



Teach Illinois

Strong Teachers, Strong Classrooms

Policy Solutions to Alleviate Teacher Shortages In Illinois

ISBE Board Meeting, September 11, 2018

Springfield, Illinois



Agenda

- **Overview**
- **Policy Recommendations Discussions**
 - **Pipeline**
 - **Preparation**
 - **Licensure**
 - **Recruitment & Retention**
- **Moving Forward**



ISBE: Vision, Mission and Goals

VISION

- Illinois is a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure.

MISSION

- Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.



ISBE: Vision, Mission and Goals

GOALS

Every child in each public school system in the State of Illinois deserves to attend a system wherein...

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.



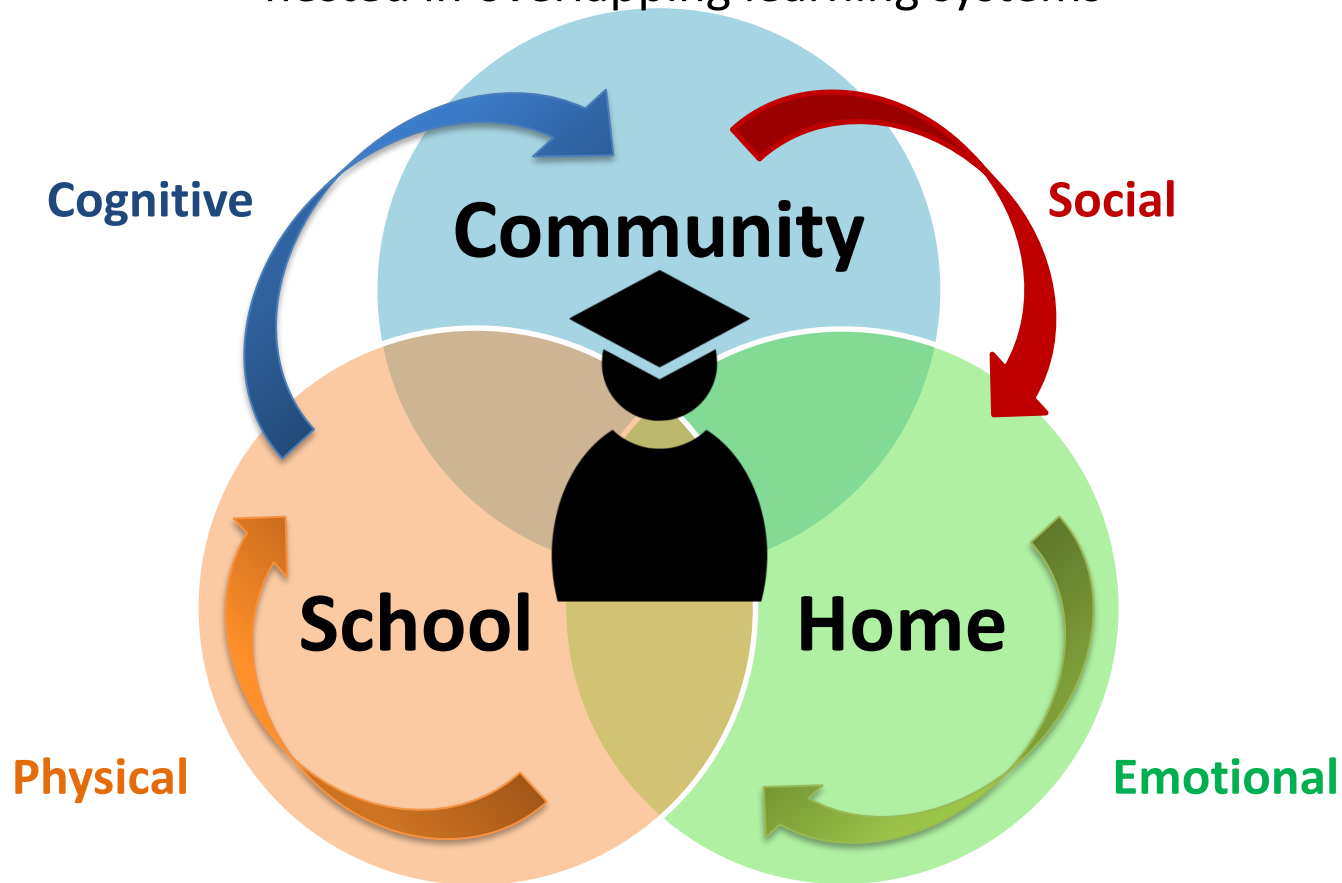
Core Values

- Whole Child – holistic and strength based
- Whole School – comprehensive and systemic
- Whole Community – engagement partners and resources
- Equity - greatest support for greatest need



