

State Policies on Human Capital Resource Management

Illinois



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Coby Meyers, Ph.D.

Monica Bhatt

Sara Wraight, J.D.

Ellen Behrstock, Ph.D.

Ellen Cushing



REL Midwest at Learning Point Associates

1120 East Diehl Road, Suite 200

Naperville, IL 60563-1486

866-730-6735

<http://edlabs.ed.gov/RELmidwest/>

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Why This Brief?

Training, recruiting, developing, and supporting talented and effective educators throughout their careers is known as human capital resource management (HCRM) in education. HCRM has been identified in recent literature as one of the ways in which districts and states may increase school effectiveness¹ and improve student learning (Heneman & Milanowski, 2004; Odden & Kelly, 2008; Wurtzel & Curtis, 2008). Often, however, HCRM policies are designed piecemeal, lacking alignment and cohesion (Odden & Kelly, 2008). This brief is part of a series that describes state-level policies in four key HCRM areas—preparation and licensure, recruitment, induction and professional development, and compensation and working conditions. Each brief in the series examines state-level HCRM policies in one of the seven states served by the Regional Educational Laboratory (REL) Midwest: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, or Wisconsin.

The impetus for this project emerged from a request by five of the seven REL Midwest chief state school officers (CSSOs). The CSSOs attended a regional meeting on HCRM in education during which they were presented with several frameworks taken from the HCRM literature describing ways in which states support educators. From these frameworks, the CSSOs identified the four focus areas mentioned above, each of which was deemed an area of high importance in their respective states. The CSSOs then requested that REL Midwest catalogue state-level policies in each of the areas. The two REL Midwest CSSOs absent from the regional meeting also requested a statewide report of HCRM policies.

The request for this descriptive snapshot stemmed from a need for state education agencies to understand policies for educators that are being implemented at the state level. Because HCRM policies often are created by multiple actors who may not always be working in tandem, the CSSOs expressed a consensus that establishing a baseline understanding of existing statewide policies is vital to informing future policy development. Although this brief describes state-level policies in Illinois specifically, policymakers in other state and local education agencies may benefit from learning what policies can be offered at the state level for HCRM and the channels through which states have implemented them.

¹ Although there is a growing literature on HCRM, the impact of these policies on school effectiveness has not been subjected to rigorous study.

Research Question and Approach

The study aimed to answer the following research question:

What are current state policies in Illinois in the human capital resource management areas of preparation and licensure, recruitment, induction and professional development, and compensation and working conditions?

To answer this question, researchers conducted a scan of publicly available information related to the four HCRM areas in Illinois. Publicly available information as it related to the HCRM areas in Illinois was found by reviewing a variety of sources, including legislation, administrative rules and code, and other formally adopted policies; state union contracts; relevant state or national standards for educators; peer-reviewed journal articles; state agency and organizational reports; and descriptions of and information about programs or initiatives that relate to HCRM topic areas.

To limit the scope of the study, only information relating to K–12 educators (that is, teachers, principals, and school leaders) was considered. In addition, policies were included only if they were supported by any personnel or monetary funds from a state-level board or agency at some stage of policy development.

The information collected was then codified by HCRM area and information type. Researchers defined policies as comprising three broad groups: (1) programs and initiatives, (2) legislation, and (3) statutes, administrative code, and other formally adopted policies. Programs and initiatives are defined as planned sequences of activities designed to achieve specific goals and involving some combination of personnel, money, time, and materials. Legislation is defined as legislation passed by the General Assembly and signed into law by the governor in Illinois. The third category is defined as state statutes, administrative code, and other policies formally adopted by state agencies or governing boards.

The HCRM areas were defined as the four areas of the research question: preparation and licensure, recruitment, induction and professional development, and compensation and working conditions. For convenience, the definitions used to categorize policies in these four areas are provided in each HCRM section. A more detailed description of the methodology and definitions used to code data are in the Appendix.

Scope of HCRM Policies

Many of the policies in Iowa that relate to HCRM address more than one HCRM component. Tables 1–3 show the distribution of these programs and initiatives, legislation, statutes, administrative code, and other formally adopted policies among HCRM components. The policies are described in more detail in the sections that follow.

Table 1. Programs and Initiatives as They Relate to HCRM Areas

Program or Initiative	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Alternative Certification Programs	✓	✓		
Illinois Bilingual Transition to Teaching	✓	✓	✓	
Comprehensive Strategic Plan for Elementary and Secondary Education	✓			
Grow Your Own Teacher Education Initiative	✓	✓		
Illinois Professional School Leader Standards	✓			
Illinois Professional Teaching Standards	✓		✓	
Master Principal Program	✓		✓	
Minority Teachers of Illinois Scholarship Program		✓		✓
Illinois Special Education Teacher Tuition Waiver Program		✓		✓
Teach Illinois Scholarship Program		✓		✓
Illinois Future Teacher Corps		✓		✓
Illinois Teacher Exchange Visitor Program		✓		
Illinois Education Job Bank		✓		
Illinois New Teacher Collaborative		✓	✓	
Illinois Virtual School			✓	
Teacher Induction Pilot Program			✓	
Illinois State Board of Education Induction and Mentoring Program			✓	

Program or Initiative	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Illinois Mentoring Program for New Principals			✓	
Illinois Distinguished Principal Leadership Institute			✓	
Employee Assisted Housing Program				✓

Table 2. Legislation as It Relates to HCRM Areas

Legislation	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Public Act 87-997, 87th Illinois General Assembly (1991-1992)		✓		✓
Public Act 093-0355, 93rd Illinois General Assembly (2003-2004)			✓	
Public Act 093-0679, 93rd Illinois General Assembly (2003-2004)			✓	
Public Act 095-0476, 95th Illinois General Assembly (2008-2009)	✓	✓		
Public Act 096-0144, 96th Illinois General Assembly (2009-2010)	✓	✓		

Table 3. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to HCRM Areas

Statute, Administrative Code, or Other Formally Adopted Policy	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Illinois Administrative Code Title 23, Part 24	✓		✓	
Illinois Administrative Code Title 23, Part 25	✓			
Illinois Administrative Code Title 23, Part 25, Section 25.442	✓	✓		
Illinois Administrative Code Title 23, Section 21-7.10			✓	
Illinois Administrative Code Title 23, Section 25.315			✓	

Statute, Administrative Code, or Other Formally Adopted Policy	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Illinois Administrative Code Title 23, Section 29.100	✓			
Illinois Administrative Code Title 23, Section 35.30			✓	
Illinois Administrative Code Title 23, Section 35.40			✓	
Illinois Administrative Code Title 23, Section 65			✓	
Illinois Administrative Code Title 23, Section 180.10				✓
Illinois Administrative Code Title 23, Section 240		✓		
Illinois Administrative Code Title 23, Section 2763		✓		✓
Illinois Administrative Code Title 23, Section 2765		✓		✓
105 Illinois Compiled Statute, Section 5/2-3.11d	✓			
105 Illinois Compiled Statute, Section 5/2-3.51.5				✓
105 Illinois Compiled Statute, Section 5/2-3.134				✓
105 Illinois Compiled Statute, Section 5/2-3.136				✓
105 Illinois Compiled Statute, Section 5/2-3.137				✓
105 Illinois Compiled Statute, Section 5/21-0.01 to 5/21-5	✓			
105 Illinois Compiled Statute, Section 5/21-2a	✓		✓	
105 Illinois Compiled Statute, Section 5/21-5b	✓	✓		
105 Illinois Compiled Statute, Section 5/21-5c	✓	✓		

Statute, Administrative Code, or Other Formally Adopted Policy	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
105 Illinois Compiled Statute, Section 5/21-5d	✓	✓		
105 Illinois Compiled Statute, Section 5/21-5e	✓	✓		
105 Illinois Compiled Statute, Section 5/21-7.1			✓	
105 Illinois Compiled Statute, Section 5/21 7.10	✓			
105 Illinois Compiled Statute, Section 5/21A			✓	
105 Illinois Compiled Statute, Section 5/24-9				✓
105 Illinois Compiled Statute, Section 5/24-24				✓
105 Illinois Compiled Statute, Section 30		✓		
110 Illinois Compiled Statute, Section 48	✓	✓		
110 Illinois Compiled Statute, Section 947/52		✓		
110 Illinois Compiled Statute, Section 947/65		✓		✓
110 Illinois Compiled Statute, Section 947/65.15		✓		✓
110 Illinois Compiled Statute, Section 947/65.20		✓		✓
110 Illinois Compiled Statute, Section 947/65.25		✓		✓
110 Illinois Compiled Statute, Section 947/65.27		✓		✓
110 Illinois Compiled Statute, Section 947/65.35		✓		✓

HCRM Policies in Illinois

The tables that follow list and describe all the state-level policies found that relate to the four HCRM areas of interest.

