



103RD GENERAL ASSEMBLY

State of Illinois

2023 and 2024

SB2245

Introduced 2/10/2023, by Sen. Kimberly A. Lightford

SYNOPSIS AS INTRODUCED:

New Act

105 ILCS 5/2-3.51

from Ch. 122, par. 2-3.51

105 ILCS 5/21B-20

105 ILCS 5/21B-30

105 ILCS 5/21B-35

Creates the Literary and Justice for All Act. Provides that the State Board of Education shall adopt and make available to school districts a rubric by which districts may evaluate curricula and select and implement evidence-based, culturally inclusive core reading instruction programs, a template to develop literacy plans, and guidance on evidence-based practices. Requires the State Board to develop training opportunities in teaching reading and a comprehensive literacy plan for this State. Amends the School Code. Makes changes concerning the Reading Improvement Block Grant Program, the requirements to receive a Professional Educator License, taking a test in reading foundations for certain licensure, and the requirements for educators trained in other states or counties. Effective immediately.

LRB103 25647 RJT 51996 b

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 1. Short title. This Act may be cited as the
5 Literacy and Justice for All Act.

6 Section 5. Findings. The General Assembly makes all of the
7 following findings:

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

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

20 (3) Fifty percent of Illinois' third graders met,
21 exceeded, or approached learning standards in English
22 language arts according to the Illinois Assessment of
23 Readiness with the other half of students not meeting or

1 partially meeting standards; this represents a 10
2 percentage-point swing from the 2019 pre-pandemic rates
3 when 60% of students met, exceeded, or approached learning
4 standards.

5 (4) Thirty-three percent of Illinois' fourth graders
6 achieved proficient or advanced reading scores on the 2022
7 National Assessment of Educational Progress with another
8 29% meeting basic reading proficiency and the remaining
9 38% scoring below basic reading proficiency.

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

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

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

23 (8) Oral language development is a prerequisite for
24 reading and writing that is nurtured from birth through
25 talking, reading, story-telling, singing, nursery rhymes,
26 and other language exposure and, as younger children

1 develop, through intentional dialogue with rich
2 vocabulary; home visiting programs, access to books,
3 high-quality childcare and preschool, and lived
4 experiences strengthen students' opportunity to build
5 oracy skills, vocabulary, and background knowledge,
6 leading to higher-level cognitive thinking.

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

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

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

23 (12) Teachers deserve the tools to be knowledgeable
24 about the cultural practices and language system of the
25 children they serve, including those children who speak
26 language variations of English, such as African-American

1 English (AAE); AAE has a linguistic structure that is a
2 systematic and rule-governed variation of General American
3 English.

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

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

21 (15) Ensuring that every child has access to
22 high-quality, research-aligned, developmentally
23 appropriate reading instruction implemented using a
24 comprehensive approach is a foundational component of this
25 State's public education system and a responsibility
26 shared among federal, State, and local education agencies.

1 Section 10. State Board of Education assistance;
2 comprehensive literacy plan.

3 (a) The State Board of Education shall adopt and make
4 available all of the following to each publicly funded school
5 district:

6 (1) A rubric by which districts may evaluate curricula
7 and select and implement evidence-based, culturally
8 inclusive core reading instruction programs. The rubric
9 shall address:

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

12 (B) vocabulary development, including morphology,
13 and reading fluency;

14 (C) oral language development;

15 (D) reading comprehension, including syntax and
16 building background (content) knowledge; and

17 (E) cultural inclusivity.

18 (2) A template to support districts when developing
19 comprehensive, district-wide literacy plans that include
20 support for special student populations, including
21 multilingual, diverse, and gifted students.

22 (3) Guidance on evidence-based practices for effective
23 structures for training and deploying literacy coaches to
24 support teachers and close opportunity gaps among student
25 demographic groups.

1 (b) On or after September 1, 2024, the State Board of
2 Education shall develop and make available evidence-based
3 training opportunities in teaching reading. Such training
4 shall focus on systematic and explicit instruction in the
5 areas of phonemic awareness, decoding (phonics), encoding
6 (spelling), vocabulary development, including morphology, oral
7 language development, reading fluency, and reading
8 comprehension, including syntax and building background
9 (content) knowledge and include rigorous evaluations of
10 learning throughout and at the end of the training. This
11 support shall include:

12 (1) development of a microcredential or a series of
13 microcredentials in comprehensive, evidence-based
14 literacy instruction to be affixed to professional
15 educator licenses upon successful demonstration of the
16 skill, completion of the required coursework or
17 assessment, or both;

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

22 (3) in partnership with one or more high-quality
23 providers of evidence-based professional development or
24 training in the content and principles of effective
25 language and literacy instruction, development of online
26 training modules on evidence-based literacy instruction

1 accepted for continuing professional development units.

