



Educator Supply and Demand in Illinois

2008 Annual Report

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Illinois State Board of Education

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State Board of Education**

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FOREWORD

The Illinois State Board of Education respectfully submits this annual report to the Governor, the General Assembly, and institutions of higher education in fulfillment of the requirements of Section 2-3.11c of the School Code [105 ILCS 5/2-3.11c]. This report addresses the relative supply and demand for education staff in Illinois public schools.

Specifically, this report provides information on:

1. the relative supply and demand for teachers, administrators, and other certificated and non-certificated personnel by field, content area, and levels;
2. state and regional analyses of fields, content areas, and levels with an over/under supply of educators; and
3. projections of likely high/low demand for educators in a manner sufficient to advise the public, individuals, and institutions regarding career opportunities in education.

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Summary of Findings

The following is a summary of findings in the 2008 Annual Report on Educator Supply and Demand.

I. Relative Supply and Demand for Educators

Supply Indicators

Supply includes all educational personnel available to the schools, regardless of whether they are currently employed by schools or not. Indicators of supply include: (1) personnel retained from the previous year; (2) newly certificated personnel; (3) re-entering personnel, i.e., newly hired educators with prior experience; and (4) students in the pipeline, i.e., those currently enrolled in professional preparation programs and recent program completers.

(1) Retention rates remain high. The largest supply of educators is the previous year's workforce. In 2008, 92% of the previous year's workforce was retained in Illinois public schools. For teachers, over 88% were retained in the same position and an additional 4% were retained in another position.

(2) There has been an increase in the number of certificates issued over the last five years. The second largest source of supply is newly certified educators. Since 2004, the number of new teaching certificates issued has increased, on average, by 6% a year. In the same period, the number of new certificates issued to administrators has increased 5% per year and the number issued to school service personnel increased 3%. In 2008, 17,507 individuals received new teaching certificates, a decrease of 6% from last year.

(3) The number of re-entries hired increased this year. The third major source of supply includes educators returning to the profession. Last year, the number of re-entries hired increased by 42%, or by over 1,700 educators. In 2008, the number hired increased by only 1% with decreases in school service personnel and instructional staff being offset by increases in administrative and other certified staff.

(4) The pipeline data indicates a fairly robust supply. In 2007, 60 educational institutions reported over 16,000 program completers.

Demand Factors

Demand refers to the need for educational personnel to fill positions. Demand factors include (1) changes in student enrollments and (2) workforce growth.

(1) K-12 student enrollments peaked in 2007 and will continue to decline through 2012. After increasing for 17 years between 1990 and 2007, K-12 enrollments decreased this year by 4,300 students. Elementary enrollment declined nearly 7,000 this year and will continue the downward trend through 2012. Secondary enrollments will peak in 2009 and then decline through 2012.

(2) The teacher workforce increased this year. The teacher workforce increased by nearly 2% this year. The downstate teaching force increased for the third year in a row, and the Chicago workforce increased for the second year in a row.

II. Over/Under-Supply of Educators

Educator shortages were analyzed in three ways: (1) over/under production of new educators; (2) unfilled positions; and (3) district ratings of supply.

(1) Over/under production of new educators provides an indication of whether enough educators are produced by colleges and universities each year. For each subject area or position, the number of individuals receiving their first certificate in a given year is compared with the number of first-time educators hired the following year. Due to competition from private schools, industry, and other states, it is desirable to produce at least two people for every opening to ensure an adequate supply of quality applicants. The following were found for 2008:

- Areas/positions of **likely under-production** include speech/language pathologist, bilingual, social worker, and psychologist.
- Areas/positions with the **greatest over-production** were social science, health, early childhood, and elementary teachers.

(2) Unfilled positions were examined to see where regional shortages exist (i.e., where supply has not met local demand despite the relatively large number of teachers entering the workforce each year).

- **Illinois school districts reported 1,330 unfilled positions on October 1, 2007.** The following areas or subjects had the greatest number of unfilled positions:

Cross categorical	166
Speech pathologist (non-teaching)	126
Elementary (self-contained)	122
LBS I	91
Specific Learning Disability	75
Bilingual education	65

- **The number of unfilled positions decreased by 8% this year.** In 2008, there were 1,330 unfilled positions reported, or 120 less than in the 2007 school year. Compared to last year, the number of instructional vacancies increased 8% while the number of specialized positions decreased 38%.
- **The majority of unfilled positions (43%) were in Chicago District 299.** Suburban Cook and the collar counties contained 35% of the unfilled positions while downstate accounted for 22% of the total. This was the first year Chicago had less than 50% of the unfilled positions.

(3) District ratings of supply indicate over/under-supply from the local school district perspective. Overall, the number of districts reporting shortages decreased slightly from last year.

- For the seventh straight year, special education was at the top of the list in terms of both the number of districts reporting a shortage and the severity of the shortages reported. Of the special education categories, Speech and Language (both teaching and non-teaching) retained the top two spots in terms of severity. Cross Categorical was ranked third in severity but had the second most districts reporting shortages.

Rank ordered by the **number of districts** reporting shortages, the top ten areas were as follows:

Rank		Districts with Shortage	2008 Severity Index
1	Special Ed - Speech & Lang. Teacher	338	-533
2	Special Ed - Cross Categorical	320	-418
3	Speech/Lang. Pathologist (non-teaching)	301	-490
4	Special Ed - LBS I	301	-385
5	Mathematics	292	-347
6	Foreign Language - Spanish	284	-394
7	Special Ed - Specific Learning Disability (LD)	274	-352
8	Special Ed - Emotionally Disturbed (BD/SED)	270	-374
9	Bilingual Education	249	-388
10	Librarian/Media Specialist	244	-358

- There were five areas where districts reported more overages than shortages: Self-Contained Elementary, Social Science, Physical Education, English Language Arts, and Elementary Principal.

III. Projections of Likely High Demand

Projections of likely high demand areas are made in order to advise the public of future career opportunities in education. Through 2012, it is estimated that Illinois will need nearly 7,500 special and 36,000 regular education teachers. Historically, re-entries have filled just over 40 percent of teacher vacancies each year, so Illinois districts will need to hire approximately 17,000 re-entries and 26,000 first-time teachers over the next four years. In that same time period, Illinois is expected to need over 3,400 administrators and 4,100 other educators.

In terms of the **largest number needed**, the greatest needs through 2012 are for

- (a) non-instructional staff
—elementary principal/assistant principal, social worker, speech/language pathologist, and other administrators—and
- (b) teachers
—self-contained elementary, special education, English language arts, mathematics, science, social science, and physical education.

In terms of the **percent of the 2008 workforce**, the greatest needs through 2012 are for

- (a) non-instructional staff
—junior high principal/assistant principal, director/assistant director, other administrator, and social worker—and
- (b) teachers
—miscellaneous vocational, alternative education, health occupations, other foreign language, bilingual, Spanish, and special education.

I. Relative Supply and Demand for Educators

Supply Indicators

Supply, in its broadest sense, includes all educational personnel available to the schools, regardless of whether they are currently employed within the school system. This section provides information on various indicators of supply, including (1) personnel retained from the previous year; (2) newly certified individuals; (3) re-entering personnel (i.e., newly hired educators who had prior experience); and (4) students in the pipeline (i.e., recent program completers).