Preparation and Licensure

Tables 4–6 describe state-level policies in Illinois related to preparation and licensure. These policies are categorized as such because they relate either to (1) training educators (i.e., teachers and school leaders) to develop the knowledge and skills necessary to be effective professional educators, (2) defining the knowledge and skills necessary to be effective professional educators, or (3) establishing qualifications for obtaining and maintaining certification levels.

Table 4. Programs and Initiatives as They Relate to Preparation and Licensure

Policy	Description
Alternative Certification Programs	<ul style="list-style-type: none"> • Illinois has three general alternative programs and routes to certification for teachers: <ul style="list-style-type: none"> ▪ Alternative Teacher Certification (see Table 6, 105 Illinois Compiled Statute, Section 5/21-5b) ▪ Alternative Route to Teacher Certification (see Table 6, 105 Illinois Compiled Statute, Section 5/21-5c) ▪ Resident Teacher Certification (also known as the Illinois Teacher Corps Program; see Table 6, Illinois Administrative Code Title 23, Part 25, Section 25.442) • In addition, Illinois has one alternative program route for teachers specific to mathematics and science: <ul style="list-style-type: none"> ▪ Alternative Certification for Mathematics and Science (see Table 6, 105 Illinois Compiled Statute, Section 5/21-5a) • Illinois has one alternative program route for administrators preparing to be superintendents: <ul style="list-style-type: none"> ▪ Alternative Route to Administrator Certification (see Table 6, 105 Illinois Compiled Statute, Section 5/21-5d) • In addition, Illinois has an Alternative Route to Administrative Certification for National Board Certified Teachers (see Table 6, 105 Illinois Compiled Statute, Section 5/21-5e), which allows teacher leaders who hold National Board Certification to receive a standard administrative certificate for completing specific coursework and passing the Illinois Administrator Assessment. The specific purpose of this alternative route is to “improve the recruitment and preparation of instructional leaders.” • The teacher certification programs differ with respect to program providers and the certificate received toward the end of training, as well as program characteristics, such as the length of internships and coursework.

Policy	Description
Illinois Bilingual Transition to Teaching	<ul style="list-style-type: none"> • The Illinois Bilingual Transition to Teaching (BTTT) program provides an alternate route to teacher certification for career changers who are bilingual. • Participants are placed into school districts that meet federal requirements for high need. • Participants must complete the same requirements as traditionally certified teachers. The Illinois State Board of Education requires individuals to do the following: <ul style="list-style-type: none"> ▪ Complete a state-approved certificate preparation program (or hold a valid and comparable out-of-state certificate). ▪ Meet all coursework and testing requirements. ▪ Meet all other requirements detailed in Illinois statutes and rules. • Participants receive on-the-job training in place of traditional student teaching. • Completers earn a master’s degree in elementary education from Northern Illinois University and meet state requirements for elementary certification (Type 03) with bilingual approval. • BTTT teachers gain eligibility to teach with a Type 29 Transitional Bilingual Certificate, which was created specifically to address bilingual teacher shortages throughout Illinois. • The program is funded by the U.S. Department of Education Office of Innovation and Improvement Title II Grant and is administered by the Illinois State Board of Education.
Comprehensive Strategic Plan for Elementary and Secondary Education	<ul style="list-style-type: none"> • Pursuant to Public Act 93-1036, the Illinois State Board of Education developed the Comprehensive Strategic Plan for Elementary and Secondary Education to set forth certain initiatives for special focus and attention. • These initiatives include enhancing literacy, improving educator quality for all children, and expanding data-driven management and school support practices. • The strategic objectives for reaching the goal of improving educator quality include the following: <ul style="list-style-type: none"> ▪ Collaboration with higher education and other agencies to ensure the preparation and background to teach successfully in rural and urban settings and with at-risk students ▪ Provision of high-quality professional development designed to instill “best practices” ▪ Creation of networks that provide support for first-year teachers and teachers moving from initial to standard certification

Policy	Description
Grow Your Own Teacher Education Initiative	<ul style="list-style-type: none"> • The Grow Your Own Teacher Education Initiative was established in 2004 through the Grow Your Own Teacher Act to prepare highly skilled, committed teachers to teach in hard-to-staff schools and/or positions in neighborhoods in which they have previous ties (see Table 6, 110 Illinois Compiled Statute, Section 48). • The goals of Grow Your Own Illinois are as follows: <ul style="list-style-type: none"> ▪ “Reduce teacher turnover ▪ “Prepare well-qualified teachers ▪ “Create a pipeline of teachers of color ▪ “Improve teacher preparation for low-income schools” • The Illinois State Board of Education administers the initiative as a grant competition to fund consortia that will carry out the Grow Your Own Teacher preparation programs. • The initiative was established through 110 Illinois Compiled Statute, Section 48 (see Table 6).
Illinois Professional School Leader Standards	<ul style="list-style-type: none"> • The Illinois Professional School Leader Standards were developed by the Illinois State Board of Education for the purposes of administrator certification and the endorsements available on these certificates. • Administrators must meet these standards to receive certification. • The Illinois Professional School Leader Standards consist of six standards addressing the following topics: <ul style="list-style-type: none"> ▪ Facilitating a vision of learning ▪ School culture and instructional program ▪ Management ▪ Collaboration with families and communities ▪ Acting with integrity, fairness, and in an ethical manner ▪ The political, social, economic, legal, and cultural context • Each standard consists of knowledge and performance indicators to guide and/or assess progress (see Table 6, Illinois Administrative Code Title 23, Section 29.100).

Policy	Description
Illinois Professional Teaching Standards	<ul style="list-style-type: none"> • The Illinois Professional Teaching Standards were developed by the Illinois State Board of Education for the purposes of teacher preparation program approval and alignment of examinations for the initial teaching certificate (see Table 6, 105 Illinois Compiled Statute, Section 5/21-0.01 to 5/21-5). • The Illinois Professional Teaching Standards consist of 11 standards addressing the following topics: <ul style="list-style-type: none"> ▪ Content knowledge ▪ Human development and learning ▪ Diversity ▪ Planning for instruction ▪ Learning environment ▪ Instructional delivery ▪ Communication ▪ Assessment ▪ Collaborative relationships ▪ Reflection and professional growth ▪ Professional conduct and leadership • Each standard consists of knowledge and performance indicators to guide and/or assess progress (see Table 6, Illinois Administrative Code Title 23, Part 24).
Master Principal Designation Program	<ul style="list-style-type: none"> • Illinois has developed the Master Principal Designation Program, a mechanism for training and recognizing master-level principals pursuant to 105 Illinois Compiled Statute, Section 5/21 7.10 (see Table 6). • The Illinois State Board of Education certifies statewide organizations that represent principals, institutions of higher education, and regional offices of education. • A master principal designation program aligned with the Illinois Professional Leadership Standards includes at least the following components: <ul style="list-style-type: none"> ▪ Expansion of the principal’s knowledge base and leadership ▪ Application of strategies and collection of evidence of student learning and school processes ▪ Demonstration of the ability and skills necessary to lead sustained academic improvement in a school or district

Table 5. Legislation as It Relates to Preparation and Licensure

Policy	Description
Public Act 095-0476, 95th Illinois General Assembly (2008–2009)	<ul style="list-style-type: none"> • Also known as the Grow Your Own Teacher Act. • Created 110 Illinois Compiled Statute, Section 48 (see Table 6). • Established the Grow Your Own Teacher Education Initiative, whose goal is to recruit 1,000 teachers to low-income, hard-to-staff Illinois schools by 2016 (see Table 4).
Public Act 096-0144, 96th Illinois General Assembly (2009–2010)	<ul style="list-style-type: none"> • Amended the Grow Your Own Teacher Education Statute, 110 Illinois Compiled Statute, Section 48 (see Table 6). • Changed the purposes and goals of the Grow Your Own Teacher Education Initiative, the definitions of certain terms, the composition of a consortium, candidate qualifications, a cohort’s education, and funding (see Table 6, Illinois Compiled Statute, Section 48).

