

SB3642



103RD GENERAL ASSEMBLY

State of Illinois

2023 and 2024

SB3642

Introduced 2/9/2024, by Sen. Willie Preston

SYNOPSIS AS INTRODUCED:

105 ILCS 5/2-3.200

Amends the State Board of Education Article of the School Code. In the provisions requiring State Board of Education develop and make available training opportunities for educators in teaching reading, provides that the materials may include the creation of an online portal to train educators in teaching Black English language learners and Black English as a second language. Provides that the portal shall aid educators in teaching students accustomed to using the African American English vernacular, teach about the history and development of African American English vernacular, and include evidence-based methods in teaching literacy to these students accustomed to African American English vernacular. Effective immediately.

LRB103 37951 RJT 68083 b

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

A BILL FOR

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 5. The School Code is amended by changing Section
5 2-3.200 as follows:

6 (105 ILCS 5/2-3.200)

7 Sec. 2-3.200 ~~2-3.196~~. State Board of Education literacy
8 assistance.

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 July 1, 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 aligned with
15 the comprehensive literacy plan for the State described in
16 subsection (c).

17 (2) A template to support districts when developing
18 comprehensive, district-wide literacy plans that include
19 support for special student populations, including, at a
20 minimum, students with disabilities, multilingual
21 students, and bidialectal students.

22 (3) Guidance on evidence-based practices for effective
23 structures for training and deploying literacy coaches to

1 support teachers and close opportunity gaps among student
2 demographic groups.

3 (b) On or before January 1, 2025, the State Board of
4 Education shall develop and make available training
5 opportunities for educators in teaching reading that are
6 aligned with the comprehensive literacy plan described in
7 subsection (c), supportive of Black English language learners,
8 and consistent with State learning standards. This support may
9 include:

10 (1) the development of a microcredential or a series
11 of microcredentials in literacy instruction aligned with
12 the comprehensive literacy plan described in subsection
13 (c) to be affixed to educator licenses upon successful
14 demonstration of the skill or completion of the required
15 coursework or assessment, or both, or online training
16 modules on literacy instruction, aligned with the
17 comprehensive literacy plan described in subsection (c)
18 and consistent with State learning standards, accepted for
19 continuing professional development units; ~~and~~

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

24 (3) the creation of an online portal to train
25 educators in teaching Black English language learners and
26 Black English as a second language. The portal shall aid

1 educators in teaching students accustomed to using the
2 African American English vernacular, teach about the
3 history and development of African American English
4 vernacular, and include evidence-based methods in teaching
5 literacy to these students accustomed to African American
6 English vernacular.

7 (c) In consultation with education stakeholders, the State
8 Board of Education shall develop and adopt a comprehensive
9 literacy plan for the State on or before January 31, 2024. The
10 comprehensive literacy plan shall consider, without
11 limitation, evidence-based research and culturally and
12 linguistically sustaining pedagogical approaches to meet the
13 needs of all students and shall, at a minimum, do all of the
14 following:

15 (1) Consider core instructional literacy practices and
16 practices related to the unique needs of and support for
17 specific student populations, including, at a minimum,
18 students with disabilities, multilingual students, and
19 bidialectal students, and the resources and support,
20 including professional learning for teachers, needed to
21 effectively implement the literacy instruction.

22 (2) Provide guidance related to screening tools, the
23 administration of such screening tools, and the
24 interpretation of the resulting data to identify students
25 at risk of reading difficulties in grades kindergarten
26 through 2. This guidance shall outline instances in which

1 dyslexia screenings and other universal screeners are
2 appropriate for use with English learners.

3 (3) Provide guidance related to early literacy
4 intervention for students in grades kindergarten through 2
5 for schools to implement with students at risk of reading
6 difficulties, as well as literacy intervention for
7 students in grades 3 through 12 demonstrating reading
8 difficulties.

9 (4) Consider the impact of second language acquisition
10 and bilingual education on reading instruction in the
11 student's native language and English.

12 (5) Define key terminology, such as "evidence-based".

13 (6) Contextualize the interaction between elements of
14 the plan and existing laws and regulations that have
15 overlapping components, such as a multi-tiered system of
16 support.

17 (7) Focus on a comprehensive range of elements of
18 literacy, including phonological awareness; decoding
19 (phonics); encoding (spelling); vocabulary development,
20 including morphology, oracy, and reading fluency; and
21 reading comprehension, including syntax and background and
22 content knowledge.

23 (Source: P.A. 103-402, eff. 7-28-23; revised 9-25-23.)

24 Section 99. Effective date. This Act takes effect upon
25 becoming law.