Personnel Retained from the Previous Year

The largest supply of educators is the previous year's workforce. The total educator workforce includes teachers, administrators, school service personnel, and other certified staff. As shown in **Table 1**, 88% of the 2007 educational workforce was employed in the same position in 2008. In addition, 5% were retained in Illinois public schools, but in a different position. Thus, 92% (due to rounding) of the 2007 workforce was still in Illinois public schools in 2008.

Position	Total FT 2007	Retained in 2008			Retained in 2007		
		In Same Position	In Different Position	Total	In Same Position	In Different Position	Total
Administrative	9,659	78%	13%	91%	75%	14%	89%
Instructional	129,068	88%	4%	93%	86%	7%	92%
Other Certified Staff	3,998	78%	13%	90%	65%	25%	91%
School Service Personnel	11,011	91%	2%	93%	91%	2%	93%
All Educators	153,736	88%	5%	92%	85%	7%	92%

Historically, Illinois has had consistently high educator retention rates. Over the last eight years, 92.4% of educators have been retained in Illinois schools. In that same time period, 87.2% were retained in the same position and 5.2% were retained in another position.

Newly Certified Educators

The second largest source of supply is newly certified educators. In Illinois, the number of new certificates issued is counted annually according to the fiscal year (i.e., July 1 to June 30). In order to be considered as supply for the 2007-08 school year, teachers had to be certified in the previous fiscal year (i.e., July 2006 to June 2007).

From 2004 to 2008, the total number of new instructional certificates issued increased by 6% a year; the number of school service personnel certificates increased 3% and the number of administrative certificates increased 5% (see **Table 2**). In that same period, the number of substitute certificates issued decreased by an average of 4%. In 2008, the number of instructional certificates issued decreased 5% while the number of substitute certificates increased by almost 1%. Administrative and school service personnel certificates increased 2% this year.

The supply of new teachers is fairly robust. Over the last five years, the number of new teaching certificates has increased 6% a year, while the number of individuals receiving them has, on average, increased 8% (from 13,050 in 2004 to 17,507 in 2008).

The most significant change, however, has been the increase in the number of Type-10 Special Teaching certificates issued over the last four years. Since 2004, the number of Type-10 Special Teaching certificates issued has increased 23% a year on average.

Type	2004	2005	2006	2007	2008	Avg. Change
3 Elementary	8,333	9,373	9,858	10,174	9,639	4%
4 Early Childhood	887	1,042	1,096	1,280	1,294	10%
9 Secondary	6,218	6,729	7,028	7,223	6,670	2%
10 Special Teaching	1,640	2,267	2,963	3,642	3,683	23%
Total Instructional	17,078	19,411	20,945	22,319	21,286	6%
73 School Service Personnel	1,185	1,204	1,227	1,359	1,362	4%
74 Provisional SSP	43	60	24	20	41	17%
Total SSP	1,228	1,264	1,251	1,379	1,403	3%
75 Administrative	2,236	2,280	2,382	2,642	2,685	5%
76 Provisional Administrative	21	32	20	16	22	8%
Total Administrative	2,257	2,312	2,402	2,658	2,707	5%
39 Substitute	14,582	12,630	12,463	12,355	12,471	-4%

Provisional teaching certificates are issued to individuals that hold an equivalent certificate from another state but lack one or more of the requirements in Illinois (e.g., passing a test). An increase in the number of provisional certificates issued would indicate Illinois is attracting teachers from other states. When a provisional certificate was converted in the past, the certificate number stayed the same and the provisional information was lost. Due to changes in certificate coding in 2005, the number of provisional certificates issued and the number converted into regular teaching certificates can now be tracked.

In 2008, nearly 2,500 provisional teaching certificates were issued, a decrease of 7% from last year. Of those, over 75% (1,850) were converted to regular teaching instructional certificates and 25% were still pending at the end of the fiscal year. Only six provisional certificates expired in the 2008 fiscal year. (See **Table 3**)

Type	Certificate Status			Total Issued
	Converted to Regular	Still Pending	Expired	
5 Provisional Early Childhood	128	49	0	177
30 Provisional Elementary	719	222	3	944
31 Provisional High School	520	167	1	688
33 Provisional Special Teaching	483	176	2	661
Total Provisional	1,850	614	6	2,470

Re-entering Personnel

Educators returning to the profession are the third largest source of supply. In addition to being an important source of new hires, the number of re-entries is an important indicator of another facet of supply—the reserve pool. While the vast majority of re-entries are teachers (over 4,000 a year), there

are also nearly 200 administrators and over 400 other educators that return to Illinois public schools each year.

Between 1997 and 2001, the number of re-entering educators increased 89% from a low of 3,172 to 5,993. After peaking in 2001, the number hired decreased, on average, about 5% a year through 2006. In 2006, there were 4,099 re-entries hired, a decrease of 6% (or 253) from 2005. The overall decrease in 2006 was primarily due to a corresponding 6% drop in the number of teachers hired.

Last year, however, there was a dramatic reversal in the trend with the number of re-entering educators increasing by 42%. In 2008, there were 5,913 re-entries hired, a 1% increase over last year (see **Table 4**). The largest increase was in Administrative which increased 118% over last year. The number of re-entering teachers hired in 2008 decreased 2% from last year. However, the nearly 5,000 teachers hired were still 23% greater than the average for the previous five years.

Position	Total FT 2008	Re-entries		Change from 07
		N	%-FT	
Administrative	10,266	469	5%	118%
Instructional	131,478	4,982	4%	-2%
Other Certified Staff	3,836	96	3%	5%
School Service Personnel	11,225	366	3%	-19%
All Educators	156,805	5,913	4%	1%

Students in the Pipeline

Students currently enrolled in Illinois professional preparation programs are the best indicator of future supply. Tracking enrollment trends in both teacher preparation and alternative routes to certification helps predict whether the educator supply is likely to increase or decrease in the next three to four years. Students who have recently completed an approved education program in Illinois (i.e., program completers) are the best indicator of the potential number of new teachers.

Fifty-six institutions reported nearly 14,000 program completers in 2002, an 11% increase over the previous year. However, that was the last year that data were received from all teacher preparation programs (see **Table 5**). In 2007, data were once again received from all 60 professional preparation institutions. Over 16,000 program completers were reported in 2007, an increase of 31% over the previous year when only 41 institutions reported data.

	2001	2002	2003*	2004*	2005*	2006*	2007
Early Childhood	584	621	560	467	365	460	610
Elementary	4,243	4,453	4,218	3,312	3,558	3,803	4,372
Secondary Programs	2,506	2,719	2,363	2,361	2,012	2,327	2,820
K-12 Programs	948	1,065	1,075	932	1,078	1,177	1,846
Special Education Programs	1,889	1,770	963	666	851	908	1,196
School Service Personnel	508	555	843	553	636	755	977
Administrative Programs	1,760	1,659	1,607	898	1,453	1,682	3,257
Alternative Certification	66	1,092	214	106	221	251	505
Other	0	0	251	759	262	943	504
Total:	12,504	13,934	12,094	10,054	10,436	12,306	16,087

*Number of Institutions Reporting: 48 in 2003; 43 in 2004; 39 in 2005; 41 in 2006; 60 in 2007.
SOURCE: Institutional Data Form

Demand Factors

Demand refers to the need for educational personnel to fill positions. This section presents information on the various factors of demand, including changing student enrollment patterns and changes in the teacher and administrator workforce.

