**IARSS 2022-2023 teacher shortage survey results overview**

**PERCEPTIONS**

Seriousness of the problem finding qualified staff:

* Teachers – 79 percent
* Support staff – 78 percent
* Special education – 77 percent
* Administrators – 36 percent
* Substitutes – 92 percent
* Paraprofessionals – 84 percent
* Non-licensed staff – 85 percent

Seriousness compared to last school year:

* Teachers – 93 percent same or worse
* Support staff – 93 percent
* Special education – 96 percent
* Administrators – 91 percent
* Substitutes – 94 percent
* Paraprofessionals – 94 percent
* Non-licensed staff – 95 percent

Qualified applicants for open positions in districts for 2022-2023 school year:

* Teachers – 15 percent of districts say less than half of applicants qualified
* Support staff – 14 percent of districts say less than half
* Special education – 21 percent
* Administrators – 6 percent
* Substitutes – 11 percent
* Paraprofessionals – 18 percent
* Non-licensed staff – 22 percent

Applicants for open positions compared to last school year:

* Teachers – 95 percent same or fewer
* Support staff – 97 percent
* Special education – 97 percent
* Administrators – 94 percent
* Substitutes – 95 percent
* Paraprofessionals – 95 percent
* Non-licensed staff – 96 percent

In what ways has your district worked in response to unfilled teacher positions:

* Long-term substitute – 65 percent
* Retired educators – 52 percent
* Provisional or emergency certification – 50 percent
* Other reasons – increased class sizes, outsourced positions, combined/canceled classes or sent them online

In what ways has your district worked in response to unfilled administrative positions:

* No issues – 76 percent

In what ways has your district worked in response to unfilled substitute positions:

* Used educator during prep time – 71 percent
* Used administrator – 63 percent
* Used paraprofessional – 63 percent
* Increased incentives – 62 percent
* Other reasons – hired full-time subs, moved students around, incentivized not taking sick days

What impact are these causing educator shortages in your district:

* Workload too demanding – 40 percent major impact
* Better compensation in another field – 39 percent
* Better compensation in a neighboring district – 32 percent
* Other reasons – political climate, community perceptions of educators, better compensation in a school in a nearby state, pandemic health concerns

Impact on recruitment/retention of educators:

* Supported completion of additional endorsements through incentives – 68 percent
* Worked with universities to place student teachers – 66 percent
* Provided extra compensation or benefits – 63 percent
* Other reasons: supported paraprofessionals to obtain PEL through incentives, used ESSR funding for support staff, partnered with college to support undergrads seeking education degrees

Impact ROE/ISC efforts helped recruit/retain educators:

* Advertises open positions – 51 percent
* Works with ISBE to ensure quality educators go into teaching – 47 percent
* Provides resources to connect with available substitutes – 46 percent

Impact ISBE/Legislature efforts helped recruit/retain educators:

* Increased number of days retired educators can substitute without impacting retirement – 80 percent
* Increased number of substitute days to 120 – 79 percent
* Expanded eligibility requirements for subs – 64 percent
* Allowed undergrads in approved educator prep programs to obtain sub licenses – 59 percent
* Other reasons: provided EBF allowing district to increase salaries and add additional staff, lowered min age for paras working with PK-8 to 18, funded new teacher and new principal mentoring programs

Impact ISBE/Legislature efforts would help to recruit/retain educators:

* Offer additional scholarships and waivers to teaching candidates – 86 percent
* Offer additional compensation for staff in high-need subject areas or schools – 86 percent
* Increase funding for TRS – 84 percent
* Make it easier to learn about how state funds can make licensure more affordable – 75 percent
* Make it easier to learn about to become a teacher – 72 percent

Teacher openings:

* 5 categories with less than half of opening filled by qualified people
* 12 other categories where 1/3 or more of openings filled by un or underqualified people