Statewide Data on the Supply and Demand of Principals in Illinois as a Result of Illinois' New Principal Endorsement

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The quality of our schools and the performance of our principals play significant roles in determining the future for our children. Their success hinges on our recognition that principals play a critical role in shaping the environments in which children learn. Our schools can and will be enriched by developing a principal pipeline system that responds to the current and future needs of our schools and students.

For nearly a decade, stakeholders throughout Illinois have engaged in work to strengthen principal preparation and development. Efforts to reform the preparation of our school leaders began with the Illinois Commission on Principal Preparation (2006), which led to recommendations made by the Illinois Taskforce on School Leadership (2008), and culminating with legislative changes through Illinois Public Act 096-0903. Documentation of this work can be found on the following web site: www.illinoisschoolleader.org

The Type 75 certificate qualifies educators for a variety of administrative positions (principal, assistant principal, department chair, athletic director, special education director, etc.). Data from Table 1 represents the total number of educators that currently hold Type 75 certificates and the total number of principal positions throughout Illinois.

FY12 Position Data

Table 1.

Illinois Data on School Administrators	
Total number of elementary school principals positions in FY12	2,363
Total number of junior high/middle school principal positions in FY12	612
Total number of high school principal positions in FY12	779
Total number of all principal positions in FY12	**3,754**
Total number of educators currently holding a valid Type 75 certificate	**43,569**

Under the newly established license structure, the Type 75 certification will no longer be offered by approved programs. Instead, a variety of role-specific endorsements will be provided that focus training for particular positions (i.e. principal endorsement, teacher leader endorsement). Many programs are either just beginning or are in the process of seeking approval by ISBE and/or IBHE. While only one program (St. Francis) has been approved to provide a Teacher Leader Endorsement, many other institutions have indicated their intent to submit an application. These role-specific programs are expected to increase as they provide additional training for those who want to add to their skills and knowledge base, but who may not want to become a principal.

Pipeline Data

Listed below in Table 2 are the programs that had been approved to provide Type 75 certificate programs. Complete entitlement data is provided from 2012, along with incomplete entitlement data through February for FY13 (which does not include spring graduates), and projected enrollment for programs that have been approved to provide new principal endorsement programs.

Table 2.

Principal Preparation Program	# of Type 75 Candidates Entitled in FY12	# of Type 75 Candidates Entitled in FY13* (incomplete)	Projected Enrollment of 1st Cohort for Principal Endorsement**
American College of Education	183	13	***
Argosy University	19	5	***
Aurora University	150	116	12
Benedictine University	100	51	***
Bradley University	16	10	***
Chicago State University	14	7	***
Concordia University	441	236	50
De Paul University	56	32	Not yet reported
Dominican University	17	12	***
Eastern Illinois University	203	129	50
Governors State University	133	74	10
Illinois State University	47	31	15
Lewis University	2	24	15
Loyola University	77	13	40
McKendree College	49	83	20
New Leaders for New Schools	85	0	27
National-Louis University	147	83	12
North Central College	20	6	20
North Park University	2	6	***
Northeastern Ill. University	57	77	15
Northern Ill. University	155	54	***
Olivet Nazarene University	190	123	***
Quincy University	3	3	***
Roosevelt University	26	30	***
Southern Ill Univ. Carbondale	22	7	***
Southern Ill. Univ. Edwardsville	68	46	18
St. Xavier University	83	30	149
Univ Of Ill Urbana/Champaign	45	20	12
Univ. Of Ill at Chicago	10	1	20
University Of Il. Springfield	35	27	Not yet reported
University of St. Francis	59	43	12
Western Illinois University	41	25	15
Individual transcript evaluation	300	314	0
TOTAL	**2855**	**1731***	**512**

*   Incomplete - Data available as of 2/2013- does not include spring graduates

** Based on program application and approval from the IL State Educator Preparation and Licensure Board

*** Program has not yet applied or received approval

Qualified Candidate Pool

At first blush, a review of Table 2 indicates that the pipeline for the principalship has been greatly diminished. However, the pipeline does not just include the number of candidates entitled by preparation programs each year, but also included existing Type 75 holders as well. Table 3 indicates the combined total of potential candidates for vacant principal positions in FY14. Despite the reduction in the number of candidates enrolled in programs leading to a Principal Endorsement, the number of qualified candidates still far outpaces the demand for new principals.

Table 3.

Projected Qualified Candidates for Principal Vacancies	
Total number of educators with valid Type 75 certificates	43,569
Total number of candidates entitled for Type 75 certificates in FY13	1,731
Total number of projected candidates in Principal endorsement programs	512
Total	**45,812**
Total number of currently employed principals	-3,754
Total number of currently employed superintendents	-867
Revised Total	**41,189**

The total number of Type 75 holders reflected in the first line of Table 3 includes those individuals that are currently employed in other administrative positions. However, subtracting 867 current superintendents and 3,754 current principals from the total number still leaves 41,189 qualified candidates remaining to fill principal vacancies.
It is also important to take into consideration the average number of principal vacancies each year. Recognizing that some principals move from one school to another, a more accurate reflection of vacancies that need to be filled by those not currently in principal positions would be to examine the number of principals that are new and in their first principal position. Table 4 below represents the number of principals in the last three years that were in their first principal position.