Data in this section were obtained from two sources: the 2008 Public School Enrollment Projection Report and the 2007-08 Teacher Service Record (TSR). The TSR contains employment data on all certified Illinois public school personnel and is collected each year by the Illinois State Board of Education. For the first time in 2002, Chicago District 299 provided data in the same format as the rest of the state. As a result, thousands of Chicago positions and assignments changed codes. In 2004, the state changed dozens of TSR position and assignment codes. Thus, the reader must use extreme care in interpreting trends based on TSR staffing data from the last five years.

The most current file that could be used for this study contains data for the 2007-08 school year. Where abbreviated, data for the 2006-07 school year are referred to as “2007” and data for the 2007-08 school year are referred to as “2008.”

Changes in Student Enrollments

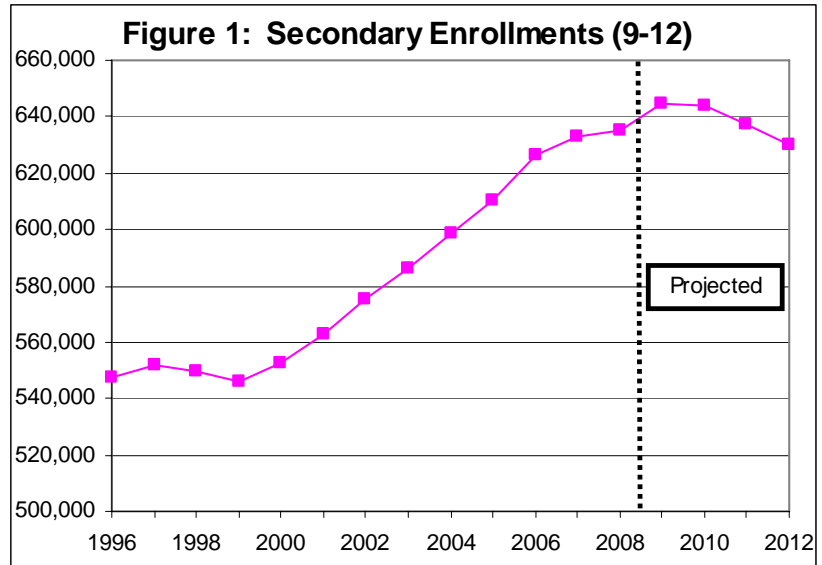
At the aggregate level, there is a direct relationship between student enrollment and demand for educators. Illinois public school enrollments peaked in 2007 after increasing every year since 1990 (Illinois State Board of Education, 2008).

The K-12 Illinois public school enrollment for school year 2008 was 2,029,985, which is about 4,300 students less than last year. As can be seen in **Table 6**, secondary enrollment increased by over 2,500 students while elementary enrollment decreased by nearly 7,000. Total K-12 enrollments are expected to decline for the next four years by an average of 6,500 students per year. In 2012, there will be about 5,000 fewer students in grades 9-12 than there were in 2007, and there will be about 16,000 fewer students in grades K-8.

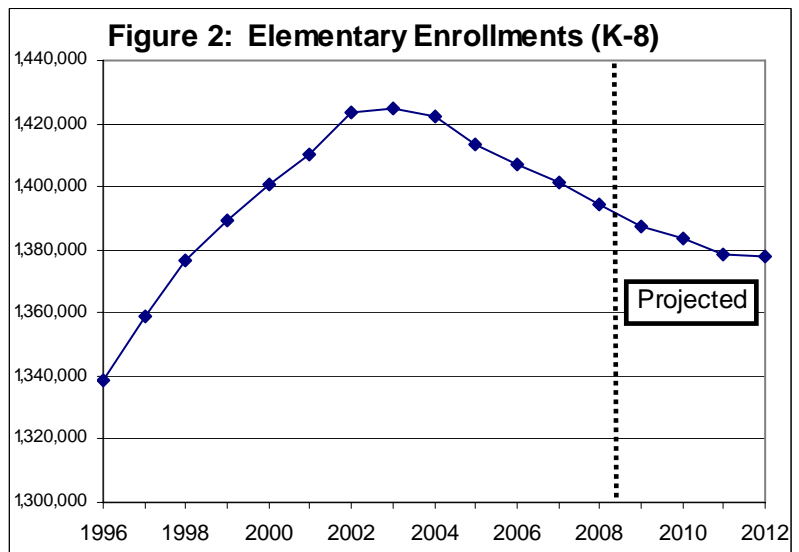
	2007	2008	Annual Change		School Year 2012		
			N	%	Projected Enrollment	Change from 08	
					N	%	
Elementary	1,401,387	1,394,489	(6,898)	-0.5%	1,378,120	(16,369)	-1.2%
Secondary	632,910	635,496	2,586	0.4%	630,061	(5,435)	-0.9%
TOTAL	2,034,297	2,029,985	(4,312)	-0.2%	2,008,181	(21,804)	-1.1%

As can be seen in **Figures 1 and 2**, secondary enrollments are expected to peak in 2009 and then decrease through 2012. In contrast, elementary enrollments peaked in 2003 and are expected to continue to decline for the next four years.

Secondary enrollments in 2008 were 635,496, an increase of nearly 2,600 students or 0.4% over last year (see **Figure 1**). Prior to 1999-2000, the five-year average growth rate was only 0.4%, and enrollments decreased in two of those years (1997-98 and 1998-99). In the last four years, secondary enrollments have increased by nearly 37,000 students, or by 1.5% a year on average. Over the next four years, however, that trend is expected to reverse. Secondary enrollments are expected to peak in 2009 at 6445,000 students and then decrease nearly 5,000 students a year through 2012. In 2012, enrollments should be around 630,000, which is about the same as in 2007.



As **Figure 2** shows, elementary enrollments peaked in 2003 at about 1,425,000, capping a 15-year growth trend. For the last four years, however, they have decreased by nearly 7,000 (or -0.5%) a year. The downward trend is expected to continue for the next four years, with K-8 enrollments declining by nearly 16,500 students. If this trend continues as expected, K-8 enrollments in 2012 will be close to the level they were in 1998. The decrease in elementary enrollments is believed to be due to the decrease in the number of live births, which peaked in 1990.



Workforce Growth

Total Educator Workforce

Since 1991, the educational workforce has increased in response to growth in student enrollments and increases in educational spending. Prior to 2002, the teacher workforce increased, on average, by over 2,500 teachers a year (or 2.1%), while the administrator workforce grew by 3.7%, or over 300 administrators a year. However, in 2002, there was virtually no growth in the educator workforce. The total educator workforce remained under 150,000, which was virtually the same size as the previous year. That plateau appears to be an anomaly because in 2003, the total full-time educator workforce increased by 2.5% (or nearly 3,700), to a historical high of nearly 153,000 full-time staff.

It was expected that the growth trend would continue in 2004, albeit at a much slower pace due to shrinking district budgets. Instead, the total educator workforce decreased by over 5%, largely due to a decrease in the teacher workforce. However, the Teacher Service Record position and assignment codes underwent an extensive revision in 2004. More specifically, sixteen of the old position codes (40%) were eliminated and nine new codes were added. Some of the positions eliminated were subsumed, in whole or in part, by the new categories. As a result, the 2004 data are not comparable to previous years and are not included in trend analyses.

The total number of educators reported in 2008 was 156,805, an increase of 2% (or 3,069 educators) over last year. As shown in **Table 7**, the overall increase in educators corresponds to a 1.9% increase over the number of teachers reported in 2007. After decreasing last year, the number of Administrators increased by 6.3%, while Other Certified Staff decreased by 4.1%.

