

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

Illinois Local School District Annual Report for Non-Highly Qualified Teachers

School Year: 20 ____ - 20 ____

Directions: Complete this report and submit to your appropriate Regional Office of Education before **September 15**, annually. The district must maintain a copy for monitoring purposes.

I verify that this district has a general plan and an individualized plan (Road Map) for each not-highly qualified teachers listed in this report.

LOCAL SCHOOL DISTRICT NAME	REGION-COUNTY-DISTRICT-TYPE CODE	SUPERINTENDENT SIGNATURE	DATE / /
NAME OF DESIGNATED POINT-OF-CONTACT	CONTACT PERSON TELEPHONE NUMBER	CONTACT PERSON E-MAIL ADDRESS	

I. Survey Data – Part 1 of 4. Based on your IWAS report of non HQ teachers, enter Local School District-level data from the previous school year into the chart below. If appropriate, mark “none.”

(1) **Number and percentage of Core Academic Subject Teachers who are not highly qualified.** *The number in the box to the right should equal the total number of non-HQT marked in each of the core content areas. ** The percentage is of core content non-HQT in the entire district

*NUMBER	**PERCENT-AGE	In the BOX TO THE LEFT OF EACH SUBJECT, ENTER THE NUMBER OF NON-HQT TEACHING IN EACH CORE CONTENT AREA												
<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	<input type="checkbox"/> English	<input type="checkbox"/> Science	<input type="checkbox"/> History	<input type="checkbox"/> Art	<input type="checkbox"/> Music	<input type="checkbox"/> Economics	<input type="checkbox"/> Geography	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Civics and Government	<input type="checkbox"/> Reading or Language Arts	<input type="checkbox"/> Self contained (K-3)	<input type="checkbox"/> Self contained (K-5)

(2) **Of the number and percentage of NHQT core subject teachers above, indicate for each core content area those who were special education teachers of record who were not highly qualified by NCLB and/or IDEA requirements.** The number in the box to the right should equal the total number of non-HQT marked in each of the core content areas. The percentage is the percentage of NHQT core content special education teachers compared to the total number of NHQT core content teachers in the district.

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(3) In the box to the right indicate the number of special education consultative teachers who were not IDEA highly qualified.

(4) **Number and percentage of Core Academic Subject Classes** taught by teachers who are NOT highly Qualified. *The number in the box to the right should equal the total number of classes marked in each of the core content areas. **The percentage is of classes taught by non-HQT in the district.

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<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	<input type="checkbox"/> English	<input type="checkbox"/> Science	<input type="checkbox"/> History	<input type="checkbox"/> Art	<input type="checkbox"/> Music	<input type="checkbox"/> Economics	<input type="checkbox"/> Geography	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Civics and Government	<input type="checkbox"/> Reading or Language Arts	<input type="checkbox"/> Self contained (K-3)	<input type="checkbox"/> Self contained (K-5)

(5) **Number and percentage of core academic subject classes taught by special education teachers of record** who are not highly qualified by NCLB and/or IDEA. The number in the box to the right should equal the total number of classes marked in each of the core subject areas. The percentage of core content classes taught by NHQT special education teachers compared to the total number of classes taught by NHQT core content teachers in the district.

*NUMBER	**PERCENT-AGE	In the BOX TO THE LEFT OF EACH SUBJECT, ENTER THE NUMBER OF NON-HQT TEACHING IN EACH CORE CONTENT AREA												
<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	<input type="checkbox"/> English	<input type="checkbox"/> Science	<input type="checkbox"/> History	<input type="checkbox"/> Art	<input type="checkbox"/> Music	<input type="checkbox"/> Economics	<input type="checkbox"/> Geography	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Foreign Languages	<input type="checkbox"/> Civics and Government	<input type="checkbox"/> Reading or Language Arts	<input type="checkbox"/> Self contained (K-3)	<input type="checkbox"/> Self contained (K-5)

GENERAL SCHOOL DISTRICT PLAN FOR NON-HIGHLY QUALIFIED TEACHERS

III. Local School District actions to get all teachers highly qualified – Part 3 of 4.

For each **Core Academic Subject identified** in Section II of the **General School District Plan for Non-Highly Qualified Teachers**, complete this table describing the general activities that the local school district may provide to get all teachers highly qualified within 2 years. Include the name of person(s) responsible for the activity, resources available, and projected completion date. (See examples on the following **SAMPLE** page of activities that could be implemented.) Keep this document on file for audit purposes by the Regional Office of Education.