2 (c) On or before October 1, 2023, in consultation with
3 education stakeholders, the State Board Education shall
4 develop and adopt a comprehensive literacy plan for this
5 State, which shall be updated as needed. The State Board shall
6 annually compile and post on its website information about
7 progress on the comprehensive literacy plan.

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

10 (105 ILCS 5/2-3.51) (from Ch. 122, par. 2-3.51)

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

16 "School district" includes those schools designated as
17 "laboratory schools".

18 "Scientifically based reading research" means the
19 application of rigorous, systematic, and objective procedures
20 to obtain valid knowledge relevant to reading development,
21 reading instruction, and reading difficulties. The term
22 includes research that employs systematic, empirical methods
23 that draw on observation or experiment, involves rigorous data
24 analysis that is adequate to test the stated hypotheses and to

1 justify the general conclusions drawn, relies on measurements
2 or observational methods that provide valid data across
3 evaluators and observers and across multiple measurements and
4 observations, and has been accepted by peer-reviewed journal
5 or approved by a panel of independent experts through a
6 comparably rigorous, objective and scientific review.

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

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

1 to limit the number of approved applicants to a cohort
2 sufficient for each selected district to provide adequate
3 training and ongoing coaching support to each teacher of
4 students in kindergarten through grade 2 and special education
5 teachers and evidence-based curriculum investments. ~~Programs~~
6 ~~provided with grant funds shall not replace quality classroom~~
7 ~~reading instruction, but shall instead supplement such~~
8 ~~instruction.~~

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

11 (1) to hire reading specialists, reading teachers, and
12 reading aides in order to provide early reading
13 intervention in kindergarten through grade 2 and programs
14 of continued reading support for students in grades 3
15 through 6;

16 (2) in kindergarten through grade 2, to establish
17 short-term tutorial early reading intervention programs
18 for children who are at risk of failing to learn to read;
19 these programs shall (i) focus on scientifically based
20 research and best practices with proven long-term results,
21 (ii) identify students in need of help no later than the
22 middle of first grade, (iii) provide ongoing training for
23 teachers in the program, (iv) focus instruction on
24 strengthening a student's phonemic awareness, phonics,
25 fluency, and comprehension skills, (v) provide a means to
26 document and evaluate student growth, and (vi) provide

1 properly trained staff;

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

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

15 (5) in grades K through 6, to provide both
16 evidence-based, high-quality core literacy curriculum
17 materials that consider the unique needs of English
18 learners for concurrent oral language practice and
19 high-quality screening assessments designed to inform
20 instruction in English language arts and literacy
21 ~~classroom reading materials~~ for students; each district
22 may allocate up to 25% of the funds for this purpose; and

23 (6) to provide a long-term professional development
24 program for classroom teachers, administrators, and other
25 appropriate staff; the program shall (i) focus on
26 scientifically based research and best practices with

1 proven long-term results, (ii) provide a means to evaluate
2 student progress in reading as a result of the training,
3 (iii) and be provided by approved staff development
4 providers.

5 If the appropriation for the Reading Improvement Block
6 Grant Program for a given fiscal year is less than
7 \$15,000,000, then grant recipients shall prioritize
8 evidence-based curricula and materials, training, and ongoing
9 coaching support for kindergarten through grade 3 teachers and
10 special education teachers.

11 (a-10) If the appropriation for the Reading Improvement
12 Block Grant Program for a given fiscal year is at least
13 \$15,000,000, then Reading Improvement Block Grant Program
14 funds shall be made available to each eligible school district
15 submitting an approved application developed by the State
16 Board ~~beginning with the 1998-99 school year~~. Applications
17 shall include a proposed assessment method or methods for
18 measuring the reading growth of students who receive direct
19 instruction as a result of the funding and the impact of staff
20 development activities on student growth in reading. Such
21 methods may include the reading portion of the assessments
22 required under Section 2-3.64a-5 of this Code. At the end of
23 each school year the district shall report performance of
24 progress results to the State Board. Districts not
25 demonstrating performance progress using an approved
26 assessment method shall not be eligible for funding in the

1 third or subsequent years until such progress is established.