The Whole Child

A child within an ecology of multiple and interconnected parts
nested in overlapping learning systems





Teach Illinois

- Initiated as a response to concerns from the field citing challenges in recruiting and hiring teachers
 - + Desire for a holistic set of policy recommendations that prioritize teacher diversity and address the state's teacher shortage, touching on all aspects of a teacher's career
- Began with a "*year of study*"
 - + ISBE officials conducted over 40 focus groups and heard from more than 400 parents, teachers, students, principals, superintendents, college of education deans and other partners
 - + Teach Illinois team triangulated focus group findings with national and state research
- Developed seven policy recommendations
 - + Recommendations address the Illinois' teacher shortage as a whole but also provide opportunities for targeted approaches to address challenges faced by regions and subject areas that are most affected



Definitions Guiding Teach Illinois Focus Groups and Research

Pipeline

- Focused on the activities and outcomes that occur before an individual decides to pursue a career in teaching

Preparation

- Focused on the education and training an individual pursues and experiences on their road to becoming a teacher

Licensure

- Focused on requirements in Illinois for an individual to be certified as a teacher

Recruiting and Retention

- Focused on the processes of securing employment as a teacher and continuing to grow and develop in the profession



Acknowledgements

- The Teach Illinois team would like to recognize the Joyce Foundation for their collaboration and generous support of this project
- The project was aided by Education First Consulting and Revolution Impact, who provided facilitation support as well as technical and content expertise



Teach Illinois: Recommendations

Overarching-Full Funding

ISBE will work with partners across Illinois to:

- I. Coordinate a statewide campaign to elevate the teaching profession and inspire young people, especially those of color, to join the profession.
- II. Incentivize and create opportunities for P12 and postsecondary institutions to work together to create streamlined pathways into the teaching profession.
- III. Support partnerships between school districts and teacher preparation programs in order to closely align teacher supply and demand.
- IV. Develop innovative, results-based approaches to educator preparation.
- V. Develop and adopt a research-based bar for licensure that leads to a highly effective and diverse workforce.
- VI. Promote teacher leadership and career pathways with differentiated responsibilities and appropriate incentives.
- VII. Develop robust teacher mentorship and induction programs.



Teacher Pipeline

- ***Recommendation I:*** Coordinate a statewide campaign to elevate the teaching profession and inspire young people, especially those of color, to join the profession.

- ***Recommendation II:*** Incentivize and create opportunities for P12 and postsecondary institutions to work together to create streamlined pathways into the teaching profession.

Discussion Questions

1. What resonates or excites you about these recommendations?
2. What questions do you still have?
3. Do you have advice or suggestions?



Teacher Preparation

- ***Recommendation III:*** Support partnerships between school districts and teacher preparation programs.
- ***Recommendation IV:*** Develop results-based approaches to educator preparation.

Discussion Questions

1. What resonates or excites you about these recommendations?
2. What questions do you still have?
3. Do you have advice or suggestions?



Teacher Licensure

- ***Recommendation V: Develop a research-based bar for licensure that leads to a highly effective and diverse workforce.***

Discussion Questions

1. What resonates or excites you about these recommendations?
2. What questions do you still have?
3. Do you have advice or suggestions?



Teacher Recruitment and Retention

- ***Recommendation VI:*** Promote teacher leadership and career pathways with differentiated responsibilities and appropriate incentives.
- ***Recommendation VII:*** Develop robust teacher mentorship and induction programs.

Discussion Questions

1. What resonates or excites you about these recommendations?
2. What questions do you still have?
3. Do you have advice or suggestions?



Moving Forward

- Public Engagement
 - Webpage
 - TeachIllinois@isbe.net
 - Concludes October 2nd
- October Board meeting
 - Feedback Summary
 - Proposed Action Timelines



Appendix



Coordinate a statewide campaign to elevate the teaching profession and inspire young people, especially those of color, to join the profession.

Pipeline

Preparation

Licensure

Recruitment & Retention

ISBE will work with partners to:

1. **Elevate the teaching profession** by acknowledging the impact teachers have and celebrating successes of classroom practitioners.
2. **Coordinate stakeholders** by creating a coalition or council focused on promoting the profession.
3. **Elevate hard to staff teaching positions** by strategically advertising for them.
4. **Promote the benefits of teaching to groups under-represented in the profession** (community outreach strategies), such as young men and young people from minority cultural backgrounds, by presenting teacher role models from these backgrounds, correcting misconceptions responsible for negative views of teaching and disseminating information about teaching.
5. **Support districts** by providing guidance on how they can use social media to celebrate teachers in the region and inspire others to join the profession.
6. **Involve diverse communities** by encouraging grassroots, community-led organizations to participate in—and shape—the campaign.



