



Sen. Kimberly A. Lightford

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1 AMENDMENT TO SENATE BILL 3900

2 AMENDMENT NO. _____. Amend Senate Bill 3900 by replacing
3 everything after the enacting clause with the following:

4 "Section 1. Short title. This Act may be cited as the Right
5 to Read Act.

6 Section 5. Legislative findings.

7 (a) The General Assembly makes all of the following
8 findings:

9 (1) The 2019 Illinois Assessment of Readiness found
10 that, among 3rd grade students, just 37% met or exceeded
11 learning standards in English language arts.

12 (2) The 2019 National Assessment of Educational
13 Progress similarly showed that just 35% of fourth grade
14 students in Illinois are proficient or advanced in English
15 language arts.

16 (3) Research from the Annie E. Casey Institute found

1 that students who are not proficient readers in 3rd grade
2 are 4 times more likely not to finish high school, while
3 students from low-income families who are non-proficient
4 readers in 3rd grade are more than 6 times more likely not
5 to finish high school.

6 (4) The Literacy Project Foundation estimates that 60%
7 of all prison inmates are illiterate and 85% of juvenile
8 offenders struggle with reading.

9 (5) Twenty-one states require elementary teacher
10 candidates to pass a licensure test that is well-grounded
11 in the science of reading and fully measures knowledge in
12 reading foundations for all elementary candidates yet
13 Illinois does not measure the competencies of the science
14 of reading in the current licensure exam.

15 (6) Reading comprehension is the ability to extract
16 and construct literal and inferred meaning from linguistic
17 discourse represented in printed text; the "Simple View of
18 Reading" states that reading comprehension is the product
19 of language comprehension (the ability to extract and
20 construct literal and inferred meaning from linguistic
21 discourse represented in speech) and word recognition (the
22 ability to decode words through a foundation of
23 phonological, orthographic, and morphological awareness).

24 (7) A structured literacy instructional approach
25 supports all learners, including those with linguistic
26 differences, such as English learners and speakers of

1 English language variations, for whom both English
2 literacy and English oral language proficiency are
3 critical priorities.

4 (8) Teachers must be knowledgeable about the cultural
5 practices and language system of the children they serve,
6 including those children who speak language variations of
7 English, such as African-American English (AAE), which has
8 a linguistic structure that is a systematic and
9 rule-governed variation of General American English (GAE).
10 Differences among common language variations must be
11 understood by those teaching bidialectal children to read,
12 write, and spell in order to provide them with culturally
13 relevant and effective instruction. In particular,
14 teachers need to understand the differences between GAE
15 and English language variations in phonology, syntax, and
16 morphology and how they impact the acquisition of literacy
17 skills. Furthermore, language variations of English must
18 be recognized and respected in order to support students
19 in bridging the 2 variations for development of strong
20 literacy skills.

21 (9) English learners benefit from a structured
22 literacy approach that recognizes the value of
23 multilingualism by explicitly focusing on English phonemes
24 that are not found in the student's home language;
25 integrating explicit instruction in vocabulary, grammar,
26 syntax, and pragmatics into phonics and phonemic awareness

1 instruction; and encouraging students to make connections
2 between English and their home language.

3 (10) Reading and writing have a reciprocal
4 relationship; each strengthens the other, and students
5 benefit when their instruction is closely intertwined.

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

15 (12) Ensuring that every child has access to
16 high-quality, evidence-based reading instruction
17 implemented using a structured literacy approach is a
18 foundational component of Illinois' public education
19 system and a responsibility shared among federal, State,
20 and local education agencies.

21 (13) Strengthening early literacy instruction and
22 supports for students in Illinois will pay dividends in
23 the future, empowering students by providing the skills
24 they will need to graduate, find fulfilling careers, and
25 be productive members of their communities and of our
26 democracy.

1 Section 10. Definitions. In this Act:

2 "Board" means the State Board of Education.

3 "Cueing" means an instructional strategy in which students
4 are encouraged to infer what words say by looking at picture
5 clues or guessing or predicting words from repeated text
6 patterns or context, rather than encouraging them to decode
7 text as the primary method for recognizing a word while
8 reading.

9 "Evidence-based practice" refers to methodologies that
10 have been shown, through externally-validated research, to
11 effectuate positive educational results in a predictable
12 manner on a particular population. Evidence-based practices
13 meet a higher standard of evidence than research-based
14 practices.

