



Rep. Laura Faver Dias

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LRB103 26261 RJT 59518 a

1 AMENDMENT TO HOUSE BILL 3147

2 AMENDMENT NO. _____. Amend House Bill 3147 by replacing
3 everything after the enacting clause with the following:

4 "Section 1. Findings. The General Assembly makes all of
5 the following findings:

6 (1) Literacy is not only critical for individuals'
7 ability to earn income, secure housing, participate in
8 their healthcare, support their children's education,
9 pursue happiness, and navigate the world but also
10 collectively foundational to our community and democracy.

11 (2) The World Literacy Foundation found that low
12 literacy is a major contributor to inequality and
13 increases the likelihood of poor physical and mental
14 health, workplace accidents, misuse of medication,
15 participation in crime, and welfare dependency, all of
16 which have substantial additional social and economic
17 costs.

1 (3) Fifty percent of Illinois' third graders met,
2 exceeded, or approached learning standards in English
3 language arts according to the Illinois Assessment of
4 Readiness with the other half of students not meeting or
5 partially meeting standards; this represents a 10
6 percentage-point swing from the 2019 pre-pandemic rates
7 when 60% of students met, exceeded, or approached learning
8 standards.

9 (4) Thirty-three percent of Illinois' fourth graders
10 achieved proficient or advanced reading scores on the 2022
11 National Assessment of Educational Progress with another
12 29% meeting basic reading proficiency and the remaining
13 38% scoring below basic reading proficiency.

14 (5) Research from the Annie E. Casey Institute found
15 that students who are not proficient readers in third
16 grade are 4 times more likely not to finish high school; if
17 those students are from low-income families, they are more
18 than 6 times more likely not to finish high school.

19 (6) Research consistently finds that a diverse,
20 well-trained, and expanding pool of teachers, in
21 conjunction with curricula responsive to the strengths and
22 needs of diverse student populations, improves educational
23 outcomes for all students.

24 (7) An appropriate curriculum blends the learning
25 needs of students with their developmental needs and
26 increases in complexity with every new stage of childhood.

1 (8) Oral language development is a prerequisite for
2 reading and writing that is nurtured from birth through
3 talking, reading, story-telling, singing, nursery rhymes,
4 and other language exposure and, as younger children
5 develop, through intentional dialogue with rich
6 vocabulary; home visiting programs, access to books,
7 high-quality childcare and preschool, and lived
8 experiences strengthen students' opportunity to build
9 oracy skills, vocabulary, and background knowledge,
10 leading to higher-level cognitive thinking.

11 (9) Reading builds new neural pathways in the brain as
12 people, usually children, learn to connect the sounds in
13 language to letters on a page to the meaning of the text;
14 however, there is no one-size-fits-all approach to
15 literacy, as learners will require different dosages
16 within different areas of literacy instruction to meet
17 their individual needs.

18 (10) Reading and writing have a reciprocal
19 relationship, as each strengthens the other, and students
20 benefit when their instruction is closely intertwined.

21 (11) English learners benefit from a comprehensive
22 literacy approach that recognizes the value of
23 multilingualism by enveloping all areas of literacy
24 instruction with a deep focus on oral language development
25 and encouraging students to make connections between
26 English and their home language.

1 (12) Teachers deserve the tools to be knowledgeable
2 about the cultural practices and language system of the
3 children they serve, including those children who speak
4 language variations of English, such as African-American
5 English (AAE); AAE has a linguistic structure that is a
6 systematic and rule-governed variation of General American
7 English.

8 (13) Research shows that direct, systematic,
9 cumulative, and explicit reading instruction that is
10 focused on the foundational reading skills of phonemic
11 awareness, phonics or decoding, spelling or encoding,
12 vocabulary development that includes morphology, oral
13 language development, reading fluency, and reading
14 comprehension that includes syntax and building background
15 or content knowledge, is highly effective in teaching
16 young children to read.

17 (14) High literacy achievement across all demographic
18 groups is an essential indicator of educational equity
19 within this State; strengthening early literacy
20 instruction and support for students in Illinois will pay
21 dividends in the future by empowering students, providing
22 the skills they will need to graduate, find fulfilling
23 careers, and be productive members of their communities
24 and of our democracy.

25 (15) Ensuring that every child has access to
26 high-quality, research-aligned, developmentally

1 appropriate reading instruction implemented using a
2 comprehensive approach is a foundational component of this
3 State's public education system and a responsibility
4 shared among federal, State, and local education agencies.

5 Section 5. Short title. This Act may be cited as the
6 Literacy and Justice for All Act.

7 Section 10. State Board of Education assistance;
8 comprehensive literacy plan.

9 (a) The State Board of Education shall adopt and make
10 available all of the following to each publicly funded school
11 district by January 31, 2024:

12 (1) A rubric by which districts may evaluate curricula
13 and select and implement evidence-based, culturally
14 inclusive core reading instruction programs. The rubric
15 shall address at a minimum:

16 (A) systematic and explicit approaches to phonemic
17 awareness, decoding (phonics), and encoding (spelling);

18 (B) vocabulary development, including morphology,
19 and reading fluency;

20 (C) oral language development;

21 (D) reading comprehension, including syntax and
22 building background (content) knowledge; and

23 (E) cultural inclusivity.

24 (2) A template to support districts when developing

1 comprehensive, district-wide literacy plans that include
2 support for special student populations, including
3 multilingual, diverse, and gifted students.

4 (3) Guidance on evidence-based practices for effective
5 structures for training and deploying literacy coaches to
6 support teachers and close opportunity gaps among student
7 demographic groups.