	2008 FT	Change From 2007	
		N	%
Administrators	10,266	607	6.3%
Teachers	131,478	2,410	1.9%
Other Certified Staff	3,836	-162	-4.1%
School Service Personnel	11,225	214	1.9%
Total Workforce	156,805	3,069	2.0%

Changes in the teacher and administrator categories are discussed in more detail below.

Administrator Workforce Growth

The total number of full-time administrators employed in Illinois public schools for school year 2008 was 10,266, an increase of 607 administrators (or 6.3%) over last year's total (see **Table 8**). While the number of full-time administrators increased by fewer than 2% downstate, there was a 43% increase in the number of administrators reported in Chicago. The extreme swings in Chicago's administrator workforce may indicate administrators were under-reported in 2007. When coupled with the anomalies in 2002 and 2004, it is not possible to determine a trend. In 2002, Chicago's administrative force nearly doubled due to the district's reclassification of positions rather than an increase in the actual number of administrators employed. Some 600 teachers were reclassified in 2002 as assistant principals, administrative assistants, and assistant directors. Then in 2004, there were major changes in position codes for the entire state, including moving the Coordinator position

from Other Certified Staff to the Administrator category. The number of administrators from 2004 to 2008 was changed in **Table 8** this year to reflect this re-classification.

	State		Downstate		Chicago	
	FT	Change	FT	Change	FT	Change
1996-97	7,705					
1997-98	7,872	2.2%	6,936		936	
1998-99	8,100	2.9%	7,113	2.6%	987	5.4%
1999-00	8,315	2.7%	7,299	2.6%	1,016	2.9%
2000-01	8,551	2.8%	7,492	2.6%	1,059	4.2%
2001-02*	9,411	10.1%	7,569	1.0%	1,842	73.9%
2002-03	9,438	0.3%	7,656	1.1%	1,782	-3.3%
2003-04**	10,400	10.2%	8,527	11.4%	1,873	5.1%
2004-05	10,311	-0.9%	8,432	-1.1%	1,879	0.3%
2005-06	10,063	-2.4%	8,386	-0.5%	1,677	-10.8%
2006-07	9,659	-4.0%	8,596	2.5%	1,063	-36.6%
2007-08	10,266	6.3%	8,750	1.8%	1,516	42.6%

*Chicago used TSR codes for the first time and under-reported teachers in 2002.
 **TSR assignment and position codes changed significantly in 2004.

Teacher Workforce Growth

In 2008, Illinois public schools employed over 131,000 full-time teachers, an increase of 1.9% over last year (see **Table 9**). The number of full-time teachers increased 1.9% downstate and 1.7% in Chicago.

	State		Downstate		Chicago	
	Total-FT	Growth	Total-FT	Growth	Total-FT	Growth
1993-94	108,118	-0.5%	86,220	1.2%	21,898	-6.7%
1994-95	110,104	1.8%	87,592	1.6%	22,512	2.8%
1995-96	112,853	2.5%	89,820	2.5%	23,033	2.3%
1996-97	115,644	2.5%	92,121	2.6%	23,523	2.1%
1997-98	118,091	2.1%	94,622	2.7%	23,469	-0.2%
1998-99	121,179	2.6%	97,540	3.1%	23,639	0.7%
1999-00	124,279	2.6%	100,711	3.3%	23,568	-0.3%
2000-01	127,323	2.4%	103,247	2.5%	24,076	2.2%
2001-02*	127,408	0.1%	105,190	1.9%	22,218	-7.7%
2002-03	130,773	2.6%	106,189	0.9%	24,584	10.6%
2003-04**	122,040	-6.7%	104,148	-1.9%	17,892	-27.2%
2004-05	128,497	5.3%	103,953	-0.2%	24,544	37.2%
2005-06	127,130	-1.1%	104,967	1.0%	22,163	-9.7%
2006-07	129,068	1.5%	106,866	1.8%	22,202	0.2%
2007-08	131,478	1.9%	108,890	1.9%	22,588	1.7%

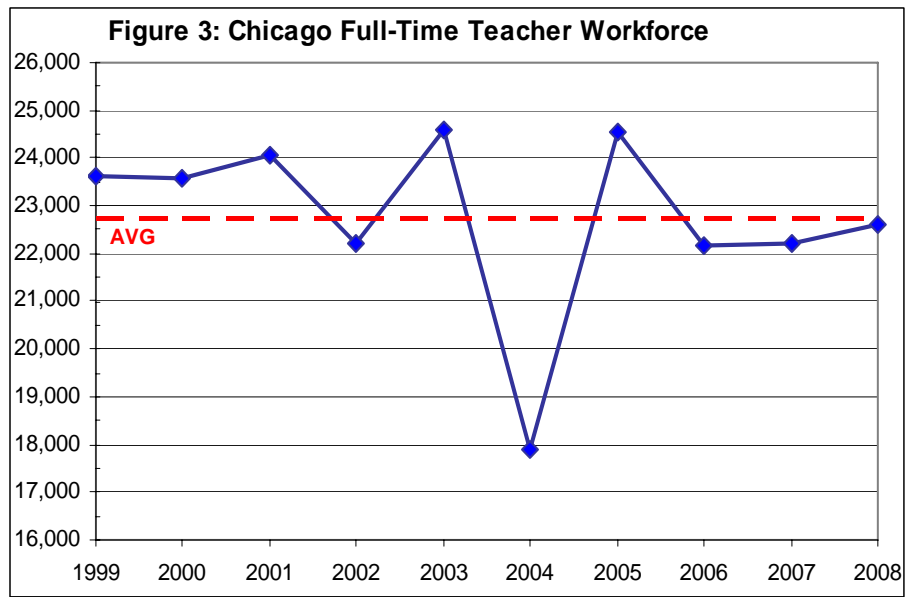
*Chicago used TSR codes for the first time and under-reported teachers.
 **TSR assignment and position codes changed significantly as did Chicago's definition of *full-time teacher*.

In the ten years prior to 2002, the total number of full-time teachers in Illinois increased by an average of 1.9% a year. In that time, the full-time teaching force grew from 105,993 in 1990-91 to 127,323 in 2001, and it increased every year except the 1994 school year, when the total employed dropped about 550 due to a decrease in Chicago of more than 1,500 teachers.

In the five years prior to 2002, the increase was even more dramatic—the workforce increased by an average rate of 2.4%, or about 3,000 teachers a year. In that time, the downstate teaching force increased an average of 2.8% while Chicago’s force grew about 1% a year. Then in 2004, after 15 years of steady growth, the downstate teaching force decreased nearly 2% or just over 2,000 teachers. After a very small decrease in 2005, the downstate teaching force increased by over 1,000 teachers, or 1%, in 2006. This year the upward trend continued with the biggest increase since 2002. In 2007, nearly 107,000 teachers were employed downstate, an increase of 1,900 teachers or 1.8%.

There have been dramatic changes in the number of full-time teachers reported by Chicago over the last eight years. As can be seen in **Figure 3**, these swings were especially dramatic between 2002 and 2006. Between 1999 and 2008, the average number of full-time teachers reported by Chicago was 22,747. If the 2004 anomaly is excluded, the average increases to 23,287.

In the last three years, however, the size of the Chicago’s teaching force has been relatively stable. Since 2006, Chicago has reported an average of 22,318 teachers. In 2008, Chicago reported 22,588 full-time teachers, an increase of 1.7% from last year.