15 "Explicit" refers to a specific, direct, intentional, and
16 highly-structured manner of presentation in which topics are
17 broken down into small parts and taught individually,
18 involving direct demonstration, guidance, and practice.

19 "MTSS" means a multi-tiered system of support, which is an
20 educational intervention system, focused on
21 continuous-improvement using data-based problem solving and
22 decision-making at all levels of the educational system.

23 "Phonemic awareness" means the ability to identify and
24 manipulate individual sounds in spoken words.

25 "Phonics" means a method that demonstrates relationships

1 between letters or groups of letters of the alphabet
2 (graphemes) and sounds of spoken language (phonemes).

3 "Phonological awareness" means the ability to identify and
4 manipulate the spoken word parts, including syllables and
5 individual sounds.

6 "Reading comprehension" means the ability to decode words
7 in printed text and accurately understand and interpret their
8 meaning, making connections and drawing conclusions from what
9 they read.

10 "Reading fluency" means the ability to read with
11 appropriate speed, automaticity, accuracy, and expression.

12 "Research-based practice" refers to methodologies
13 suspected to affect a desired change. "Research-based
14 practices" represent a lower standard of evidence when
15 compared to evidence-based practices.

16 "Structured literacy" is an approach to reading
17 instruction where teachers carefully structure important
18 literacy skills, concepts, and the sequence of instruction, to
19 facilitate children's literacy learning and progress.

20 "Structured literacy" is characterized by the provision of
21 systematic, explicit instruction that integrates listening,
22 speaking, reading, and writing and emphasizes the structure of
23 language across the speech sound system (phonology), the
24 writing system (orthography), the structure of sentences
25 (syntax), the meaningful parts of words (morphology), the
26 relationships among words (semantics), and the organization of

1 spoken and written discourse.

2 "Systematic" means an approach to content delivery that
3 builds sequentially upon prior learning in a strategic manner,
4 that is, building from simple to complex.

5 Section 15. Local education provider procedures, plan, and
6 training.

7 (a) The Board shall offer support to each public school
8 district to select evidence-based core reading instruction
9 programs and implement them using structured literacy
10 instruction. The curricula shall include phonemic awareness, a
11 systematic approach to phonics, explicit spelling instruction,
12 vocabulary development, including morphology, oral language
13 development, reading fluency, and reading comprehension,
14 including syntax and building background (content) knowledge.
15 Word recognition strategies shall rely on orthographic and
16 phonological processes rather than cueing. The core reading
17 instruction must include connected text, such as texts
18 intended to reinforce words with the phonetic patterns
19 previously taught in sequence. This support shall include:

20 (1) creation of a specific set of criteria that core
21 curricula must meet, as well as a list of evidence-based
22 literacy core curricula based on the given criteria, with
23 dissemination of the list to school districts by February
24 1, 2023; and

25 (2) establishment of a pilot program to award Early

1 Literacy Grants to districts that commit to comprehensive
2 reform of core literacy curriculum and support for
3 teachers implementing instruction of the new material by
4 September 1, 2025. At a minimum, grantees of the program
5 must commit to:

6 (A) comprehensive professional development or
7 training ensuring that each teacher employed to teach
8 kindergarten or any of grades 1 through 3 and each
9 administrator in an elementary school successfully
10 completes or has successfully completed evidence-based
11 training in teaching reading; and

12 (B) adoption and implementation of core and
13 supplemental reading curricula at each grade level from
14 kindergarten through grade 2 that is designed around
15 teaching the foundational reading skills.

16 (b) The Board shall offer support to each early childhood,
17 elementary, and special education teacher, reading specialist,
18 literacy coach, higher education faculty member, and
19 administrator to complete evidence-based training in teaching
20 reading. Such training shall focus on systematic and explicit
21 instruction in the areas of phonemic awareness, phonics,
22 orthography, vocabulary development, including morphology,
23 oral language development, reading fluency, and reading
24 comprehension, including syntax and building background
25 (content) knowledge, and include rigorous evaluations of
26 learning throughout and at the end of the course. This support

1 may include:

2 (1) development of a microcredential in the Science of
3 Reading to be affixed to professional educator licenses
4 upon completion of the required coursework, assessment, or
5 both;

