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Illinois New Teacher Collaborative Beginning Teacher Conference
Y2: Moving Beyond Survival

Monday, June 27, 2011

3:00 – 8:30	Conference Registration	Hotel Lobby
6:30 – 8:30	Welcome Reception	Houlihan’s Restaurant

Tuesday, June 28, 2011

7:00 – 8:00	Conference Registration and Breakfast	Illinois Ballroom
8:00 – 8:10	Opening Ceremonies Dr. Chris Roegge, Director, INTC	Illinois Ballroom
8:10 – 8:30	MyNetwork Activity	Illinois Ballroom
8:35 – 10:05	Hot Topic Breakout Sessions	See Booklet for Topics and Locations
10:15 – 10:35	MyNetwork and Personal Reflection	Illinois Ballroom
10:35 – 11:35	Keynote and Q&A Dorothy Espelage “Preventing Bullying Through Social-Emotional Learning & Positive Behavior Supports”	Illinois Ballroom
11:35 – 12:00	MyNetwork and Personal Reflection	Illinois Ballroom
12:00 – 12:45	Lunch with MyNetwork	Illinois Ballroom
12:50 – 2:30	Grade-level Breakout Session <i>Burning Questions and Sharing Successes</i> Early Childhood/Primary Intermediate Middle School/Junior High High School	Knowledge Room Innovation Room Excellence Room Loyalty Room
2:35 – 2:45	MyNetwork and Personal Reflection	Illinois Ballroom
2:45 – 3:45	Keynote Manuel Scott “The True Heroes of the World”	Illinois Ballroom
3:45 – 4:00	Closing Ceremonies and Raffle Must be present to win	Illinois Ballroom

Message from the Director

Dear Colleagues,

Welcome to the Illinois New Teacher Collaborative's second annual "Y2: Moving Beyond Survival" Conference! This is the only statewide conference in Illinois that is designed and planned by new teachers, for new teachers. The conference is expressly designed to give you the chance to learn, network with new teacher colleagues, and reflect on your first year in the classroom.

This conference would not be possible without the generous support of the State Farm Companies Foundation. Their continued support of teaching and new teacher induction impacts many teachers and their students throughout Illinois.

