



Rep. Rita Mayfield

Filed: 5/10/2023

10300SB2243ham001

LRB103 25644 RJT 61638 a

1 AMENDMENT TO SENATE BILL 2243

2 AMENDMENT NO. _____. Amend Senate Bill 2243 by replacing
3 everything after the enacting clause with the following:

4 "Section 1. Findings. The General Assembly makes all of
5 the following findings:

6 (1) Literacy is not only critical for individuals'
7 ability to earn income, secure housing, participate in
8 their health care, 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.

1 (3) Fifty percent of Illinois' third graders met,
2 exceeded, or approached learning standards in English
3 language arts according to the Illinois Assessment of
4 Readiness with the other half of students not meeting or
5 partially meeting standards; this represents a 10
6 percentage-point swing from the 2019 prepandemic rates
7 when 60% of students met, exceeded, or approached learning
8 standards.

9 (4) Thirty-three percent of Illinois' fourth graders
10 achieved proficient or advanced reading scores on the 2022
11 National Assessment of Educational Progress with another
12 29% meeting basic reading proficiency and the remaining
13 38% scoring below basic reading proficiency.

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

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

24 (7) An appropriate curriculum considers the learning
25 needs of students with their developmental needs and
26 increases in complexity with every new stage of childhood.

1 (8) Oral language development is a prerequisite for
2 reading and writing that is nurtured from birth through
3 talking, reading, story-telling, singing, nursery rhymes,
4 and other language exposure and, as younger children
5 develop, through intentional dialogue with rich
6 vocabulary, home visiting programs, access to books,
7 high-quality child care and preschool, and lived
8 experiences that strengthen students' opportunity to build
9 oracy skills, vocabulary, and background knowledge,
10 leading to higher-level cognitive thinking.

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

18 (10) Reading, writing, and oracy have a reciprocal
19 relationship, as each strengthens the other, and students
20 benefit when their instruction is closely intertwined.

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

1 (12) Teachers deserve the tools to be knowledgeable
2 about the cultural practices and language system of the
3 children they serve, including those children who speak
4 language variations of English, such as African-American
5 English (AAE); AAE has a linguistic structure that is a
6 systematic and rule-governed variation of General American
7 English.

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

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

25 (15) Ensuring that every child has access to
26 high-quality, research-aligned, developmentally

1 appropriate reading instruction implemented using a
2 comprehensive approach is a foundational component of this
3 State's public education system and a responsibility
4 shared among federal, State, and local education agencies.

5 Section 90. The School Code is amended by adding Section
6 2-3.196 and by changing Sections 21B-30 and 21B-35 and as
7 follows:

8 (105 ILCS 5/2-3.196 new)

9 Sec. 2-3.196. State Board of Education literacy
10 assistance.

11 (a) The State Board of Education shall adopt and make
12 available all of the following to each publicly funded school
13 district by July 1, 2024:

14 (1) A rubric by which districts may evaluate curricula
15 and select and implement evidence-based, culturally
16 inclusive core reading instruction programs aligned with
17 the comprehensive literacy plan for the State described in
18 subsection (c).

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

24 (3) Guidance on evidence-based practices for effective

1 structures for training and deploying literacy coaches to
2 support teachers and close opportunity gaps among student
3 demographic groups.

4 (b) On or before January 1, 2025, the State Board of
5 Education shall develop and make available training
6 opportunities for educators in teaching reading that are
7 aligned with the comprehensive literacy plan described in
8 subsection (c) and consistent with State learning standards.

9 This support may include:

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

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

24 (c) In consultation with education stakeholders, the State
25 Board of Education shall develop and adopt a comprehensive
26 literacy plan for the State on or before January 31, 2024. The

1 comprehensive literacy plan shall consider, without
2 limitation, evidence-based research and culturally and
3 linguistically sustaining pedagogical approaches to meet the
4 needs of all students and shall, at a minimum, do all of the
5 following:

6 (1) Consider core instructional literacy practices and
7 practices related to the unique needs of and support for
8 specific student populations, including, at a minimum,
9 students with disabilities, multilingual students, and
10 bidialectal students, and the resources and support,
11 including professional learning for teachers, needed to
12 effectively implement the literacy instruction.

13 (2) Provide guidance related to screening tools, the
14 administration of such screening tools, and the
15 interpretation of the resulting data to identify students
16 at risk of reading difficulties in grades kindergarten
17 through 2. This guidance shall outline instances in which
18 dyslexia screenings and other universal screeners are
19 appropriate for use with English learners.

20 (3) Provide guidance related to early literacy
21 intervention for students in grades kindergarten through 2
22 for schools to implement with students at risk of reading
23 difficulties, as well as literacy intervention for
24 students in grades 3 through 12 demonstrating reading
25 difficulties.

26 (4) Consider the impact of second language acquisition

1 and bilingual education on reading instruction in the
2 student's native language and English.

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

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

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

14 (105 ILCS 5/21B-30)

15 Sec. 21B-30. Educator testing.

16 (a) (Blank).

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

1 implement and administer this Section.

2 (c) (Blank).

3 (c-5) The State Board must adopt rules to implement a
4 paraprofessional competency test. This test would allow an
5 applicant seeking an Educator License with Stipulations with a
6 paraprofessional educator endorsement to obtain the
7 endorsement if he or she passes the test and meets the other
8 requirements of subparagraph (J) of paragraph (2) of Section
9 21B-20 other than the higher education requirements.

