are reducing.
Northwest	Enrollment	I believe the larger impact will be during teh 2021-2022 school year if we do not see students return.. Currently student enrollment has decreased by 13%
East Central	Enrollment	We had more kids home schooled.
Southeast	Funding	Anticipated budget shortfall as a result of COVID will more than likely require significant reduction in staffing for the 2021022 school year.
Southeast	Funding	At my district, COVID has not affected staffing for this year. I am more concerned about the following years with potential budget cuts.
Northeast	Funding	At this time we are all remote learning, hybrid will begin in late October.
Southeast	Funding	Concerned about the amount of future certified teachers
Southwest	Funding	Due to revenues at the State level and mismanagement of the state budget, funds are decreasing due to COVID 19.
Southwest	Funding	Due to the timing, the impact of COVID will not impact my district as hard in AY21 as in AY22.
Southeast	Funding	I am worried that future budget shortfalls will lead to having to decrease the number of teachers in our district.
East Central	Funding	I believe we haven't experienced the worst yet. This complexities of this era of COVID may decrease the amount of candidates for jobs in education in the near future. Schools are already struggling to find good applicants and this situation will only make things worse. We have tried cutting the red tape, but more will be needed to ensure that enough applicants fill our much-needed positions.
West Central	Funding	I do not see a significant change for this school year, but I am expecting a greater change for next school year.
West Central	Funding	I'm more concerned with future economic losses and how that will impact staffing levels
West Central	Funding	I'm not sure we've seen the impact of COVID-19 on staffing to its fullest extent yet.
Northeast	Funding	The impact on staffing will be felt in the next year or two. We have reallocated staffing to fill positions that we need for this year, and we are spending upward of 5% more on staffing. We will need to cut this out of our budget in future years to recover.
Northeast	Funding	The long term impact of COVID-19 will continue to eat through our fund balances.
East Central	Funding	There is a greater concern about the next two year and the economic impact that will occur as a result of COVID.
Northeast	Funding	Too early to tell some of the longer term staffing implications for districts due to COVID.

### Superintendent comments related to the COVID-19 pandemic.

Region	Category	Comment
West Central	Funding	We are 90 percent in person this year. I am more fearful in the lack of funding in the future and the impact it will have on my staffing.
Northwest	Funding	We have spent a lot of money on technology, PPE, and cleaning supplies.
Northeast	Funding	We haven't employed more substitutes, because we don't have many to begin with. I think as time goes by, we will need more. However, I don't think there will be many available. They also don't necessarily have the skills to do the remote learning portions.
West Central	Funding	We reduced an open art position from full time, trying to recruit someone to take the position, to .4 remote teaching as to reduce costs due to COVID-19.
Northeast	Funding	While there were a few retirements due to COVID and the teaching environment, I feel 21-22 will be the tipping point for teachers if they do decide to leave.
West Central	Health	A genuine concern about personal health has impacted teachers and their decisions about remaining in the profession
West Central	Health	COVID concerns have caused most of our retired teachers who sub to not sub this year. We have 4 that we count on that have chosen not to sub during COVID.
Southeast	Health	Difficult to find people willing to work in this situation due to restrictions and isolation.
Northeast	Health	Difficult to keep staff in person when they need a negative COVID test when they develop a symptom.
Southeast	Health	Emotionally, it is the most stress we have faced in a long time. The constant NO about everything is having quite a psychological effect on all of us!
Northwest	Health	I had one bus monitor resign due to Covid-19 concerns.
Northwest	Health	I had three staff quit because of concerns about teaching in the middle of a deadly pandemic.
Northwest	Health	Increased level of stress
Southeast	Health	It has been very stressful for all of our employees!!
Southeast	Health	It has greatly increased the workload and the stress on our staff and on our students and families.
Southeast	Health	It is very stressful for teachers. Planning and executing curriculum in a whole new way. Relying more than ever on parents to help with instruction.
East Central	Health	Lots of stress on everyone. Very difficult for our school nurse.
Northwest	Health	My current staff is experiencing a great level of stress due to additional work trying to meet the needs of our various learning groups.
Southwest	Health	Nothing significant- I think all have been dealing with varying ranges of anxiety as it relates to bringing kids back to in-person learning.
Southeast	Health	Several of my teachers are stressed and overloaded due to the demands of hybrid schedule and having in-person and remote teaching to do.

