

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. Findings. The General Assembly makes all of the
5 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.

18 (3) Fifty percent of Illinois' third graders met,
19 exceeded, or approached learning standards in English
20 language arts according to the Illinois Assessment of
21 Readiness with the other half of students not meeting or
22 partially meeting standards; this represents a 10
23 percentage-point swing from the 2019 pre-pandemic rates
24 when 60% of students met, exceeded, or approached learning

1 standards.

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

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

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

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

20 (8) Oral language development is a prerequisite for
21 reading and writing that is nurtured from birth through
22 talking, reading, story-telling, singing, nursery rhymes,
23 and other language exposure and, as younger children
24 develop, through intentional dialogue with rich
25 vocabulary; home visiting programs, access to books,
26 high-quality childcare and preschool, and lived

1 experiences strengthen students' opportunity to build
2 oracy skills, vocabulary, and background knowledge,
3 leading to higher-level cognitive thinking.

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

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

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

20 (12) Teachers deserve the tools to be knowledgeable
21 about the cultural practices and language system of the
22 children they serve, including those children who speak
23 language variations of English, such as African-American
24 English (AAE); AAE has a linguistic structure that is a
25 systematic and rule-governed variation of General American
26 English.

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

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

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

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

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 by January 31, 2024:

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 at a minimum:

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 before September 1, 2024, the State Board of
2 Education shall develop and make available training
3 opportunities in teaching reading aligned with the
4 comprehensive literacy plan described in subsection (c) of
5 this Section and consistent with State learning standards.
6 This support shall include:

7 (1) development of a microcredential or a series of
8 microcredentials in literacy instruction aligned with the
9 comprehensive literacy plan described in subsection (c) of
10 this Section to be affixed to educator licenses upon
11 successful demonstration of the skill, completion of the
12 required coursework or assessment, or both;

13 (2) creation and dissemination of a tool that school
14 districts, educators, and the public may use to evaluate
15 professional development and training programs related to
16 literacy instruction; and

17 (3) development of online training modules on literacy
18 instruction aligned with the comprehensive literacy plan
19 described in subsection (c) of this Section and consistent
20 with State learning standards accepted for continuing
21 professional development units.

22 (c) On or before January 31, 2024, in consultation with
23 education stakeholders, the State Board Education shall
24 develop and adopt a comprehensive literacy plan for this
25 State, which shall be updated as needed. The plan shall, at a
26 minimum:

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

3 (2) contextualize the interaction between elements of
4 the plan and existing laws and regulations that have
5 overlapping components, such as a multi-tiered system of
6 support;

7 (3) focus on a comprehensive range of elements of
8 literacy, including phonemic awareness, decoding
9 (phonics), encoding (spelling), vocabulary development
10 including morphology, oracy, reading fluency, and reading
11 comprehension including syntax and background and content
12 knowledge;

13 (4) recommend parameters by which each school district
14 or, if applicable, school, to list on its website the
15 literacy curricula used in general education classrooms;
16 and

17 (5) consider core instructional literacy practices as
18 well as practices that are specific to special student
19 populations and demographic groups, such as diverse
20 learners, multilingual learners, and bidialectal students.

21 The State Board shall annually compile and post on its
22 website information about progress on the comprehensive
23 literacy plan.

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

1 (105 ILCS 5/2-3.51) (from Ch. 122, par. 2-3.51)

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

7 "School district" includes those schools designated as
8 "laboratory schools".

9 "Scientifically based reading research" means the
10 application of rigorous, systematic, and objective procedures
11 to obtain valid knowledge relevant to reading development,
12 reading instruction, and reading difficulties. The term
13 includes research that employs systematic, empirical methods
14 that draw on observation or experiment, involves rigorous data
15 analysis that is adequate to test the stated hypotheses and to
16 justify the general conclusions drawn, relies on measurements
17 or observational methods that provide valid data across
18 evaluators and observers and across multiple measurements and
19 observations, and has been accepted by peer-reviewed journal
20 or approved by a panel of independent experts through a
21 comparably rigorous, objective and scientific review.

22 (a) Funds for the Reading Improvement Block Grant Program
23 shall be distributed to school districts on the following
24 basis: 70% of monies shall be awarded on the prior year's best
25 3 months average daily attendance and 30% shall be distributed

1 on the number of economically disadvantaged (E.C.I.A. Chapter
2 I) pupils in the district, ~~provided that the State Board may~~
3 ~~distribute an amount not to exceed 2% of the monies~~
4 ~~appropriated for the Reading Improvement Block Grant Program~~
5 ~~for the purpose of providing teacher training and re training~~
6 ~~in the teaching of reading.~~ Program funds shall be distributed
7 to school districts in 2 semi-annual installments, one payment
8 on or before October 30, and one payment prior to April 30, of
9 each year. The State Board shall promulgate rules and
10 regulations necessary for the implementation of this program.