8 (b) On or before September 1, 2024, the State Board of
9 Education shall develop and make available training
10 opportunities in teaching reading aligned with the
11 comprehensive literacy plan described in subsection (c) of
12 this Section and consistent with State learning standards.
13 This support shall include:

14 (1) development of a microcredential or a series of
15 microcredentials in literacy instruction aligned with the
16 comprehensive literacy plan described in subsection (c) of
17 this Section to be affixed to educator licenses upon
18 successful demonstration of the skill, completion of the
19 required coursework or assessment, or both;

20 (2) creation and dissemination of a tool that school
21 districts, educators, and the public may use to evaluate
22 professional development and training programs related to
23 literacy instruction; and

24 (3) development of online training modules on literacy
25 instruction aligned with the comprehensive literacy plan
26 described in subsection (c) of this Section and consistent

1 with State learning standards accepted for continuing
2 professional development units.

3 (c) On or before January 31, 2024, in consultation with
4 education stakeholders, the State Board Education shall
5 develop and adopt a comprehensive literacy plan for this
6 State, which shall be updated as needed. The plan shall, at a
7 minimum:

8 (1) include definitions for key terminology, such as
9 "evidence-based";

10 (2) contextualize the interaction between elements of
11 the plan and existing laws and regulations that have
12 overlapping components, such as a multi-tiered system of
13 support;

14 (3) focus on a comprehensive range of elements of
15 literacy, including phonemic awareness, decoding
16 (phonics), encoding (spelling), vocabulary development
17 including morphology, oracy, reading fluency, and reading
18 comprehension including syntax and background and content
19 knowledge;

20 (4) recommend parameters by which each school district
21 or, if applicable, school, to list on its website the
22 literacy curricula used in general education classrooms;
23 and

24 (5) consider core instructional literacy practices as
25 well as practices that are specific to special student
26 populations and demographic groups, such as diverse

1 learners, multilingual learners, and bidialectal students.

2 The State Board shall annually compile and post on its
3 website information about progress on the comprehensive
4 literacy plan.

5 Section 90. The School Code is amended by changing
6 Sections 2-3.51, 21B-20, 21B-30, and 21B-35 as follows:

7 (105 ILCS 5/2-3.51) (from Ch. 122, par. 2-3.51)

8 Sec. 2-3.51. Reading Improvement Block Grant Program. To
9 improve the reading and study skills of children from
10 kindergarten through sixth grade in school districts. The
11 State Board of Education is authorized to administer a Reading
12 Improvement Block Grant Program. As used in this Section:

13 "School district" includes those schools designated as
14 "laboratory schools".

15 "Scientifically based reading research" means the
16 application of rigorous, systematic, and objective procedures
17 to obtain valid knowledge relevant to reading development,
18 reading instruction, and reading difficulties. The term
19 includes research that employs systematic, empirical methods
20 that draw on observation or experiment, involves rigorous data
21 analysis that is adequate to test the stated hypotheses and to
22 justify the general conclusions drawn, relies on measurements
23 or observational methods that provide valid data across
24 evaluators and observers and across multiple measurements and

1 observations, and has been accepted by peer-reviewed journal
2 or approved by a panel of independent experts through a
3 comparably rigorous, objective and scientific review.

4 (a) Funds for the Reading Improvement Block Grant Program
5 shall be distributed to school districts on the following
6 basis: 70% of monies shall be awarded on the prior year's best
7 3 months average daily attendance and 30% shall be distributed
8 on the number of economically disadvantaged (E.C.I.A. Chapter
9 I) pupils in the district, ~~provided that the State Board may~~
10 ~~distribute an amount not to exceed 2% of the monies~~
11 ~~appropriated for the Reading Improvement Block Grant Program~~
12 ~~for the purpose of providing teacher training and re-training~~
13 ~~in the teaching of reading.~~ Program funds shall be distributed
14 to school districts in 2 semi-annual installments, one payment
15 on or before October 30, and one payment prior to April 30, of
16 each year. The State Board shall promulgate rules and
17 regulations necessary for the implementation of this program.

18 If the appropriation for the Reading Improvement Block
19 Grant Program for a given fiscal year is less than
20 \$15,000,000, then the State Board shall limit eligibility to
21 school districts that have been placed in Tier 1 or Tier 2
22 pursuant to paragraph (3) of subsection (g) of Section 18-8.15
23 of this Code that request funding and are selected for either:

24 (1) a one-year planning grant to enable districts to
25 thoughtfully draft literacy plans in alignment with the
26 district literacy plan template developed by the Board

1 pursuant to paragraph (2) of subsection (a) of Section 10
2 of the Literacy and Justice for All Act; or

3 (2) an implementation grant to enable districts that
4 have drafted comprehensive district literacy plans to
5 enact their plan, which must include training and ongoing
6 coaching support to each teacher of students in
7 kindergarten through grade 2 and special education
8 teachers and curriculum investments aligned with
9 provisions of the comprehensive literacy plan for this
10 State.

11 If the funds requested in districts' applications exceed
12 the appropriation, the Board shall impose additional criteria
13 so that each applicant is able to enact its plan.