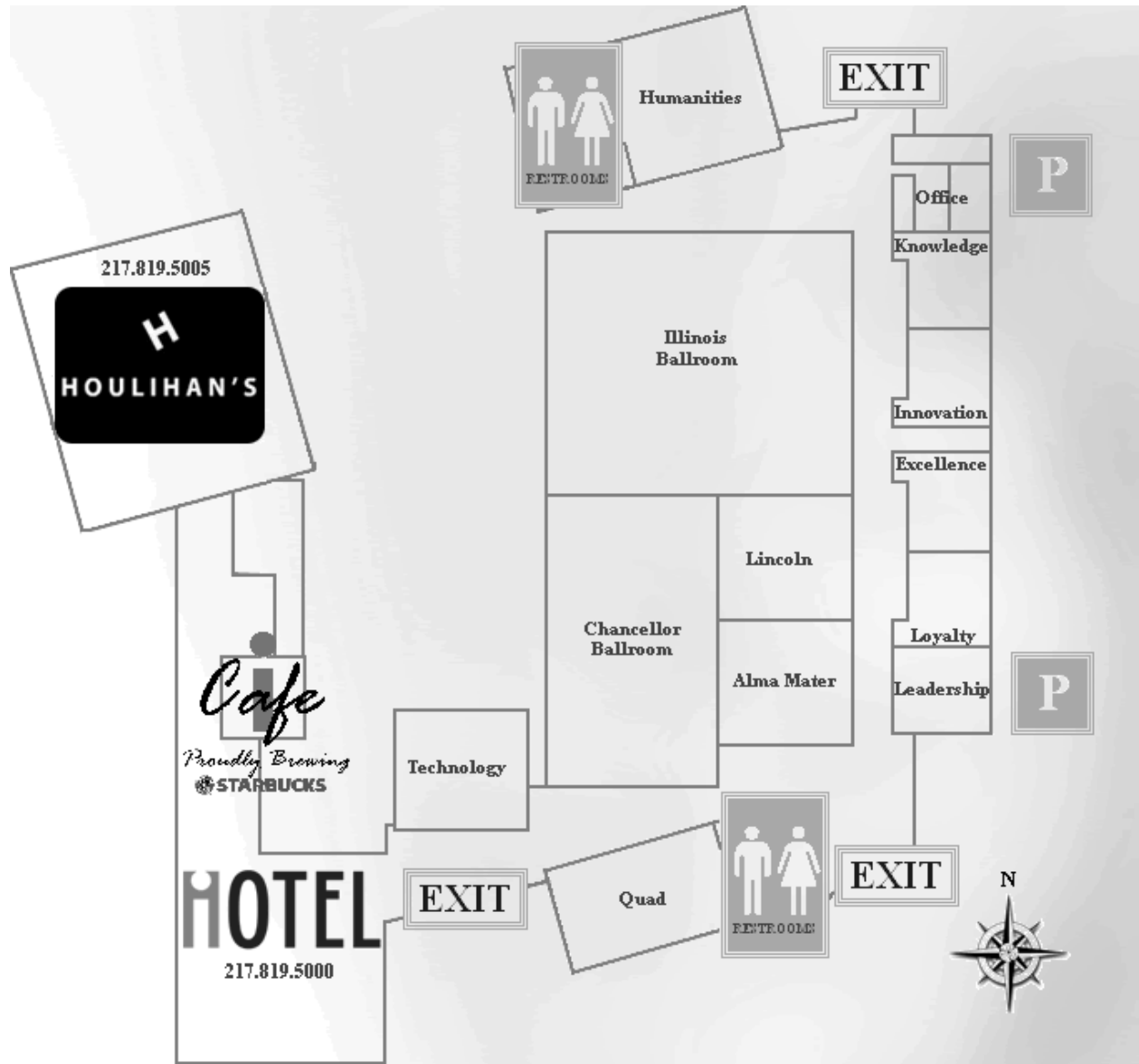
It is my sincere hope that this conference challenges and inspires you, helps prepare you for Y2, and strengthens your resolve to stay in the teaching profession and make a real impact on the lives of today's youth.

All the best!

A handwritten signature in black ink that reads "Chris Roegge". The signature is written in a cursive, flowing style.

Dr. Chris Roegge
Director, Illinois New Teacher Collaborative

Conference Center Map



Biography of Original Freedom Writer Manuel V. Scott

Manuel Scott's unique message is one that has inspired, educated, and empowered almost a million people, helping them make the most of their lives.

At the age of fourteen, Manuel dropped out of school, and his English grammar was so poor that he was classified as an English as a Second Language student (ESL). By the age of 16, he had already lived in 26 different places. At an early age, he began using drugs and alcohol.

However, due to an amazing transformation, Manuel has defied all the odds stacked against him. Scott says, "I was once dismissed as 'unreachable' and 'unteachable,' but something special happened, and I love sharing that message with others." The high school drop-out now holds degrees from the University of California at Berkeley and Trinity International University. He is currently working on his Ph.D. in Chicago, IL.

He has spoken for the Department of Education, the National Education Association, and hundreds of organizations and schools all over the world. He has become the speaker of choice for conferences, conventions, banquets, teacher in-service/institute days, school-wide assemblies, back to school kick-offs, and parent outreach events.

His is an against-the-odds story of immeasurable courage, strength, and determination to overcome extreme adversity. His message leaves audiences not only awed and inspired, but also moved towards change. No one who hears Manuel's incredible story will ever be the same.

"I do not share my story to impress people," Scott explains, "but to impress upon them some invaluable lessons that could literally change the quality of their lives forever. When I speak, I am absolutely committed to making sure audiences are crystal clear about how to transform their lives, organizations, departments, or classrooms. Whether I'm in Houston or Hong Kong, Kansas City or Cairo, Los Angeles, or London, I carry the torchlight of inspiration into the recesses of dormant potential and show the gems that are sparkling there." Manuel Scott is changing lives all over the globe.

Biography of Dorothy Espelage

Dorothy L. Espelage, Ph.D., is a Professor of Child Development and Associate Chair in the Department of Educational Psychology at the University of Illinois, Urbana-Champaign. She is an University Scholar and has fellow status in Division 17 (Counseling Psychology) of the American Psychological Association. She earned her Ph.D. in Counseling Psychology from Indiana University in 1997.