11 If the appropriation for the Reading Improvement Block
12 Grant Program for a given fiscal year is less than
13 \$15,000,000, then the State Board shall limit eligibility to
14 school districts that have been placed in Tier 1 or Tier 2
15 pursuant to paragraph (3) of subsection (g) of Section 18-8.15
16 of this Code that request funding and are selected for either:

17 (1) a one-year planning grant to enable districts to
18 thoughtfully draft literacy plans in alignment with the
19 district literacy plan template developed by the Board
20 pursuant to paragraph (2) of subsection (a) of Section 10
21 of the Literacy and Justice for All Act; or

22 (2) an implementation grant to enable districts that
23 have drafted comprehensive district literacy plans to
24 enact their plan, which must include training and ongoing
25 coaching support to each teacher of students in
26 kindergarten through grade 2 and special education

1 teachers and curriculum investments aligned with
2 provisions of the comprehensive literacy plan for this
3 State.

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

7 ~~Programs provided with grant funds shall not replace quality~~
8 ~~classroom reading instruction, but shall instead supplement~~
9 ~~such instruction.~~

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

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

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

1 document and evaluate student growth, and (vi) provide
2 properly trained staff;

3 (3) to continue direct reading instruction for grades
4 3 through 6;

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

16 (5) in grades K through 6, to provide both core
17 literacy curriculum materials that align with the
18 comprehensive literacy plan for this State and that
19 consider the unique needs of English learners for
20 concurrent oral language practice and high-quality
21 screening assessments designed to inform instruction in
22 English language arts and literacy ~~classroom reading~~
23 ~~materials~~ for students; each district may allocate up to
24 25% of the funds for this purpose; and

25 (6) to provide a long-term professional development
26 program for classroom teachers, administrators, and other

1 appropriate staff; the program shall (i) focus on
2 scientifically based research and best practices with
3 proven long-term results, (ii) provide a means to evaluate
4 student progress in reading as a result of the training,
5 (iii) and be provided by approved staff development
6 providers.

7 If the appropriation for the Reading Improvement Block
8 Grant Program for a given fiscal year is less than
9 \$15,000,000, then grant recipients shall prioritize curricula
10 and materials, training, and ongoing coaching support in
11 alignment with the comprehensive literacy plan of this State
12 for kindergarten through grade 3 teachers and special
13 education teachers.

14 (a-10) If the appropriation for the Reading Improvement
15 Block Grant Program for a given fiscal year is at least
16 \$15,000,000, then Reading Improvement Block Grant Program
17 funds shall be made available to each eligible school district
18 submitting an approved application developed by the State
19 Board ~~beginning with the 1998-99 school year~~. Applications
20 shall include a proposed assessment method or methods for
21 measuring the reading growth of students who receive direct
22 instruction as a result of the funding and the impact of staff
23 development activities on student growth in reading. Such
24 methods may include the reading portion of the assessments
25 required under Section 2-3.64a-5 of this Code. At the end of
26 each school year the district shall report performance of

1 progress results to the State Board. Districts not
2 demonstrating performance progress using an approved
3 assessment method shall not be eligible for funding in the
4 third or subsequent years until such progress is established.
5 If the program has been unfunded for 3 years or more,
6 applicants need not demonstrate performance progress as a
7 condition of receiving a one-year planning grant or their
8 first year of funding an implementation grant.

9 If the appropriation for the Reading Improvement Block
10 Grant Program for a given fiscal year is less than
11 \$15,000,000, then the State Board may establish additional
12 eligibility criteria and shall select a cohort of school
13 districts that have been placed in Tier 1 or Tier 2 pursuant to
14 paragraph (3) of subsection (g) of Section 18-8.15 of this
15 Code to participate.

16 (a-15) The State Superintendent of Education, in
17 cooperation with the school districts participating in the
18 program, shall annually report to the leadership of the
19 General Assembly on the results of the Reading Improvement
20 Block Grant Program and the progress being made on improving
21 the reading skills of students in kindergarten through the
22 sixth grade.

23 (b) (Blank).

24 (c) (Blank).

