



102ND GENERAL ASSEMBLY

State of Illinois

2021 and 2022

HB3769

Introduced 2/22/2021, by Rep. Rita Mayfield

SYNOPSIS AS INTRODUCED:

105 ILCS 5/21B-120 new

Amends the Educator Licensure Article of the School Code. Provides that, beginning October 1, 2021, culturally responsive teaching standards shall apply to the issuance of all professional educator licenses endorsed in teaching, school support personnel, and administrative fields. Provides that the culturally responsive teaching standards shall apply both to candidates for licensure and to educator preparation programs. Provides that the standards shall include (i) self-awareness and relationships to others, (ii) systems of oppression, (iii) students as individuals, (iv) students as co-creators, (v) leveraging student advocacy, (vi) family and community collaboration, (vii) content selections in all curricula, and (viii) student representation in the learning environment. Effective July 1, 2021.

LRB102 14628 CMG 19981 b

FISCAL NOTE ACT
MAY APPLY

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 adding Section
5 21B-120 as follows:

6 (105 ILCS 5/21B-120 new)

7 Sec. 21B-120. Culturally responsive teaching standards.

8 (a) Beginning October 21, 2021, culturally responsive
9 teaching standards shall apply to the issuance of all
10 Professional Educator Licenses endorsed in teaching, school
11 support personnel, and administrative fields. The standards
12 set forth in this Section shall apply both to candidates for
13 licensure and to educator preparation programs.

14 (b) The culturally responsive teaching standards shall
15 include all of the following:

16 (1) Self-awareness and relationships to others.
17 Culturally responsive teachers and leaders are reflective
18 and gain a deeper understanding of themselves and how they
19 impact others, leading to more cohesive and productive
20 student development as it relates to academic and
21 social-emotional development for all students. The
22 culturally responsive teacher and leader shall do all of
23 the following:

1 (A) Understand and value the notion that multiple
2 lived experiences exist, that there is not one correct
3 way of doing or understanding something, and that what
4 is seen as correct is most often based on our lived
5 experiences.

6 (B) Approach their work and students with an
7 asset-based mindset, affirming the students'
8 backgrounds and identities.

9 (C) Know about their students and their lives
10 outside of school and use this knowledge to build
11 instruction that leverages prior knowledge and skills.

12 (D) Include representative, familiar content in
13 the curriculum to legitimize what students bring to
14 class while also exposing them to new ideas and
15 worldviews that are different from their own.

16 (E) Engage in self-reflection about their own
17 actions and interactions and what ideas motivated
18 those actions.

19 (F) Explore their own intersecting identities, how
20 they were developed, and how they impact daily
21 experience of the world.

22 (G) Recognize how their identity, including such
23 factors as race and ethnicity, national origin,
24 language, sex and gender, gender identity, sexual
25 orientation, physical, developmental, and emotional
26 ability, socioeconomic class, and religion affects

1 their perspectives and beliefs about pedagogy and
2 students.

3 (H) Educate themselves about their students'
4 communities, cultures, and histories.

5 (I) Critically think about the institutions in
6 which they find themselves and work to reform these
7 institutions whenever and wherever necessary.

8 (J) Assess how biases and perceptions affect their
9 teaching practice and how they access tools to
10 mitigate their own behavior, such as racism, sexism,
11 homophobia, unearned privilege, and Eurocentrism.

12 (2) Systems of oppression. Culturally responsive
13 teachers and leaders understand that there are systems in
14 our society that create and reinforce inequities, thereby
15 creating oppressive conditions. Educators work actively
16 against these systems in their everyday roles in
17 educational institutions. The culturally responsive
18 teacher and leader shall do all of the following:

19 (A) Understand the difference between prejudice,
20 discrimination, racism, and how to operate at the
21 interpersonal, intergroup, and institutional levels.

22 (B) Collaborate with colleagues to determine how
23 students from different backgrounds experience the
24 classroom, school, or district.

25 (C) Understand how the system of inequity has
26 impacted them as an educator.

