

# SCHOOLS: Teachers and School Leaders

**S**tudent success can be attributed to various factors, many of which do not even occur within the school walls. However, teachers and school leaders play an important role in students' lives, making teacher and principal quality essential to a strong education.

The demographics of Illinois' teacher population are dramatically different from the racial and ethnic composition of the state's public school student body. For instance, in 2008, 5 percent of teachers statewide were Latino, compared to nearly 20 percent of students. The under-representation of teachers of color could negatively impact minority students because schools lack mentors and role models with whom students can relate.

While Illinois has many talented teachers, in 2005, the Illinois Education Research Council at Southern Illinois University found that these capable educators are distributed unevenly throughout the state. Minority and low-income students tend to have lower-quality teachers than White and middle- and upper-income students. Additionally, Chicago's public schools have low average quality compared to schools in the rest of the state.

Teacher quality is difficult to measure, but academic background has been shown to be one predictor. Illinois teachers come from a broad range of educational backgrounds. Fifty-three percent of the state's public school teachers hold a master's degree or above, while the remaining 47 percent hold a bachelor's degree.

Teachers in Illinois are required to be certified, and our teachers hold a wide variety of certification types, such as early childhood, elementary and secondary. The total number of new instructional certifications rose by nearly 46 percent from 2003 to 2007, with the

biggest increase in Special Teaching certificates, which grew 183 percent. (Special Teaching certificates are required for Learning Behavior Specialists and music, reading and physical education teachers.)

National Board certification, considered prestigious among educators and researchers, has grown over time. In FY2008, National Board Certified Teachers comprised only 2 percent of the total Illinois public school teacher population; however, the nearly 2,500 teachers with National Board certification represented a 336 percent increase over five years.

Even as the number of certifications grows, Illinois faces a persistent shortage of public school teachers in math, science and bilingual education/



English as a Second Language. Additionally, the state has experienced a drop in administrators. In particular, the city of Chicago lost nearly 40 percent of its administrators in just one year (between 2006 and 2007).

A school's ability to attract and retain talented teachers often depends upon its ability to offer a competitive salary. In 2008, Chicago teacher and administrator salaries continue to outpace those in other locations throughout Illinois. Furthermore, Chicago teacher and administrator salaries have increased at a greater rate than those in Illinois as a whole. Teacher salaries at Chicago Public Schools (CPS) have increased by 22 percent since 2005, while the salaries of public school teachers statewide have increased only

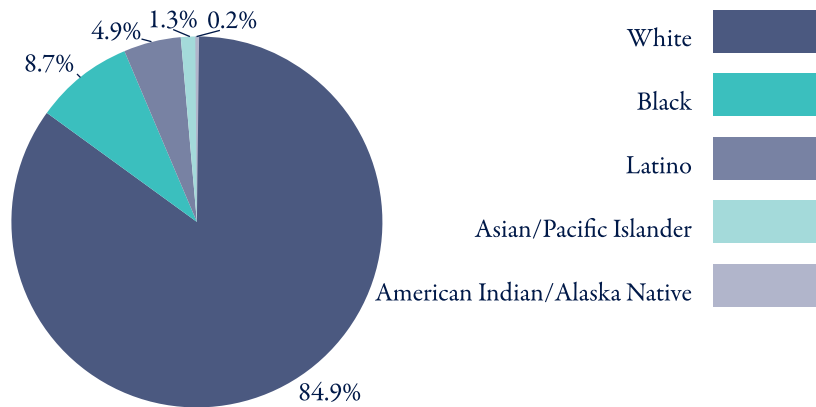
9 percent. Similarly, CPS administrator salaries have risen more than 15 percent over the same time period, as Illinois administrator salaries have grown only 8 percent.

Effective teaching begins with teacher preparation. Recent studies show that professional development and a supportive, professional environment are critical to maintaining teacher efficacy. Research also indicates that strong school leadership also positively impacts student achievement. Developing policies and incentives that offer support and learning opportunities for our schools' educators and leaders would help students reach high standards.



# Teachers and School Leaders

**Illinois Public School Teachers by Race/Ethnicity, 2008**



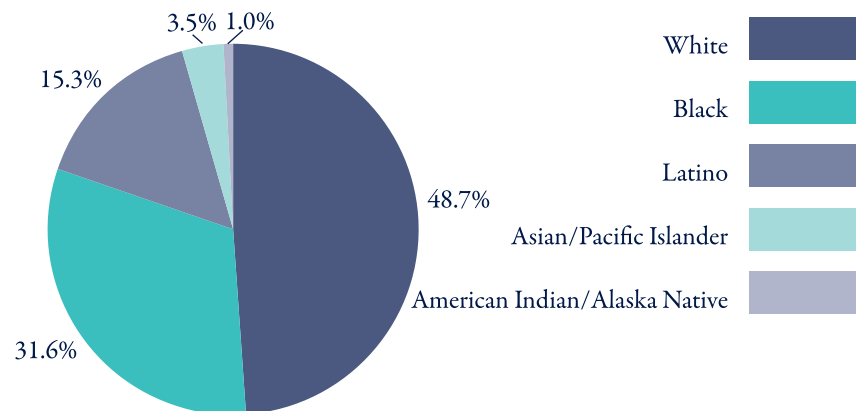
Source: Illinois State Board of Education