2 If the appropriation for the Reading Improvement Block
3 Grant Program for a given fiscal year is less than
4 \$15,000,000, then the State Board may establish additional
5 eligibility criteria and shall select a cohort of school
6 districts that have been placed in Tier 1 or Tier 2 pursuant to
7 paragraph (3) of subsection (g) of Section 18-8.15 of this
8 Code to participate.

9 (a-15) The State Superintendent of Education, in
10 cooperation with the school districts participating in the
11 program, shall annually report to the leadership of the
12 General Assembly on the results of the Reading Improvement
13 Block Grant Program and the progress being made on improving
14 the reading skills of students in kindergarten through the
15 sixth grade.

16 (b) (Blank).

17 (c) (Blank).

18 (d) Grants under the Reading Improvement Block Grant
19 Program shall be awarded provided there is an appropriation
20 for the program, and funding levels for each district shall be
21 prorated according to the amount of the appropriation for any
22 fiscal year in which at least \$15,000,000 has been
23 appropriated.

24 (e) (Blank).

25 (f) (Blank).

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

1 (105 ILCS 5/21B-20)

2 Sec. 21B-20. Types of licenses. The State Board of
3 Education shall implement a system of educator licensure,
4 whereby individuals employed in school districts who are
5 required to be licensed must have one of the following
6 licenses: (i) a professional educator license; (ii) an
7 educator license with stipulations; (iii) a substitute
8 teaching license; or (iv) until June 30, 2023, a short-term
9 substitute teaching license. References in law regarding
10 individuals certified or certificated or required to be
11 certified or certificated under Article 21 of this Code shall
12 also include individuals licensed or required to be licensed
13 under this Article. The first year of all licenses ends on June
14 30 following one full year of the license being issued.

15 The State Board of Education, in consultation with the
16 State Educator Preparation and Licensure Board, may adopt such
17 rules as may be necessary to govern the requirements for
18 licenses and endorsements under this Section.

19 (1) Professional Educator License. Persons who (i)
20 have successfully completed an approved educator
21 preparation program and are recommended for licensure by
22 the Illinois institution offering the educator preparation
23 program, (ii) have successfully completed the required
24 testing under Section 21B-30 of this Code, (iii) have
25 successfully completed coursework on the psychology of,

1 the identification of, and the methods of instruction for
2 the exceptional child, including without limitation
3 children with learning disabilities, (iv) have
4 successfully completed coursework in evidence-based
5 methods of reading that include explicit and repeated
6 focus on phonemic awareness, a systematic approach to
7 phonics (decoding), spelling instruction (encoding),
8 vocabulary development, including morphology, reading
9 fluency, oral language development, and reading
10 comprehension, including syntax and background (content)
11 knowledge, and reading in the content area, and (v) have
12 met all other criteria established by rule of the State
13 Board of Education shall be issued a Professional Educator
14 License. All Professional Educator Licenses are valid
15 until June 30 immediately following 5 years of the license
16 being issued. The Professional Educator License shall be
17 endorsed with specific areas and grade levels in which the
18 individual is eligible to practice. For an early childhood
19 education endorsement, an individual may satisfy the
20 student teaching requirement of his or her early childhood
21 teacher preparation program through placement in a setting
22 with children from birth through grade 2, and the
23 individual may be paid and receive credit while student
24 teaching. The student teaching experience must meet the
25 requirements of and be approved by the individual's early
26 childhood teacher preparation program.

1 Individuals can receive subsequent endorsements on the
2 Professional Educator License. Subsequent endorsements
3 shall require a minimum of 24 semester hours of coursework
4 in the endorsement area and passage of the applicable
5 content area test, unless otherwise specified by rule.

6 (2) Educator License with Stipulations. An Educator
7 License with Stipulations shall be issued an endorsement
8 that limits the license holder to one particular position
9 or does not require completion of an approved educator
10 program or both.

11 An individual with an Educator License with
12 Stipulations must not be employed by a school district or
13 any other entity to replace any presently employed teacher
14 who otherwise would not be replaced for any reason.