DISTRICT NAME AND NUMBER OXFORD COMMUNITY UNIT SCHOOL DISTRICT 21	CORE ACADEMIC SUBJECT MATHEMATICS
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LOCAL SCHOOL DISTRICT ACTIVITIES	PERSON RESPONSIBLE	RESOURCES/\$ FUNDING SOURCE(S)	COMPLETION DATE
Identify a school building administrator as the single point-of-contact who will work directly with non-HQ mathematics teachers on content specific issues.	Principal or Assistant Principal for each district school	None needed	July 5, 2007
Consider (1) changing teacher assignments within a school, (2) within-school transfers, and (3) between-school transfers to have teacher(s) highly qualified.	Assistant District Superintendent and School Building Principals	None needed	August 1, 2007
Initiate a meeting with each math teacher who is not highly qualified. Develop an individual action plan with each teacher.	Building Principal	None needed	August 15, 2007
Schedule and conduct periodic checks for completion of benchmarks identified in the individual professional development plan.	Building Principal	None needed	October 30, 2007 January 16, 2008 April 15, 2008
Partner with local college to deliver two math courses on-site at the high school.	Building Principal	None needed	August 8, 2007
Meet with non-HQ teachers who want to take the state content area test(s) to become HQ in mathematics. District will pay for state test registration fees and assist teachers with online registration.	District Assistant Superintendent	\$10,000/Title II Professional Development Funds	August 21, 2006

SAMPLE

ROAD MAP FOR EACH NON-HIGHLY QUALIFIED TEACHER

IV. Individual Professional Development Plan – Part 4 of 4.

Directions: The Local School District must complete an individual professional development plan identified as the “Road Map” for each non-highly qualified teacher, describing the specific activities that area appropriate to get the individual to HQT status within 2 years, benchmarks, proposed completion dates, resources necessary, and a district contact person. Keep this document on file for audit purposes by the Regional Office of Education.

DISTRICT NAME AND NUMBER Sangamon Consolidated School District	TEACHER NAME (Last, First, Middle Initial) Smith, Mary L.	IEIN 123456
CORE ACADEMIC SUBJECT ASSIGNED BUT NOT HQ Mathematics	BUILDING ASSIGNED Jefferson Middle School	

PROFESSIONAL DEVELOPMENT ACTIVITY	BENCHMARK	COMPLETION DATE (mm/yyyy)	RESOURCES/\$ FUNDING SOURCES(S)	CONTACT PERSON
Complete Mathematics 216 course at University of Illinois – 3 semester hours	College Transcript showing completion of course	01/2008	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	07/2008	Tuition reimbursement of \$48 for 3 semester hours \$1674 Title II Teacher Quality	Angela Davis
Participate in a series of ROE workshops “How To Improve Math Skills in the Middle School” – 5 one-day workshops specific to mathematics instruction.	Certificate of Completion for 5 – day series of workshops.	1/2009	Registration fee of \$1500 for 5 days	Bob Redding

SAMPLE

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District Name and Number	TEACHER NAME (Last, First, Middle Initial)	IEIN
CORE ACADEMIC SUBJECT ASSIGNED BUT NOT HQ		BUILDING ASSIGNED

PROFESSIONAL DEVELOPMENT ACTIVITY	BENCHMARK	COMPLETION DATE (mm/yyyy)	RESOURCES/\$ FUNDING SOURCES(S)	CONTACT PERSON
Participate in American history workshop provided by Abe Lincoln Community College	Certificate of Completion	12/2007	Registration fee \$50 District Professional Development 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	06/2008	Registration fee \$150 Supplies \$50 \$200 Title II Teacher Quality	Monique Reynolds
Attend the Content Area Test Workshop presented by ROE	Completion of Study Guide for History	08/2008	Registration fee: \$35 District PD funds	Linda Franklin

SAMPLE

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.