

**ILLINOIS STATE BOARD OF EDUCATION**  
 Educator and School Development Division  
 100 North First Street, E-310  
 Springfield, IL 62777-0001

**ROAD MAP FOR EACH NOT-HIGHLY QUALIFIED TEACHER**

**Directions:** The Local School District must complete a road map for each not-highly qualified teacher, describing the specific activities that are appropriate to get the individual to HQT status within 2 years, benchmarks, proposed completion dates, resources necessary, date of completion and a district contact person. These documents must be kept on file at the Local School District for ROE Teacher Audits and ISBE Random Audits.

DISTRICT NAME AND NUMBER			TEACHER NAME (Last, First, Middle Initial)		IEIN
CORE ACADEMIC SUBJECT ASSIGNED BUT NOT HQ			BUILDING ASSIGNED		
Professional Development Activity	Benchmark	Projected Completion Date (mm/dd/yyyy)	Resources/\$ Funding Source(s)	Contact Person	Completion Date (mm/dd/yyyy)

## SAMPLE ROAD MAP

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DISTRICT NAME AND NUMBER <b><i>Sangamon Consolidated School District #1000</i></b>	TEACHER NAME (Last, First, Middle Initial) <b><i>Smith, Mary L.</i></b>	IEIN <b><i>123456</i></b>
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CORE ACADEMIC SUBJECT ASSIGNED BUT NOT HQ <b><i>Mathematics</i></b>	BUILDING ASSIGNED <b><i>Jefferson Middle School</i></b>
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Professional Development Activity	Benchmark	Projected Completion Date (mm/yyyy)	Resources/\$ Funding Source(s)	Contact Person	Completion Date (mm/yyyy)
Complete Mathematics 216 Course at University of Illinois – 3 semester hours	College Transcript showing completion of course	January 2007	Tuition reimbursement of \$558 for 3 semester hours \$1674 Title II Teacher Quality	Phil Jones	
Complete Trigonometry I course at University of Illinois – 3 semester hours	College Transcript showing completion of course	January 2007	Tuition reimbursement of \$558 for 3 semester hours \$1674 Title II Teacher Quality	Angela Davis	

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DISTRICT NAME AND NUMBER  <b>Consolidated School District #104 - Illinois</b>	TEACHER NAME (Last, First, Middle Initial)  <b>Andrews, Jeff</b>	IEIN  <b>345678</b>
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CORE ACADEMIC SUBJECT ASSIGNED BUT NOT HQ  <b>History</b>	BUILDING ASSIGNED  <b>Lincoln High School</b>
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Professional Development Activity	Benchmark	Projected Completion Date (mm/yyyy)	Resources/\$ Funding Source(s)	Contact Person	Completion Date (mm/yyyy)
Participate in American history workshop provided by Abe Lincoln Community College	Certificate of Completion	December 2006	Registration fee \$50 District PD funds	Allen Thomas	
Participate in a series of 3 world history workshops presented by the school district in collaboration with the world historical society	Certificate of Completion	June 2007	Registration fee \$150.00, Supplies \$50.00, \$200 Title II Teacher Quality	Monique Reynolds	
Attend the Content Area Test Workshop presented by ROE	Completion of Study Guide for History	August 2007	Registration fee: \$35.00 District PD funds	Linda Franklin	

**NCLB Definition of Professional Development – Title IX, Part A, Section 9101 of No Child Left Behind Act**

PROFESSIONAL DEVELOPMENT — The term professional development

(A) includes activities that

- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad school wide and district wide educational improvement plans;
- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (iv) improve classroom management skills;
- (v)
  - (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
  - (II) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (vii) advance teacher understanding of effective instructional strategies that are
  - (I) based on scientifically based research; and
  - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (viii) are aligned with and directly related to
  - (I) State academic content standards, student academic achievement standards, and assessments; and
  - (II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- (xiii) provide instruction in methods of teaching children with special needs;
- (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
- (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that

- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.