6 (2) creation of a tool that school districts and the
7 public may use to evaluate professional development and
8 training programs related to structured literacy and
9 dissemination of the tool to school districts and regional
10 offices of education;

11 (3) evaluation of current, pending, and future
12 professional development and training providers approved
13 as learning partners with IL-EMPOWER to ensure that
14 training aligns with evidence-based literacy instruction
15 practices;

16 (4) completion of a review of current professional
17 development and training mandates required by federal or
18 state law or administrative rules and recommendations of
19 requirements that could be streamlined, eliminated, or
20 modified to accommodate more time for professional
21 development and training in literacy; and

22 (5) 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 available statewide to districts and educators free of
2 charge through December 31, 2026 and accepted for
3 continuing professional development units.

4 (c) The Board shall annually compile and post on its
5 website information on the steps it has undertaken to support
6 school districts to deliver high-quality, evidence-based
7 literacy instruction, including a list of any Early Literacy
8 Grant recipients, documentation of how the recipient allocated
9 the funding to support improved literacy, and what
10 evidence-based literacy curricula the recipient is utilizing.

11 Section 20. The School Code is amended by changing
12 Sections 21B-20, 21B-30, and 21B-35 as follows:

13 (105 ILCS 5/21B-20)

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

1 under this Article. The first year of all licenses ends on June
2 30 following one full year of the license being issued.

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

7 (1) Professional Educator License. Persons who (i)
8 have successfully completed an approved educator
9 preparation program and are recommended for licensure by
10 the Illinois institution offering the educator preparation
11 program, (ii) have successfully completed the required
12 testing under Section 21B-30 of this Code, (iii) have
13 successfully completed coursework on the psychology of,
14 the identification of, and the methods of instruction for
15 the exceptional child, including without limitation
16 children with learning disabilities, (iv) have
17 successfully completed coursework in evidence-based
18 methods of reading that include explicit and repeated
19 focus on phonemic awareness, a systematic approach to
20 phonics (decoding), spelling instruction (encoding),
21 vocabulary development, including morphology, reading
22 fluency, oral language development, and reading
23 comprehension, including syntax and background (content)
24 knowledge, and reading in the content area, and (v) have
25 met all other criteria established by rule of the State
26 Board of Education shall be issued a Professional Educator

1 License. All Professional Educator Licenses are valid
2 until June 30 immediately following 5 years of the license
3 being issued. The Professional Educator License shall be
4 endorsed with specific areas and grade levels in which the
5 individual is eligible to practice. For an early childhood
6 education endorsement, an individual may satisfy the
7 student teaching requirement of his or her early childhood
8 teacher preparation program through placement in a setting
9 with children from birth through grade 2, and the
10 individual may be paid and receive credit while student
11 teaching. The student teaching experience must meet the
12 requirements of and be approved by the individual's early
13 childhood teacher preparation program.

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

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

24 An individual with an Educator License with
25 Stipulations must not be employed by a school district or
26 any other entity to replace any presently employed teacher

1 who otherwise would not be replaced for any reason.

2 An Educator License with Stipulations may be issued
3 with the following endorsements:

4 (A) (Blank).

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

10 (i) Graduated from a regionally accredited
11 college or university with a minimum of a
12 bachelor's degree.

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

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

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

23 (C) Alternative provisional superintendent. An
24 alternative provisional superintendent endorsement on
25 an Educator License with Stipulations entitles the
26 holder to serve only as a superintendent or assistant

1 superintendent in a school district's central office.
2 This endorsement may only be issued to an applicant
3 who, at the time of applying for the endorsement, has
4 done all of the following:

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

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

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

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

17 The endorsement is valid for 2 fiscal years in
18 order to complete one full year of serving as a
19 superintendent or assistant superintendent.

20 (D) (Blank).

21 (E) Career and technical educator. A career and
22 technical educator endorsement on an Educator License
23 with Stipulations may be issued to an applicant who
24 has a minimum of 60 semester hours of coursework from a
25 regionally accredited institution of higher education
26 or an accredited trade and technical institution and

1 has a minimum of 2,000 hours of experience outside of
2 education in each area to be taught.