II. Over/Under Supply of Educators

This chapter presents information on the relative over- and under-supply of teachers and administrators in Illinois. The first section provides data on areas for which institutions may be producing too many or too few educators. In the second section, the unfilled position data are used to identify regional shortages, i.e., where supply has not met local demand. The third section presents district ratings of the supply of applicants for their vacancies.

Over/Under Production of New Educators

In order to be able to say whether there is an over- or under-supply of educators, it is necessary to first determine whether enough educators are being produced each year. While an under-supply would definitely indicate an area of educator shortage, the converse is not necessarily true. For example, while there is an abundance of Administrative and Guidance Counselor credentials issued each year, many districts still find it difficult to fill vacancies in those positions.

Table 10 below, compares the number of individuals receiving their first certificate in fiscal year 2007 with the number of first-time educators hired in the 2007-08 school year. Like last year, all positions and subject areas produced more newly certified individuals than first-time hires. It is of note that the number of newly certified math teachers has doubled since 2002 and the number of newly certified science teachers has increased by 16% a year.

	A	B	Over/Under Production	
	First Cert Issued FY07	First Timers Hired 2008		
			A - B	Ratio
Administrative*	2,642	883	1,759	3.0
Instructional				
Art	447	120	327	3.7
Bilingual	364	252	112	1.4
Early Childhood	1,056	194	862	5.4
Elementary	9,639	1,821	7,818	5.3
English Lang. Arts	4,321	848	3,473	5.1
Foreign Lang-Other	209	41	168	5.1
Foreign Lang-Spanish	741	156	585	4.8
Health	339	48	291	7.1
Math	1,741	565	1,176	3.1
Music	613	207	406	3.0
Physical Education	901	358	543	2.5
Science	1,577	454	1,123	3.5
Social Science	5,033	373	4,660	13.5
Special Education	1,931	975	956	2.0
School Service Personnel				
Guidance Counselor	509	131	378	3.9
Nurse	57	29	28	2.0
Psychologist	182	97	85	1.9
Social Worker	361	193	168	1.9
Speech & Language	250	183	67	1.4

*Note: Both First-Time and Teachers that changed position are included in the administrator count.

When looked at as a ratio of the number certified over the number hired (i.e., A/B), the areas and positions with the greatest **over-production** were social science, health, early childhood, and

elementary teachers. Due to competition from private schools and industry, it is desirable to produce at least two people for every opening to ensure an adequate supply of quality applicants for Illinois public schools. In 2005, ten areas failed to meet this 2:1 criterion. The number of certified teachers has increased significantly since then and, in 2008, there were only four areas below criterion and two of those were very close (social worker and psychologist at 1.9 each).

The areas and positions with the greatest **under-production** were: speech/language pathologist, bilingual, social worker, and psychologist. Two other positions, nurse and special education teachers were right at the 2:1 criterion. The under-production of special education teachers continues to be a concern. Even though they just met the criterion this year, the ratio for the previous five years has been 2:1 or less.

Regional Shortages: Unfilled Positions

Each year the Illinois State Board of Education collects information from school districts on positions not filled as of October 1. Unfilled positions refer to positions that were budgeted by districts for the school year but were not filled because of reasons such as the lack of qualified applicants. They are the bottom line in the supply-demand equation because they show where supply has not met demand at the local level—regardless of the number of new teachers produced at the state level.

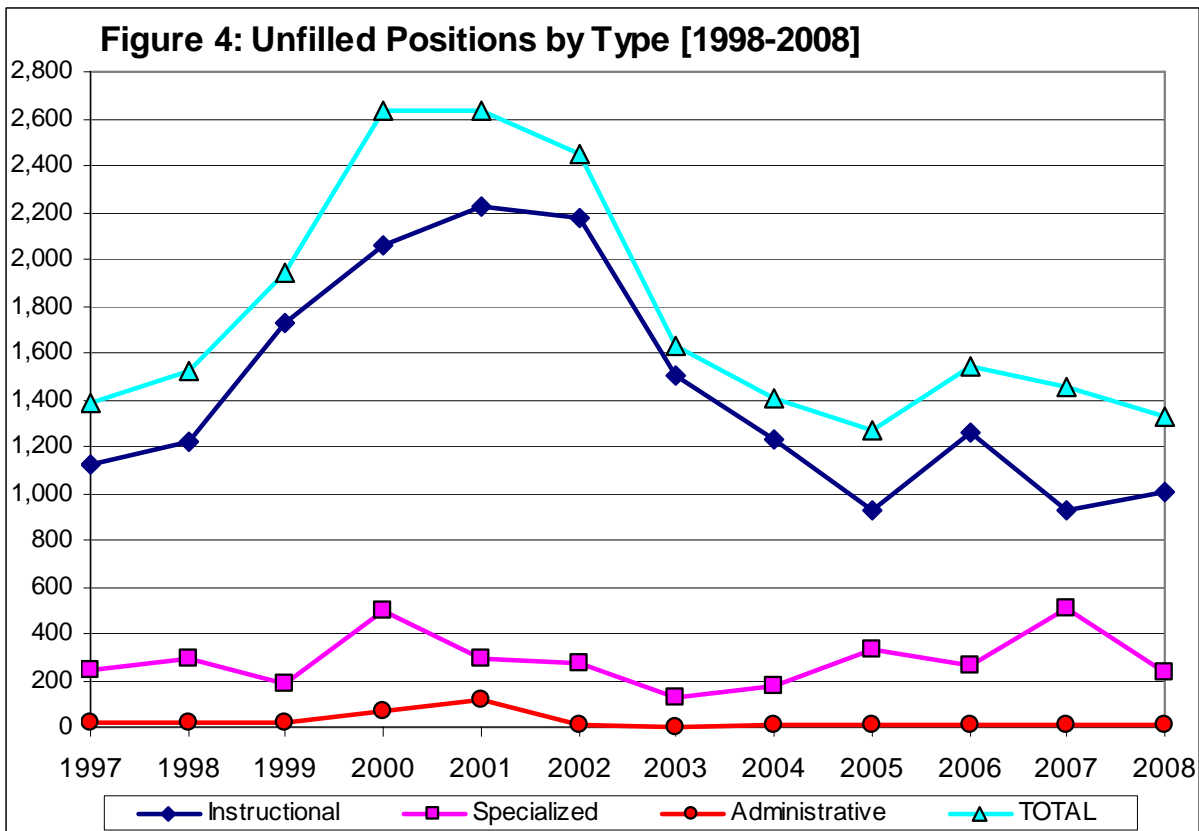
The last survey of unfilled positions was completed as of October 1, 2007; Illinois public schools reported a total of 1,330 unfilled positions, which was about 120 (or 8%) less than the number reported the previous year (see **Figure 4**). Combined with last year's decrease, the total number of unfilled positions has decreased 14% since 2006. While the overall number was down in 2008, there was an 8% increase in instructional vacancies. The areas with the greatest number of unfilled positions in the 2008 school year were as follows:

Cross categorical	166
Speech pathologist (non-teaching)	126
Elementary (self-contained)	122
LBS I	91
Specific Learning Disability	75
Bilingual education	65

Prior to the 2001 school year, the big concern was the rate at which the number of unfilled positions was growing. Between 1997 and 2001, the total number of unfilled positions increased 90%, from 1,384 to 2,637. In the subsequent four years, however, there was a significant reversal in that trend. After the peak in 2001, the total number of unfilled positions decreased by 52% or by 16% a year on average, to a low of 1,266 in 2005.