25 (d) Grants under the Reading Improvement Block Grant
26 Program shall be awarded provided there is an appropriation

1 for the program, and funding levels for each district shall be
2 prorated according to the amount of the appropriation for any
3 fiscal year in which at least \$15,000,000 has been
4 appropriated.

5 (e) (Blank).

6 (f) (Blank).

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

8 (105 ILCS 5/21B-20)

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

22 The State Board of Education, in consultation with the
23 State Educator Preparation and Licensure Board, may adopt such
24 rules as may be necessary to govern the requirements for
25 licenses and endorsements under this Section.

1 (1) Professional Educator License. Persons who (i)
2 have successfully completed an approved educator
3 preparation program and are recommended for licensure by
4 the Illinois institution offering the educator preparation
5 program, (ii) have successfully completed the required
6 testing under Section 21B-30 of this Code, (iii) have
7 successfully completed coursework on the psychology of,
8 the identification of, and the methods of instruction for
9 the exceptional child, including without limitation
10 children with learning disabilities, (iv) have
11 successfully completed coursework in evidence-based
12 methods of reading that align with the literacy standards
13 for teachers and with the comprehensive literacy plan for
14 this State and reading in the content area, and (v) have
15 met all other criteria established by rule of the State
16 Board of Education shall be issued a Professional Educator
17 License. All Professional Educator Licenses are valid
18 until June 30 immediately following 5 years of the license
19 being issued. The Professional Educator License shall be
20 endorsed with specific areas and grade levels in which the
21 individual is eligible to practice. For an early childhood
22 education endorsement, an individual may satisfy the
23 student teaching requirement of his or her early childhood
24 teacher preparation program through placement in a setting
25 with children from birth through grade 2, and the
26 individual may be paid and receive credit while student

1 teaching. The student teaching experience must meet the
2 requirements of and be approved by the individual's early
3 childhood teacher preparation program.

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

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

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

18 An Educator License with Stipulations may be issued
19 with the following endorsements:

20 (A) (Blank).

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

26 (i) Graduated from a regionally accredited

1 college or university with a minimum of a
2 bachelor's degree.

3 (ii) Successfully completed the first phase of
4 the Alternative Educator Licensure Program for
5 Teachers, as described in Section 21B-50 of this
6 Code.

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

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

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

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

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

1 (iii) Successfully completed the first phase
2 of an alternative route to superintendent
3 endorsement program, as provided in Section 21B-55
4 of this Code.

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

7 The endorsement is valid for 2 fiscal years in
8 order to complete one full year of serving as a
9 superintendent or assistant superintendent.

10 (D) (Blank).

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

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

23 An individual who holds a valid career and
24 technical educator endorsement on an Educator License
25 with Stipulations but does not hold a bachelor's
26 degree may substitute teach in career and technical

1 education classrooms.

2 (F) (Blank).

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

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

14 (ii) Has the ability to successfully
15 communicate in English.

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

1 A transitional bilingual educator endorsement
2 shall be valid for prekindergarten through grade 12,
3 is valid until June 30 immediately following 5 years
4 of the endorsement being issued, and shall not be
5 renewed.

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

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

18 (i) Holds a transitional bilingual
19 endorsement.

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

24 (iii) Holds a bachelor's degree or higher from
25 a regionally accredited institution of higher
26 education or, for individuals educated in a

1 country other than the United States, holds a
2 degree from an institution of higher learning in a
3 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 (iv) (Blank).

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

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

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

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

1 (iii) Has adequate content knowledge in the
2 subject to be taught.

3 (iv) Has an adequate command of the English
4 language.

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

15 A visiting international educator endorsement on
16 an Educator License with Stipulations is valid for 5
17 years and shall not be renewed.

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

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

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

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

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

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

25 (L) Provisional in-state educator. A provisional
26 in-state educator endorsement on an Educator License

1 with Stipulations may be issued to a candidate who has
2 completed an Illinois-approved educator preparation
3 program at an Illinois institution of higher education
4 and who has not successfully completed an
5 evidence-based assessment of teacher effectiveness but
6 who meets all of the following requirements:

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

8 (ii) Has completed an approved educator
9 preparation program at an Illinois institution.

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

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

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

22 (M) (Blank).