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

16 (d-5) The State Board shall consult with any applicable
17 vendors within 90 days after the effective date of this
18 amendatory Act of the 103rd General Assembly to develop a plan
19 to transition the test of content area knowledge in the
20 endorsement area of elementary education, grades one through
21 6, by July 1, 2026 to a content area test that contains testing
22 elements that cover bilingualism, biliteracy, oral language
23 development, foundational literacy skills, and developmentally
24 appropriate higher-order comprehension and on which a valid
25 and reliable language and literacy subscore can be determined.
26 The State Board shall base its rules concerning the passing

1 subscore on the language and literacy portion of the test on
2 the recommended cut-score determined in the formal
3 standard-setting process. Candidates need not achieve a
4 particular subscore in the area of language and literacy. The
5 State Board shall aggregate and publish the number of
6 candidates in each preparation program who take the test and
7 the number who pass the language and literacy portion.

8 (e) (Blank).

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

23 (g) The content area knowledge test and the teacher
24 performance assessment shall be the tests that from time to
25 time are designated by the State Board of Education, in
26 consultation with the State Educator Preparation and Licensure

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

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

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

1 (i) The rules developed to implement and enforce the
2 testing requirements under this Section shall include, without
3 limitation, provisions governing test selection, test
4 validation, and determination of a passing score,
5 administration of the tests, frequency of administration,
6 applicant fees, frequency of applicants taking the tests, the
7 years for which a score is valid, and appropriate special
8 accommodations. The State Board of Education shall develop
9 such rules as may be needed to ensure uniformity from year to
10 year in the level of difficulty for each form of an assessment.
11 (Source: P.A. 101-81, eff. 7-12-19; 101-220, eff. 8-7-19;
12 101-594, eff. 12-5-19; 102-301, eff. 8-26-21.)

13 (105 ILCS 5/21B-35)

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

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

21 (1) the applicant must:

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

1 to determine what constitutes similar grade level and
2 content area credentials from another state;

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

5 (C) (blank); or

6 (2) the applicant must:

7 (A) have completed a state-approved program for
8 the licensure area sought, including coursework
9 concerning (i) methods of instruction of the
10 exceptional child, (ii) methods of reading that align
11 with all applicable standards set forth in Part 23 of
12 Title 23 of the Illinois Administrative Code and
13 reading in the content area, and (iii) instructional
14 strategies for English learners;

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

17 (C) have successfully met all Illinois examination
18 requirements, except that:

19 (i) (blank);

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

24 (iii) an applicant for a teaching endorsement
25 who has successfully completed an evidence-based
26 assessment of teacher effectiveness, as defined by

1 rules, at the time of initial licensure in another
2 state is not required to complete an
3 evidence-based assessment of teacher
4 effectiveness; and

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

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

14 (1) Have completed a comparable education program in
15 another country.

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

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

20 (4) Have completed coursework aligned to standards
21 concerning (i) methods of instruction of the exceptional
22 child, (ii) methods of reading that align with all
23 applicable standards set forth in Part 26 of Title 23 of
24 the Illinois Administrative Code and reading in the
25 content area, and (iii) instructional strategies for
26 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.

13 (8) Have completed student teaching or an equivalent
14 experience.

15 (9) (Blank).

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

1 meet all of the following requirements:

2 (1) Have completed an educator preparation program
3 approved by another state or comparable educator program
4 in another country leading to the receipt of a license or
5 certificate for the Illinois endorsement sought.

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

12 (2.5) Have completed an internship, as defined by
13 rule.

14 (3) (Blank).

15 (4) Have completed coursework aligned to standards
16 concerning (i) methods of instruction of the exceptional
17 child, (ii) methods of reading that align with all
18 applicable standards set forth in Part 26 of Title 23 of
19 the Illinois Administrative Code and reading in the
20 content area, and (iii) instructional strategies for
21 English learners.

22 (4.5) (Blank).

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

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

26 (b-7) All applicants who have not been entitled by an

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

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

12 (2) Have 2 years of full-time experience providing
13 special education services.

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

20 (4) Have completed coursework aligned to standards
21 concerning (i) methods of instruction of the exceptional
22 child, (ii) methods of reading that align with all
23 applicable standards set forth in Part 26 of Title 23 of
24 the Illinois Administrative Code and reading in the
25 content area, and (iii) instructional strategies for
26 English learners.

1 (b-10) All applicants who have not been entitled by an
2 Illinois-approved educator preparation program at an Illinois
3 institution of higher education applying for a Professional
4 Educator License endorsed for chief school business official
5 must hold a master's degree from a regionally accredited
6 institution of higher education and must hold a comparable and
7 valid educator license or certificate with similar grade level
8 and subject matter credentials, with the State Board of
9 Education having the authority to determine what constitutes
10 similar grade level and subject matter credentials from
11 another state, or must meet all of the following requirements:

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

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

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

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

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

4 (Source: P.A. 101-220, eff. 8-7-19; 101-643, eff. 6-18-20;
5 102-539, eff. 8-20-21.)

6 Section 99. Effective date. This Act takes effect upon
7 becoming law."