15 An Educator License with Stipulations may be issued
16 with the following endorsements:

17 (A) (Blank).

18 (B) Alternative provisional educator. An
19 alternative provisional educator endorsement on an
20 Educator License with Stipulations may be issued to an
21 applicant who, at the time of applying for the
22 endorsement, has done all of the following:

23 (i) Graduated from a regionally accredited
24 college or university with a minimum of a
25 bachelor's degree.

26 (ii) Successfully completed the first phase of

1 the Alternative Educator Licensure Program for
2 Teachers, as described in Section 21B-50 of this
3 Code.

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

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

10 (C) Alternative provisional superintendent. An
11 alternative provisional superintendent endorsement on
12 an Educator License with Stipulations entitles the
13 holder to serve only as a superintendent or assistant
14 superintendent in a school district's central office.
15 This endorsement may only be issued to an applicant
16 who, at the time of applying for the endorsement, has
17 done all of the following:

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

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

24 (iii) Successfully completed the first phase
25 of an alternative route to superintendent
26 endorsement program, as provided in Section 21B-55

1 of this Code.

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

4 The endorsement is valid for 2 fiscal years in
5 order to complete one full year of serving as a
6 superintendent or assistant superintendent.

7 (D) (Blank).

8 (E) Career and technical educator. A career and
9 technical educator endorsement on an Educator License
10 with Stipulations may be issued to an applicant who
11 has a minimum of 60 semester hours of coursework from a
12 regionally accredited institution of higher education
13 or an accredited trade and technical institution and
14 has a minimum of 2,000 hours of experience outside of
15 education in each area to be taught.

16 The career and technical educator endorsement on
17 an Educator License with Stipulations is valid until
18 June 30 immediately following 5 years of the
19 endorsement being issued and may be renewed.

20 An individual who holds a valid career and
21 technical educator endorsement on an Educator License
22 with Stipulations but does not hold a bachelor's
23 degree may substitute teach in career and technical
24 education classrooms.

25 (F) (Blank).

26 (G) Transitional bilingual educator. A

1 transitional bilingual educator endorsement on an
2 Educator License with Stipulations may be issued for
3 the purpose of providing instruction in accordance
4 with Article 14C of this Code to an applicant who
5 provides satisfactory evidence that he or she meets
6 all of the following requirements:

7 (i) Possesses adequate speaking, reading, and
8 writing ability in the language other than English
9 in which transitional bilingual education is
10 offered.

11 (ii) Has the ability to successfully
12 communicate in English.

13 (iii) Either possessed, within 5 years
14 previous to his or her applying for a transitional
15 bilingual educator endorsement, a valid and
16 comparable teaching certificate or comparable
17 authorization issued by a foreign country or holds
18 a degree from an institution of higher learning in
19 a foreign country that the State Educator
20 Preparation and Licensure Board determines to be
21 the equivalent of a bachelor's degree from a
22 regionally accredited institution of higher
23 learning in the United States.

24 A transitional bilingual educator endorsement
25 shall be valid for prekindergarten through grade 12,
26 is valid until June 30 immediately following 5 years

1 of the endorsement being issued, and shall not be
2 renewed.

3 Persons holding a transitional bilingual educator
4 endorsement shall not be employed to replace any
5 presently employed teacher who otherwise would not be
6 replaced for any reason.

7 (H) Language endorsement. In an effort to
8 alleviate the shortage of teachers speaking a language
9 other than English in the public schools, an
10 individual who holds an Educator License with
11 Stipulations may also apply for a language
12 endorsement, provided that the applicant provides
13 satisfactory evidence that he or she meets all of the
14 following requirements:

15 (i) Holds a transitional bilingual
16 endorsement.

17 (ii) Has demonstrated proficiency in the
18 language for which the endorsement is to be issued
19 by passing the applicable language content test
20 required by the State Board of Education.

21 (iii) Holds a bachelor's degree or higher from
22 a regionally accredited institution of higher
23 education or, for individuals educated in a
24 country other than the United States, holds a
25 degree from an institution of higher learning in a
26 foreign country that the State Educator

1 Preparation and Licensure Board determines to be
2 the equivalent of a bachelor's degree from a
3 regionally accredited institution of higher
4 learning in the United States.

5 (iv) (Blank).