### Superintendent comments related to the COVID-19 pandemic.

Region	Category	Comment
Southeast	Health	The additional work and stress in doing remote and inperson is causing teacher burnout in teaching.
West Central	Health	The overall stress of the workload is crazy. It has affected the atmosphere of the school.
Northwest	Mandates	If we are forced into remote learning, we will cut several teaching positions. Let's remember that it is not covid the disease that is causing problems. It is the Governor's and IDPH's response to COVID that is causing the problems.
Northwest	Mandates	Overall, the number of staff has increased as we need to provide services to both in-person and remote learners. We have also employed more staff to combat the elevated levels of time off.
West Central	Mandates	Remote teaching and in-person is too much for teachers to do.
East Central	Mandates	The "late" announcements from ISBE pertaining to the requirement of remote learning option posed a strain on what was already a very tight staffing scenario.
Northeast	Mandates	The impact is that everyone wants to continue working remotely.
Northeast	Mandates	We are currently remote so making a determination on substitute availability is difficult.
Suburban Cook	Mandates	We are fully remote, which is why we believe COVID has had practically no effect on our staffing.
Southwest	Mandates	We can't gauge the true numbers because we are not in person learning/working.
Suburban Cook	Retained	No, not at this time. We were able to employ the number of employees we projected to employ. I think it may have helped our teacher turnover rate.
Southeast	Retained	Our enrollment has stayed consistent, so our staff needs have remained consistent
Northwest	Retained	So far minimal impact
Northeast	Retained	Staffing has stayed the same.
Suburban Cook	Retained	Teachers are working remotely.
Southwest	Retained	The impact of COVID-19 has slightly impacted our staffing.
Southeast	Retained	The pandemic has had no impact on our district with regards to the employment or retention of any staff.
West Central	Retained	We are a very small district, so we have been able to retain all of our current staff. However, we have had to repurpose some staff to have smaller class sizes.
Northwest	Retained	We are utilizing the same number of staff, but for different purposes. Since we allowed parents the choice of "at home" or "at school" learning, some of our teachers as "at home/remote" teachers. Due to this, our staffing numbers have stayed the same.
East Central	Retained	We had every position return for this school year in all educational positions and only one support staff, bus driver, had to be replaced due to a cancer diagnosis right before school started.
East Central	Retained	We have been fortunate to have been proactive with positions and this has helped to insulate us from some of the challenges.
East Central	Retained	We have maintained our current FTE for teachers. We did increase by 1 counselor and have employed 4 retired teachers as Remote Learning Tutors.

### Superintendent comments related to the COVID-19 pandemic.

Region	Category	Comment
Northeast	Retained	We have the same amount of FTE but we've had to reallocate staff to meet the in-person and virtual teaching demands.
Suburban Cook	Support Staff	a) We didn't release paraprofessionals. We simply didn't fill positions that opened up due to retirements and resignations. We will fill these once we have a better idea of the remote and hybrid landscape. b) Subs were already challenging to obtain in Phase 5 a year ago.
Southeast	Support Staff	COVID-19 has greatly decreased the number of available substitute teachers in the area. The constant self-isolation and quarantining of staff members makes the shifting roles of personnel and the need for substitutes constant.
Southeast	Support Staff	COVID-19 has had the most noticeable impact thus far on subs.
Southeast	Support Staff	Covid-19 has made it nearly impossible to find substitute teachers/paraprofessionals. People are not as willing to work in schools due to the possibility of exposure. We had one position to fill in our district this year and nearly no candidates to fill the position. The Regional Office of Education #13 runs the PreK program in my building and had only one candidate to fill their teaching position.
Southeast	Support Staff	Custodians, paraprofessional hours, and subs have all increased due to COVID-19.
Suburban Cook	Support Staff	Finding quality teachers is a concern. A larger concern is finding quality substitute teachers. The biggest concern is the high number of teachers requesting leaves and/or accommodations. These concerns impact our ability to have in-person instruction.
Southeast	Support Staff	I am concerned that some of our older substitutes will not come back to subbing this year.
Suburban Cook	Support Staff	It has been more challenging to fill paraprofessional and substitute positions.
Northwest	Support Staff	It has decreased the number of food service employees we have employed.
Northeast	Support Staff	It is extremely difficult to open buildings when we do not have the substitutes available to cover staff leaves and daily absences.
Northwest	Support Staff	Lack of subs and increased absences across the board
Northeast	Support Staff	Lack of substitutes and paraprofessionals available for hire.
East Central	Support Staff	Lost many potential substitutes.
Suburban Cook	Support Staff	Lunchroom supervisors and playground supervisors had to be RIFed
Northeast	Support Staff	May need to reduce hours for cook/lunch staff.
West Central	Support Staff	Other than being a royal pain in the rear. The Virus hasn't impacted the number of employees needed. Forced absences are up because close contact and symptom quarantines have sent employees home for extended period, meaning we need more subs.
Southwest	Support Staff	Our inability to find substitutes is making it very difficult for our students to return. I also believe, while we did not see a lot of teachers leaving because of burn-out related to COVID you'll see much more of this in the next few years. I believe this will definitely be the case for administrators.
Northwest	Support Staff	Our sub pool list has cut drastically, which may force us into remote learning opposed to in-person learning at some point this year if we cannot staff the building.
Suburban Cook	Support Staff	Significant sub shortage - they don't want to do in person subbing and they don't have skill to do remote subbing.