14 ~~Programs provided with grant funds shall not replace quality~~
15 ~~classroom reading instruction, but shall instead supplement~~
16 ~~such instruction.~~

17 (a-5) Reading Improvement Block Grant Program funds shall
18 be used by school districts in the following manner:

19 (1) to hire reading specialists, reading teachers, and
20 reading aides in order to provide early reading
21 intervention in kindergarten through grade 2 and programs
22 of continued reading support for students in grades 3
23 through 6;

24 (2) in kindergarten through grade 2, to establish
25 short-term tutorial early reading intervention programs
26 for children who are at risk of failing to learn to read;

1 these programs shall (i) focus on scientifically based
2 research and best practices with proven long-term results,
3 (ii) identify students in need of help no later than the
4 middle of first grade, (iii) provide ongoing training for
5 teachers in the program, (iv) focus instruction on
6 strengthening a student's phonemic awareness, phonics,
7 fluency, and comprehension skills, (v) provide a means to
8 document and evaluate student growth, and (vi) provide
9 properly trained staff;

10 (3) to continue direct reading instruction for grades
11 3 through 6;

12 (4) in grades 3 through 6, to establish programs of
13 support for students who demonstrate a need for continued
14 assistance in learning to read and in maintaining reading
15 achievement; these programs shall (i) focus on
16 scientifically based research and best practices with
17 proven long-term results, (ii) provide ongoing training
18 for teachers and other staff members in the program, (iii)
19 focus instruction on strengthening a student's phonics,
20 fluency, and comprehension skills in grades 3 through 6,
21 (iv) provide a means to evaluate and document student
22 growth, and (v) provide properly trained staff;

23 (5) in grades K through 6, to provide both core
24 literacy curriculum materials that align with the
25 comprehensive literacy plan for this State and that
26 consider the unique needs of English learners for

1 concurrent oral language practice and high-quality
2 screening assessments designed to inform instruction in
3 English language arts and literacy classroom reading
4 ~~materials~~ for students; each district may allocate up to
5 25% of the funds for this purpose; and

6 (6) to provide a long-term professional development
7 program for classroom teachers, administrators, and other
8 appropriate staff; the program shall (i) focus on
9 scientifically based research and best practices with
10 proven long-term results, (ii) provide a means to evaluate
11 student progress in reading as a result of the training,
12 (iii) and be provided by approved staff development
13 providers.

14 If the appropriation for the Reading Improvement Block
15 Grant Program for a given fiscal year is less than
16 \$15,000,000, then grant recipients shall prioritize curricula
17 and materials, training, and ongoing coaching support in
18 alignment with the comprehensive literacy plan of this State
19 for kindergarten through grade 3 teachers and special
20 education teachers.

21 (a-10) If the appropriation for the Reading Improvement
22 Block Grant Program for a given fiscal year is at least
23 \$15,000,000, then Reading Improvement Block Grant Program
24 funds shall be made available to each eligible school district
25 submitting an approved application developed by the State
26 Board ~~beginning with the 1998-99 school year.~~ Applications

1 shall include a proposed assessment method or methods for
2 measuring the reading growth of students who receive direct
3 instruction as a result of the funding and the impact of staff
4 development activities on student growth in reading. Such
5 methods may include the reading portion of the assessments
6 required under Section 2-3.64a-5 of this Code. At the end of
7 each school year the district shall report performance of
8 progress results to the State Board. Districts not
9 demonstrating performance progress using an approved
10 assessment method shall not be eligible for funding in the
11 third or subsequent years until such progress is established.
12 If the program has been unfunded for 3 years or more,
13 applicants need not demonstrate performance progress as a
14 condition of receiving a one-year planning grant or their
15 first year of funding an implementation grant.

16 If the appropriation for the Reading Improvement Block
17 Grant Program for a given fiscal year is less than
18 \$15,000,000, then the State Board may establish additional
19 eligibility criteria and shall select a cohort of school
20 districts that have been placed in Tier 1 or Tier 2 pursuant to
21 paragraph (3) of subsection (g) of Section 18-8.15 of this
22 Code to participate.

23 (a-15) The State Superintendent of Education, in
24 cooperation with the school districts participating in the
25 program, shall annually report to the leadership of the
26 General Assembly on the results of the Reading Improvement

1 Block Grant Program and the progress being made on improving
2 the reading skills of students in kindergarten through the
3 sixth grade.

4 (b) (Blank).

5 (c) (Blank).

6 (d) Grants under the Reading Improvement Block Grant
7 Program shall be awarded provided there is an appropriation
8 for the program, and funding levels for each district shall be
9 prorated according to the amount of the appropriation for any
10 fiscal year in which at least \$15,000,000 has been
11 appropriated.

12 (e) (Blank).

13 (f) (Blank).

14 (Source: P.A. 98-972, eff. 8-15-14.)

15 (105 ILCS 5/21B-20)

16 Sec. 21B-20. Types of licenses. The State Board of
17 Education shall implement a system of educator licensure,
18 whereby individuals employed in school districts who are
19 required to be licensed must have one of the following
20 licenses: (i) a professional educator license; (ii) an
21 educator license with stipulations; (iii) a substitute
22 teaching license; or (iv) until June 30, 2023, a short-term
23 substitute teaching license. References in law regarding
24 individuals certified or certificated or required to be
25 certified or certificated under Article 21 of this Code shall

1 also include individuals licensed or required to be licensed
2 under this Article. The first year of all licenses ends on June
3 30 following one full year of the license being issued.

4 The State Board of Education, in consultation with the
5 State Educator Preparation and Licensure Board, may adopt such
6 rules as may be necessary to govern the requirements for
7 licenses and endorsements under this Section.

8 (1) Professional Educator License. Persons who (i)
9 have successfully completed an approved educator
10 preparation program and are recommended for licensure by
11 the Illinois institution offering the educator preparation
12 program, (ii) have successfully completed the required
13 testing under Section 21B-30 of this Code, (iii) have
14 successfully completed coursework on the psychology of,
15 the identification of, and the methods of instruction for
16 the exceptional child, including without limitation
17 children with learning disabilities, (iv) have
18 successfully completed coursework in evidence-based
19 methods of reading that align with the literacy standards
20 for teachers and with the comprehensive literacy plan for
21 this State and reading in the content area, and (v) have
22 met all other criteria established by rule of the State
23 Board of Education shall be issued a Professional Educator
24 License. All Professional Educator Licenses are valid
25 until June 30 immediately following 5 years of the license
26 being issued. The Professional Educator License shall be

1 endorsed with specific areas and grade levels in which the
2 individual is eligible to practice. For an early childhood
3 education endorsement, an individual may satisfy the
4 student teaching requirement of his or her early childhood
5 teacher preparation program through placement in a setting
6 with children from birth through grade 2, and the
7 individual may be paid and receive credit while student
8 teaching. The student teaching experience must meet the
9 requirements of and be approved by the individual's early
10 childhood teacher preparation program.