She has conducted research on bullying and homophobic bullying for the last 17 years. As a result, she presents regularly at regional, national, and international conferences and is author on over 80 professional publications.

She is co-editor of four published books including “Bullying in North American Schools: A Social-Ecological Perspective on Prevention and Intervention” and “International Handbook of Bullying” published by Routledge. She is Associate Editor of the Journal of Counseling Psychology.

She has presented thousands of workshops and in-service training seminars for teachers, administrators, counselors, and social workers across the U.S. Her research focuses on translating empirical findings into prevention and intervention programming.

She is currently funded by the CDC and is conducting a randomized clinical trial of a bullying prevention program in 36 middle schools. She authored a 2011 White House Brief on bullying among LGBTQ youth and attended the White House Conference. She is also funded by National Science Foundation to develop better methods to assess bullying among adolescents.

Dr. Espelage has appeared on many television news and talk shows, including The Today Show; CNN; CBS Evening News; and The Oprah Winfrey Show and has been quoted in the national print press, including Time Magazine, USA Today, and People magazine. She was recently one of seven researchers invited to the 2011 White House Conference on Bullying.

MyNetwork

8:10-8:30

I. Discover more about others in MyNetwork, things you share, unique aspects, etc.....

II. Strategically select your Hot Topic Session

2:35-2:45

Select one or more stems to discuss:

The successful strategy that I will use in my classroom...

I am still looking for an answer to...

As a teacher, I have been most inspired by...

I would like the members of MyNetwork to share...

My favorite part of the conference has been...

I am proud to be a teacher because...

I wish that more people understood...

Hot Topic Breakouts

8:35-10:05

Hot Topic Breakout Sessions feature:

- Content generally applicable across all grade/subject levels
- Time for you to interact with the presenter and other participants
- Hands-on time for you to practice, apply, and/or create
- Practical ideas and/or materials to use in your classroom in the fall

Room	Topic
Excellence	<i>Creating Practical Tools for a Student-Centered Classroom</i>
Innovation	<i>OK! That's It! The Whole Class is Getting a Detention!</i>
Knowledge	<i>Five Keys to Unlock the Potential of Service-Learning in Your Classroom and School</i>
Loyalty	<i>Differentiating Instruction in your Classroom</i>
Technology	<i>Creating the 21st Century Classroom (Limit 20-24)</i>

Creating Practical Tools for a Student-Centered Classroom. Annie Canter, College of Education, University of Illinois, and Jessica Schad, Urbana SD #116.

Are you looking for a way to spice up your teacher-directed lectures and worksheets? Foldables™ by Dinah Zike and other two- and three-dimensional hands-on, interactive graphic organizers and models may be the answer. Come learn about these creative, student-generated strategies that are easily implemented into your already existing curriculum! These strategies work across all grade levels (K-12) and all content areas, and will meet all students' needs. We will model several techniques and examples to get you brainstorming and leave time to collaborate with your fellow participants in our "make it and take it" session. You will leave this breakout session with practical, ready-to-use ideas, models, and examples, plus a plan for implementation.

OK! That's It! The Whole Class is Getting a Detention! Randy Hinshaw, Principal, Monticello Christian Academy.

Research is clear that teachers come to the profession with ideals and hopes that are often dashed when you are not equipped with effective classroom management strategies. Strangely, most teachers report not having any formal training in this vital area. As a 12-year teacher and current principal, I've seen for myself many outstanding teachers who have left the field due to ineffective classroom management techniques; and many veteran teachers who struggle year-after-year. When you haven't been taught effective, proven strategies, you simply cannot deliver the instruction you've been hired to teach. You don't have to resort to

management through fear and intimidation, bribery with candy, or silly gimmicks like moving the popsicle stick from the “good” jar to the “bad.” Learn clear, effective, proven, research-based strategies that will give you the confidence you’ll need to effectively manage your students. These strategies are based on years of research and practice done by Coach John Wooden and Madeline Hunter, and they work! I can admit this now; I once gave an entire class a detention. Was it them, or was it me?

Five Keys to Unlock the Potential of Service-Learning in Your Classroom and School. Jay Mann and Hilarie Welsh, College of Education, University of Illinois.