### Superintendent comments related to the COVID-19 pandemic.

Region	Category	Comment
Southeast	Support Staff	Subs are few. Paraprofessionals are fewer. We as others are tired and need explanations. sports are not dangerous but kids should be 6 ft away with masks throughout the school day!
West Central	Support Staff	Substitute teachers are in demand and the shortage for them is critical.
Northwest	Support Staff	Teachers are not willing to cover for other teachers in an absence due to new exposures.
Suburban Cook	Support Staff	The greatest impact has been many of our subs refuse to work in schools due to the pandemic.
Northwest	Support Staff	The number of substitute teachers has declined because some of our retired teachers who have subbed in the past do not want to sub under the current conditions.
Southeast	Support Staff	The number of substitutes available or willing to substitute has decreased.
Northwest	Support Staff	The teacher shortage was already a major concern for hiring positions this year; however, when we add the impact of COVID-19 it is increasingly difficult to fill positions. The lack of substitutes may contribute to our school district being unable to provide services when a teacher is out.
Suburban Cook	Support Staff	We are in need of more substitutes in our District. Many of our substitutes are asking to be put "on-hold" until we resume back to "normal."
Northeast	Support Staff	We are using every means necessary to increase our sub pool and non- cert positions (health monitors etc.)
Northeast	Support Staff	We are very concerned about the sub pool to sustain us through quarantines and absences related to COVID-19.
East Central	Support Staff	We cannot find subs and being in person requires teachers, aides, and subs
Suburban Cook	Support Staff	We have a great shortage of subs and paraprofessionals.
West Central	Support Staff	We have a substitute teacher shortage. I have had to hire subs to fill positions and many older subs have refused to work for health reasons.
Northwest	Support Staff	We have fewer subs than before leaving us almost no options in the case of a staff/faculty absence.
East Central	Support Staff	We have had to hire two full-time subs to keep up with teachers being absent.
Southeast	Support Staff	We have hired 5 perm subs. 2 remote learning coordinators.
Northwest	Support Staff	We have laid off nearly half our cafeteria staff and our library aide due to COVID-19 and transitioning to remote learning.
Northwest	Support Staff	We have maintained the number of certified teachers, but the need for substitutes have increased substantially. Teachers who would normally be out for a few days of sickness are out for weeks, and any overlap creates an increased substitute need.
Northeast	Support Staff	We have never had sub issues or paraprofessional hiring issues in the past. Currently, we are having trouble hiring paraprofessionals (we are 5 short currently) and we have lost most of our substitute teacher pool. COVID-19 has had a massive impact on this for us and as we look to bring back more in-person students in the next 30-60 days, this will be our number 1 challenge to overcome.
Southeast	Support Staff	We have paraprofessionals considering retirement out of fear of the virus.

### Superintendent comments related to the COVID-19 pandemic.

Region	Category	Comment
West Central	Support Staff	We have tried to keep the same number of educators(teachers). What we are seeing is an increase in support staff to deal with the increase in cleaning, screening, etc...
West Central	Support Staff	We've lost 4 bus drivers (out of 20 routes) due to CoVid-19 concerns. This impacts whether we can bring students into the building.
Northwest		Covid has only impacted the district during the school year. Not for searches.