11 Individuals can receive subsequent endorsements on the
12 Professional Educator License. Subsequent endorsements
13 shall require a minimum of 24 semester hours of coursework
14 in the endorsement area and passage of the applicable
15 content area test, unless otherwise specified by rule.

16 (2) Educator License with Stipulations. An Educator
17 License with Stipulations shall be issued an endorsement
18 that limits the license holder to one particular position
19 or does not require completion of an approved educator
20 program or both.

21 An individual with an Educator License with
22 Stipulations must not be employed by a school district or
23 any other entity to replace any presently employed teacher
24 who otherwise would not be replaced for any reason.

25 An Educator License with Stipulations may be issued
26 with the following endorsements:

1 (A) (Blank).

2 (B) Alternative provisional educator. An
3 alternative provisional educator endorsement on an
4 Educator License with Stipulations may be issued to an
5 applicant who, at the time of applying for the
6 endorsement, has done all of the following:

7 (i) Graduated from a regionally accredited
8 college or university with a minimum of a
9 bachelor's degree.

10 (ii) Successfully completed the first phase of
11 the Alternative Educator Licensure Program for
12 Teachers, as described in Section 21B-50 of this
13 Code.

14 (iii) Passed a content area test, as required
15 under Section 21B-30 of this Code.

16 The alternative provisional educator endorsement is
17 valid for 2 years of teaching and may be renewed for a
18 third year by an individual meeting the requirements set
19 forth in Section 21B-50 of this Code.

20 (C) Alternative provisional superintendent. An
21 alternative provisional superintendent endorsement on
22 an Educator License with Stipulations entitles the
23 holder to serve only as a superintendent or assistant
24 superintendent in a school district's central office.
25 This endorsement may only be issued to an applicant
26 who, at the time of applying for the endorsement, has

1 done all of the following:

2 (i) Graduated from a regionally accredited
3 college or university with a minimum of a master's
4 degree in a management field other than education.

5 (ii) Been employed for a period of at least 5
6 years in a management level position in a field
7 other than education.

8 (iii) Successfully completed the first phase
9 of an alternative route to superintendent
10 endorsement program, as provided in Section 21B-55
11 of this Code.

12 (iv) Passed a content area test required under
13 Section 21B-30 of this Code.

14 The endorsement is valid for 2 fiscal years in
15 order to complete one full year of serving as a
16 superintendent or assistant superintendent.

17 (D) (Blank).

18 (E) Career and technical educator. A career and
19 technical educator endorsement on an Educator License
20 with Stipulations may be issued to an applicant who
21 has a minimum of 60 semester hours of coursework from a
22 regionally accredited institution of higher education
23 or an accredited trade and technical institution and
24 has a minimum of 2,000 hours of experience outside of
25 education in each area to be taught.

26 The career and technical educator endorsement on

1 an Educator License with Stipulations is valid until
2 June 30 immediately following 5 years of the
3 endorsement being issued and may be renewed.

4 An individual who holds a valid career and
5 technical educator endorsement on an Educator License
6 with Stipulations but does not hold a bachelor's
7 degree may substitute teach in career and technical
8 education classrooms.

9 (F) (Blank).

10 (G) Transitional bilingual educator. A
11 transitional bilingual educator endorsement on an
12 Educator License with Stipulations may be issued for
13 the purpose of providing instruction in accordance
14 with Article 14C of this Code to an applicant who
15 provides satisfactory evidence that he or she meets
16 all of the following requirements:

17 (i) Possesses adequate speaking, reading, and
18 writing ability in the language other than English
19 in which transitional bilingual education is
20 offered.

21 (ii) Has the ability to successfully
22 communicate in English.

23 (iii) Either possessed, within 5 years
24 previous to his or her applying for a transitional
25 bilingual educator endorsement, a valid and
26 comparable teaching certificate or comparable

1 authorization issued by a foreign country or holds
2 a degree from an institution of higher learning in
3 a foreign country that the State Educator
4 Preparation and Licensure Board determines to be
5 the equivalent of a bachelor's degree from a
6 regionally accredited institution of higher
7 learning in the United States.

8 A transitional bilingual educator endorsement
9 shall be valid for prekindergarten through grade 12,
10 is valid until June 30 immediately following 5 years
11 of the endorsement being issued, and shall not be
12 renewed.

13 Persons holding a transitional bilingual educator
14 endorsement shall not be employed to replace any
15 presently employed teacher who otherwise would not be
16 replaced for any reason.

17 (H) Language endorsement. In an effort to
18 alleviate the shortage of teachers speaking a language
19 other than English in the public schools, an
20 individual who holds an Educator License with
21 Stipulations may also apply for a language
22 endorsement, provided that the applicant provides
23 satisfactory evidence that he or she meets all of the
24 following requirements:

25 (i) Holds a transitional bilingual
26 endorsement.

1 (ii) Has demonstrated proficiency in the
2 language for which the endorsement is to be issued
3 by passing the applicable language content test
4 required by the State Board of Education.

5 (iii) Holds a bachelor's degree or higher from
6 a regionally accredited institution of higher
7 education or, for individuals educated in a
8 country other than the United States, holds a
9 degree from an institution of higher learning in a
10 foreign country that the State Educator
11 Preparation and Licensure Board determines to be
12 the equivalent of a bachelor's degree from a
13 regionally accredited institution of higher
14 learning in the United States.

15 (iv) (Blank).