1 (D) Know and understand how current curriculum and
2 approaches to teaching impact students who are not a
3 part of the dominant culture.

4 (E) Is aware of the effects of power and privilege
5 and the need for social advocacy and social action to
6 better empower diverse students and communities.

7 (F) Know and understand how a system of inequity
8 creates rules regarding student punishment that
9 negatively impacts students of color.

10 (G) Know and understand how a system of inequity
11 reinforces certain truths as the norm.

12 (3) Students as individuals. Culturally responsive
13 teachers and leaders view and value their students as
14 individuals within the context of their families and
15 communities. The culturally responsive teacher and leader
16 shall do all of the following:

17 (A) Learn from and about their students' culture,
18 language, and learning styles to make instruction more
19 meaningful and relevant to their students' lives.

20 (B) Engage with students' families and community
21 members outside of the classroom to develop a more
22 holistic understanding of the students' lived
23 experiences.

24 (C) Develop positive, strength-based partnerships
25 with students and their families by learning about
26 them, soliciting their opinions, and valuing their

1 expectations, especially with those marginalized by
2 schools in the past.

3 (D) Provide parents with information about what
4 their child is expected to learn, know, and do at the
5 child's grade level and ways to reinforce concepts at
6 home.

7 (E) Share the classroom systems and policies, such
8 as expectations, agreements, recognition, and
9 incentive practices, used in the classroom with
10 students' families and align them to the values and
11 cultural norms of those families.

12 (F) Provide multiple opportunities for parents to
13 communicate in their language and method of
14 preference.

15 (G) Set holistic goals for students that
16 accommodate multiple ways of demonstrating strengths
17 and success, including alternate academic achievement
18 metrics, growth indicators, leadership, character
19 development, social-emotional learning competencies,
20 and school values.

21 (4) Students as co-creators. Culturally responsive
22 teachers and leaders are those who fundamentally believe
23 all students are capable and center learning around
24 students' experiences and position them as co-creators,
25 with an emphasis on prioritizing historically marginalized
26 students. The culturally responsive teacher and leader

1 shall do all of the following:

2 (A) Encourage and affirm the personal experiences,
3 such as family, community, and cultural experience, of
4 students to share in the classroom.

5 (B) Make authentic connections between academic
6 learning and students' prior knowledge, native
7 language, culture, and values.

8 (C) Consistently solicit students' input on the
9 curriculum, interests, people, or concepts.

10 (D) Co-create with students the collective
11 expectations and agreements regarding the physical
12 space and social-emotional culture of the classroom
13 and school.

14 (E) Create and embed student leadership
15 opportunities into the student experience, such as
16 peer-led discussion, student-led workshops, and
17 student-run schoolwide initiatives.

18 (F) Persistently solicit student feedback, value
19 that feedback by resisting defensiveness, and adjust
20 based on that feedback.

21 (5) Leveraging student advocacy. Culturally responsive
22 teachers and leaders support and create opportunities for
23 student advocacy and representation in the content and
24 classroom. The culturally responsive teacher and leader
25 shall do all of the following:

26 (A) Emphasize and connect with students about

1 their identities, advocacies, and self-interest.

2 (B) Offer guidance to students on how to develop a
3 self-advocacy plan to inform decisions and choices.

4 (C) Include students in the creation of an
5 inclusive learning community with more opportunities
6 for student expression.

7 (D) Help students identify actions that can be
8 taken to apply learning to develop opportunities and
9 relationships for alliances.

10 (E) Create a risk-taking space that promotes
11 student advocacy.

12 (F) Research and offer student advocacy content
13 with real world implications.

14 (G) Hold high expectations in which all students
15 can participate and lead as student advocates.

16 (H) Give students space to solve their own
17 problems, negotiate their advocacy needs, and present
18 their perspectives.

19 (6) Family and community collaboration. Culturally
20 responsive teachers and leaders partner with families and
21 communities to build rapport, form collaborative and
22 mutual relationships, and engage in effective
23 cross-cultural communication. The culturally responsive
24 teacher and leader shall do all of the following:

25 (A) Regularly interact with students, families,
26 and communities in both English and a home language

1 through methods of their preference.