### Superintendent comments related to the teacher shortage.

Region	Category	Comment
Suburban Cook	Content Specific	Currently, we have no trouble attracting Gen Ed teachers in grades Pre-K - 5. However, we struggle to get bilingual teachers, and middle school math and science teachers.
Southwest	Content Specific	Finding regular, self-contained elementary teachers is not an issue at this time. Special education and content-specific teachers in Jr. High are becoming more and more difficult to find qualified and quality candidates.
Northeast	Content Specific	Had to go to contract companies to find a school psychologist and a part-time speech pathologist.
Northeast	Content Specific	Having a problem recruiting Psychologists.
Northeast	Content Specific	Hiring special education teachers and specialists has been far more challenging (social workers, nurse, self contained special ed)
East Central	Content Specific	I have a math position at the middle level with zero applicants. A bus driver is subbing in that position.
Northwest	Content Specific	In Art and Science, we had only one applicant apply. In English, we only had 8 applicants. Five years ago, it would be common to have 30 to 50 applicants for English and 15 to 20 for science.
Southwest	Content Specific	In the discipline of math, science and special education it's extremely difficult to get candidates.
Suburban Cook	Content Specific	In the past, we have had problems recruiting in the areas of Computer Science, Science and Foreign Language
Northeast	Content Specific	It has been difficult to find candidates for positions like: FACS, Industrial Technology/PLTW, Physics
Southeast	Content Specific	Math is a hard to fill position. We combine this position with Physics. We will more than likely not find someone qualified to teach both.
West Central	Content Specific	No math or pre-k to be found
Suburban Cook	Content Specific	Recruiting enough qualified candidates to meet the growing needs of our dual language and special education programming continues to be the challenge. Retaining these staff because they can leave to access salary bonuses in other districts is a common frustration.
Northeast	Content Specific	Recruiting staff with Bilingual and Special Ed. endorsements
East Central	Content Specific	Science seems to be the most difficult for us.
East Central	Content Specific	Science, math, special education, vocational, social work, psych.....still very limited numbers
Suburban Cook	Content Specific	Special Education is always difficult to fill
Southwest	Content Specific	Special Education is the most difficult to fill- we still have position unfilled
Northwest	Content Specific	Special Education will be a concern
Northeast	Content Specific	Teachers were not the issue. Social Workers and support staff are our concern
Suburban Cook	Content Specific	We are in need of teachers for hard-to-fill positions: Special Education, Math, Science, Social Work , Psychology, Speech Path. We are starting to experience shortages in ELA and P.E. What is needed are Transition to Clinician programs. For instance, Certified Teacher, LBS1, School Counselor to School Psychologist program that doesn't require a year long internship, or one that can be spread over two years. I think the structure of many clinical programs are too rigid and only fit the needs of students with the financial means to commit to full-time study. This rigidity can create inequities and racial/ethnic disparities within these fields.



### Superintendent comments related to the teacher shortage.

Region	Category	Comment
Northwest	Content Specific	We could not fill a special education opening this year.
Suburban Cook	Content Specific	We could not find any PE candidates to fill a half time position.
Suburban Cook	Content Specific	We had several new Special Education Teaching positions. Most difficult to fill was Bilingual (Spanish) Special Education
Suburban Cook	Content Specific	We have had a struggle in finding special education teachers the last two years.
Southeast	Content Specific	We need to start early as we have a few special education and CTE teachers
Suburban Cook	COVID	COVID-19 made it difficult to strategically diversify our candidate pool.
Northwest	COVID	Educators have become essential workers in the middle of a pandemic and are trying to balance both inperson and remote learning. It definitely is a disincentive to be in the profession.
West Central	COVID	Recruiting new teachers is very difficult for us. With the increased need for small class sizes due to Social Distancing, We have hired retired teachers, permanent substitutes and have every administrator teaching at least 2 classes per day.
Northeast	COVID	Remote hiring was a new and interesting challenge
Southeast	COVID	Some applicants decided not to accept positions because of the demands of teaching in class AND providing remote learning.
Southwest	COVID	There were a lot of late changes-- moving to other district or just getting out of education
West Central	COVID	This year should not be considered a normal year.
Northwest	COVID	Typical challenges have been compounded by COVID.
Suburban Cook	COVID	we had no problems this year but had challenges interviewing remotely.
Northeast	Current Staffing	Could not find a part time PE teacher.
Northwest	Current Staffing	We had a high number of retired staff to replace. It was a significantly higher number than in normal years.
Northwest	Current Staffing	We had a teacher turnover of 9 teachers from FY20 but not COVID related. We believe it was a combination of building leadership and personal reasons for leaving.
East Central	Current Staffing	We have had 1 leave in the middle of the year to be a college soccer coach. We are having trouble finding on-staff coaches.
Southeast	Current Staffing	We have to do something or we will not have teachers to staff our buildings.
Northwest	Current Staffing	We hired extra teachers for virtual learning and to keep cohort numbers down.
Southeast	Future Staffing	At the end of FY22, we will have seven retirements out of about 25 certified staff members. This is a major concern for the district. For this school year, we added two elementary class sections to decrease class size with COVID restrictions. We had three certified candidates for two positions and our top candidate accepted a job at another district.
West Central	Future Staffing	Based on the number of teachers projected to be eligible for retirement during these years we will have up to 50 vacancies
West Central	Future Staffing	No problems this year but I do anticipate problems in the future as teachers continue to move to follow offers.
East Central	Future Staffing	The past two years of recruiting have been very successful, however we have 19 certified staff retiring at the end of this school year. I foresee difficulty with filling this amount of positions. Our biggest area of shortage is Physical Education and Health.