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

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

12 (F) Part-time provisional career and technical
13 educator or provisional career and technical educator.
14 A part-time provisional career and technical educator
15 endorsement or a provisional career and technical
16 educator endorsement on an Educator License with
17 Stipulations may be issued to an applicant who has a
18 minimum of 8,000 hours of work experience in the skill
19 for which the applicant is seeking the endorsement. It
20 is the responsibility of each employing school board
21 and regional office of education to provide
22 verification, in writing, to the State Superintendent
23 of Education at the time the application is submitted
24 that no qualified teacher holding a Professional
25 Educator License or an Educator License with
26 Stipulations with a career and technical educator

1 endorsement is available and that actual circumstances
2 require such issuance.

3 The provisional career and technical educator
4 endorsement on an Educator License with Stipulations
5 is valid until June 30 immediately following 5 years
6 of the endorsement being issued and may be renewed for
7 5 years.

8 A part-time provisional career and technical
9 educator endorsement on an Educator License with
10 Stipulations may be issued for teaching no more than 2
11 courses of study for grades 6 through 12. The
12 part-time provisional career and technical educator
13 endorsement on an Educator License with Stipulations
14 is valid until June 30 immediately following 5 years
15 of the endorsement being issued and may be renewed for
16 5 years if the individual makes application for
17 renewal.

18 An individual who holds a provisional or part-time
19 provisional career and technical educator endorsement
20 on an Educator License with Stipulations but does not
21 hold a bachelor's degree may substitute teach in
22 career and technical education classrooms.

23 (G) Transitional bilingual educator. A
24 transitional bilingual educator endorsement on an
25 Educator License with Stipulations may be issued for
26 the purpose of providing instruction in accordance

1 with Article 14C of this Code to an applicant who
2 provides satisfactory evidence that he or she meets
3 all of the following requirements:

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

8 (ii) Has the ability to successfully
9 communicate in English.

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

21 A transitional bilingual educator endorsement
22 shall be valid for prekindergarten through grade 12,
23 is valid until June 30 immediately following 5 years
24 of the endorsement being issued, and shall not be
25 renewed.

26 Persons holding a transitional bilingual educator

1 endorsement shall not be employed to replace any
2 presently employed teacher who otherwise would not be
3 replaced for any reason.

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

12 (i) Holds a transitional bilingual
13 endorsement.

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

18 (iii) Holds a bachelor's degree or higher from
19 a regionally accredited institution of higher
20 education or, for individuals educated in a
21 country other than the United States, holds a
22 degree from an institution of higher learning in a
23 foreign country that the State Educator
24 Preparation and Licensure Board determines to be
25 the equivalent of a bachelor's degree from a
26 regionally accredited institution of higher

1 learning in the United States.

2 (iv) (Blank).

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

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

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

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

21 (iii) Has adequate content knowledge in the
22 subject to be taught.

23 (iv) Has an adequate command of the English
24 language.

25 A holder of a visiting international educator
26 endorsement on an Educator License with Stipulations

1 shall be permitted to teach in bilingual education
2 programs in the language that was the medium of
3 instruction in his or her teacher preparation program,
4 provided that he or she passes the English Language
5 Proficiency Examination or another test of writing
6 skills in English identified by the State Board of
7 Education, in consultation with the State Educator
8 Preparation and Licensure Board.

9 A visiting international educator endorsement on
10 an Educator License with Stipulations is valid for 5
11 years and shall not be renewed.

12 (J) Paraprofessional educator. A paraprofessional
13 educator endorsement on an Educator License with
14 Stipulations may be issued to an applicant who holds a
15 high school diploma or its recognized equivalent and
16 either holds an associate's degree or a minimum of 60
17 semester hours of credit from a regionally accredited
18 institution of higher education or has passed a
19 paraprofessional competency test under subsection
20 (c-5) of Section 21B-30. The paraprofessional educator
21 endorsement is valid until June 30 immediately
22 following 5 years of the endorsement being issued and
23 may be renewed through application and payment of the
24 appropriate fee, as required under Section 21B-40 of
25 this Code. An individual who holds only a
26 paraprofessional educator endorsement is not subject

1 to additional requirements in order to renew the
2 endorsement.