6 A language endorsement on an Educator License with
7 Stipulations is valid for prekindergarten through
8 grade 12 for the same validity period as the
9 individual's transitional bilingual educator
10 endorsement on the Educator License with Stipulations
11 and shall not be renewed.

12 (I) Visiting international educator. A visiting
13 international educator endorsement on an Educator
14 License with Stipulations may be issued to an
15 individual who is being recruited by a particular
16 school district that conducts formal recruitment
17 programs outside of the United States to secure the
18 services of qualified teachers and who meets all of
19 the following requirements:

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

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

24 (iii) Has adequate content knowledge in the
25 subject to be taught.

26 (iv) Has an adequate command of the English

1 language.

2 A holder of a visiting international educator
3 endorsement on an Educator License with Stipulations
4 shall be permitted to teach in bilingual education
5 programs in the language that was the medium of
6 instruction in his or her teacher preparation program,
7 provided that he or she passes the English Language
8 Proficiency Examination or another test of writing
9 skills in English identified by the State Board of
10 Education, in consultation with the State Educator
11 Preparation and Licensure Board.

12 A visiting international educator endorsement on
13 an Educator License with Stipulations is valid for 5
14 years and shall not be renewed.

15 (J) Paraprofessional educator. A paraprofessional
16 educator endorsement on an Educator License with
17 Stipulations may be issued to an applicant who holds a
18 high school diploma or its recognized equivalent and
19 (i) holds an associate's degree or a minimum of 60
20 semester hours of credit from a regionally accredited
21 institution of higher education; (ii) has passed a
22 paraprofessional competency test under subsection
23 (c-5) of Section 21B-30; or (iii) is at least 18 years
24 of age and will be using the Educator License with
25 Stipulations exclusively for grades prekindergarten
26 through grade 8, until the individual reaches the age

1 of 19 years and otherwise meets the criteria for a
2 paraprofessional educator endorsement pursuant to this
3 subparagraph (J). The paraprofessional educator
4 endorsement is valid until June 30 immediately
5 following 5 years of the endorsement being issued and
6 may be renewed through application and payment of the
7 appropriate fee, as required under Section 21B-40 of
8 this Code. An individual who holds only a
9 paraprofessional educator endorsement is not subject
10 to additional requirements in order to renew the
11 endorsement.

12 (K) Chief school business official. A chief school
13 business official endorsement on an Educator License
14 with Stipulations may be issued to an applicant who
15 qualifies by having a master's degree or higher, 2
16 years of full-time administrative experience in school
17 business management or 2 years of university-approved
18 practical experience, and a minimum of 24 semester
19 hours of graduate credit in a program approved by the
20 State Board of Education for the preparation of school
21 business administrators and by passage of the
22 applicable State tests, including an applicable
23 content area test.

24 The chief school business official endorsement may
25 also be affixed to the Educator License with
26 Stipulations of any holder who qualifies by having a

1 master's degree in business administration, finance,
2 accounting, or public administration and who completes
3 an additional 6 semester hours of internship in school
4 business management from a regionally accredited
5 institution of higher education and passes the
6 applicable State tests, including an applicable
7 content area test. This endorsement shall be required
8 for any individual employed as a chief school business
9 official.

10 The chief school business official endorsement on
11 an Educator License with Stipulations is valid until
12 June 30 immediately following 5 years of the
13 endorsement being issued and may be renewed if the
14 license holder completes renewal requirements as
15 required for individuals who hold a Professional
16 Educator License endorsed for chief school business
17 official under Section 21B-45 of this Code and such
18 rules as may be adopted by the State Board of
19 Education.

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

22 (L) Provisional in-state educator. A provisional
23 in-state educator endorsement on an Educator License
24 with Stipulations may be issued to a candidate who has
25 completed an Illinois-approved educator preparation
26 program at an Illinois institution of higher education

1 and who has not successfully completed an
2 evidence-based assessment of teacher effectiveness but
3 who meets all of the following requirements:

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

5 (ii) Has completed an approved educator
6 preparation program at an Illinois institution.

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

9 (iv) Has attempted an evidence-based
10 assessment of teacher effectiveness and received a
11 minimum score on that assessment, as established
12 by the State Board of Education in consultation
13 with the State Educator Preparation and Licensure
14 Board.