16 A language endorsement on an Educator License with
17 Stipulations is valid for prekindergarten through
18 grade 12 for the same validity period as the
19 individual's transitional bilingual educator
20 endorsement on the Educator License with Stipulations
21 and shall not be renewed.

22 (I) Visiting international educator. A visiting
23 international educator endorsement on an Educator
24 License with Stipulations may be issued to an
25 individual who is being recruited by a particular
26 school district that conducts formal recruitment

1 programs outside of the United States to secure the
2 services of qualified teachers and who meets all of
3 the following requirements:

4 (i) Holds the equivalent of a minimum of a
5 bachelor's degree issued in the United States.

6 (ii) Has been prepared as a teacher at the
7 grade level for which he or she will be employed.

8 (iii) Has adequate content knowledge in the
9 subject to be taught.

10 (iv) Has an adequate command of the English
11 language.

12 A holder of a visiting international educator
13 endorsement on an Educator License with Stipulations
14 shall be permitted to teach in bilingual education
15 programs in the language that was the medium of
16 instruction in his or her teacher preparation program,
17 provided that he or she passes the English Language
18 Proficiency Examination or another test of writing
19 skills in English identified by the State Board of
20 Education, in consultation with the State Educator
21 Preparation and Licensure Board.

22 A visiting international educator endorsement on
23 an Educator License with Stipulations is valid for 5
24 years and shall not be renewed.

25 (J) Paraprofessional educator. A paraprofessional
26 educator endorsement on an Educator License with

1 Stipulations may be issued to an applicant who holds a
2 high school diploma or its recognized equivalent and
3 (i) holds an associate's degree or a minimum of 60
4 semester hours of credit from a regionally accredited
5 institution of higher education; (ii) has passed a
6 paraprofessional competency test under subsection
7 (c-5) of Section 21B-30; or (iii) is at least 18 years
8 of age and will be using the Educator License with
9 Stipulations exclusively for grades prekindergarten
10 through grade 8, until the individual reaches the age
11 of 19 years and otherwise meets the criteria for a
12 paraprofessional educator endorsement pursuant to this
13 subparagraph (J). The paraprofessional educator
14 endorsement is valid until June 30 immediately
15 following 5 years of the endorsement being issued and
16 may be renewed through application and payment of the
17 appropriate fee, as required under Section 21B-40 of
18 this Code. An individual who holds only a
19 paraprofessional educator endorsement is not subject
20 to additional requirements in order to renew the
21 endorsement.

22 (K) Chief school business official. A chief school
23 business official endorsement on an Educator License
24 with Stipulations may be issued to an applicant who
25 qualifies by having a master's degree or higher, 2
26 years of full-time administrative experience in school

1 business management or 2 years of university-approved
2 practical experience, and a minimum of 24 semester
3 hours of graduate credit in a program approved by the
4 State Board of Education for the preparation of school
5 business administrators and by passage of the
6 applicable State tests, including an applicable
7 content area test.

8 The chief school business official endorsement may
9 also be affixed to the Educator License with
10 Stipulations of any holder who qualifies by having a
11 master's degree in business administration, finance,
12 accounting, or public administration and who completes
13 an additional 6 semester hours of internship in school
14 business management from a regionally accredited
15 institution of higher education and passes the
16 applicable State tests, including an applicable
17 content area test. This endorsement shall be required
18 for any individual employed as a chief school business
19 official.

20 The chief school business official endorsement on
21 an Educator License with Stipulations is valid until
22 June 30 immediately following 5 years of the
23 endorsement being issued and may be renewed if the
24 license holder completes renewal requirements as
25 required for individuals who hold a Professional
26 Educator License endorsed for chief school business

1 official under Section 21B-45 of this Code and such
2 rules as may be adopted by the State Board of
3 Education.

4 The State Board of Education shall adopt any rules
5 necessary to implement Public Act 100-288.

6 (L) Provisional in-state educator. A provisional
7 in-state educator endorsement on an Educator License
8 with Stipulations may be issued to a candidate who has
9 completed an Illinois-approved educator preparation
10 program at an Illinois institution of higher education
11 and who has not successfully completed an
12 evidence-based assessment of teacher effectiveness but
13 who meets all of the following requirements:

14 (i) Holds at least a bachelor's degree.

15 (ii) Has completed an approved educator
16 preparation program at an Illinois institution.

17 (iii) Has passed an applicable content area
18 test, as required by Section 21B-30 of this Code.

19 (iv) Has attempted an evidence-based
20 assessment of teacher effectiveness and received a
21 minimum score on that assessment, as established
22 by the State Board of Education in consultation
23 with the State Educator Preparation and Licensure
24 Board.

25 A provisional in-state educator endorsement on an
26 Educator License with Stipulations is valid for one

1 full fiscal year after the date of issuance and may not
2 be renewed.

3 (M) (Blank).

4 (N) Specialized services. A specialized services
5 endorsement on an Educator License with Stipulations
6 may be issued as defined and specified by rule.

7 (3) Substitute Teaching License. A Substitute Teaching
8 License may be issued to qualified applicants for
9 substitute teaching in all grades of the public schools,
10 prekindergarten through grade 12. Substitute Teaching
11 Licenses are not eligible for endorsements. Applicants for
12 a Substitute Teaching License must hold a bachelor's
13 degree or higher from a regionally accredited institution
14 of higher education or must be enrolled in an approved
15 educator preparation program in this State and have earned
16 at least 90 credit hours.

17 Substitute Teaching Licenses are valid for 5 years.

18 Substitute Teaching Licenses are valid for substitute
19 teaching in every county of this State. If an individual
20 has had his or her Professional Educator License or
21 Educator License with Stipulations suspended or revoked,
22 then that individual is not eligible to obtain a
23 Substitute Teaching License.