Table 6. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Preparation and Licensure

Policy	Description
Illinois Administrative Code Title 23, Part 24	<ul style="list-style-type: none"> • Describes the Illinois Professional Teaching Standards that outline the knowledge and skills a school leader must possess and demonstrate in his or her professional role (see Table 4, Illinois Professional Teaching Standards).
Illinois Administrative Code Title 23, Part 25	<ul style="list-style-type: none"> • Describes requirements for the issuance of early childhood, elementary, secondary, special K–12, and special preschool-age 21 certificates, including: <ul style="list-style-type: none"> ▪ The completion of an approved Illinois teacher preparation program or a comparable program from another state ▪ The completion of 32 semester hours on a major as identified by the accredited institution on the individual’s transcript ▪ The completion of pre-student-teaching field experiences ▪ The completion of student teaching ▪ The passing of required tests • Requires student teachers to demonstrate mastery of skills and techniques in the following areas: planning, organization, evaluation, parent relations, and competence in subject-matter areas. • Requires systematic and attentive supervision by college and local school personnel. • Prohibits a student from enrolling in a teacher preparation program at a recognized teacher training institution until he or she has passed the basic skills test. • Requires the reporting of data on candidates enrolled in the preparation/licensure program and candidates completing the program, beginning with the most recent school year for which numbers have been tabulated and including three years of information, if available. • Requires the establishment and maintaining of an assessment system for collecting and analyzing information on applicants’ qualifications, candidates’ and graduates’ performance, and the unit’s operations for the purpose of evaluating and improving the unit and its programs.

Policy	Description
Illinois Administrative Code Title 23, Part 25, Section 25.442	<ul style="list-style-type: none"> ▪ Establishes the Illinois Teacher Corps Program to allow professionals to enter the teaching field through a resident teacher certification program (see Table 4, Alternative Certification Programs). ▪ Requires providers for this program must be an accredited institution of higher education with approved master's level programs to partner with a school district. This partnership is mandatory. ▪ Requires participants to take part in a one-year internship experience with the partner school district and take a six-week summer intensive teacher preparation course. ▪ Requires participants to take part in an internship that can last up to four years, after which participants are eligible for an initial teaching certificate (see Table 6, 105 Illinois Compiled Statute, Section 5/21-0.01 to 5/21-5).
Illinois Administrative Code Title 23, Section 29.100	<ul style="list-style-type: none"> • Describes the Illinois Professional School Leader Standards that outline the knowledge and skills a school leader must possess and demonstrate in his or her professional role (see Table 4, Illinois Professional School Leader Standards).
105 Illinois Compiled Statute, Section 5/2-3.11d	<ul style="list-style-type: none"> • Mandates that the Illinois State Board of Education report to the governor and General Assembly on the following information from teacher preparation program providers: data on the number of individuals taking the basic skills test, passing the basic skills test, taking subject-matter tests, and passing subject-matter tests. • Requires reports to be filed on a three-year cycle.
105 Illinois Compiled Statute, Section 5/21-0.01 to 5/21-5	<ul style="list-style-type: none"> • Authorizes the Illinois State Board of Education, in consultation with the State Teacher Certification Board, to set standards for educators and regulate educator preparation programs. • Requires teachers to pass a basic skills test and be proficient in reading, mathematics, and language arts to enroll in a teacher preparation program. • Outlines the requirements for teachers to receive initial, standard, and master certificates: <ul style="list-style-type: none"> ▪ For an initial teaching certificate, candidates at least must complete and be recommended by an approved teacher preparation program and successfully pass an initial teaching certificate examination, as specified by the Illinois State Board of Education. The certificate is valid for four years of teaching. ▪ For a standard teaching certificate, teachers who have four years of experience and who hold either an initial certificate or an initial alternative teaching certificate are issued a five-year certificate, renewable every five years, given that they meet standards set forth by the Illinois State Board of Education. To receive a standard certificate, teachers either must complete an induction and mentoring program for new teachers (see Table 12, 105 Illinois Compiled Statute, Section 5/21-2a) or complete other training or professional development opportunities as defined by the statute. ▪ For a master teaching certificate, teachers successfully must complete National Board Certification through the National Board for Professional Teaching Standards. The certificate is valid for 10 years and is renewable. • Outlines the coursework requirements and certification durations for grade-level specific certification, such as early childhood, elementary, and secondary.

Policy	Description
105 Illinois Compiled Statute, Section 5/21-2a	<ul style="list-style-type: none"> • Ensures that the curriculum for all approved teacher preparation programs includes instruction on the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled. • Prohibits a student from enrolling in a teacher preparation program at a recognized teacher training institution until he or she has passed the basic skills test. • Allows this instruction on exceptional children to be provided in one concentrated course or to be integrated among other courses within the teacher preparation program as the Illinois State Board of Education determines.
105 Illinois Compiled Statute, Section 5/21-5a	<ul style="list-style-type: none"> • Authorizes the Illinois State Board of Education to establish an alternative certification for mathematics and science for Grades 9–12 (see Table 4, Alternative Certification Programs). • Teachers who are granted admission to and successfully complete the program are granted an initial teaching certification. • Participants must have a background in mathematics or science and have passed any examinations required by the Illinois State Board of Education.
105 Illinois Compiled Statute, Section 5/21-5b	<ul style="list-style-type: none"> • Authorizes the Illinois State Board of Education to establish the Alternative Teacher Certification Program (see Table 4, Alternative Certification Programs). • Programs may be offered by an approved institution of higher education that offers four-year and master's degree programs and by a nonprofit organization. This partnership is mandatory. • Program participants are capped at 270 candidates per year. • The program includes three components: theoretical knowledge of education, a full-time teaching apprenticeship with a provisional alternative teaching certificate, and a comprehensive assessment of the candidate's teaching performance. • Allows candidates who successfully gain admission and complete the program to be issued a standard alternative teaching certificate that is valid for four years and is nonrenewable.
105 Illinois Compiled Statute, Section 5/21-5c	<ul style="list-style-type: none"> • Authorizes the Illinois State Board of Education to establish one more Alternative Route to Teacher Certification Program (see Table 4, Alternative Certification Programs). • Programs may be offered by an approved institution of higher education that offers four-year and master's degree programs and/or by a nonprofit organization. This partnership is optional. • Participants in this program must be assigned a mentor. • Programs are based on three components: theoretical knowledge of education, a full-time teaching apprenticeship with a provisional teaching certificate, and a comprehensive assessment of the candidate's teaching performance. • Allows candidates who successfully gain admission and complete the program to be issued an initial teaching certificate (see above, 105 Illinois Compiled Statute, Section 5/21-0.01 to 5/21-5).

Policy	Description
105 Illinois Compiled Statute, Section 5/21-5d	<ul style="list-style-type: none"> • Authorizes the Illinois State Board of Education in consultation with an advisory panel of administrators to establish and implement the Alternative Route to Administrator Certification Program (see Table 4, Alternative Certification Programs). • Programs are based on three components: coursework that focuses on education management, governance, organization, and planning; a full-time administrator apprenticeship in a full-time position; and a comprehensive assessment of the candidate's performance. • Allows candidates who successfully gain admission and complete the program to be issued a standard administrative certificate.
105 Illinois Compiled Statute, Section 5/21-5e	<ul style="list-style-type: none"> • Dictates the policy of Illinois to improve the recruitment and preparation of instructional leaders. • Allows teacher leaders who are certified and hold National Board Certification and a teacher leader endorsement to receive a standard administrative certificate if the following program components are completed successfully: <ul style="list-style-type: none"> ▪ National Board Certification ▪ Teacher leadership endorsement ▪ Master's degree in a teacher leader program ▪ Fifteen hours of coursework that address the Illinois Professional School Leader Standards (see Table 4) ▪ Passing score on the Illinois Administrator Assessment
105 Illinois Compiled Statute, Section 5/21-7.10	<ul style="list-style-type: none"> • Establishes the Master Principal Program, a mechanism for training and recognizing master-level principals (see Table 4). • Authorizes the Illinois State Board of Education to certify statewide organizations that represent principals, institutions of higher education, and regional offices of education. • Requires that a master principal designation program aligned with the Illinois Professional Leadership Standards shall include at least the following components: <ul style="list-style-type: none"> ▪ Expansion of the principal's knowledge base and leadership ▪ Application of strategies and collection of evidence of student learning and school processes ▪ Demonstration of the ability and skills necessary to lead sustained academic improvement in a school or district