In 2006, however, the trend reversed again and the number of unfilled positions increased by 22%. The number of instructional vacancies (1,263) increased 37% while the number of specialized positions (264) decreased 21%. While there were only 13 administrative positions unfilled in 2006, it was 44% more than the previous year. In 2008, only nine administrative positions were reported unfilled.

The pattern of teacher vacancies tends to closely mirror the trend for total number of unfilled positions because instructional positions make up the vast majority of those unfilled. The number of teacher vacancies doubled between 1997 and 2001, from 1,120 to 2,225. In the subsequent four years, however, the number of teaching vacancies reported dropped 58%. Since the number of unfilled positions is dependent on a district's budget, the decrease in the number of unfilled positions may be a temporary phenomenon caused by budget deficits over those four years.



Because unfilled positions show where supply has not met demand, they are perhaps the best indicator of regional shortages. For the first time in the history of this study, Chicago District 299 had less than 50% of the unfilled positions. In 2008, Chicago reported 570 unfilled positions, a 29% decrease from 2007 and less than half of the number reported in 2003 (i.e., 1,238).

In contrast, there were 469 unfilled positions (or 35%) reported in suburban Cook and the collar counties, which is nearly a third more than the amount reported the last three years. The largest increases were in DuPage (65%), Will (57%), and Kane (50%).

In the remaining downstate counties there were 290 unfilled positions (22%), which is slightly higher than the proportion in 2006 and 2007. Although the downstate unfilled positions have increased significantly since 2004, they still do not constitute a significant percentage of the downstate teaching force.

For the complete list of unfilled positions by subject area, see **Appendix B**.

District Ratings of Over/Under Supply

On the Unfilled Positions Survey, districts were asked to rate the supply of applicants for 48 positions on a five-point scale from Severe Under-Supply (-2) to Severe Over-Supply (+2). If the district was unable to accurately gauge the supply for a position (e.g., did not have any openings in the last 2-3 years or did not have the position in the district), the direction was to mark Not Applicable (N/A).

The data were analyzed in two ways to determine the positions with the greatest shortage of qualified applicants. The first indicator computed was the number of districts rating the position as a “shortage” area, i.e., either severe under-supply (-2) or under-supply (-1). The second indicator calculated was the Severity Index which was derived by summing the ratings. Since under-supply ratings are negative, the lower the total, the greater the shortage.

For the seventh straight year, special education topped the list in terms of both severity and the number of districts reporting shortages (see **Table 11**). Of the special education categories, Speech and Language (both teaching and non-teaching) retained the top two spots in terms of severity. Cross Categorical was ranked third in severity but had the second most districts reporting shortages.

Positions with the largest increases in the number of districts reporting shortages were: Spanish (11%), Bilingual Education (11%), and Bilingual Special Education (8%). Compared to last year, Spanish advanced five positions and went from ninth to fourth on the severity list. Librarian/Media Specialist advanced four positions to number eight, and Bilingual Special Education advanced three positions to number twelve.

		Severity Index	Districts with Shortage	Change from 2007
1	Special Ed - Speech & Lang. Impaired	-533	338	3%
2	Speech/Lang. Pathologist (non-teaching)	-490	301	-9%
3	Special Ed - Cross Categorical	-418	320	-9%
4	Foreign Language - Spanish	-394	284	11%
5	Bilingual Education	-388	249	11%
6	Special Ed - LBS I	-385	301	-8%
7	Special Ed - Emotionally Disturbed	-374	270	-16%
8	Librarian/Media Specialist	-358	244	6%
9	Special Ed - Specific Learning Disability	-352	274	-14%
10	Mathematics	-347	292	1%
11	Science - Physics	-326	218	2%
12	Special Ed - Bilingual	-313	196	8%

For the fifth straight year, there were four positions where districts reported more overages than shortages and, thus, had a positive Severity Index. The positions were self-contained elementary, social science, physical education, and English language arts. This year for the first time, the position of elementary principal also had a positive index due to the 41% decrease in the number of districts reporting shortages. For a complete list of the positions and their respective ratings see **Appendix C**.

III. Projections of Likely High Demand

This section presents data on the future need for educators in Illinois elementary and secondary schools. As was done last year, the projections are based on the average number of new educators hired between 2000 and 2008. New educators consist of both first-time hires and re-entering staff.

The same method was used to project demand for teachers and other educators, but the procedure for projecting the need for administrators varied slightly. First, the definition of new administrators includes administrators who were teachers the previous year since the vast majority of new administrators come from the teaching ranks. Second, data on new administrators were not available in 2000, so the last eight years of data were used to project administrator demand. **Appendix D** shows the projected number needed and the relative need for the various categories of educators. Because of the reclassification of positions and assignments, the 2004 data were not used to project teacher demand.

The findings that follow are presented in terms of (1) the **largest number** of educators needed over the next four years and, more importantly, (2) the greatest **relative need** for educators defined as the total number needed over the next four years divided by the number employed in 2008 (i.e., percentage of the 2008 workforce).

Largest number needed: It is estimated that Illinois will need about 10,900 new teachers a year or about 43,500 first-time and re-entering teachers through 2012. The number needed through 2012 is about 230 teachers less per year than was forecast in the 2006 study. During the next four years, Illinois public schools will need almost 7,500 special education teachers and nearly 36,000 regular teachers. Through 2012, it is estimated that Illinois will also need over 3,400 administrators and 4,100 other educators. The categories needing the largest number of educators through 2012 are as follows:

Rank	Non-Instructional Staff	Number Needed
1	Elementary Principal/Asst.	1,088
2	Social Worker	1,084
3	Speech/Lang. Pathologist	902
4	Other Administrators	836
5	Guidance Counselor	636

Rank	Instructional Staff/Teachers	Number Needed
1	Self-Contained Elementary	13,346
2	Special Education	7,488
3	English Language Arts	4,586
4	Mathematics	2,877
5	Science	2,524
6	Social Science	2,046
7	Physical Education	1,927
8	Music	1,305
9	Bilingual	1,251
10	Foreign Lang.- Spanish	940

Greatest relative need: As mentioned, relative need speaks to capacity or how much of the current workforce is going to be needed over the next four years. The categories with the greatest relative need through 2012 are as follows:

Rank	Non-Instructional Staff	% of 2008 Workforce
1	Middle/Jr. High Principal/Asst.	41%
2	Director/Asst.	40%
3	Other Administrator	35%
4	Social Worker	35%

Rank	Instructional Staff/Teachers	% of 2008 Workforce
1	Other Subject/Program*	311%
2	Voc/Tech Misc.	51%
3	Alternative Education	48%
4	Health Occupations	45%
5	Foreign Lang.- Other	42%
6	Bilingual Education	42%
7	Foreign Lang.- Spanish	41%
8	Special Education	39%

*Adjusted for a new assignment (Resource/Consultant)

References

- Illinois State Board of Education. (2008). *Illinois Public School Enrollment Projections: 2008-09 – 2014-15*. Springfield, IL.
- Illinois State Board of Education. (2007). *Educator Supply and Demand*. Springfield, IL.
- Illinois State Board of Education. (2008). *Teacher Service Record*. Unpublished raw data. Springfield, IL.

Definition of Terms

SUPPLY

- Endorsements:** A credential on a certificate indicating the educator has met the minimum requirements for that assignment. These counts may be duplicates as one person can hold an unlimited number of certificates or endorsements.
- New Supply:** The number of newly certified individuals in a fiscal year (July 1 to June 30).
- Pipeline:** A source of future educator supply consisting of students enrolled in professional preparation programs in Illinois and current program completers who have not yet received certification.
- Program Completer:** In Illinois, a person who has met all the requirements of a state-approved teacher preparation program. Program requirements vary widely between certificates and between endorsement areas.