24 A substitute teacher may only teach in the place of a
25 licensed teacher who is under contract with the employing
26 board. If, however, there is no licensed teacher under

1 contract because of an emergency situation, then a
2 district may employ a substitute teacher for no longer
3 than 30 calendar days per each vacant position in the
4 district if the district notifies the appropriate regional
5 office of education within 5 business days after the
6 employment of the substitute teacher in the emergency
7 situation. An emergency situation is one in which an
8 unforeseen vacancy has occurred and (i) a teacher is
9 unable to fulfill his or her contractual duties or (ii)
10 teacher capacity needs of the district exceed previous
11 indications, and the district is actively engaged in
12 advertising to hire a fully licensed teacher for the
13 vacant position.

14 There is no limit on the number of days that a
15 substitute teacher may teach in a single school district,
16 provided that no substitute teacher may teach for longer
17 than 120 days beginning with the 2021-2022 school year
18 through the 2022-2023 school year, otherwise 90 school
19 days for any one licensed teacher under contract in the
20 same school year. A substitute teacher who holds a
21 Professional Educator License or Educator License with
22 Stipulations shall not teach for more than 120 school days
23 for any one licensed teacher under contract in the same
24 school year. The limitations in this paragraph (3) on the
25 number of days a substitute teacher may be employed do not
26 apply to any school district operating under Article 34 of

1 this Code.

2 A school district may not require an individual who
3 holds a valid Professional Educator License or Educator
4 License with Stipulations to seek or hold a Substitute
5 Teaching License to teach as a substitute teacher.

6 (4) Short-Term Substitute Teaching License. Beginning
7 on July 1, 2018 and until June 30, 2023, the State Board of
8 Education may issue a Short-Term Substitute Teaching
9 License. A Short-Term Substitute Teaching License may be
10 issued to a qualified applicant for substitute teaching in
11 all grades of the public schools, prekindergarten through
12 grade 12. Short-Term Substitute Teaching Licenses are not
13 eligible for endorsements. Applicants for a Short-Term
14 Substitute Teaching License must hold an associate's
15 degree or have completed at least 60 credit hours from a
16 regionally accredited institution of higher education.

17 Short-Term Substitute Teaching Licenses are valid for
18 substitute teaching in every county of this State. If an
19 individual has had his or her Professional Educator
20 License or Educator License with Stipulations suspended or
21 revoked, then that individual is not eligible to obtain a
22 Short-Term Substitute Teaching License.

23 The provisions of Sections 10-21.9 and 34-18.5 of this
24 Code apply to short-term substitute teachers.

25 An individual holding a Short-Term Substitute Teaching
26 License may teach no more than 15 consecutive days per

1 licensed teacher who is under contract. For teacher
2 absences lasting 6 or more days per licensed teacher who
3 is under contract, a school district may not hire an
4 individual holding a Short-Term Substitute Teaching
5 License, unless the Governor has declared a disaster due
6 to a public health emergency pursuant to Section 7 of the
7 Illinois Emergency Management Agency Act. An individual
8 holding a Short-Term Substitute Teaching License must
9 complete the training program under Section 10-20.67 or
10 34-18.60 of this Code to be eligible to teach at a public
11 school. This paragraph (4) is inoperative on and after
12 July 1, 2023.

13 (Source: P.A. 101-81, eff. 7-12-19; 101-220, eff. 8-7-19;
14 101-594, eff. 12-5-19; 101-643, eff. 6-18-20; 102-711, eff.
15 1-1-23; 102-712, eff. 4-27-22; 102-713, eff. 1-1-23; 102-717,
16 eff. 4-29-22; 102-894, eff. 5-20-22; revised 12-13-22.)

17 (105 ILCS 5/21B-30)

18 Sec. 21B-30. Educator testing.

19 (a) (Blank).

20 (b) The State Board of Education, in consultation with the
21 State Educator Preparation and Licensure Board, shall design
22 and implement a system of examinations, which shall be
23 required prior to the issuance of educator licenses. These
24 examinations and indicators must be based on national and
25 State professional teaching standards, as determined by the

1 State Board of Education, in consultation with the State
2 Educator Preparation and Licensure Board. The State Board of
3 Education may adopt such rules as may be necessary to
4 implement and administer this Section.

5 (c) (Blank).

6 (c-5) The State Board must adopt rules to implement a
7 paraprofessional competency test. This test would allow an
8 applicant seeking an Educator License with Stipulations with a
9 paraprofessional educator endorsement to obtain the
10 endorsement if he or she passes the test and meets the other
11 requirements of subparagraph (J) of paragraph (2) of Section
12 21B-20 other than the higher education requirements.

13 (d) All applicants seeking a State license shall be
14 required to pass a test of content area knowledge for each area
15 of endorsement for which there is an applicable test. There
16 shall be no exception to this requirement. No candidate shall
17 be allowed to student teach or serve as the teacher of record
18 until he or she has passed the applicable content area test.

19 (d-5) Subject to appropriation, all applicants seeking a
20 State license after July 1, 2026 in the areas of early
21 childhood education, early childhood special education,
22 elementary education in grades one through 6, reading
23 specialist, reading teacher, learning behavior specialist I,
24 special education general curriculum, director of special
25 education, and principal as instruction leader shall take a
26 test in reading foundations, which shall include assessment of

1 the applicant's understanding of phonological and phonemic
2 awareness, concepts of print and the alphabetic principle, the
3 role of phonics in promoting reading development, word
4 analysis skills and strategies, vocabulary development,
5 linguistics, morphology, application of reading comprehension
6 skills and strategies, and methods for assessing reading
7 development. The test in reading foundations must also assess
8 applicants' knowledge of assessment, differentiation, and
9 intervention with respect to each component of reading for
10 English learners, students with disabilities, and students
11 with advanced skills in some areas of reading. In the event
12 that an appropriation to the State Board to design the test of
13 reading foundations is delayed, the agency may delay
14 implementation of the required test by an equivalent amount of
15 time if it deems the delay necessary.

