

HB 1368 (FAVER DIAS/LIGHTFORD): EVIDENCE-BASED PROFESSIONAL DEVELOPMENT



WHAT DOES HB 1368 DO?

HB 1368 ensures professional development activities related to literacy instruction are aligned to evidence-based strategies as defined in the Comprehensive Literacy Plan for the state developed by the Illinois State Board of Education under Public Act 103-0402.

About Professional Development

Teachers must earn **120 hours of professional development (PD) every five years** in order to renew their license.

A wide array of entities are **statutorily authorized to provide PD**, including schools, Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs), and teachers' unions. **Other PD providers apply to ISBE for approval** to award official PD hours, and over 260 have become PD providers through this route.

About The Comprehensive Literacy Plan

SB 2243 (Lightford/Mayfield), enacted in 2023, required ISBE to develop a comprehensive literacy plan, and the agency embarked on a robust public engagement process as it worked toward a final draft. The plan **outlines best practices, research, and standards alignment from preschool through high school across seven domains** (oracy, phonics, phonemic awareness, fluency, vocabulary, comprehension, and writing).

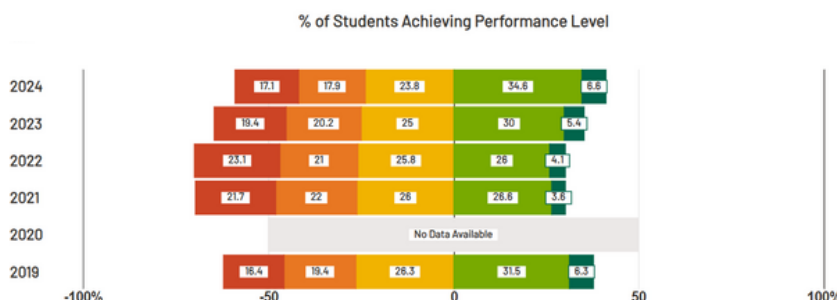
In 2024, HB 4902 (Faver Dias/Lightford) was enacted, requiring ISBE-approved **learning partners that work with the lowest-performing schools in the state align their English Language Arts supports with the plan**. HB 1368 is the next step forward to bring evidence-aligned support to Illinois educators.

WHY THIS MATTERS

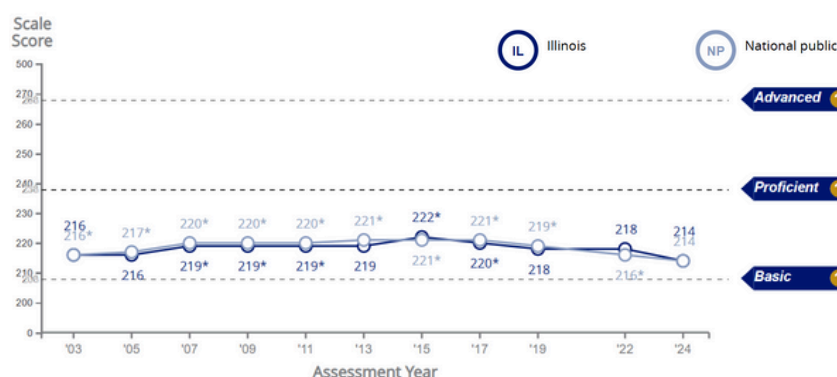
Literacy has been called the most solvable problem of our time. Yet, **2 of every 5 Illinois fourth graders fail to meet even 'basic' reading standards**, according to the nation's report card.

The IL State Board of Education crafted its comprehensive literacy plan for the state after significant statewide conversations and input, resulting in a final plan adopted in January 2024, which the agency hopes will result in a "seismic shift." This measure takes one more step toward making that impact a reality by ensuring ISBE-approved English Language Arts professional development for educators is aligned with evidence-based practice, as outlined in the plan.

Illinois IAR Reading Scores



2024 NAEP 4th Grade Reading Scores



For more information, please contact Jessica Handy with Stand for Children

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TEACHER TESTIMONIALS ON EVIDENCE-BASED PD

"When I have access to high-quality, evidence-based literacy professional development, **I have the ability to grow students who are literate, confident, and successful.** I have access to the practices, principles, tools, and resources that have proven to yield the best possible outcomes for teaching students to read and write. Without this professional development, I am left to fill in the gaps with limited resources or follow incomplete curricula. **My success rate as a teacher and the success of my students becoming readers and writers relies on effective professional development.**" -- *Bilingual Special Educator, Central Illinois*

"I can use that right now!...It's so wonderful to have access to new tools and strategies. **We really really need more PD's like this.** Most of the PDs we are offered are like a 101 class. **When it comes to actual instruction for kids with special needs, we don't have the tools.** That's what we got here." -- *Educator, Chicago, Illinois*

"It's a breath of fresh air. **It's a strategy. It's a resource.**

Something to delve into right from the start of school. **Should be offered (required?!) during the summer** to get ready for fall."

-- *Educator, Chicago, Illinois*

"I was startled to realize **I was woefully unprepared to teach reading to my predominantly multilingual students of color.** I attended all the district's training on the prescribed curriculum, but still experienced a high level of frustration with the fact that I was not seeing the desired outcome with my learners that I was promised if I followed the curriculum with fidelity. **It never occurred to me that the practices that I had been taught to implement might not match the needs of my learners.** I thought **I was the problem.**"

-- *Bilingual Instructional Coach, Central Illinois*