### Superintendent comments related to the teacher shortage.

Region	Category	Comment
Southeast	Future Staffing	This year we added one junior high classroom, we hired one pre-k teacher, and eliminated one part time home economics position. Over the next 3-4 years we will have several teachers retiring, mostly at the grade school level.
East Central	No concerns	None-very light year for staffing.
Suburban Cook	No concerns	Our only significant challenge was with early childhood. We were pleasantly surprised with the quality of candidates for our additional elementary positions, which were posted in late July. We were able to hire about 14 good teachers!
Suburban Cook	No concerns	This year was a better year for recruiting and hiring.
Northeast	No concerns	We are not expecting any issues regarding recruiting and staffing teachers in the next couple of years.
West Central	No concerns	We currently have no vacancies, but it was difficult to fill the vacancies we did have going into this school year.
Northwest	No concerns	We had no vacancies for the 20-21 school year.
Southeast	No concerns	We were lucky this year. We posted our positions early and hired early. We actively recruited a teacher that I knew was graduating from college with her math certification. She was the only qualified applicant we had for the position.
Northwest	Policy	Allow currently certified teachers a short cut to attaining endorsements or certifications in other areas such as content endorsements or student service area certifications like social work and school psychologist.
West Central	Policy	Educators are facing more challenges and more scrutiny then ever before. Nobody wants to do this job anymore.
East Central	Policy	Great work has been done to make the entry licensure requirements less strict. However, we must take a serious look at the effectiveness (and negative impact) of the EDTPA.
Southwest	Policy	I am seeing very troubling trends. Some serious changes will need to be made for the profession sustain itself for future generations.
West Central	Policy	I have said this multiple times and it will never change. However, the retirement system requirements are terrible. Teachers can go to Iowa, make more money, have a great retirement system, and retire before they are 60 years old. A teacher having to work until they are almost 70 years old has turned many teachers off from teaching in Illinois. They have moved to Missouri or Iowa or to some other state.
Southeast	Policy	Illinois Hold Harmless and no Tier Funding will hurt us especially with a fall in CPPRT
East Central	Policy	ISBE has not been helpful in the recruitment and retention of teachers. Common sense requirements would be beneficial as opposed to outlandish policies. Researching other states that have successful recruitment and retention plans would be helpful.
East Central	Policy	The media/legislators and parents should have a positive view of education and teachers in general. Young professionals typically know of the demands and will choose other professions.
West Central	Policy	We are trying to be more competitive with salary and benefits. However, the unknown on future legislation and the state's finances is a huge issue.
West Central	Policy	We are using more and more "short-term emergency" endorsements than ever before--thank goodness that is still an option!

### Superintendent comments related to the teacher shortage.

Region	Category	Comment
Southeast	Policy	While we received more applicants for our open positions this year, the move away from the K-9 general elementary certificate has made it difficult to fill positions.
Northwest	Rural	We are in a rural area. Difficult for veteran teachers to move
Northwest	Salary	As a district, we have to actively promote the loan forgiveness programs for new hires. As an industry, we have to determine how to make the cost of a college degree and the earning potential of a new teacher more consistent with each other.
Northwest	Salary	Our base salary is currently \$30,000.
Northeast	Salary	Very difficult to recruit teachers because our district is so small. We're a stepping stone for teachers to gain experience and join a larger district with more diversity.
East Central	Salary	We cannot be competitive in the market. Starting salaries are not competitive with larger areas around us and health insurance now costs the employee each month.
East Central	Salary	We will always compete with Monticello and Blue Ridge's salaries.
Southwest	Teacher Pool	Each year less students are entering the field of education, therefore limiting our pool of qualified candidates. In addition, we are competing with the surrounding areas who are experiencing teacher shortages also.
East Central	Teacher Pool	High demand from other districts for only a few candidates.
Northwest	Teacher Pool	I would be more than happy to have student teachers. Our rural area makes this difficult. However, with technology would hope there would be a way to incorporate the supervision remotely.
Southeast	Teacher Pool	I'm not sure how we are going to fill positions.
		It is hard to recruit teachers that simply are not there. It seems to be the case that there are more teaching positions than there are candidates to fill the positions. This was directly related to the changes in licensure and teacher testing standards that were applied a few years ago. Those changes forced college students to have to choose grade focuses that were much more reduced than in previous years. If teachers in elementary were allowed to teach all subjects in grades K-8, it would greatly benefit the pool. By forcing reading and math endorsements and grade level endorsements, we are capping the number of successful candidates that can apply at different grade levels. We have also created an issue where we cannot move people internally to cover other courses due to increased endorsement requirements.
Northwest	Teacher Pool	
Southeast	Teacher Pool	Low numbers to choose from
West Central	Teacher Pool	Not enough people getting into the profession which is drying up the supply. Higher paying districts up north are able to cherry pick quality candidates leaving nothing left for schools down south. Districts down south can't afford to pay what districts up north are able to pay.
Northwest	Teacher Pool	The field of education at the University level is just not producing the graduates as they once did. In specialty areas, like math and science, the candidates are electing the larger districts with more competitive salaries and benefits.
Southeast	Teacher Pool	The overall pool of teachers is shallow.