15 A provisional in-state educator endorsement on an
16 Educator License with Stipulations is valid for one
17 full fiscal year after the date of issuance and may not
18 be renewed.

19 (M) (Blank).

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

23 (3) Substitute Teaching License. A Substitute Teaching
24 License may be issued to qualified applicants for
25 substitute teaching in all grades of the public schools,
26 prekindergarten through grade 12. Substitute Teaching

1 Licenses are not eligible for endorsements. Applicants for
2 a Substitute Teaching License must hold a bachelor's
3 degree or higher from a regionally accredited institution
4 of higher education or must be enrolled in an approved
5 educator preparation program in this State and have earned
6 at least 90 credit hours.

7 Substitute Teaching Licenses are valid for 5 years.

8 Substitute Teaching Licenses are valid for substitute
9 teaching in every county of this State. If an individual
10 has had his or her Professional Educator License or
11 Educator License with Stipulations suspended or revoked,
12 then that individual is not eligible to obtain a
13 Substitute Teaching License.

14 A substitute teacher may only teach in the place of a
15 licensed teacher who is under contract with the employing
16 board. If, however, there is no licensed teacher under
17 contract because of an emergency situation, then a
18 district may employ a substitute teacher for no longer
19 than 30 calendar days per each vacant position in the
20 district if the district notifies the appropriate regional
21 office of education within 5 business days after the
22 employment of the substitute teacher in the emergency
23 situation. An emergency situation is one in which an
24 unforeseen vacancy has occurred and (i) a teacher is
25 unable to fulfill his or her contractual duties or (ii)
26 teacher capacity needs of the district exceed previous

1 indications, and the district is actively engaged in
2 advertising to hire a fully licensed teacher for the
3 vacant position.

4 There is no limit on the number of days that a
5 substitute teacher may teach in a single school district,
6 provided that no substitute teacher may teach for longer
7 than 120 days beginning with the 2021-2022 school year
8 through the 2022-2023 school year, otherwise 90 school
9 days for any one licensed teacher under contract in the
10 same school year. A substitute teacher who holds a
11 Professional Educator License or Educator License with
12 Stipulations shall not teach for more than 120 school days
13 for any one licensed teacher under contract in the same
14 school year. The limitations in this paragraph (3) on the
15 number of days a substitute teacher may be employed do not
16 apply to any school district operating under Article 34 of
17 this Code.

18 A school district may not require an individual who
19 holds a valid Professional Educator License or Educator
20 License with Stipulations to seek or hold a Substitute
21 Teaching License to teach as a substitute teacher.

22 (4) Short-Term Substitute Teaching License. Beginning
23 on July 1, 2018 and until June 30, 2023, the State Board of
24 Education may issue a Short-Term Substitute Teaching
25 License. A Short-Term Substitute Teaching License may be
26 issued to a qualified applicant for substitute teaching in

1 all grades of the public schools, prekindergarten through
2 grade 12. Short-Term Substitute Teaching Licenses are not
3 eligible for endorsements. Applicants for a Short-Term
4 Substitute Teaching License must hold an associate's
5 degree or have completed at least 60 credit hours from a
6 regionally accredited institution of higher education.

7 Short-Term Substitute Teaching Licenses are valid for
8 substitute teaching in every county of this State. If an
9 individual has had his or her Professional Educator
10 License or Educator License with Stipulations suspended or
11 revoked, then that individual is not eligible to obtain a
12 Short-Term Substitute Teaching License.

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

15 An individual holding a Short-Term Substitute Teaching
16 License may teach no more than 15 consecutive days per
17 licensed teacher who is under contract. For teacher
18 absences lasting 6 or more days per licensed teacher who
19 is under contract, a school district may not hire an
20 individual holding a Short-Term Substitute Teaching
21 License, unless the Governor has declared a disaster due
22 to a public health emergency pursuant to Section 7 of the
23 Illinois Emergency Management Agency Act. An individual
24 holding a Short-Term Substitute Teaching License must
25 complete the training program under Section 10-20.67 or
26 34-18.60 of this Code to be eligible to teach at a public

1 school. This paragraph (4) is inoperative on and after
2 July 1, 2023.

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

7 (105 ILCS 5/21B-30)

8 Sec. 21B-30. Educator testing.

9 (a) (Blank).