Policy	Description
110 Illinois Compiled Statute, Section 48	<ul style="list-style-type: none"> • Established by Public Act 095-0476 and amended by Public Act 096-0144 (see Table 5). • Establishes the Grow Your Own Teacher Education Initiative (see Table 4). • Defines the purpose of the program to recruit parents, paraeducators, and community leaders to become certified teachers serving hard-to-staff schools and subject areas. • States the goal of the Grow Your Own Teacher Education Initiative: to recruit 1,000 teachers to low-income, hard-to-staff Illinois schools by 2016. • Allows for consortia of organizations (e.g., nonprofits) to apply to obtain grant funding to recruit and train participants in the program. • Requires qualified consortia that reflect the “distribution and diversity of hard-to-staff schools and hard-to-staff positions across the state.” • Requires qualified consortia to meet the following requirements: <ul style="list-style-type: none"> ▪ At least one four-year institution of higher education with an accredited teacher preparation program, at least one school district or group of schools, and one or more community organizations ▪ Demonstrated success by the higher education institution in preparing teachers for low-income settings ▪ Articulated steps for preparing teachers and the identification of eligible schools ▪ Delivery of effective procedures for teaching skills and knowledge to prepare highly competent teachers ▪ Provision of a flexible schedule to allow participants to maintain employment outside of the program

Recruitment

Tables 7–9 describe state-level policies related to recruitment in Illinois. State-level policies on recruitment were identified from information related to attracting educators to the field, particularly recruitment for subject areas, geographical locations, schools, and districts, as well as recruitment of candidates with certain demographic characteristics.

Table 7. Programs and Initiatives as They Relate to Recruitment

Policy	Description
Alternative Certification Programs	<ul style="list-style-type: none"> • Illinois has three general alternative programs and routes to certification for teachers, one alternative program specific to mathematics and science teachers, and one alternative program route for administrators (see Table 4, Alternative Certification Programs). • In addition, Illinois has an Alternative Route to Administrative Certification for National Board Certified Teachers (see Table 9, 105 Illinois Compiled Statute, Section 5/21-5e), which allows teacher leaders who hold National Board Certification to receive a standard administrative certificate for completing specific coursework and passing the Illinois Administrator Assessment. The specific purpose of this alternative route is to “improve the recruitment and preparation of instructional leaders.” • These alternative certification programs are geared to attract professionals to the field of education and to specific roles in education that otherwise might not be attainable. • For more information, see Table 6, 105 Illinois Compiled Statute, Sections 5/21-5a to 5/21-5e.
Illinois Bilingual Transition to Teaching	<ul style="list-style-type: none"> • The Illinois Bilingual Transition to Teaching (BTTT) program provides an alternate route to teacher certification for career changers who are bilingual (see Table 4). • Participants receive graduate school tuition, a teaching assignment, professional development opportunities, academic advising, and online mentoring. • The BTTT project assists participants in identifying vacancies for bilingual teaching positions and preparing for interviews; placement is not guaranteed.
Grow Your Own Teacher Education Initiative	<ul style="list-style-type: none"> • The Grow Your Own Teacher Education Initiative was established by state law in 2004 to encourage and support paraprofessionals, parents, and other active community members in becoming certified teachers in hard-to-staff schools and hard-to-staff teaching positions in schools serving a substantial percentage of students from low-income families (see Table 4). • The goals of Grow Your Own Illinois are as follows: <ul style="list-style-type: none"> ▪ “Reduce teacher turnover ▪ “Prepare well-qualified teachers ▪ “Create a pipeline of teachers of color ▪ “Improve teacher preparation for low-income schools” • All participants are eligible for student loans that are fully forgiven if a graduate completes five years of service in a hard-to-staff school or a hard-to-staff teaching position.

Policy	Description
Minority Teachers of Illinois Scholarship Program	<ul style="list-style-type: none"> • The Minority Teachers of Illinois (MTI) Scholarship Program, through the Illinois Student Assistance Commission (ISAC), targets minority students studying to become teachers, with the goal of increasing the number of qualified minority teachers in Illinois elementary and secondary schools with minority student populations of 30 percent or more (see Table 9, 110 Illinois Compiled Statute, Section 947/65). • Students may receive up to \$5,000 per year and are required to teach full time (one year for each year in which scholarship assistance is received) in an Illinois school with at least 30 percent minority enrollment on a continuous basis for the required time period.
Illinois Special Education Teacher Tuition Waiver Program	<ul style="list-style-type: none"> • The Illinois Special Education Teacher Tuition Waiver (SETTW) Program through ISAC offers tuition waivers to students studying at Illinois public four-year universities to become teachers in the field of special education (see Table 9, 110 Illinois Compiled Statute, Section 947/65.15). • Students are exempt from paying tuition and mandatory fees for up to four calendar years at one of the Illinois public four-year institutions that offer a concentration in special education. • Recipients are required to begin teaching on a full-time basis in the field of special education, in an Illinois school, for at least two of the five years immediately following.
Teach Illinois Scholarship Program	<ul style="list-style-type: none"> • The Teach Illinois Scholarship Program, established by legislative statute under ISAC, awards annual scholarships to persons preparing to teach in areas of identified staff shortages (also see Table 9, 110 Illinois Compiled Statute, Section 947/65.27).
Illinois Future Teacher Corps	<ul style="list-style-type: none"> • The Illinois Future Teacher Corps (IFTC) is a scholarship assistance program offered through ISAC for students preparing to teach in Illinois, with special consideration given for committing to teach in shortage disciplines and hard-to-staff schools (see Table 9, 110 Illinois Compiled Statute, Section 947/65.25). • Students receive up to \$10,000 for as long as four semesters or six quarters in exchange for teaching full time and on a continuous basis for at least five years in an Illinois school.
Illinois Teacher Exchange Visitor Program	<ul style="list-style-type: none"> • The Illinois Teacher Exchange Visitor Program establishes formal partnerships between the Illinois State Board of Education and agencies in Spain (since 1999) and Mexico (since 2008) to recruit Spanish-speaking teachers to Illinois schools. • The initiative allows schools to communicate their bilingual teacher needs to the Illinois State Board of Education, which in turn works with Spanish and Mexican agencies that prescreen teachers. • The participating Illinois school districts can select teachers from this prescreened applicant pool that are deemed highly qualified and English-language proficient to teach Spanish or teach in a transitional bilingual education program at various grade levels. • Selected teachers are sponsored by the Illinois State Board of Education and employed by individual school districts. Participants receive three-year exchange visitor J-1 visas from the U.S. Department of State.

Policy	Description
Illinois Education Job Bank	<ul style="list-style-type: none"> The Illinois State Board of Education partnered with the Illinois Association of School Administrators to create the Illinois Education Job Bank (IEJB), a website devoted to educator recruitment and hiring. Public and private schools post positions according to the following position types: administrative, instructional, noncertified staff, and school service personnel. Teachers and administrators can view these postings and create a job-seeker account to aid their job search. Postings are viewable upon submission, and there is an automatic “matching service” between IEJB job opportunities and posted profiles through the IEJB Job Seeker Profile Builder.
Illinois New Teacher Collaborative	<ul style="list-style-type: none"> The Illinois New Teacher Collaborative (INTC) is a joint initiative sponsored by the Illinois State Board of Education, the College of Education at the University of Illinois at Urbana-Champaign, and State Farm. The mission of the Illinois New Teacher Collaborative is to coordinate services and resources through a statewide group of educational stakeholders to provide information and resources on attracting and retaining new teachers. INTC offers resources for preservice teachers, new teaching professionals, teacher mentors, K-12 school administrators, service providers, and higher education professionals. INTC promotes the following goals: <ul style="list-style-type: none"> Collaboration among stakeholders with regard to recruiting and retaining quality teachers for all Illinois schools Establishment of a stable infrastructure that serves as a resource for school districts, universities, and other institutions that are designing, implementing, and evaluating programs, projects, and/or activities for teachers who are new to the profession The sharing of resources and expertise across members

Table 8. Legislation as It Relates to Recruitment

Policy	Description
Public Act 87-997, 87th Illinois General Assembly (1991-1992)	<ul style="list-style-type: none"> Also known as the Higher Education Student Assistance Act. Created 110 Illinois Compiled Statute, Section 947 (see Table 9). Created the Illinois Student Assistance Commission. Established scholarships and loan forgiveness programs to attract minority students to the field and to attract teachers to hard-to-staff geographic locations and subject areas, such as special education, mathematics, and science.
Public Act 095-0476, 95th Illinois General Assembly (2008-2009)	<ul style="list-style-type: none"> Also known as the Grow Your Own Teacher Act. Created Illinois Compiled Statute 110, Section 48 (see Table 6). Established the Grow Your Own Teacher Education Initiative, whose goal is to recruit 1,000 teachers to low-income, hard-to-staff Illinois schools by 2016 (see Table 4).