16 Candidates need not achieve a particular score on the test
17 in reading foundations; however, candidates who achieve a
18 passing score shall earn a notation on their transcript and an
19 additional credential on their Professional Educator License,
20 and this information shall be considered during each
21 preparation program's reaccreditation process. The State Board
22 shall aggregate and publish the number of candidates in each
23 preparation program who take the test in reading foundations
24 and the number who pass the test. Subject to appropriation,
25 the State Board shall cover the costs of the assessment, and no
26 candidate or preparation program shall be charged a fee for

1 the assessment. If the appropriation is insufficient to cover
2 the costs of administering the assessment, the State Board
3 shall determine how to allocate the available funds. If no
4 funding is appropriated, candidates shall not be required to
5 take the test. However, the test shall be available for
6 candidates who wish to cover the cost. Candidates who have
7 taken the test previously need not take it again for
8 additional licensure areas, though they may choose to do so.

9 (e) (Blank).

10 (f) Except as otherwise provided in this Article,
11 beginning on September 1, 2015, all candidates completing
12 teacher preparation programs in this State and all candidates
13 subject to Section 21B-35 of this Code are required to pass a
14 teacher performance assessment approved by the State Board of
15 Education, in consultation with the State Educator Preparation
16 and Licensure Board. A candidate may not be required to submit
17 test materials by video submission. Subject to appropriation,
18 an individual who holds a Professional Educator License and is
19 employed for a minimum of one school year by a school district
20 designated as Tier 1 under Section 18-8.15 may, after
21 application to the State Board, receive from the State Board a
22 refund for any costs associated with completing the teacher
23 performance assessment under this subsection.

24 (g) The content area knowledge test and the teacher
25 performance assessment shall be the tests that from time to
26 time are designated by the State Board of Education, in

1 consultation with the State Educator Preparation and Licensure
2 Board, and may be tests prepared by an educational testing
3 organization or tests designed by the State Board of
4 Education, in consultation with the State Educator Preparation
5 and Licensure Board. The test of content area knowledge shall
6 assess content knowledge in a specific subject field. The
7 tests must be designed to be racially neutral to ensure that no
8 person taking the tests is discriminated against on the basis
9 of race, color, national origin, or other factors unrelated to
10 the person's ability to perform as a licensed employee. The
11 score required to pass the tests shall be fixed by the State
12 Board of Education, in consultation with the State Educator
13 Preparation and Licensure Board. The tests shall be
14 administered not fewer than 3 times a year at such time and
15 place as may be designated by the State Board of Education, in
16 consultation with the State Educator Preparation and Licensure
17 Board.

18 The State Board shall implement a test or tests to assess
19 the speaking, reading, writing, and grammar skills of
20 applicants for an endorsement or a license issued under
21 subdivision (G) of paragraph (2) of Section 21B-20 of this
22 Code in the English language and in the language of the
23 transitional bilingual education program requested by the
24 applicant.

25 (h) Except as provided in Section 34-6 of this Code, the
26 provisions of this Section shall apply equally in any school

1 district subject to Article 34 of this Code.

2 (i) The rules developed to implement and enforce the
3 testing requirements under this Section shall include, without
4 limitation, provisions governing test selection, test
5 validation, and determination of a passing score for all tests
6 except the reading foundations test, administration of the
7 tests, frequency of administration, applicant fees, frequency
8 of applicants taking the tests, the years for which a score is
9 valid, and appropriate special accommodations. The State Board
10 of Education shall develop such rules as may be needed to
11 ensure uniformity from year to year in the level of difficulty
12 for each form of an assessment. The State Board shall base its
13 rules concerning the passing score on the reading foundations
14 test on the recommended cut-score determined in the formal
15 standard-setting process.

16 (Source: P.A. 101-81, eff. 7-12-19; 101-220, eff. 8-7-19;
17 101-594, eff. 12-5-19; 102-301, eff. 8-26-21.)

18 (105 ILCS 5/21B-35)

19 Sec. 21B-35. Minimum requirements for educators trained in
20 other states or countries.

21 (a) Any applicant who has not been entitled by an
22 Illinois-approved educator preparation program at an Illinois
23 institution of higher education applying for a Professional
24 Educator License endorsed in a teaching field or school
25 support personnel area must meet the following requirements:

1 (1) the applicant must:

2 (A) hold a comparable and valid educator license
3 or certificate, as defined by rule, with similar grade
4 level and content area credentials from another state,
5 with the State Board of Education having the authority
6 to determine what constitutes similar grade level and
7 content area credentials from another state;

8 (B) have a bachelor's degree from a regionally
9 accredited institution of higher education; and

10 (C) (blank); or

11 (2) the applicant must:

12 (A) have completed a state-approved program for
13 the licensure area sought, including coursework
14 concerning (i) methods of instruction of the
15 exceptional child, (ii) evidence-based methods of
16 reading that align with the literacy standards for
17 teachers and with the comprehensive literacy plan for
18 this State and reading in the content area, and (iii)
19 instructional strategies for English learners;

20 (B) have a bachelor's degree from a regionally
21 accredited institution of higher education;

22 (C) have successfully met all Illinois examination
23 requirements, except that:

24 (i) (blank);

25 (ii) an applicant who has successfully
26 completed a test of content, as defined by rules,

1 at the time of initial licensure in another state
2 is not required to complete a test of content; and

3 (iii) an applicant for a teaching endorsement
4 who has successfully completed an evidence-based
5 assessment of teacher effectiveness, as defined by
6 rules, at the time of initial licensure in another
7 state is not required to complete an
8 evidence-based assessment of teacher
9 effectiveness; and

10 (D) for an applicant for a teaching endorsement,
11 have completed student teaching or an equivalent
12 experience or, for an applicant for a school service
13 personnel endorsement, have completed an internship or
14 an equivalent experience.