**Public School Teachers by Gender, Illinois and Chicago, 2008**

	Total	Male	Female
Illinois	131,488	22.9%	77.1%
Chicago	22,665	22.5%	77.5%

Source: Illinois State Board of Education

**Chicago Public School Teachers by Race/Ethnicity, 2008**



Source: Illinois State Board of Education

## Teacher Experience, Illinois and Chicago, 2008

	Average Years Teaching	Percentage with Bachelor's Degrees	Percentage with Master's or Above	Percentage with Emergency/Provisional Credentials	Percentage of Classes Not Taught by Highly Qualified Teachers
<b>Illinois</b>					
All schools	12.4	46.7%	53.2%	0.7%	0.7%
High-poverty schools	11.9	49.3%	50.6%	1.2%	2.0%
Low-poverty schools	12.0	38.7%	61.2%	0.3%	0.2%
<b>Chicago</b>					
All schools	12.3	44.8%	55.2%	0.9%	1.5%
High-poverty schools	12.1	46.4%	53.6%	0.9%	1.6%
Low-poverty schools	10.8	45.3%	54.7%	0.5%	0.0%

Source: Illinois State Board of Education

## Provisional Teaching Certificates Issued in Illinois, 2007

Type	Converted to Regular	Still Pending	Expired	Total
<b>Total</b>	2,251	409	3	2,663
Early childhood	152	23	1	176
Elementary	943	131	0	1,074
High school	666	155	2	823
Special teaching	490	100	0	590

Source: Illinois State Board of Education

## New Teaching Certificates Issued in Illinois

Type	2003	2004	2005	2006	2007	% Change
<b>Total Instructional</b>	15,308	17,078	19,411	20,945	22,319	45.8%
Elementary	7,634	8,333	9,373	9,858	10,174	33.3%
Early Childhood	766	887	1,042	1,096	1,280	67.1%
Secondary	5,622	6,218	6,729	7,028	7,223	28.5%
Special Teaching	1,286	1,640	2,267	2,963	3,642	183.2%
<b>Total Service Personnel</b>	1,007	1,228	1,264	1,251	1,379	36.9%
School Service Personnel (SSP)	967	1,185	1,204	1,227	1,359	40.5%
Provisional SSP	40	43	60	24	20	-50.0%
<b>Total Administrative</b>	1,762	2,257	2,312	2,402	2,658	50.9%
Administrative	1,745	2,236	2,280	2,382	2,642	51.4%
Provisional Administrative	17	21	32	20	16	-5.9%
<b>Substitute</b>	17,540	14,582	12,630	12,463	12,355	-29.6%
<b>Total Certificates</b>	35,617	35,145	35,617	37,061	38,711	8.7%

Source: Illinois State Board of Education

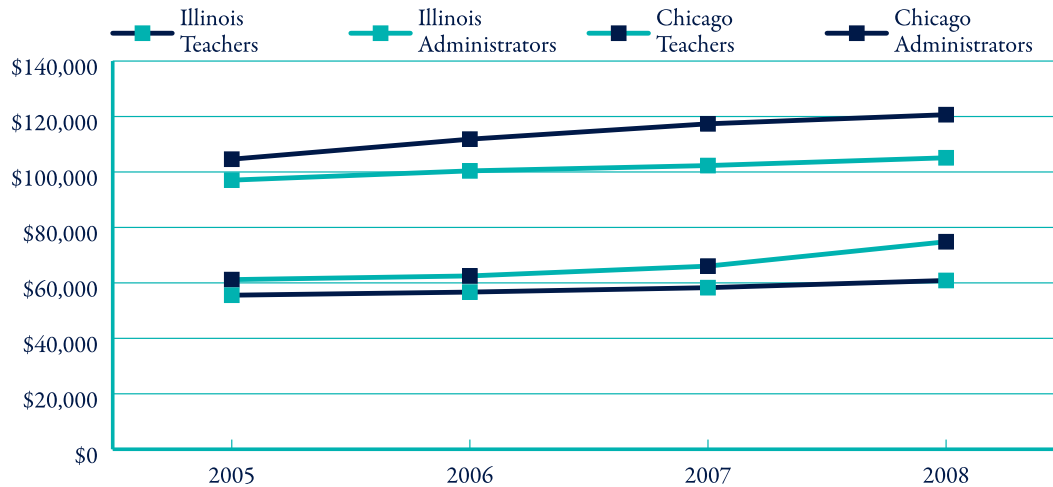
## Illinois Teachers Who are National Board Certified