Policy	Description
Public Act 096-0144, 96th Illinois General Assembly (2009-2010)	<ul style="list-style-type: none"> Amended the Grow Your Own Teacher Education Statute, 110 Illinois Compiled Statute, Section 48 (see Table 6). Changed the purposes and goals of the Grow Your Own Teacher Education Initiative, the definitions of certain terms, the composition of a consortium, candidate qualifications, a cohort's education, and funding (see Table 6, 110 Illinois Compiled Statute, Title 48).

Table 9. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Recruitment

Policy	Description
Illinois Administrative Code Title 23, Part 25, Section 25.442	<ul style="list-style-type: none"> Establishes the Illinois Teacher Corps Program (see Table 4, Alternative Certification Programs) to allow professionals to enter the teaching field through a resident teacher certification program.
Illinois Administrative Code Title 23, Section 240	<ul style="list-style-type: none"> Establishes the Illinois Consortium for Educational Opportunity Program for minorities. Assists recipients who have completed a degree program to find a position in teaching or administration in an Illinois institution of higher learning, on an Illinois higher education governing board staff, or in a position as an Illinois employee in an education-related capacity. Provides examples of eligible positions, such as administrative positions in state elementary, secondary, and higher education agencies.
Illinois Administrative Code Title 23, Section 2763	<ul style="list-style-type: none"> Establishes the Minority Teachers of Illinois Scholarship Program, which offers undergraduates or graduates \$5,000 scholarships for each year they agree to teach in a school with a minority enrollment of at least 30 percent. Reserves at least 30 percent of the funds appropriated for scholarships for qualified male applicants. The goal of the program is to recruit more minorities to the teaching profession and to the field of education.
Illinois Administrative Code Title 23, Section 2765	<ul style="list-style-type: none"> Establishes the Illinois Special Education Teacher Tuition Waiver program, which encourages current teachers and academically talented students to pursue careers as Illinois public, private, or parochial preschool, elementary, or secondary school teachers in any area of special education.
105 Illinois Compiled Statute, Section 5/21-5a	<ul style="list-style-type: none"> Authorizes the Illinois State Board of Education to establish an alternative certification for mathematics and science for Grades 9-12 (see Table 6).
105 Illinois Compiled Statute, Section 5/21-5b	<ul style="list-style-type: none"> Authorizes the Illinois State Board of Education to establish the Alternative Teacher Certification Program (see Table 6).
105 Illinois Compiled Statute, Section 5/21-5c	<ul style="list-style-type: none"> Authorizes the Illinois State Board of Education to establish one more Alternative Route to Teacher Certification Program (see Table 6).

Policy	Description
105 Illinois Compiled Statute, Section 5/21-5d	<ul style="list-style-type: none"> • Authorizes the Illinois State Board of Education in consultation with an advisory panel of administrators to establish and implement the Alternative Route to Administrator Certification Program (see Table 6).
105 Illinois Compiled Statute, Section 5/21-5e	<ul style="list-style-type: none"> • Dictates the policy of Illinois to improve the recruitment and preparation of instructional leaders. • Allows teacher leaders who are certified and hold National Board Certification and a teacher leader endorsement to receive a standard administrative certificate (see Table 6).
105 Illinois Compiled Statute, Section 30	<ul style="list-style-type: none"> • Establishes the Illinois Peace Corps Fellowship Program, an alternative-certification program designed to reduce the shortage of qualified teachers at both inner-city and rural public schools. • Provides U.S. Peace Corps veterans who have two years of Peace Corps experience with a position in underserved school districts. • Awards the former Peace Corps volunteer with a fellowship at the participating public institution of higher education to complete required courses for an issuance of a teaching certificate.
110 Illinois Compiled Statute, Section 48	<ul style="list-style-type: none"> • Established by Public Act 095-0476 and amended by Public Act 096-0144 (see Table 5). • Establishes the Grow Your Own Teacher Education Initiative (see Table 4). • Defines the purpose of the program to recruit parents, paraeducators, and community leaders to become certified teachers serving hard-to-staff schools and subject areas. • States the goal of the Grow Your Own Teacher Education Initiative: to recruit 1,000 teachers to low-income, hard-to-staff Illinois schools by 2016.
110 Illinois Compiled Statute, Section 947/52	<ul style="list-style-type: none"> • Establishes the Illinois Future Teacher Corps (formerly the David A. DeBolt Teacher Shortage Scholarship Program), which provides college juniors and seniors grants if they commit to teach in a teacher shortage area (\$5,000), a hard-to-staff school (\$5,000), or both (\$10,000) for five years. • Provides that recipients shall be selected based on a combination of the following criteria: academic excellence, status as a minority student, and financial need. • Allows recipients to receive up to four semesters or six quarters of scholarship assistance.
110 Illinois Compiled Statute, Section 947/65	<ul style="list-style-type: none"> • Authorizes the Illinois Student Assistance Commission to administer the Minority Teachers of Illinois (MTI) Scholarship Program (see Table 7).
110 Illinois Compiled Statute, Section 947/65.15	<ul style="list-style-type: none"> • Authorizes the Illinois Student Assistance Commission to administer the Illinois Special Education Teacher Tuition Waiver (SETTW) Program (see Table 7).

Policy	Description
110 Illinois Compiled Statute, Section 947/65.20	<ul style="list-style-type: none"> • Authorizes the Illinois Student Assistance Commission to award up to 200 scholarships annually to certified teachers to study mathematics and science. • Requires scholarships to be awarded to teachers who agree to take courses at qualified institutions of higher education that will prepare them to teach science or mathematics at the secondary school level.
110 Illinois Compiled Statute, Section 947/65.25	<ul style="list-style-type: none"> • Establishes the authority of the Illinois Student Assistance Commission to administer the Illinois Future Teacher Corps (IFTC) (see Table 7).
110 Illinois Compiled Statute, Section 947/65.27	<ul style="list-style-type: none"> • Authorizes the Illinois Student Assistance Commission to administer the Teach Illinois Scholarship Program (see Table 7). • Establishes the Teach Illinois Scholarship Program awards as annual scholarships to persons preparing to teach in areas of identified staff shortages.
110 Illinois Compiled Statute, Section 947/65.35	<ul style="list-style-type: none"> • Provides scholarships for administrator internships for minorities. • Authorizes the Illinois Student Assistance Commission to award internship grants annually to provide experience to women and minorities interested in preparing for positions as school administrators.

Induction and Professional Development

Tables 10–12 describe policies found in Illinois related to educator induction and professional development. Evidence of policies that support educator induction and professional development consisted of activities designed to transition educators from preparation programs to a particular position within the school system and activities designed to develop and maintain the knowledge and skills necessary to be effective educators, as well as the standards for what knowledge and skills are necessary to be effective educators.