### Superintendent comments related to the teacher shortage.

Region	Category	Comment
Southeast	Teacher Pool	There are just plain and simple a lack of teachers to hire!
West Central	Teacher Pool	There are very few candidates that want to come to west central Illinois to teach.
West Central	Teacher Pool	We are currently using 8 full time substitute teachers in positions where we received zero applicants.
Northeast	Teacher Pool	We are fortunate to have enough quality teachers that are willing to apply to our district, but we are struggling to find teachers of color.
West Central	Teacher Pool	We are hiring candidates who are poor educators but we have not other options. Substitutes have been keeping classes going, but this is not a good solution.
Northwest	Teacher Pool	We have 1 classroom with this program. It is always difficult to staff appropriately. This year was worse in receiving any resumes at all.
Southwest	Teacher Pool	We have candidates apply for teaching positions but we can rarely find QUALIFIED candidates.
Suburban Cook	Teacher Pool	We need to recruit minority teachers

### Superintendent comments related to the substitute shortage.

Region	Category	Comment
Northwest	COVID	COVID has made a difficult situation even worse.
Northeast	COVID	COVID has made it nearly impossible to determine the size of our sub pool as they may choose to work when they want to work.
Northeast	COVID	CoVID impacts substitute teacher willingness
East Central	COVID	COVID took out all retired teachers from subbing in the district
Northwest	COVID	COVID-19 has decimated our pool of interested substitute teachers.
West Central	COVID	COVID-19 has made the substitute shortage worse as the perception is individuals are hesitant about entering schools.
Southeast	COVID	Even more difficult to find subs due to COVID.
Northwest	COVID	For this uncertain time of COVID-19, we have hired permanent subs that report every day since we are often provided short notice when staff must be quarantined.
Northwest	COVID	Given the COVID-19 landscape, we have not used substitutes nearly as often as what we would in a typical year for in-person learning. We began the year with remote learning exclusively.
Northeast	COVID	Hesitation in our pool of retired teachers/subs due to COVID-19
Northeast	COVID	It is harder this year to get substitutes. The health issues and technology requirements have created a situation where half of our substitutes have told us they will not be subbing for foreseeable future.
Northwest	COVID	It will be hard to find people who want to sub in a pandemic. We can not combine classes in a pandemic. I think if we go to remote learning it will be because of this.
Southwest	COVID	It's been very hard to find substitutes that want to work in the schools, especially while our District is virtual learning.
Northwest	COVID	Mainly because of COVID
Northwest	COVID	Many of our regular subs do not want to sub due to Covid-19.
West Central	COVID	Many of our substitute teachers are retired teachers who are concerned for their health during the COVID crisis making the shortage even worse.
Northeast	COVID	Pre-Covid we were in pretty good shape with subs. We lost 40% of our subs due to age and underlying medical conditions.
East Central	COVID	Some are not comfortable because of their age, concerned for their health.
Southwest	COVID	this was a problem before COVID and now it is a big problem
Suburban Cook	COVID	This year, we have placed our day to day on hold because of the remote learning. We are utilizing our district-wide substitutes.
East Central	COVID	Trying to limit outside bodies coming into the building, but need many for extended subbing stints due to quarantine.
Northeast	COVID	Very difficult to assess with remote learning.
Southeast	COVID	We are fortunate to have a few retired teachers willing to come back and sub.
Suburban Cook	COVID	We are predominately remote for the first semester, so the need for substitute teachers is reduced
East Central	COVID	We have lost some of our retired teachers who usually sub.