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

26 (3) Substitute Teaching License. A Substitute Teaching

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

10 Substitute Teaching Licenses are valid for 5 years.

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

17 A substitute teacher may only teach in the place of a
18 licensed teacher who is under contract with the employing
19 board. If, however, there is no licensed teacher under
20 contract because of an emergency situation, then a
21 district may employ a substitute teacher for no longer
22 than 30 calendar days per each vacant position in the
23 district if the district notifies the appropriate regional
24 office of education within 5 business days after the
25 employment of the substitute teacher in the emergency
26 situation. An emergency situation is one in which an

1 unforeseen vacancy has occurred and (i) a teacher is
2 unable to fulfill his or her contractual duties or (ii)
3 teacher capacity needs of the district exceed previous
4 indications, and the district is actively engaged in
5 advertising to hire a fully licensed teacher for the
6 vacant position.

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

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

25 (4) Short-Term Substitute Teaching License. Beginning
26 on July 1, 2018 and until June 30, 2023, the State Board of

1 Education may issue a Short-Term Substitute Teaching
2 License. A Short-Term Substitute Teaching License may be
3 issued to a qualified applicant for substitute teaching in
4 all grades of the public schools, prekindergarten through
5 grade 12. Short-Term Substitute Teaching Licenses are not
6 eligible for endorsements. Applicants for a Short-Term
7 Substitute Teaching License must hold an associate's
8 degree or have completed at least 60 credit hours from a
9 regionally accredited institution of higher education.

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

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

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

1 holding a Short-Term Substitute Teaching License must
2 complete the training program under Section 10-20.67 or
3 34-18.60 of this Code to be eligible to teach at a public
4 school. This paragraph (4) is inoperative on and after
5 July 1, 2023.

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

10 (105 ILCS 5/21B-30)

11 Sec. 21B-30. Educator testing.

12 (a) (Blank).

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

23 (c) (Blank).

24 (c-5) The State Board must adopt rules to implement a
25 paraprofessional competency test. This test would allow an

1 applicant seeking an Educator License with Stipulations with a
2 paraprofessional educator endorsement to obtain the
3 endorsement if he or she passes the test and meets the other
4 requirements of subparagraph (J) of paragraph (2) of Section
5 21B-20 other than the higher education requirements.

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

12 (d-5) Subject to appropriation, all applicants seeking a
13 State license after July 1, 2026 in the areas of early
14 childhood education, early childhood special education,
15 elementary education in grades one through 6, reading
16 specialist, reading teacher, learning behavior specialist I,
17 special education general curriculum, director of special
18 education, and principal as instruction leader shall take a
19 test in reading foundations, which shall include assessment of
20 the applicant's understanding of phonological and phonemic
21 awareness, concepts of print and the alphabetic principle, the
22 role of phonics in promoting reading development, word
23 analysis skills and strategies, vocabulary development,
24 linguistics, morphology, application of reading comprehension
25 skills and strategies, and methods for assessing reading
26 development. The test in reading foundations must also assess

1 applicants' knowledge of assessment, differentiation, and
2 intervention with respect to each component of reading for
3 English learners, students with disabilities, and students
4 with advanced skills in some areas of reading. In the event
5 that an appropriation to the State Board to design the test of
6 reading foundations is delayed, the agency may delay
7 implementation of the required test by an equivalent amount of
8 time if it deems the delay necessary.

9 Candidates need not achieve a particular score on the test
10 in reading foundations; however, candidates who achieve a
11 passing score shall earn a notation on their transcript and an
12 additional credential on their Professional Educator License,
13 and this information shall be considered during each
14 preparation program's reaccreditation process. The State Board
15 shall aggregate and publish the number of candidates in each
16 preparation program who take the test in reading foundations
17 and the number who pass the test. Subject to appropriation,
18 the State Board shall cover the costs of the assessment, and no
19 candidate or preparation program shall be charged a fee for
20 the assessment. If the appropriation is insufficient to cover
21 the costs of administering the assessment, the State Board
22 shall determine how to allocate the available funds. If no
23 funding is appropriated, candidates shall not be required to
24 take the test. However, the test shall be available for
25 candidates who wish to cover the cost. Candidates who have
26 taken the test previously need not take it again for

1 additional licensure areas, though they may choose to do so.

2 (e) (Blank).