DEMAND

- Attrition:** An educator who was employed in an Illinois public school in the previous year but not in the current year.
- Educator:** For the purposes of this study, educators are personnel employed in Illinois public schools in one of the following four categories: administrators, teachers, school service personnel, or other certified staff.
- Eligible to Retire:** An educator who is at least 55 years old and has 20 or more years of experience.
- Full-Time:** An indicator of educator status defined by two TSR fields: Months Employed and Full-Time Equivalent (FTE). The definition for full-time status is {Months Employed > 8 and FTE > 99%}.
- First-Time:** A newly hired educator with one year or less of experience. This status is calculated from the TSR data field "total years of experience." The definition is {experience is less than or equal to one year}.
- Re-entry:** A newly hired educator who has more than one year of teaching experience but was not employed in an Illinois public school the prior year.
- Retention:** An educator who was employed in both the previous and current year. In order to reduce confusion, both part-time and full-time personnel are included in the calculation (e.g., a part-timer could be retained the next year as a full-timer).
- Unfilled Positions:** Number of budgeted positions (in full-time equivalent) reported unfilled as of December 1 by each Illinois public school district on the Unfilled Positions Survey.

Appendices

Appendix A: Retention and Attrition by Position

Appendix B: Number of Unfilled Positions in 2007-2008

Appendix C: Positions with the Most Severe Shortages

Appendix D: Projected Need for Educators [2009-2012]

Appendix A: Retention and Attrition by Position

Position	2007 FT	Left Education		Retained		Change From 07		
		N	%	In Same Position	In Different Position	2008 FT	N	%
Regional Superintendent	44	12	27%	31	1	40	-4	-9%
Asst. Regional Superintendent	37	2	5%	28	7	41	4	11%
District Superintendent	813	108	13%	688	17	802	-11	-1%
Administrative Assistant	89	7	8%	57	25	137	48	54%
Asst. District Superintendent	371	39	11%	290	42	375	4	1%
Business Manager	123	16	13%	90	17	124	1	1%
Elementary Principal	2,256	243	11%	1,849	164	2,266	10	0%
Asst. Elementary Principal	766	86	11%	556	124	860	94	12%
Middle/Jr. Hi Principal	584	31	5%	496	57	610	26	4%
Asst. Middle/Jr. Hi Principal	512	21	4%	373	118	518	6	1%
High School Principal	671	65	10%	520	86	669	-2	0%
Asst. High School Principal	731	55	8%	566	110	780	49	7%
Coordinator	778	76	10%	575	127	1,046	268	34%
Director	822	79	10%	645	98	875	53	6%
Assistant Director	129	7	5%	86	36	125	-4	-3%
Supervisory Dean	257	11	4%	168	78	235	-22	-9%
Student Dean	402	25	6%	292	85	460	58	14%
Chief School Business Officer	49	3	6%	39	7	70	21	43%
Special Education Director	225	24	11%	169	32	233	8	4%
Total Administrators	9,659	910	9%	7,518	1,231	10,266	607	6%
Special Education Teacher	20,102	1311	7%	17,748	1,043	19,834	-268	-1%
Elementary Teacher	52,434	3961	8%	46,569	1,904	54,015	1,581	3%
Middle/Jr. Hi School Teacher	23,516	1773	8%	20,282	1,461	23,220	-296	-1%
High School Teacher	33,016	2580	8%	29,622	814	34,409	1,393	4%
Total Teachers	129,068	9,625	7%	114,221	5,222	131,478	2,410	2%
Librarian/Media Specialist	2,019	191	9%	1,749	79	1,953	-66	-3%
Technology Specialist	247	18	7%	207	22	260	13	5%
Reading Specialist	1,002	110	11%	612	280	843	-159	-16%
Staff Supervisor	223	16	7%	147	60	248	25	11%
Program Supervisor	507	45	9%	385	77	532	25	5%
Total OCS	3,998	380	10%	3,100	518	3,836	-162	-4%
Guidance Counselor	2,947	278	9%	2,538	131	2,846	-101	-3%
Psychologist	1,622	96	6%	1,488	38	1,658	36	2%
Social Worker	2,970	159	5%	2,774	37	3,112	142	5%
Nurse	892	54	6%	831	7	914	22	2%
Occupational Therapist	0	--	--	--	--	1	1	--
Physical Therapist	0	--	--	--	--	1	1	--
Audiologist	1	--	--	1	0	1	0	0%
Interpreter	1	1	100%	0	0	2	1	100%
Speech/Lang. Pathologist	2,578	178	7%	2,376	24	2,690	112	4%
Total SSP*	11,011	766	7%	10,008	237	11,225	214	2%
State (FT)	153,736	11,681	8%	134,847	7,208	156,805	3,069	2%

Appendix B: Number of Unfilled Positions in 2007-08

Position	Downstate	Chicago	STATE
Business Manager	1.0		1.0
Principal - Elementary	2.0		2.0
Superintendent - Assistant District	2.0		2.0
Superintendent - Other	1.0		1.0
z-Other Administrator (not listed)	1.0		1.0
Alternative Education	2.0		2.0
Total Administrative	9.0	0.0	9.0
Art	2.0	14.0	16.0
At-Risk (Pre-K)	8.0	7.0	15.0
Bilingual Education	59.5	6.0	65.5
Computer Literacy/Technology	3.8	1.0	4.8
Elementary - Music (K-8)	5.2	11.0	16.2
Elementary - Physical Education (K-8)	12.8	36.0	48.8
Elementary - Standard Elementary Instructor	4.0	118.0	122.0
English - English	3.0	5.0	8.0
English - Language Arts	1.0		1.0
English - Reading	14.0	10	24.0
English as a Second Language	15.0	2	17.0
Foreign Language - Other	4.5	14	18.5
Foreign Language - Spanish	15.0	3	18.0
Gifted Education	2.7	1	3.7
Health Education	0.0	3	3.0
Learning/Resource Center	1.5		1.5
Math - Algebra	12.5		12.5
Math - Basic/General	2.0	17.0	19.0
Math - Geometry	3.0		3.0
Math - Other	6.0		6.0
Music - Instrumental	3.0	3.0	6.0
Music - Vocal	3.7	12.0	15.7
Physical Education (9-12)	2.0	10.0	12.0
Science - Biology	2.8	3.0	5.8
Science - Chemistry	1.5	4.0	5.5
Science - General	3.0	1.0	4.0
Science - Other	1.5		1.5
Science - Physics	0.3		0.3
Social Science	0.0	6.0	6.0
Special Ed - Cross Categorical	62.6	103.0	165.6
Special Ed - Early Childhood	16.3	1.0	17.3
Special Ed - Emotionally Disturbed (BD/SED)	28.0	8.0	36.0
Special Ed - Hearing Impairment	8.0	1.0	9.0
Special Ed - LBS I	73.9	17.0	90.9
Special Ed - LBS II	1.0	7.0	8.0
Special Ed - Other/General	18.0	13.0	31.0
Special Ed - Specific Learning Disability (LD)	15.0	60.0	75.0
Special Ed - Speech & Lang. Teacher	40.5		40.5
Special Ed - Visual Impairment	3.0		3.0
Title I - Remedial Reading	9.5		9.5
Voc Tech - Agriculture	1.5		1.5
Voc Tech - Business, Marketing, Management	4.0	3.0	7.0
Voc Tech - Family & Consumer Sciences	6.1		6.1
Voc Tech - Health Occupations	2.5		2.5
Voc Tech - Industrial Occupations	6.2	1.0	7.2
Voc Tech - Misc.	1.0	3.0	4.0
z-Other Subject or Program Area Not Listed	8.0		8.0
Total Instructional	498.4	504.0	1,002.4
Coordinator	3.0		3.0
Librarian/Media Specialist	15.5	31.0	46.5
Reading Specialist	9.5	22.0	31.5
Supervisor (Program or Staff)	1.0		1.0
Technology Specialist	1.0		1.0
z- Other Certificated Staff (not listed)	6.0		6.0
Total OCS	36.0	53.0	89.0
Guidance Counselor	1.0	11.0	12.0
Nurse	10.8	2.0	12.8
Psychologist	27.9		27.9
Social Worker	6.0		6.0
Speech/Lang. Pathologist (non-teaching)	126.0		126.0
z- Other Professional Staff (not listed)	44.7		44.7
Total SSP	216.4	13.0	229.4
TOTAL FTE	759.8	570.0	1,329.8