10 (b) The State Board of Education, in consultation with the
11 State Educator Preparation and Licensure Board, shall design
12 and implement a system of examinations, which shall be
13 required prior to the issuance of educator licenses. These
14 examinations and indicators must be based on national and
15 State professional teaching standards, as determined by the
16 State Board of Education, in consultation with the State
17 Educator Preparation and Licensure Board. The State Board of
18 Education may adopt such rules as may be necessary to
19 implement and administer this Section.

20 (c) (Blank).

21 (c-5) The State Board must adopt rules to implement a
22 paraprofessional competency test. This test would allow an
23 applicant seeking an Educator License with Stipulations with a
24 paraprofessional educator endorsement to obtain the
25 endorsement if he or she passes the test and meets the other

1 requirements of subparagraph (J) of paragraph (2) of Section
2 21B-20 other than the higher education requirements.

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

9 (d-5) All applicants seeking a State license after October
10 1, 2025 in the areas of early childhood education, early
11 childhood special education, elementary education in grades
12 one through 6, reading specialist, reading teacher, learning
13 behavior specialist I, special education general curriculum,
14 director of special education, and principal as instruction
15 leader shall take a test in reading foundations, which shall
16 include assessment of the applicant's understanding of
17 phonological and phonemic awareness, concepts of print and the
18 alphabetic principle, the role of phonics in promoting reading
19 development, word analysis skills and strategies, vocabulary
20 development, linguistics, morphology, application of reading
21 comprehension skills and strategies, and methods for assessing
22 reading development. The test in reading foundations must also
23 assess applicants' knowledge of assessment, differentiation,
24 and intervention with respect to each component of reading for
25 English learners, students with disabilities, and students
26 with advanced skills in some areas of reading.

1 Candidates need not achieve a particular score on the test
2 in reading foundations; however, candidates who achieve a
3 passing score shall earn a notation on their transcript and an
4 additional credential on their Professional Educator License,
5 and this information shall be considered during each
6 preparation program's reaccreditation process. The State Board
7 shall aggregate and publish the number of candidates in each
8 preparation program who take the test in reading foundations
9 and the number who pass the test. The State Board shall cover
10 the costs of the assessment, and no candidate or preparation
11 program shall be charged a fee for the assessment. Candidates
12 who have taken the test previously need not take it again for
13 additional licensure areas, though they may choose to do so.

14 (e) (Blank).

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

1 refund for any costs associated with completing the teacher
2 performance assessment under this subsection.

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

23 The State Board shall implement a test or tests to assess
24 the speaking, reading, writing, and grammar skills of
25 applicants for an endorsement or a license issued under
26 subdivision (G) of paragraph (2) of Section 21B-20 of this

1 Code in the English language and in the language of the
2 transitional bilingual education program requested by the
3 applicant.

4 (h) Except as provided in Section 34-6 of this Code, the
5 provisions of this Section shall apply equally in any school
6 district subject to Article 34 of this Code.

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

21 (Source: P.A. 101-81, eff. 7-12-19; 101-220, eff. 8-7-19;
22 101-594, eff. 12-5-19; 102-301, eff. 8-26-21.)

23 (105 ILCS 5/21B-35)

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

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

6 (1) the applicant must:

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

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

15 (C) (blank); or

16 (2) the applicant must:

17 (A) have completed a state-approved program for
18 the licensure area sought, including coursework
19 concerning (i) methods of instruction of the
20 exceptional child, (ii) evidence-based methods of
21 reading that include explicit and repeated focus on
22 phonemic awareness, a systematic approach to phonics
23 (decoding), spelling instruction (encoding),
24 vocabulary development, including morphology, reading
25 fluency, oral language development, and reading
26 comprehension, including syntax and background

1 (content) knowledge, and reading in the content area,
2 and (iii) instructional strategies for English
3 learners;

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

6 (C) have successfully met all Illinois examination
7 requirements, except that:

8 (i) (blank);

9 (ii) an applicant who has successfully
10 completed a test of content, as defined by rules,
11 at the time of initial licensure in another state
12 is not required to complete a test of content; and

13 (iii) an applicant for a teaching endorsement
14 who has successfully completed an evidence-based
15 assessment of teacher effectiveness, as defined by
16 rules, at the time of initial licensure in another
17 state is not required to complete an
18 evidence-based assessment of teacher
19 effectiveness; and

20 (D) for an applicant for a teaching endorsement,
21 have completed student teaching or an equivalent
22 experience or, for an applicant for a school service
23 personnel endorsement, have completed an internship or
24 an equivalent experience.