15 (b) In order to receive a Professional Educator License
16 endorsed in a teaching field or school support personnel area,
17 applicants trained in another country must meet all of the
18 following requirements:

19 (1) Have completed a comparable education program in
20 another country.

21 (2) Have had transcripts evaluated by an evaluation
22 service approved by the State Superintendent of Education.

23 (3) Have a degree comparable to a degree from a
24 regionally accredited institution of higher education.

25 (4) Have completed coursework aligned to standards
26 concerning (i) methods of instruction of the exceptional

1 child, (ii) evidence-based methods of reading that align
2 with the literacy standards for teachers and with the
3 comprehensive literacy plan for this State, and reading in
4 the content area, and (iii) instructional strategies for
5 English learners.

6 (5) (Blank).

7 (6) (Blank).

8 (7) Have successfully met all State licensure
9 examination requirements. Applicants who have successfully
10 completed a test of content, as defined by rules, at the
11 time of initial licensure in another country shall not be
12 required to complete a test of content. Applicants for a
13 teaching endorsement who have successfully completed an
14 evidence-based assessment of teacher effectiveness, as
15 defined by rules, at the time of initial licensure in
16 another country shall not be required to complete an
17 evidence-based assessment of teacher effectiveness.

18 (8) Have completed student teaching or an equivalent
19 experience.

20 (9) (Blank).

21 (b-5) All applicants who have not been entitled by an
22 Illinois-approved educator preparation program at an Illinois
23 institution of higher education and applicants trained in
24 another country applying for a Professional Educator License
25 endorsed for principal or superintendent must hold a master's
26 degree from a regionally accredited institution of higher

1 education and hold a comparable and valid educator license or
2 certificate with similar grade level and subject matter
3 credentials, with the State Board of Education having the
4 authority to determine what constitutes similar grade level
5 and subject matter credentials from another state, or must
6 meet all of the following requirements:

7 (1) Have completed an educator preparation program
8 approved by another state or comparable educator program
9 in another country leading to the receipt of a license or
10 certificate for the Illinois endorsement sought.

11 (2) Have successfully met all State licensure
12 examination requirements, as required by Section 21B-30 of
13 this Code. Applicants who have successfully completed a
14 test of content, as defined by rules, at the time of
15 initial licensure in another state or country shall not be
16 required to complete a test of content.

17 (2.5) Have completed an internship, as defined by
18 rule.

19 (3) (Blank).

20 (4) Have completed coursework aligned to standards
21 concerning (i) methods of instruction of the exceptional
22 child, (ii) evidence-based methods of reading that align
23 with the literacy standards for teachers and with the
24 comprehensive literacy plan for this State, and reading in
25 the content area, and (iii) instructional strategies for
26 English learners.

1 (4.5) (Blank).

2 (5) Have completed a master's degree.

3 (6) Have successfully completed teaching, school
4 support, or administrative experience as defined by rule.

5 (b-7) All applicants who have not been entitled by an
6 Illinois-approved educator preparation program at an Illinois
7 institution of higher education applying for a Professional
8 Educator License endorsed for Director of Special Education
9 must hold a master's degree from a regionally accredited
10 institution of higher education and must hold a comparable and
11 valid educator license or certificate with similar grade level
12 and subject matter credentials, with the State Board of
13 Education having the authority to determine what constitutes
14 similar grade level and subject matter credentials from
15 another state, or must meet all of the following requirements:

16 (1) Have completed a master's degree.

17 (2) Have 2 years of full-time experience providing
18 special education services.

19 (3) Have successfully completed all examination
20 requirements, as required by Section 21B-30 of this Code.
21 Applicants who have successfully completed a test of
22 content, as identified by rules, at the time of initial
23 licensure in another state or country shall not be
24 required to complete a test of content.

25 (4) Have completed coursework aligned to standards
26 concerning (i) methods of instruction of the exceptional

1 child, (ii) evidence-based methods of reading that align
2 with the literacy standards for teachers and with the
3 comprehensive literacy plan for this State, and reading in
4 the content area, and (iii) instructional strategies for
5 English learners.

6 (b-10) All applicants who have not been entitled by an
7 Illinois-approved educator preparation program at an Illinois
8 institution of higher education applying for a Professional
9 Educator License endorsed for chief school business official
10 must hold a master's degree from a regionally accredited
11 institution of higher education and must hold a comparable and
12 valid educator license or certificate with similar grade level
13 and subject matter credentials, with the State Board of
14 Education having the authority to determine what constitutes
15 similar grade level and subject matter credentials from
16 another state, or must meet all of the following requirements:

17 (1) Have completed a master's degree in school
18 business management, finance, or accounting.

19 (2) Have successfully completed an internship in
20 school business management or have 2 years of experience
21 as a school business administrator.

22 (3) Have successfully met all State examination
23 requirements, as required by Section 21B-30 of this Code.
24 Applicants who have successfully completed a test of
25 content, as identified by rules, at the time of initial
26 licensure in another state or country shall not be

1 required to complete a test of content.

2 (4) Have completed modules aligned to standards
3 concerning methods of instruction of the exceptional
4 child, methods of reading and reading in the content area,
5 and instructional strategies for English learners.

6 (c) The State Board of Education, in consultation with the
7 State Educator Preparation and Licensure Board, may adopt such
8 rules as may be necessary to implement this Section.

9 (Source: P.A. 101-220, eff. 8-7-19; 101-643, eff. 6-18-20;
10 102-539, eff. 8-20-21.)

11 Section 99. Effective date. This Act takes effect upon
12 becoming law.".