2 (B) Actively seek multiple perspectives and
3 contribution from families and the community and
4 invite them to actively share their opinions,
5 feedback, and concerns that impact the school
6 community.

7 (C) Forge ongoing participation with families and
8 community members to meet the diverse needs and
9 interests of students.

10 (D) Continuously learn and build cultural
11 knowledge that families and the community bring to the
12 school community to nurture and foster relationships
13 and inform student learning experiences.

14 (E) Use best practices that are culturally
15 responsive to value students and their families'
16 cultural traditions when recognizing, motivating,
17 encouraging, and supporting student success and
18 growth.

19 (F) Develop relationships with families and the
20 community outside of the classroom setting.

21 (G) Foster students' cultural understanding and
22 connection to the surrounding community.

23 (H) Invite family and community members to teach
24 about topics that are culturally specific and aligned
25 to the classroom curriculum or content area.

26 (I) Welcome communication from parents and reply

1 in a timely manner.

2 (J) Communicate and provide appropriate techniques
3 and materials to support and enrich student learning
4 at home.

5 (K) Collaborate effectively over time with the
6 local community and community agencies, as
7 appropriate, to promote a positive environment for
8 student learning.

9 (7) Content selections in all curricula. Culturally
10 responsive teachers and leaders intentionally embrace
11 student identities and prioritize representation in the
12 curriculum. In turn, students are not only given a chance
13 to identify with the curriculum, they become exposed to
14 other cultures within their schools and both their local
15 and global communities. The culturally responsive teacher
16 and leader shall do all of the following:

17 (A) Curate the curriculum.

18 (B) Identify and articulate the purposeful ways in
19 which marginalized communities are represented in
20 curriculum, including print, digital media, and other
21 classroom resources.

22 (C) Employ authentic and modern technology usage
23 inspiring digital literacy through an equity lens.

24 (D) Ensure assessments reflect the enriched
25 curriculum that has embedded student identities.

26 (E) Embrace and encourage inclusive viewpoints and

1 perspectives that leverage asset thinking toward
2 traditionally marginalized populations.

3 (F) Assess one's story through multiple vantage
4 points to gain a whole narrative that includes all
5 sides of parties involved.

6 (G) Implement and integrate the wide spectrum and
7 fluidity of identities in the curriculum.

8 (H) Ensure text selections reflect students'
9 classroom, community, and family culture.

10 (I) Ensure teacher and students co-create content
11 to include a counter-narrative to dominant culture.

12 (J) Use a resource tool to assess the curriculum
13 and assessments for biases.

14 (K) Promote robust discussion with the intent of
15 raising consciousness that reflects modern society and
16 the ways in which cultures and communities intersect.

17 (L) Consider a broader modality of student
18 assessments, such as performance portfolios, essays,
19 multiple choice, state exams, oral examination,
20 community assessments, social justice work, action
21 research projects, and recognition beyond academia.

22 (8) Student representation in the learning
23 environment. Culturally responsive teachers and leaders
24 ensure the diversity of their student population is
25 equally represented within the learning environment. In
26 turn, all members of the student population feel seen,

1 heard, and affirmed. Exceptionally well-versed culturally
2 responsive teachers and leaders provide exposure to under
3 or misrepresented minority groups even when they are not
4 present within the population of their school and
5 community at large. The culturally responsive teacher and
6 leader shall do all of the following:

7 (A) Uphold systems of support that create,
8 promote, and sustain a welcoming and inclusive
9 community.

10 (B) Ensure linguistic diversity is represented
11 throughout the building and seek ways to reflect
12 representation of world languages.

13 (C) Verify that course materials are
14 representative of all students, including materials
15 for centers, stations, labs, and classroom libraries.

16 (D) Ensure classroom and building decorations are
17 inclusive of all students throughout the building or
18 within the community or city at large.

19 Section 99. Effective date. This Act takes effect July 1,
20 2021.