25 (b) In order to receive a Professional Educator License
26 endorsed in a teaching field or school support personnel area,

1 applicants trained in another country must meet all of the
2 following requirements:

3 (1) Have completed a comparable education program in
4 another country.

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

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

9 (4) Have completed coursework aligned to standards
10 concerning (i) methods of instruction of the exceptional
11 child, (ii) evidence-based methods of reading that include
12 explicit and repeated focus on phonemic awareness, a
13 systematic approach to phonics (decoding), spelling
14 instruction (encoding), vocabulary development, including
15 morphology, reading fluency, oral language development,
16 and reading comprehension, including syntax and background
17 (content) knowledge, and reading in the content area, and
18 (iii) instructional strategies for English learners.

19 (5) (Blank).

20 (6) (Blank).

21 (7) Have successfully met all State licensure
22 examination requirements. Applicants who have successfully
23 completed a test of content, as defined by rules, at the
24 time of initial licensure in another country shall not be
25 required to complete a test of content. Applicants for a
26 teaching endorsement who have successfully completed an

1 evidence-based assessment of teacher effectiveness, as
2 defined by rules, at the time of initial licensure in
3 another country shall not be required to complete an
4 evidence-based assessment of teacher effectiveness.

5 (8) Have completed student teaching or an equivalent
6 experience.

7 (9) (Blank).

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

20 (1) Have completed an educator preparation program
21 approved by another state or comparable educator program
22 in another country leading to the receipt of a license or
23 certificate for the Illinois endorsement sought.

24 (2) Have successfully met all State licensure
25 examination requirements, as required by Section 21B-30 of
26 this Code. Applicants who have successfully completed a

1 test of content, as defined by rules, at the time of
2 initial licensure in another state or country shall not be
3 required to complete a test of content.

4 (2.5) Have completed an internship, as defined by
5 rule.

6 (3) (Blank).

7 (4) Have completed coursework aligned to standards
8 concerning (i) methods of instruction of the exceptional
9 child, (ii) evidence-based methods of reading that include
10 explicit and repeated focus on phonemic awareness, a
11 systematic approach to phonics (decoding), spelling
12 instruction (encoding), vocabulary development, including
13 morphology, reading fluency, oral language development,
14 and reading comprehension, including syntax and background
15 (content) knowledge, and reading in the content area, and
16 (iii) instructional strategies for English learners.

17 (4.5) (Blank).

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

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

21 (b-7) All applicants who have 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 for Director of Special Education
25 must hold a master's degree from a regionally accredited
26 institution of higher education and must hold a comparable and

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

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

7 (2) Have 2 years of full-time experience providing
8 special education services.

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

15 (4) Have completed coursework aligned to standards
16 concerning (i) methods of instruction of the exceptional
17 child, (ii) evidence-based methods of reading that include
18 explicit and repeated focus on phonemic awareness, a
19 systematic approach to phonics (decoding), spelling
20 instruction (encoding), vocabulary development, including
21 morphology, reading fluency, oral language development,
22 and reading comprehension, including syntax and background
23 (content) knowledge, and reading in the content area, and
24 (iii) instructional strategies for English learners.

25 (b-10) All applicants who have not been entitled by an
26 Illinois-approved educator preparation program at an Illinois

1 institution of higher education applying for a Professional
2 Educator License endorsed for chief school business official
3 must hold a master's degree from a regionally accredited
4 institution of higher education and must hold a comparable and
5 valid educator license or certificate with similar grade level
6 and subject matter credentials, with the State Board of
7 Education having the authority to determine what constitutes
8 similar grade level and subject matter credentials from
9 another state, or must meet all of the following requirements:

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

12 (2) Have successfully completed an internship in
13 school business management or have 2 years of experience
14 as a school business administrator.

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

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

25 (c) The State Board of Education, in consultation with the
26 State Educator Preparation and Licensure Board, may adopt such

1 rules as may be necessary to implement this Section.

2 (Source: P.A. 101-220, eff. 8-7-19; 101-643, eff. 6-18-20;

3 102-539, eff. 8-20-21.)

4 Section 99. Effective date. This Act takes effect upon

5 becoming law.