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

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

1 The chief school business official endorsement on
2 an Educator License with Stipulations is valid until
3 June 30 immediately following 5 years of the
4 endorsement being issued and may be renewed if the
5 license holder completes renewal requirements as
6 required for individuals who hold a Professional
7 Educator License endorsed for chief school business
8 official under Section 21B-45 of this Code and such
9 rules as may be adopted by the State Board of
10 Education.

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

13 (L) Provisional in-state educator. A provisional
14 in-state educator endorsement on an Educator License
15 with Stipulations may be issued to a candidate who has
16 completed an Illinois-approved educator preparation
17 program at an Illinois institution of higher education
18 and who has not successfully completed an
19 evidence-based assessment of teacher effectiveness but
20 who meets all of the following requirements:

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

22 (ii) Has completed an approved educator
23 preparation program at an Illinois institution.

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

26 (iv) Has attempted an evidence-based

1 assessment of teacher effectiveness and received a
2 minimum score on that assessment, as established
3 by the State Board of Education in consultation
4 with the State Educator Preparation and Licensure
5 Board.

6 A provisional in-state educator endorsement on an
7 Educator License with Stipulations is valid for one
8 full fiscal year after the date of issuance and may not
9 be renewed.

10 (M) (Blank).

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

14 (3) Substitute Teaching License. A Substitute Teaching
15 License may be issued to qualified applicants for
16 substitute teaching in all grades of the public schools,
17 prekindergarten through grade 12. Substitute Teaching
18 Licenses are not eligible for endorsements. Applicants for
19 a Substitute Teaching License must hold a bachelor's
20 degree or higher from a regionally accredited institution
21 of higher education.

22 Substitute Teaching Licenses are valid for 5 years.

23 Substitute Teaching Licenses are valid for substitute
24 teaching in every county of this State. If an individual
25 has had his or her Professional Educator License or
26 Educator License with Stipulations suspended or revoked,

1 then that individual is not eligible to obtain a
2 Substitute Teaching License.

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

19 There is no limit on the number of days that a
20 substitute teacher may teach in a single school district,
21 provided that no substitute teacher may teach for longer
22 than 90 school days for any one licensed teacher under
23 contract in the same school year. A substitute teacher who
24 holds a Professional Educator License or Educator License
25 with Stipulations shall not teach for more than 120 school
26 days for any one licensed teacher under contract in the

1 same school year. The limitations in this paragraph (3) on
2 the number of days a substitute teacher may be employed do
3 not apply to any school district operating under Article
4 34 of this Code.

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

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

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

26 The provisions of Sections 10-21.9 and 34-18.5 of this

1 Code apply to short-term substitute teachers.

2 An individual holding a Short-Term Substitute Teaching
3 License may teach no more than 5 consecutive days per
4 licensed teacher who is under contract. For teacher
5 absences lasting 6 or more days per licensed teacher who
6 is under contract, a school district may not hire an
7 individual holding a Short-Term Substitute Teaching
8 License. An individual holding a Short-Term Substitute
9 Teaching License must complete the training program under
10 Section 10-20.67 or 34-18.60 of this Code to be eligible
11 to teach at a public school. This paragraph (4) is
12 inoperative on and after July 1, 2023.

13 (Source: P.A. 100-8, eff. 7-1-17; 100-13, eff. 7-1-17;
14 100-288, eff. 8-24-17; 100-596, eff. 7-1-18; 100-821, eff.
15 9-3-18; 100-863, eff. 8-14-18; 101-81, eff. 7-12-19; 101-220,
16 eff. 8-7-19; 101-594, eff. 12-5-19; 101-643, eff. 6-18-20.)

17 (105 ILCS 5/21B-30)

18 Sec. 21B-30. Educator testing.

19 (a) (Blank).

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

1 State Board of Education, in consultation with the State
2 Educator Preparation and Licensure Board. Before October 1,
3 2023, the State Board of Education, in consultation with the
4 State Educator Preparation and Licensure Board, shall review
5 and, as needed, amend its professional licensure standards to
6 align with the principles of evidence-based literacy
7 instruction, as measured on the reading foundations
8 assessment. The State Board of Education may adopt such rules
9 as may be necessary to implement and administer this Section.

10 (c) (Blank).

11 (c-5) The State Board must adopt rules to implement a
12 paraprofessional competency test. This test would allow an
13 applicant seeking an Educator License with Stipulations with a
14 paraprofessional educator endorsement to obtain the
15 endorsement if he or she passes the test and meets the other
16 requirements of subparagraph (J) of paragraph (2) of Section
17 21B-20 other than the higher education requirements.