### Superintendent comments related to the substitute shortage.

Region	Category	Comment
West Central	COVID	We have relied heavily on retired teachers and with covid and the limitations put on by the state it makes it difficult.
Suburban Cook	COVID	We have worked hard at this and have a better pool than we expected. The COVID-19 pandemic is impacting our older substitutes. However, with the significant mitigations that we have put in place, some of them are coming back to us.
Northeast	COVID	We hired a few new subs, but haven't had a real need for them yet with remote learning.
West Central	COVID	While remote, very few are being used.
West Central	COVID	With COVID-19, substitutes are scared.
Northeast	Pay	After 20 non-consecutive days we raise the daily rate from \$100/day to \$125/day for substitutes.
West Central	Pay	We pay \$100 a day.
Northwest	Pay	We raised our daily rate from \$90 per day to \$100 per day this year.
Northwest	Policy	Like the teacher endorsement crisis, we have a substitute crisis. There are people who would like to sub but do not want to have to deal with the paperwork and endorsement issues. Some strides have been made to relax this, but it is not showing results yet.
Northwest	Policy	Next to impossible, the situation was created by the state when they ramped up the requirements for sub certification
Southeast	Policy	the state has to come up with a way a better way to allow those with associate degrees or something below a bachelors degree to sub. We can't let teachers say that subs need to have the same degree as teachers. this will not help our shortage of staff.
Northwest	Policy	The sub shortage has been a real issue for more than a decade when regulations were changed without consulting schools.
Northwest	Policy	There needs to be a plan to recruit substitute teachers at the ISBE level. This is reaching critical mass.
Southeast	Pool	Again, there are just plain and simple not enough of them!
Northeast	Pool	It is a challenge to find good and consisten subs.
West Central	Pool	Many teachers who used to have to substitute are now getting teaching jobs. We have 2 full time subs teaching regular classes because we cannot find classroom teachers.
Southeast	Pool	Most of the good substitutes have been hired as full time teachers. We have a smaller pool to choose from and in our county we have four schools all trying to hire the same substitute teachers.
East Central	Pool	None; they are just not available in comparison to previous years.
Suburban Cook	Pool	Quantity AND Quality are issues...along with language needs and reliance on numerous technology suites (access, etc.)
Southeast	Pool	Subs are a premium in this area. I have hired parapros with teaching certificates to fill in when needed. We use them daily.
Suburban Cook	Pool	Substitute teacher shortages seem to be worse for our district. Each year, the number of subs we hire decreases, making it difficult to cover the classes of absent teachers.
Northwest	Pool	The greatest impact in this area is that the number of quality personnel has declined. To add to this, quality substitutes are receiving teaching positions. The only subs to be had are individuals out of work, and those who cannot find work. The regular substitute is no longer an active position.

### Superintendent comments related to the substitute shortage.

Region	Category	Comment
Northwest	Pool	There are none
West Central	Pool	There aren't any. Zero.
Northeast	Pool	tried to hire a full time sub and couldn't find one.
Southwest	Pool	We already had a shortage and now have 2 of our best subs filling full time teaching positions with us due to teacher shortage
Southeast	Solutions	It seems that many substitute teachers who are on the ROE sub list won't return phone calls when I am seeking a substitute. This is very unprofessional.
Suburban Cook	Solutions	The focus has been on training our current substitute pool on best practices for remote teaching rather than hiring our sub pool.
West Central	Solutions	We are utilizing in-house teacher subs and have structured our school day so teachers will still receive a preparation period, even if they have to sub on their regularly scheduled prep.
Southeast	Solutions	We are utilizing paraprofessionals with sub licences. We have hired 2 paraprofessionals who will help in case of teacher absences
Suburban Cook	Solutions	We are working with a contractor to provide substitute teachers.
Southeast	Solutions	We employ three full time permanent subs who all have a teaching license - this helps us tremendously.
West Central	Solutions	We have hired 2 full time substitutes to try and keep our classes open.
West Central	Solutions	We have one sub that we can access most days.
Suburban Cook	Solutions	We have partnered with a substitute teacher staffing agency
East Central	Solutions	We have recruited heavily, use Absence Management, and do our best to provide an environment where they feel welcome and supported. And due to the nature of being a small town school, it is relatively easy to sub here. Kids are well behaved and staff are helpful.
Northwest	Solutions	We tend to use our retired teachers to substitute
East Central	Solutions	We will be using a staffing service starting in 2021.