Table 4.

Fiscal Year	Number of Principals in Their First Principal Position
2010	339
2011	410
2012	439

Qualified Candidate Distribution

A wide distribution of qualified candidates is also essential in terms of filling vacant principal positions throughout the state. Table 5 below indicates the number of current Type 75 holder in each region. The total number of Type 75 reflected in this chart includes those individuals who have chosen to register their certificate with multiple Regional Offices of Education. Therefore the total number on this list does not reflect the non-duplicated number of Type 75 holders from Table 3.

Table 5.

Regional Offices of Education/ Intermediate Service Center	Number of Registered Type 75 Certificates	Regional Offices of Education/ Intermediate Service Center	Number of Registered Type 75 Certificates
ADAMS/PIKE	277	BUREAU/HENRY/STARK	275
ALXNDR/JOHN/MASC/PULSKI/UNON	250	JACKSON/PERRY	277
BOND/EFFINGHAM/FAYETTE	333	KANE	2301
BOONE/WINNEBAGO	1092	IROQUOIS/KANKAKEE	606
Region 05 North Cook ISC 1	7320	KNOX	158
Region 06 West Cook ISC 2	6694	LAKE	3002
Region 07 South Cook ISC 4	7759	LA SALLE	445
CARROLL/JO DAVIESS/STEPHENSON	303	LOGAN/MASON/MENARD	234
CHAMPAIGN/FORD	711	MACON/PIATT	512
CHRISTIAN/MONTGOMERY	261	CALHOUN/GREENE/JERSY/MACOUPIN	298
CLK/CLS/CMBN/DGLAS/EDGR/MLTR/SHLB	644	MADISON	893
CLAY/CWFORD/JSPER/LWRNCE/RHLAND	333	MARSHALL/PUTNAM/WOODFORD	208
CLINTON/MARION/WASHINGTON	434	MC HENRY	1058
COOK ROE - SUBURBAN	64	MONROE/RANDOLPH	276
CITY OF CHICAGO	9603	BROWN/CASS/MORGAN/SCOTT	253
DE KALB	412	LEE/OGLE	299
DE WITT/LIVINGSTON/MCLEAN	798	PEORIA	631
DU PAGE	4251	ROCK ISLAND	438
EDWD/GLTN/HDIN/POP/SLNE/WBH/WN/WH	341	ST CLAIR	946
FRANKLIN/WILLIAMSON	304	SANGAMON	811
FULTON/SCHUYLER	134	TAZEWELL	431
GRUNDY/KENDALL	918	VERMILION	390
HAMILTON/JEFFERSON	278	WHITESIDE	174
HANCOCK/MC DONOUGH	192	WILL	3085
HENDERSON/MERCER/WARREN	118		

Other Influences on School Staffing

A recent national survey of teachers and principals by MetLife found the majority of principals said that school leadership responsibilities have changed significantly over the last five years. Further, three out of four K-12 public school principals in all types schools and in all grade levels believe **the job has become extremely complex**.[1] These findings drive home the need for preparation programs to be specifically tailored to the role of principal and include an extensive school-based internship component. In order for new principals to be effective they must be **prepared for the current context** in which they will be expected to perform. In addition, this indicates a clear need for districts to encourage the use of distributed leadership practices and the involvement of others, such as teacher leaders in school improvement efforts. Numerous studies have concluded that principals alone cannot address all of the challenges facing our schools and must focus the collective efforts of the entire school community to bring about meaningful change (Elmore, R. 2004; Fullan, M. 2006; Leithwood et. al. 2007; Murphy, J. 2005; Spillane, J. & Diamond, J. 2007).

While school leadership is essential, it is not the only influence on schools. Another reform effort that is having an impact on school leaders is the **alignment to the Common Core Standards**. A recent study that examined content standards from all states adopting the Common Core found that this shift represent considerable change from most states' content standards as well as their assessment of learning.[2] The changes made to the Illinois teacher certification system is designed to **encourage teachers to seek content endorsements** rather than a general administrative certificate. This will both ensure that teachers have the content knowledge necessary to implement the more rigorous standards and that those aspiring to the principalship will receive instruction and training specifically designed to address the complexity of the role. This allows districts to maximize their resources by rewarding teachers that gain advance degrees in areas that provide an immediate return on investment rather than providing salary increases for teachers that complete Type 75 certification programs and do not assume a position requiring the training.

The previously mentioned national study by MetLife found that 78 percent of principals surveyed rated "**managing the budget and resources**" as "challenging" or "very challenging." The new preparation programs and certification structure are designed to address the needs of our schools and provide the appropriate training that builds the capacity of teachers and school leaders to address the complex environment within which they educate each student.

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[1] Harris Interactive. (2013) *The MetLife Survey of the American Teacher: Challenges for School Leadership* New York, NY: Metropolitan Life Insurance Company.

[2] A. Porter, J. McMaken, J. Hwang, and R. Yang. (2011). Common Core Standards: The New U.S. Intended Curriculum. *Educational Researcher*, 40:103.