Table 10. Programs and Initiatives as They Relate to Induction and Professional Development

Policy	Description
Illinois Bilingual Transition to Teaching	<ul style="list-style-type: none"> • The Illinois Bilingual Transition to Teaching (BTTT) program is an alternative route to teacher certification for individuals who want to change careers and become bilingual teachers (see Table 4). • Once participants complete the program and are placed into a school, they are required to take part in the district’s induction and mentoring plan for new teachers. • The BTTT program also provides participants with professional development before and during their first year of teaching.
Illinois Professional Teaching Standards	<ul style="list-style-type: none"> • The Illinois Professional Teaching Standards were developed by the Illinois State Board of Education and consist of 11 standards that address the knowledge and skills needed for certification (see Table 4 and Table 6, Illinois Administrative Code Title 23, Part 24). • The standards are used to guide professional development initiatives; in addition, induction and mentoring programs for new teachers are required to align to the standards.
Master Principal Designation Program	<ul style="list-style-type: none"> • The Master Principal Designation Program was established by the General Assembly to train and recognize master-level principals (see Table 4, Table 6, 105 Illinois Compiled Statute, Section 5/21-7.10, and Table 12, Illinois Administrative Code Title 23, Section 35). • Mentor eligibility is limited to individuals who have served as Illinois principals for at least three years, who have demonstrated success as instructional leaders, and who have completed the required training. • Mentors who meet the requirements will be paired with new principals. The mentor is responsible for developing a supportive professional relationship with the new principal, assisting the new principal in becoming an instructional leader, coaching and providing appropriate feedback regarding organizational management, and providing structured opportunities for reflection. • Forty-four providers have met the following conditions for approval: <ul style="list-style-type: none"> ▪ A provision of evidence of a commitment to professionalizing education and school improvement efforts ▪ The demonstrated capacity to meet the needs of a geographic area or set of districts ▪ The maintenance of staff or access to other presenters who have experience in mastery roles and/or professional development provision

Policy	Description
Illinois New Teacher Collaborative	<ul style="list-style-type: none"> • The Illinois New Teacher Collaborative (INTC) is a joint initiative sponsored by the Illinois State Board of Education, the College of Education at the University of Illinois at Urbana-Champaign, and State Farm (see Table 7). • INTC offers information and resources for new teacher induction and mentoring programs as well as consolidates and coordinates induction and mentoring efforts. • The goal is to increase retention and improve student achievement by providing high-quality induction and mentoring to new teachers by enabling the following: <ul style="list-style-type: none"> ▪ Designing and establishing an infrastructure that serves as a resource for institutions designing, implementing, improving, evaluating, and studying programs, projects, and activities for teachers new to the profession ▪ Promoting the sharing of resources and expertise across members
Illinois Virtual School	<ul style="list-style-type: none"> • One of the goals of the Illinois Virtual School (IVS) is to increase learning opportunities for students and educators throughout the state. • As one of its contract objectives, IVS is to “provide an expanded selection of high-quality professional development opportunities for Illinois educators for certificate renewal purposes.” • IVS is designed to be the online delivery system for other statewide professional development opportunities.
Teacher Induction Pilot Program	<ul style="list-style-type: none"> • The Teacher Induction Pilot Program allows districts or a consortium of districts to apply for state funding to implement an induction program in their district based on the Illinois State Board of Education induction and mentoring program requirements (see Table 12, Illinois Administrative Code Title 23, Section 65).
Illinois State Board of Education Induction and Mentoring Program	<ul style="list-style-type: none"> • Established by Public Act 093-0679 of the 93rd Illinois General Assembly, 2003–2004 (see Table 11). • Illinois requires all teachers to participate in the Induction and Mentoring Program (see Table 12, 105 Illinois Compiled Statute, Section 5/21A). • To be approved, program providers must provide documentation outlining mentor roles, necessary mentor qualifications, and guarantee same subject mentor/mentee pairings, as well as other specific criteria. • Programs must be approved by the Illinois State Board of Education in consultation with the State Teacher Certification Board and include the following three components: <ul style="list-style-type: none"> ▪ “Observation of the new teacher’s classroom practice by an experienced teacher ▪ “Review and analysis of written documentation prepared by the new teacher ▪ “Reflection by the new teacher on his or her teaching practices in relation to the Illinois Professional Teaching Standards”

Policy	Description
Illinois Mentoring Program for New Principals	<ul style="list-style-type: none"> The Illinois Mentoring Program for New Principals requires new principals to complete a mentoring program with a minimum of 50 contact hours (see Table 12, Illinois Administrative Code Title 23, Section 35.30). The mentor and recipient may conduct some or most of their contact using means of telecommunication but shall meet in person at least near the beginning of the school year, near the middle of the school year, and at the conclusion of the school year. At the conclusion of the school year, the recipient shall prepare a summary of the mentoring experience, indicating how selected aspects of his or her practice have been affected by the interaction with the assigned mentor.
Illinois Distinguished Principal Leadership Institute	<ul style="list-style-type: none"> The Illinois Distinguished Principal Leadership Institute (IDPLI) focuses on maximizing student performance by “expanding the leadership knowledge, skills, and attitudes of principals.” The institute is sponsored in part by the Illinois State Board of Education, the Illinois Principal’s Association (IPA), the Illinois High School Association, and the Illinois Elementary School Association. IDPLI lists the following as core beliefs: adult accountability for student learning, continuous learning for students and adults, actions consistent with an articulated vision, rigorous and relevant curriculum and instruction that is guided by research, capacity building among all stakeholders, modeling of ethical behavior, and collaborative work. IPA offers Administrators’ Academies and workshops for building-level administrators and teacher leaders. The professional development strands support special education, instructional leadership and curriculum, administrative leadership, administrative management, English language learners, and other special focus workshops. The states goals of IDPLI are for principals to: <ul style="list-style-type: none"> Extend knowledge and skills in five leadership performance areas Become skilled at using the Illinois Interactive Report Card Learn tools to lead and manage schoolwide changes Form and sustain professional learning communities Develop a professional development plan Engage in action research Communicate with and engage multiple community sectors

Table 11. Legislation as It Relates to Induction and Professional Development

Policy	Description
Public Act 093-0355 of the 93rd General Assembly (2003–2004)	<ul style="list-style-type: none"> Also known as the New Teacher Induction and Mentoring Act. Created 105 Illinois Compiled Statute, Section 5/21A (see Table 12). Established the Induction and Mentoring Program. Outlined guidelines that districts must include in their induction and mentoring programs.

Policy	Description
Public Act 093-0679 of the 93rd General Assembly (2003–2004)	<ul style="list-style-type: none"> • Created 105 Illinois Compiled Statute, Section 5/21-2a (see Table 12). • Outlined specifications for mentoring and induction programs. • Outlined mentor responsibilities for the Illinois mentoring and induction program. • Instituted three certification tiers for professional development: initial, standard, and master (see Table 6, 105 Illinois Compiled Statute, Section 5/21-0.01 to 5/21-5). • Established professional development and induction and mentoring program participation to move from one tier to the next.

Table 12. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Induction and Professional Development

Policy	Description
Illinois Administrative Code Title 23, Part 24	<ul style="list-style-type: none"> • Describes the Illinois Professional Teaching Standards that outline the knowledge and skills a school leader must possess and demonstrate in his or her professional role (see Tables 4 and 10, Illinois Professional Teaching Standards).
Illinois Administrative Code Title 23, Section 21-7.10	<ul style="list-style-type: none"> • Establishes the Master Principal Designation Program (see Table 4).
Illinois Administrative Code Title 23, Section 25.315	<ul style="list-style-type: none"> • Establishes criteria for the renewal of administrative certification. • Allows professional development hours to be allotted to individuals who complete university course credit, participate in state and national conferences, teach at the college or university level or make professional presentations, mentor other administrators, and conduct independent projects related to the Illinois Professional School Leader Standards.
Illinois Administrative Code Title 23, Section 35.30	<ul style="list-style-type: none"> • Delineates rules for master-level mentors and mentees who participate in the Illinois Mentoring Program for New Principals. • Requires new principals to complete a mentoring program with a minimum of 50 contact hours. • Requires mentors and mentees to meet in person three times a year, near the beginning, middle, and end of the school year. • Requires the recipient’s preparation of a summary of the mentoring experience, with indications of how the program impacted practices.
Illinois Administrative Code Title 23, Section 35.40	<ul style="list-style-type: none"> • Sets the qualifications necessary to be a principal mentor, including the following: <ul style="list-style-type: none"> ▪ Served as principal in Illinois for at least three years ▪ Demonstrated success as an instructional leader ▪ Completed the required training • Provides two professional references to the state superintendent of education or designee.
Illinois Administrative Code Title 23, Section 65	<ul style="list-style-type: none"> • Introduces the Teacher Induction Pilot Program (see Table 10). • The program allows districts or a consortium of districts to apply for state funding to implement an induction program in their district based on the Illinois State Board of Education induction and mentoring program requirements.