	FY2003	FY2004	FY2005	FY2006	FY2007	FY2008	% Change
<b>Total teachers</b>	129,068	125,702	128,079	127,010	127,010	131,488	1.9%
<b>Total NBCTs</b>	572	827	1,238	1,573	1,986	2,492	335.7%
<b>NBCTs as percentage of Illinois teachers</b>	0.4%	0.7%	1.0%	1.2%	1.6%	1.9%	—

Source: National Board Resource Center at Illinois State University

# Teachers and School Leaders

## Average Teacher and Administrator Salary, Illinois and Chicago



Source: Illinois State Board of Education

## Illinois Educator Workforce Growth Rate, 2007

	State			Chicago		Downstate	
	2007	Change from 2006	% Change	2007	% Change from 2006	2007	% Change from 2006
<b>Total</b>	153,736	1,714	1.1%	NA	NA	NA	NA
<b>Administrators</b>	8,881	-454	-4.9%	1,016	-39.4%	7,865	2.7%
<b>Teachers</b>	129,068	1,938	1.5%	22,202	0.2%	106,866	1.8%
<b>Other Certified Staff</b>	4,776	-380	-7.4%	NA	NA	NA	NA
<b>School Service Personnel</b>	11,011	610	5.9%	NA	NA	NA	NA

Source: Illinois State Board of Education

## Illinois Teacher Shortage Areas

	2005-2006	2006-2007	2007-2008
<b>Regular Education</b>			
Bilingual Education/ESL*	X	X	X
Foreign Language-Spanish		X	
Math	X	X	X
Music	X		
Physical Education	X	X	
Reading & English Language Arts		X	X
Science	X	X	X
Standard Elementary Teacher		Chicago SD 299 only	Chicago SD 299 only
<b>Special Education</b>			
Behavioral/Emotional/Social Disorder	X	X	X
Cross-Categorical	X	X	X
Other/General	X	X	
Educable Mentally Handicapped			X
Learning Disabled	X	X	X
Mental Retardation		X	
Speech & Language Impaired	X	X	X

\*This category is a combination of Bilingual Education and English as a Second Language

Source: U.S. Department of Education

# How Teacher Quality Contributes to Student Achievement

By Bradford R. White and Kathleen Sullivan Brown

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Teachers' academic backgrounds are one of the few attributes that research consistently indicates are related to student achievement gains, particularly in the absence of value-added data on teachers' past performance. For that reason, we at the Illinois Education Research Council have constructed an Index of Teacher Academic Capital (ITAC), which measures the collective intellectual assets that are available to the students in each school via their teachers. We have been tracking the ITAC for all public schools in Illinois for more than five years, and here are a few lessons we have learned:

- Teachers' academic backgrounds differ substantially among schools, even for schools in the same district. In fact, within-district differences are even larger than differences between districts or across different geographic regions of the state.
- There is a considerable gap between the academic backgrounds of teachers' in Illinois' highest poverty, highest minority and lowest achieving schools and those of teachers in the rest of the state's schools.

- The ITAC gap between the most advantaged and disadvantaged schools narrowed by more than 20 percent between 2001 and 2006, driven primarily by hiring new, inexperienced teachers with stronger academic backgrounds, especially in Chicago.
- Teachers' academic backgrounds are closely linked with student outcomes, and schools that improve the academic backgrounds of their teachers tend to produce greater gains in student achievement.

Our work on the distribution and impact of teachers' academic qualifications points to several key strategies for developing and strengthening teacher quality. First, district and school leaders should strongly consider teachers' academic backgrounds in recruitment and selection, especially with regard to their most disadvantaged schools. While this seems straightforward, existing research shows that prospective teachers with strong academic characteristics typically do not receive any advantage in the education labor

market. And remember that hiring is only a first step—districts must provide strong professional climates if they hope to retain these talented teachers in the classroom.

Next, district policies should be designed so that all students have access to teachers with strong academic backgrounds. Budget allocations, as well as teacher hiring and transfer rules, should be examined to ensure that disadvantaged schools are given a leg up in building the cadre of talented teachers that are required to meet the special needs of struggling students. This may include providing incentives for especially talented teachers to work in a district's most needy schools or improving working conditions in such schools to make them more attractive to the most skilled teachers.

Finally, individuals with strong academic qualifications but little teaching experience are worth looking at carefully. Obviously, new hires will need a mentoring and induction period, and we do not recommend that schools be completely staffed with brand new teachers. However, our research shows that re-

cent cohorts of new teachers in some locales are bringing with them stronger academic characteristics and the benefits of these backgrounds can help to offset the difficulties associated with lack of experience.

The ultimate goal of this work is for every teacher to be an individual that a good school would want to hire and retain, and that a parent would want in their child's classroom, while every school should be a place where talented teachers would want to teach.

*The Illinois Education Research Council was established in 2000 at Southern Illinois University to provide Illinois with education research to support policymaking and program development. The IERC undertakes independent research and policy analysis to inform and strengthen Illinois' commitment to providing a seamless system of educational opportunities for its citizens. IERC teacher quality studies and other research reports are available at <http://ierc.siu.edu>.*