Appendix C: Positions with the Most Severe Shortages

Position	Severity Index	Districts Reporting Shortage		Districts Reporting Adequate Supply		Districts Reporting Overage		Total Ratings	Number Reporting "N/A"
		N	%	N	%	N	%		
1 Special Ed - Speech & Lang. Teacher	-533	338	39%	60	7%	11	1%	863	454
2 Speech/Lang. Pathologist (non-teaching)	-490	301	35%	58	7%	11	1%	862	492
3 Special Ed - Cross Categorical	-418	320	37%	150	17%	20	2%	862	372
4 Foreign Language - Spanish	-394	284	33%	112	13%	13	2%	862	453
5 Bilingual Education	-388	249	29%	36	4%	7	1%	862	570
6 Special Ed - LBS I	-385	301	35%	147	17%	22	3%	862	392
7 Special Ed - Emotionally Disturbed (BD/SED)	-374	270	31%	100	12%	14	2%	862	478
8 Librarian/Media Specialist	-358	244	28%	105	12%	13	2%	862	500
9 Special Ed - Specific Learning Disability (LD)	-352	274	32%	152	18%	19	2%	862	417
10 Mathematics	-347	292	34%	197	23%	33	4%	862	340
11 Science - Physics	-326	218	25%	54	6%	12	1%	862	578
12 Special Ed - Bilingual	-313	196	23%	38	4%	5	1%	862	623
13 Special Ed - Early Childhood	-312	241	28%	130	15%	19	2%	862	472
14 Science - Chemistry	-309	222	26%	68	8%	12	1%	862	560
15 Psychologist	-308	224	26%	104	12%	11	1%	862	523
16 Special Ed - Other/General	-286	227	26%	132	15%	16	2%	862	487
17 Special Ed - LBS II	-284	219	25%	112	13%	16	2%	862	515
18 Special Ed - Hearing Impairment	-264	180	21%	54	6%	7	1%	862	621
19 Nurse	-258	203	24%	120	14%	14	2%	862	525
20 Voc Tech - Industrial Occupations	-246	165	19%	57	7%	9	1%	862	631
21 Science - Other	-230	209	24%	154	18%	27	3%	862	472
22 Special Ed - Visual Impairment	-224	154	18%	40	5%	6	1%	862	662
23 Foreign Language - Other	-210	151	18%	92	11%	5	1%	862	614
24 Music	-210	214	25%	216	25%	39	5%	862	393
25 Computer Literacy/Technology	-189	163	19%	149	17%	16	2%	862	534
26 Guidance Counselor	-163	149	17%	142	16%	23	3%	862	548
27 Voc Tech - Family & Consumer Sciences	-159	127	15%	93	11%	10	1%	862	632
28 Voc Tech - Agriculture	-121	97	11%	71	8%	4	0%	862	690
29 English - Reading	-114	173	20%	226	26%	74	9%	862	389
30 Social Worker	-106	135	16%	190	22%	43	5%	862	494
31 Business Manager	-86	81	9%	96	11%	5	1%	862	680
32 Art	-80	104	12%	203	24%	35	4%	862	520
33 Gifted Education	-78	78	9%	102	12%	12	1%	862	670
34 Voc Tech - Health Occupations	-76	63	7%	67	8%	9	1%	862	723
35 Voc Tech - Business, Marketing, Management	-67	69	8%	125	15%	13	2%	862	655
36 Principal - High School	-50	74	9%	143	17%	24	3%	862	621
37 Principal - Jr. High	-25	63	7%	194	23%	36	4%	862	569
38 Health Education	-15	69	8%	186	22%	48	6%	862	559
39 Principal - Elementary	2	51	6%	268	31%	48	6%	862	495
40 Physical Education	156	77	9%	219	25%	175	20%	862	391
41 English - Language Arts	163	74	9%	280	32%	185	21%	862	323
42 Social Science	330	25	3%	157	18%	237	27%	862	443
43 Elementary - Standard Elementary Instructor	579	12	1%	174	20%	394	46%	862	282

*Severity Index = Sum of the District Ratings for Each Position

Appendix D: Projected Need for Educators [2009-2012]

Non-Instructional Staff	Average New Hires	Needed Through 2012	%-of 2008 FT Staff
Administrative*			
District Supt./Asst.	34	134	11%
Elem. Princ./Asst.	272	1,088	35%
Middle/Jr. High Princ./Asst.	115	460	41%
H.S. Princ./Asst.	125	501	35%
Director/Asst.	100	401	40%
Other Administrator	209	836	35%
Other Educators			
Library/Media Specialist	102	389	20%
Technology Specialist	14	41	16%
Reading Specialist	34	211	25%
Staff Supervisor	7	15	6%
Program Supervisor	19	78	15%
Guidance Counselor	201	636	22%
Psychologist	156	516	31%
Social Worker	299	1,084	35%
Nurse	64	246	27%
Speech/Lang. Pathologist	278	902	34%
Total		7,540	30%

Instructional Staff**

Alternative Education	56	224	48%
Art	203	813	29%
Bilingual Education	313	1,251	42%
Computer Programming/Lit.	79	314	28%
Consumer Education	22	88	37%
Curriculum Specialist	37	119	22%
Driver Education	17	70	12%
Early Childhood	185	738	26%
English as a Second Language	103	412	32%
English Language Arts	1,146	4,586	29%
Foreign Lang.- Other	80	321	42%
Foreign Lang.- Spanish	235	940	41%
Health Education	46	183	27%
Mathematics	719	2,877	32%
Music	326	1,305	33%
Other Subject/Program	26	103	311%
Physical Education	482	1,927	27%
Science	631	2,524	32%
Self-Contained Elementary	3,336	13,346	39%
Social Science	511	2,046	30%
Special Education	1,872	7,488	39%
Title 1 Math/Reading	135	541	38%
Vocational/Technical			
Agriculture	32	130	39%
Business, Mkt., Mgt.	97	388	34%
Family/Consumer Sciences	89	356	31%
Health Occupations	8	33	45%
Industrial	105	418	31%
Voc/Tech Misc.	36	144	51%
Total		43,678	35%

* Includes Teachers that changed to administrative positions.

**Teacher data is not available for 2004.