Policy	Description
<p>105 Illinois Compiled Statute, Section 5/21-2a</p>	<ul style="list-style-type: none"> Established by Public Act 0679 of the 93rd Illinois General Assembly, 2003–2004 (see Table 11). Outlines specifications for mentoring and induction programs, including assignment of a formally trained mentor, formal mentoring for each new teacher, support for new teachers in relation to the Illinois Professional Teaching Standards, professional development, formative assessment, and designation of a district-level program coordinator. Requires new teachers to receive a nonrenewable initial certification that is valid for up to four years. To move from an initial to a standard certificate, a teacher must complete at least four years of classroom teaching along with one of many professional development requirements, one of which is participation in an approved teacher induction and mentoring program. Outlines mentor responsibilities for the Illinois mentoring and induction program, including observation and analysis of written documentation in relation to the Illinois Professional Teaching Standards.
<p>105 Illinois Compiled Statute, Section 5/21-7.1</p>	<ul style="list-style-type: none"> Establishes the requirements of professional development for administrator relicensure. Illinois’ administrative certification is a five-year renewable certificate. Renewal requires the completion of 100 hours of professional development during the course of the five-year period, with the professional development falling into one of the following categories: <ul style="list-style-type: none"> Improvement of the administrator’s knowledge of instructional practices and administrative procedures Maintaining the basic level of competence required for initial certification Improving skills in, and knowledge of, the improvement of teaching performance in clinical settings and assessment of levels of student performance Administrators are required to take one Administrators’ Academy course each year for a total of 30 academy hours.
<p>105 Illinois Compiled Statute, Section 5/21A</p>	<ul style="list-style-type: none"> Established by Public Act 093-0355 (see Table 11). Requires public schools or public school consortia to develop a new teacher induction and mentoring program. Establishes guidelines for district new teacher induction and mentoring programs, including: (1) assignment of a mentor teacher for at least two years, (2) alignment of program with all relevant standards and district professional development plans, including the Illinois Professional Teaching Standards, (3) addresses new teacher mentoring, formative assessment, and professional development, and (4) describes the role of mentor teachers, the selection process, and how they will be trained. Allots \$1,200 per new teacher participant per school per year to cover costs for mentor teacher compensation, mentor and new teacher training, and release time. Requires programs to be evaluated.

Compensation and Working Conditions

Tables 13–15 describe state-level policies related to compensation and working conditions in Illinois. State-level policies on compensation and working conditions were identified from information related to educator salaries and benefits, incentives used to attract and retain high-quality educators, and the environment in which educators carry out their duties.

Table 13. Programs and Initiatives as They Relate to Compensation and Working Conditions

Policy	Description
Minority Teachers of Illinois Scholarship Program	<ul style="list-style-type: none"> The Minority Teachers of Illinois (MTI) Scholarship Program, through the Illinois Student Assistance Commission (ISAC), targets minority students studying to become teachers, with the goal of increasing the number of qualified minority teachers in Illinois elementary and secondary schools with minority student populations of 30 percent or more (see Table 7 and Table 15, 110 Illinois Compiled Statute, Section 947/65). Students may receive up to \$5,000 per year and are required to teach full-time (one year for each year in which scholarship assistance is received) in an Illinois school with at least 30 percent minority enrollment on a continuous basis for the required time period (see Table 15).
Illinois Special Education Teacher Tuition Waiver Program	<ul style="list-style-type: none"> The Illinois Special Education Teacher Tuition Waiver (SETTW) Program through ISAC offers tuition waivers to students studying at Illinois public four-year universities to become teachers in the field of special education (see Table 7 and also Table 15, 110 Illinois Compiled Statute, Section 947/65.15). Students are exempt from paying tuition and mandatory fees for up to four calendar years at one of the Illinois public four-year institutions that offer a concentration in special education. Recipients are required to begin teaching on a full-time basis in the field of special education, in an Illinois school, for at least two of the five years immediately following.
Teach Illinois Scholarship Program	<ul style="list-style-type: none"> The Teach Illinois Scholarship Program, established by legislative statute under ISAC, awards annual scholarships to persons preparing to teach in areas of identified staff shortages (see Table 15, 110 Illinois Compiled Statute, Section 947/65.27).
Illinois Future Teacher Corps	<ul style="list-style-type: none"> The Illinois Future Teacher Corps (IFTC) is a scholarship assistance program offered through ISAC for students preparing to teach in Illinois, with special consideration given for committing to teach in shortage disciplines and hard-to-staff schools (see Table 15, 110 Illinois Compiled Statute, Section 947/65.25). Students receive up to \$10,000 for as long as four semesters or six quarters in exchange for teaching full time and on a continuous basis for at least five years in an Illinois school.
Employee Assisted Housing Program	<ul style="list-style-type: none"> Illinois teachers may participate in the Employee Assisted Housing Program, which matches the employer with local housing counseling agencies that have expertise in employer-assisted housing programs and the local real-estate market. Housing Action Illinois administers the program. The Illinois Housing Development Authority supports these programs with tax credits, matching funds, mortgage products, and programmatic support.

Table 14. Legislation as It Relates to Compensation and Working Conditions

Policy	Description
Public Act 87-997, 87th Illinois General Assembly (1991-1992)	<ul style="list-style-type: none"> • Also known as the Higher Education Student Assistance Act. • Created 110 Illinois Compiled Statute, Section 947/65. • Created the Illinois Student Assistance Commission. • Established scholarships and loan forgiveness programs to attract minority students to the field and to attract teachers to hard-to-staff geographic locations and subject areas, such as special education, mathematics, and science.

Table 15. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Compensation and Working Conditions

Policy	Description
Illinois Administrative Code Title 23, Section 180.10	<ul style="list-style-type: none"> • Requires the Health/Life Safety Code for Public Schools to be the governing code for public school facilities. (105 Illinois Compiled Statute, Section 5/2-3.12c). • Provides “minimum standards for public school facilities, which will protect the health, safety, and general welfare of the pupils, school personnel, and others who use them.”
Illinois Administrative Code Title 23, Section 2763	<ul style="list-style-type: none"> • Establishes the Minority Teachers of Illinois Scholarship Program, which offers undergraduates or graduates \$5,000 scholarships for each year they agree to teach in a school with a minority enrollment of at least 30 percent. • Reserves at least 30 percent of the funds appropriated for scholarships for qualified male applicants (see Table 13).
Illinois Administrative Code Title 23, Section 2765	<ul style="list-style-type: none"> • Establishes the Illinois Special Education Teacher Tuition Waiver Program, which encourages current teachers and academically talented students to pursue careers as Illinois public, private, or parochial preschool, elementary, or secondary school teachers in any area of special education (see Table 13).
105 Illinois Compiled Statute, Section 5/2-3.51.5	<ul style="list-style-type: none"> • Permits the Illinois State Board of Education to fund “school safety, textbooks and software, teacher training and curriculum development, school improvements, remediation programs ..., and criminal history records checks” under the School Safety and Educational Improvement Block Grant Program.
105 Illinois Compiled Statute, Section 5/2-3.134	<ul style="list-style-type: none"> • Requires the Illinois State Board of Education to publish a list of “persistently dangerous schools.”
105 Illinois Compiled Statute, Section 5/2-3.136	<ul style="list-style-type: none"> • Allows the Illinois State Board of Education to award grants for the purpose of maintaining small class sizes or to employ instructional aides in Grades K-3.
105 Illinois Compiled Statute, Section 5/2-3.137	<ul style="list-style-type: none"> • Requires the Illinois State Board of Education to adopt rules related to inspections of school plans and facilities. • Requires the School Plan Reviews and Inspections Task Force to convene and issue a report.

Policy	Description
105 Illinois Compiled Statute, Section 5/24-9	<ul style="list-style-type: none"> Requires teachers to have a “duty-free lunch period” of at least 30 minutes per school day.
105 Illinois Compiled Statute, Section 5/24-24	<ul style="list-style-type: none"> Requires school boards to establish policies that allow teachers to “use reasonable force as needed to maintain safety for the other students, school personnel, or persons or for the purpose of self-defense or the defense of property, [and] ... remove a student from the classroom for disruptive behavior, and ... provide due process to students.”
110 Illinois Compiled Statute, Section 947/65	<ul style="list-style-type: none"> Authorizes the Illinois Student Assistance Commission (ISAC) to administer the Minority Teachers of Illinois (MTI) Scholarship Program (see Table 13).
110 Illinois Compiled Statute, Section 947/65.15	<ul style="list-style-type: none"> Authorizes ISAC to administer the Illinois Special Education Teacher Tuition Waiver (SETTW) Program (see Table 13).
110 Illinois Compiled Statute, Section 947/65.20	<ul style="list-style-type: none"> Authorizes ISAC to award up to 200 scholarships annually to certified teachers to study mathematics and science. Requires scholarships to be awarded to teachers who agree to take courses at qualified institutions of higher education that will prepare them to teach science or mathematics at the secondary school level.
110 Illinois Compiled Statute, Section 947/65.25	<ul style="list-style-type: none"> Establishes the authority of ISAC to administer the Illinois Future Teacher Corps (IFTC) (see Table 13).
110 Illinois Compiled Statute, Section 947/65.27	<ul style="list-style-type: none"> Authorizes ISAC to administer the Teach Illinois Scholarship Program (see Table 13). Establishes the Teach Illinois Scholarship Program awards as annual scholarships to persons preparing to teach in areas of identified staff shortages.
110 of Illinois Compiled Statute, Section 947/65.35	<ul style="list-style-type: none"> Provides scholarships for administrator internships for minorities. Authorizes ISAC to award internship grants annually to provide experience to women and minorities interested in preparing for positions as school administrators.