Incentivize and create opportunities for P12 and postsecondary institutions to work together to **create streamlined pathways** into the teaching profession.

Pipeline

Preparation

Licensure

Recruitment & Retention

ISBE will work with partners across the state to:

1. **Incentivize pathways with small grants** to fund P12 and higher education to work together to create clear, smooth pathways into teaching.
2. **Create a community of practice**, similar to the 60 x 2025 Network, to help develop and spread best practices in teaching pathways.
3. **Identify common postsecondary teacher preparation foundational courses** and facilitate additional dual-credit



Support partnerships between school districts and teacher preparation programs in order to closely align teacher supply and demand.

Pipeline

Preparation

Licensure

Recruitment
& Retention

ISBE will work with partners across the state to:

1. **Seek and provide funding** for a competitive grant program focused on data sharing and preparation alignment to workforce needs to districts and preparation programs pursuing partnerships.
2. **Facilitate data sharing** by developing or enhancing a data system that teacher preparation programs and districts can use to easily access, share, and align teacher supply and demand data.
3. **Serve as a hub of resources** by sharing reports, best practices and promoting lessons learned from current partnerships, including sharing lessons learned from the Continuous Improvement Communities of Practice.
4. **Support teacher preparation institutions** in developing approaches for the recruitment of diverse candidates to tightly align with what districts are seeking.



Develop innovative, **results-based approaches** to educator preparation.

Pipeline

Preparation

Licensure

Recruitment
& Retention

ISBE will work with partners across the state to:

1. **Study innovative approaches to educator preparation** and evaluate effectiveness.
2. **Review current statutes and rules** to support opportunities for expanded pathways approved as a statewide preparation route.
3. **Develop a process for** educator preparation programs to earn formal approval by providing data that demonstrate positive P12 outcomes. This process would align to outcome indicators and measures suggested by the Partnership for Educator Preparation (PEP).
4. **Support collaboration** by encouraging educator preparation programs (EPPs) and local education agencies (LEAs) to co-design, develop and implement preparation routes that support the workforce needs of their communities



Develop and **adopt a research-based bar for licensure** that leads to a highly effective and diverse workforce.

Pipeline

Preparation

Licensure

Recruitment
& Retention

ISBE will work with partners across the state to:

1. **Authorize a study** on teacher licensure requirements to inform future policy recommendations.
2. **Evaluate approaches to the basic skills assessment** with a goal of maintaining a high standard for licensure while increasing flexibility and responsiveness to the field.
3. **Revise policy** by increasing flexibility to meet qualifications for endorsement areas. This may include allowing bilingual educators additional ways to receive foreign language or bilingual endorsements while ensuring expertise and fluency.



Promote teacher leadership and career pathways with differentiated responsibilities and appropriate incentives.

ISBE will work with partners across the state to:

1. **Promote innovative approaches to teacher leadership**, including providing support for the teacher leadership pilot program and sharing findings with districts statewide.
2. **Expand current teacher leadership opportunities** by allowing entities outside of higher education (including districts) to offer leadership endorsements through the demonstration of competencies.
3. **Encourage districts to consider incentives** and other types of recognition for teachers in leadership roles.
4. **Develop statewide consortiums** of districts, regional offices of education and educator preparation programs to articulate and support career pathways aligned to leadership options including state licensure, the Illinois teacher leadership endorsement and nationally recognized teacher certificate.
5. **Advocate for adequate funding** for all districts.

Pipeline

Preparation

Licensure

Recruitment
& Retention



Develop robust **teacher mentorship and induction** programs.

Pipeline

Preparation

Licensure

Recruitment
& Retention

ISBE will work with partners to:

1. **Provide research-based guidelines** for how and why schools and districts should implement new teacher induction and mentorship programs, ensuring the guidelines are not a one-size fits all approach.
2. **Identify, document and share** effective new teacher induction and mentorship models and practices. This may include convening peer-learning networks across districts and regions.
3. **Encourage districts to use Federal Title Program funds** to support new teacher induction and mentorship programs.
4. **Advocate for adequate funding** to ensure all districts have the resources needed to implement a new teacher induction and mentorship program.