### Superintendent comments related to the administrator shortage.

Region	Category	Comment
West Central	Benefits	The school board needs to include full family health insurance.
Northwest	Demands	I think it will be a challenge to find someone else who wants to be the Superintendent, Principal, Nurse, Special Ed Supervisor, Cafeteria line worker, custodian, grant writer, computer tech, webmaster, etc.
East Central	Demands	In my opinion, I believe the stress from COVID 19 will have a huge negative impact on retaining all educators, especially administration.
West Central	Demands	It is becoming more difficult to recruit administrators as parents have become more hostile towards school and authority. The state continues to add mandates that stretch our resources, as well.
Southwest	Demands	no changes-- many close to burn out
Northeast	Demands	The position is demanding and the pay doesn't match the time commitment
East Central	No concerns	Every new admin this year was promoted from within.
West Central	No concerns	Good team. Good bench of future leaders in the district.
Southeast	No concerns	Grayville is sharing a superintendent with New Hope.
East Central	No concerns	Haven't had to hire an administrator in many years.
Northwest	No concerns	Last hired a position 5 yrs ago
Southwest	No concerns	Our Teacher and School Leader program assist with maintaining a high quality administrator pool. The majority of our administrator candidates or internal from the pool of teacher leaders in the district.
Southeast	No concerns	The superintendent is now employed at two separate districts creating a part-time administrative position in the home district.
East Central	No concerns	We do not anticipate an issue for this area.
Northwest	No concerns	We had no administrator openings in the district for the 20-21 school year.
Southeast	No concerns	We had one principal resign, we promoted one assistant principal to the principal role, and then hired a new assistant principal.
West Central	No concerns	We have 5 in house teacher with admin degrees and have been promoting our own known people into vacancies.
Southeast	No concerns	We have had internal applicants that were the best fit for us.
Southeast	No concerns	We have had one administrator in the last 8 years. The previous administrator was terminated.
East Central	No concerns	We have had virtually no turn over in administration in 15 years, where there has been, a succession plan was already in place.
East Central	No concerns	We have no challenges recruiting or retaining administrators.
Northeast	No concerns	We have not had a new administrator need in the past 12 years.
West Central	No concerns	We haven't had any administrators leave the job. You need to put NA on these questions and the ones for teachers and substitutes. The superintendent and the principal will both retire within the next 3 years.
Suburban Cook	No concerns	We hired 3 principals for the 2020-2021 school year and strategically recruited for each position. We had a large candidate pool with a number of qualified applicants.



### Superintendent comments related to the administrator shortage.

Region	Category	Comment
Southeast	No concerns	We only have one administrator who has been with the district 19 years. He retires in 2022.
Southwest	No concerns	We were successful in replacing all our admin positions open with qualified candidates.
Southeast	No concerns	We will be hiring a new superintendent this year to replace the retiring superintendent.
Southwest	No concerns	We've had same admin team for past several years.
West Central	Policy	FULLY SUPPORT THE REDESIGN OF THE PRINCIPAL PREPARATION PROGRAMS FROM THE OLD TYPE 75--PLEASE DO NOT LET IT GET DILUTED.
Southeast	Policy	Many teacher leaders looking to make transition to administration are looking to other states due to uncertainty surrounding Illinois pension system.
West Central	Policy	The state has no clue that producing yet another requirement is an issue over and over again.
East Central	Pool	There are fewer candidates and very few moving with experience
West Central	Pool	We have had two high school Assistant Principal vacancies within the past two years. The candidate pool for both was poor. We are anticipating another opening following this school year, and we will likely hire a teacher leader who is graduating this May.
Northeast	Pool	We reduced an athletic director position at the middle school level
Northwest	Preparation	need to be better prepared and organized
Northwest	Preparation	Special education certifications are lacking in applicants.
Northeast	Preparation	This year was a good year for us. The Special Education administrator roles are difficult to fill. We always seem to land on our feet, but barely.
Southeast	Preparation	We had a position open late, in August for a Dean of Students. I was impressed with the number of candidates that we had for the position. The quality of the group of candidates was not great. We ended up with a fantastic hire, but had to steal him from another district. Most of the other candidates appeared to be administrators who bounced to different jobs often.
Northwest	Turnover	I have been in education for 30 years and there is no doubt, that due to the teacher shortage, young teachers are being thrust into administrative positions that they are not ready for, resulting in a greater number of administrative terminations.
Northwest	Turnover	The district is likely to lose both principal positions to advancement to superintendency and the other to a larger school as a principal. With the shortage of qualified candidates, the job market for quality people is expansive.
Suburban Cook	Turnover	There seems to be an increase in candidates whom are NOT willing to take a position for 5+ years...the hope to quickly move up the ladder is increasing and can create challenges.
Northwest	Turnover	We have a number of resignations for admins taking positions outside the district in locations where they came from as well as several retirees. Lastly, we created 4 new positions for assistant principals.