Conclusion

This technical brief identified and briefly summarized all policies in the state of Illinois found in this study that relate to four main HCRM areas—preparation and licensure, recruitment, induction and professional development, and compensation and working conditions. In addition, the brief presented the extent to which specific policies affect more than one HCRM area. These descriptions of HCRM policies in Illinois provide a snapshot of state-level policies available to support the training, recruitment, and development of educators.

For state policymakers in Illinois, this brief can serve as a starting point for examining existing state policy in the four areas to inform future policy development. For state policymakers outside Illinois, this brief provides insight on some state-level options that currently exist for supporting strategic human resource management in education. Further areas of inquiry that build on this descriptive study may include examining the effectiveness of these state policies, the alignment of these policies within the state, and the comparison of these attributes between states.

Study Limitations

The primary limitation of this study is that the search protocol used may have led to the exclusion of programs, initiatives, legislation, statutes, rules, or formally adopted policies. For example, the term “school leaders” may have excluded policies for educators who have similar responsibilities but are identified differently within the state. A second limitation is that state policies frequently are modified. Consequently, the information presented in this report may be out of date by the time of publication.

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Appendix. Details on Method

Data Sources

To answer the research question posed, researchers relied on publicly available information, which included the following sources:

- State laws, administrative rules and code, and other formally adopted policies
- State union contracts with professional organizations for educators (e.g., teachers unions)
- State standards for educators
- Peer-reviewed journal articles on HCRM topic areas
- Reports issued by governmental and nongovernmental groups
- Other documents

Data-Collection Methods

To collect data on programs and initiatives, legislation, statutes, administrative code, and other formally adopted policies, researchers searched the following sources for publicly available information:

- The Illinois Department of Education and State Board of Education, both located at (<http://www.isbe.state.il.us/>)
- The state legislature website (<http://www.ilga.gov/>)
- The governor's website (<http://www.illinois.gov/GOV/>)
- The U.S. Department of Education website (<http://www.ed.gov/>)
- The National Comprehensive Center for Teacher Quality (TQ Center) state policy databases (<http://www2.tqsource.org/resources/policy.asp>), which provide information on state policies on teacher preparation, recruitment and retention, certification and licensure, and professional development in all 50 states, the District of Columbia, and the four U.S. territories (Guam, Puerto Rico, the U.S. Virgin Islands, and the Northern Mariana Islands), as well as information on legislation and State Board of Education rules and regulations
- The Education Commission of the States (ECS) legislative database (<http://www.ecs.org>), which provides Web links to statutes and administrative codes for each state
- The National Comprehensive Center for Teacher Quality (TQ Center) Tips and Tools Key Issue documents (<http://www.tqsource.org/>)
- Professional education organization websites in the state: the Illinois Student Assistance Commission (<http://www.collegezone.com>), the Illinois Principals Association (<http://www.ilprincipals.org>), the Illinois Association of School Administrators (<http://www.iasaedu.org>), and the Center for the Study of Education Policy at Illinois State University (<http://www.centereducationpolicy.ilstu.edu/>)

To ensure consistency, researchers used a specific list of terms and phrases when searching the websites: *Illinois + HCRM area*, *Illinois + HCRM area + teachers*, *Illinois + HCRM area + principals*, *Illinois + HCRM area + school leaders*, *Illinois + HCRM area + educators*. A Boolean search was conducted, meaning that results were found for singular terms even if the plural was entered in the search field. The Boolean search yielded results for any variation of the search term order (e.g. “Illinois + Compensation and Working Conditions” and “Illinois + Working Conditions and Compensation”).

To limit the scope of the study, information was included in the scan only if it met the following three criteria:

- The document or resource references K–12 schools, K–12 staff, or K–12 education.
- The document or resource indicates funding, authorization, or staff support from at least one of the following state-level boards or agencies: the Illinois Department of Education, the Illinois State Board of Education, the Illinois General Assembly, the Educator Standards Board, or the Illinois Board of Regents.
- The document or resource indicates that the program, initiative, legislation, statute, rule, or other formally adopted policy was in effect at the time data were collected.

Data-Analysis Strategies

When researchers searched for and reviewed publicly available policy information, they examined it to determine which of the four HCRM areas it pertained to—preparation and licensure, recruitment, induction and professional development, or compensation and working conditions—using the guiding definitions in Table A1. They also classified information as representing (1) a program or initiative, (2) legislation, or (3) statute, administrative code, or other formally adopted policy using the definitions in Table A2. Data that belonged to more than one HCRM area were double-coded when necessary.

To ensure consistency in coding, multiple coders were assigned to code and review collected data. Four coders separately coded documents as they were collected according to the guiding definitions. Then all coded data were reviewed by at least one other coder to review “fit” with HCRM area and classification with information type. Any discrepancies in coding were resolved by discussion with a team of researchers. In doing so, researchers were able to maintain a high level of consistency in categorizing collected data.

Table A1. Guiding Definitions for Classification of HCRM Area

Code	Description
Preparation and licensure	<ul style="list-style-type: none"> Information related to programs that train potential educators (teachers and school leaders) and develop the knowledge and skills necessary to be effective professional educators (programs can be administered by a variety of program providers, such as institutions of higher education, nonprofit agencies, and state agencies) Information (such as standards and requirements) related to certification and licensure of educators Standards or definitions of the knowledge and skills necessary to be effective professional educators Policies that establish qualifications for educators to obtain and maintain particular certification levels
Recruitment	Information related to attracting educators or potential educators to the field in general, as well as for particular subject areas, geographical locations, schools, and districts and attracting educators with certain demographic characteristics
Induction and professional development	Information related to facilitating the transition of educators from preparation programs to a particular position within the school system; also information related to developing and maintaining the knowledge and skills necessary to be an effective educator, as well as the standards for what knowledge and skills are necessary to be an effective educator
Compensation and working conditions	Information related to the environment in which educators carry out their duties; also information related to educator salaries and benefits and incentives used to attract and retain high-quality educators

Table A2. Guiding Definitions for Classification of Information Type

Code	Description
Programs and initiatives	Planned sequences of activities designed to achieve specific goals and involving some combination of personnel, money, time, and materials
Legislation	Legislation passed by the General Assembly and signed into law by the governor
Statutes, administrative code, and other formally adopted policies	State statutes, administrative code and rules developed by state agencies, and other policies formally adopted by state agencies or governing boards

Technical Notes

1. The separate coding of “legislation” and “statutes, administrative code, and other formally adopted policies” is intentional. Although the authors concede that there is overlap between the two types of policies, the separation of the two policy typologies was necessary to ensure technical accuracy and consistency in referring to policies. For example, because legislation either creates, amends, repeals, or otherwise modifies statutes, referring to legislation only may not present the most current form of the policy. Conversely, presenting only the statute or administrative rule would not provide the reader with a chronology of when the statute was last modified, nor would it present the reader with a comprehensive picture of the package of policies in which the statute was bundled. For these reasons, the categories of “legislation” and “statutes, administrative code, and other formally adopted policies” remain separate throughout the brief.
2. Policies are cross-referenced by table number and row name. For example, the Grow Your Own Teacher Education Initiative is codified in a statute, and the authors reference this statute in Table 4 as follows: “See Table 6, 110 Illinois Compiled Statute, Section 48.”
3. The authors used the following guidelines to determine when and how policies were cross-referenced in the brief:
 - a. Policies always are described in most detail when they first appear in the brief.
 - b. Additional mentions of policies that have been described previously refer the reader to the first long description.
 - c. Additional details are added only if they pertain specifically to a particular HCRM area.
 - d. If a piece of legislation created a statute that has since been modified, the legislative description references only the creation of a statute or program/initiative. Then the statute or the program/initiative table holds more detail because it is the most current and technically accurate way to describe a policy.