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

24 (d-5) All applicants seeking a State license after October
25 1, 2025, in the areas of early childhood education, early
26 childhood special education, elementary education, English

1 language arts, middle grades language arts, reading
2 specialist, reading teacher, special education, speech
3 language pathologist, and English language learner teacher
4 shall be required to pass a test in reading foundations, which
5 shall include assessment of the applicant's understanding of
6 phonological and phonemic awareness, concepts of print and the
7 alphabetic principle, the role of phonics in promoting reading
8 development, word analysis skills and strategies, vocabulary
9 development, linguistics, morphology, application of reading
10 comprehension skills and strategies, and methods for assessing
11 reading development. The reading foundations test must also
12 assess applicants' knowledge of assessment, differentiation,
13 and intervention with respect to each component of reading for
14 English learners, students with disabilities, and students
15 with advanced skills in some areas of reading.

16 (e) (Blank).

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

1 designated as Tier 1 under Section 18-8.15 may, after
2 application to the State Board, receive from the State Board a
3 refund for any costs associated with completing the teacher
4 performance assessment under this subsection.

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

25 The State Board shall implement a test or tests to assess
26 the speaking, reading, writing, and grammar skills of

1 applicants for an endorsement or a license issued under
2 subdivision (G) of paragraph (2) of Section 21B-20 of this
3 Code in the English language and in the language of the
4 transitional bilingual education program requested by the
5 applicant.

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

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

23 (Source: P.A. 101-81, eff. 7-12-19; 101-220, eff. 8-7-19;
24 101-594, eff. 12-5-19; 102-301, eff. 8-26-21.)

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

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

8 (1) the applicant must:

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

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

18 (C) (blank); or

19 (2) the applicant must:

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

1 vocabulary development, including morphology, reading
2 fluency, oral language development, and reading
3 comprehension, including syntax and background
4 (content) knowledge, and reading in the content area,
5 and (iii) instructional strategies for English
6 learners;

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

9 (C) have successfully met all Illinois examination
10 requirements, except that:

11 (i) (blank);

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

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

23 (iv) after October 1, 2025, an applicant who
24 has successfully completed a reading foundations
25 test of at least comparable rigor to the Illinois
26 reading foundations test is not required to

1 complete a reading foundations test; and

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

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

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

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

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

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

1 (5) (Blank).

2 (6) (Blank).

3 (7) Have successfully met all State licensure
4 examination requirements. Applicants who have successfully
5 completed a test of content, as defined by rules, at the
6 time of initial licensure in another country shall not be
7 required to complete a test of content. Applicants for a
8 teaching endorsement who have successfully completed an
9 evidence-based assessment of teacher effectiveness, as
10 defined by rules, at the time of initial licensure in
11 another country shall not be required to complete an
12 evidence-based assessment of teacher effectiveness. After
13 October 1, 2025, applicants who have successfully
14 completed a reading foundations test of at least
15 comparable rigor to the Illinois reading foundations test
16 shall not be required to complete a reading foundations
17 test.

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

20 (9) (Blank).

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

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

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

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

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

19 (3) (Blank).

20 (4) Have completed coursework aligned to standards
21 concerning (i) methods of instruction of the exceptional
22 child, (ii) evidence-based methods of reading that include
23 explicit and repeated focus on phonemic awareness, a
24 systematic approach to phonics (decoding), spelling
25 instruction (encoding), vocabulary development, including
26 morphology, reading fluency, oral language development,

1 and reading comprehension, including syntax and background
2 (content) knowledge, and reading in the content area, and
3 (iii) instructional strategies for English learners.

4 (4.5) (Blank).

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

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

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

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

20 (2) Have 2 years of full-time experience providing
21 special education services.

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

1 required to complete a test of content.

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

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

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

25 (2) Have successfully completed an internship in
26 school business management or have 2 years of experience

1 as a school business administrator.

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

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

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

15 (Source: P.A. 101-220, eff. 8-7-19; 101-643, eff. 6-18-20;
16 102-539, eff. 8-20-21.)

17 Section 99. Effective date. This Act takes effect upon
18 becoming law."