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

17 (g) The content area knowledge test and the teacher
18 performance assessment shall be the tests that from time to
19 time are designated by the State Board of Education, in
20 consultation with the State Educator Preparation and Licensure
21 Board, and may be tests prepared by an educational testing
22 organization or tests designed by the State Board of
23 Education, in consultation with the State Educator Preparation
24 and Licensure Board. The test of content area knowledge shall
25 assess content knowledge in a specific subject field. The
26 tests must be designed to be racially neutral to ensure that no

1 person taking the tests is discriminated against on the basis
2 of race, color, national origin, or other factors unrelated to
3 the person's ability to perform as a licensed employee. The
4 score required to pass the tests shall be fixed by the State
5 Board of Education, in consultation with the State Educator
6 Preparation and Licensure Board. The tests shall be
7 administered not fewer than 3 times a year at such time and
8 place as may be designated by the State Board of Education, in
9 consultation with the State Educator Preparation and Licensure
10 Board.

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

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

21 (i) The rules developed to implement and enforce the
22 testing requirements under this Section shall include, without
23 limitation, provisions governing test selection, test
24 validation, and determination of a passing score for all tests
25 except the reading foundations test, administration of the
26 tests, frequency of administration, applicant fees, frequency

1 of applicants taking the tests, the years for which a score is
2 valid, and appropriate special accommodations. The State Board
3 of Education shall develop such rules as may be needed to
4 ensure uniformity from year to year in the level of difficulty
5 for each form of an assessment. The State Board shall base its
6 rules concerning the passing score on the reading foundations
7 test on the recommended cut-score determined in the formal
8 standard-setting process.

9 (Source: P.A. 101-81, eff. 7-12-19; 101-220, eff. 8-7-19;
10 101-594, eff. 12-5-19; 102-301, eff. 8-26-21.)

11 (105 ILCS 5/21B-35)

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

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

19 (1) the applicant must:

20 (A) hold a comparable and valid educator license
21 or certificate, as defined by rule, with similar grade
22 level and content area credentials from another state,
23 with the State Board of Education having the authority
24 to determine what constitutes similar grade level and
25 content area credentials from another state;

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

3 (C) (blank); or

4 (2) the applicant must:

5 (A) have completed a state-approved program for
6 the licensure area sought, including coursework
7 concerning (i) methods of instruction of the
8 exceptional child, (ii) evidence-based methods of
9 reading that align with the literacy standards for
10 teachers and with the comprehensive literacy plan for
11 this State and reading in the content area, and (iii)
12 instructional strategies for English learners;

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

15 (C) have successfully met all Illinois examination
16 requirements, except that:

17 (i) (blank);

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

22 (iii) an applicant for a teaching endorsement
23 who has successfully completed an evidence-based
24 assessment of teacher effectiveness, as defined by
25 rules, at the time of initial licensure in another
26 state is not required to complete an

1 evidence-based assessment of teacher
2 effectiveness; and

3 (D) for an applicant for a teaching endorsement,
4 have completed student teaching or an equivalent
5 experience or, for an applicant for a school service
6 personnel endorsement, have completed an internship or
7 an equivalent experience.

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

12 (1) Have completed a comparable education program in
13 another country.

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

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

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

25 (5) (Blank).

26 (6) (Blank).

1 (7) Have successfully met all State licensure
2 examination requirements. Applicants who have successfully
3 completed a test of content, as defined by rules, at the
4 time of initial licensure in another country shall not be
5 required to complete a test of content. Applicants for a
6 teaching endorsement who have successfully completed an
7 evidence-based assessment of teacher effectiveness, as
8 defined by rules, at the time of initial licensure in
9 another country shall not be required to complete an
10 evidence-based assessment of teacher effectiveness.

11 (8) Have completed student teaching or an equivalent
12 experience.

13 (9) (Blank).

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

26 (1) Have completed an educator preparation program

1 approved by another state or comparable educator program
2 in another country leading to the receipt of a license or
3 certificate for the Illinois endorsement sought.

4 (2) Have successfully met all State licensure
5 examination requirements, as required by Section 21B-30 of
6 this Code. Applicants who have successfully completed a
7 test of content, as defined by rules, at the time of
8 initial licensure in another state or country shall not be
9 required to complete a test of content.

10 (2.5) Have completed an internship, as defined by
11 rule.

12 (3) (Blank).

13 (4) Have completed coursework aligned to standards
14 concerning (i) methods of instruction of the exceptional
15 child, (ii) evidence-based methods of reading that align
16 with the literacy standards for teachers and with the
17 comprehensive literacy plan for this State, and reading in
18 the content area, and (iii) instructional strategies for
19 English learners.

20 (4.5) (Blank).

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

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

24 (b-7) All applicants who have not been entitled by an
25 Illinois-approved educator preparation program at an Illinois
26 institution of higher education applying for a Professional

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

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

10 (2) Have 2 years of full-time experience providing
11 special education services.

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

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