Service-learning is a breakthrough instructional strategy that can add a powerful resource to your developing “teacher toolkit.” However, service-learning itself is often misunderstood. Therefore, before service-learning can be used effectively, we must break through the barriers that prevent its successful implementation. This session is designed to provide you with five keys to unlock the potential of service-learning in your classroom and school. Armed with introductory knowledge about service-learning, skills to make service-learning work for you and your students, and resources to continue your journey, you will be ready to forge ahead, making service-learning a practical, purposeful part of your teaching. This session requires participants to work collaboratively with one another, examine resources within their communities, and brainstorm plans on how service learning could fit into their own classrooms.

Differentiating Instruction in your Classroom. Dr. Johnell Bentz, College of Education, University of Illinois.

Join Dr. Bentz as she provides an interactive presentation on how to differentiate instruction in your classroom. Explore important questions for general educators such as: How do I incorporate differentiation while addressing state standards? How can I assign grades to students if they are not all doing the same work? How can I find time to differentiate for my students across the curriculum? How does differentiation fit into the RTI framework? Participants will work collaboratively in small groups on tasks designed to give them ideas about differentiated instruction to use in their own classrooms.

Creating the 21st Century Classroom. Dr. Evangeline S. Pianfetti, Lynn Burdick, Sarah Jones, and Michael T. Williams, College of Education, University of Illinois.

Join us as Learning Technologies Specialists from the College of Education guide the exploration of tools that make teaching and learning digital. Mobile learning devices, digital storytelling applications, interactive whiteboards, and response systems are some of the 21st Century Classroom tools that will be featured. Participants will leave this session with several examples of powerful applications of technology and digital media that can transform learning in and out of classrooms.

Sharing Successes

During this afternoon's grade-level breakout sessions, you will have the opportunity to share a successful strategy/activity that you used in your classroom last year. Use this form to describe the strategy/activity you would like to share with others. Successes from conference participants will be shared online through the INTC Website. If possible, choose a strategy/activity that can be adapted across content and grade-levels.

I. Strategy/Activity Categorization

Select all relevant descriptors in each category to help organize information on the website.

Appropriate for grades (check all that apply):

- Early Childhood/Primary Middle/Junior High
 Intermediate High School

Appropriate for the following content areas (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> All Subjects | <input type="checkbox"/> Health, Drivers Education, and Physical Education |
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Industrial Technology |
| <input type="checkbox"/> Business (economics, computer applications, marketing, etc.) | <input type="checkbox"/> Mathematics (algebra, geometry, etc.) |
| <input type="checkbox"/> Computer Science (programming, etc.) | <input type="checkbox"/> Science (biology, earth science, etc.) |
| <input type="checkbox"/> English (composition, language arts, reading, etc.) | <input type="checkbox"/> Social Studies (history, psychology, world geography, etc.) |
| <input type="checkbox"/> ESL/Bilingual Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Family and Consumer Sciences | <input type="checkbox"/> Student Services (counselors, social workers, psychologists, speech and occupational therapists, etc.) |
| <input type="checkbox"/> Fine Arts (art, drama, music, etc.) | <input type="checkbox"/> Other (<i>please specify</i>) |
| <input type="checkbox"/> Foreign Language | |

Pertaining to the following (check all that apply):

- Classroom activities* (e.g. daily lessons, literacy in content areas, classroom management strategies, hands-on/minds on activities, motivational strategies, social-emotional learning, technology integration)
- Assessment* (e.g. quick methods for gauging progress/understanding, grading assignments, rubrics, ISAT/PSAE preparation)
- Classroom set-up* (e.g. organizational strategies, bulletin board ideas, room environment, creating student groups)
- Meeting diverse student needs* (e.g. working with English Language Learners, differentiation, IEPs/504s, RTI)
- Working with other adults* (e.g. strategies for working with peers, having hard conversations with administrators, utilizing specialists, parent communication, locating and using community resources)
- Professional growth* (e.g. interviewing, resume writing, coping with RIFs, starting over in a new position)
- Other (please specify)*

II. Describe the strategy/activity

Title of strategy or activity: _____

Materials/Resources needed (if relevant): _____

Preparation needed before implementing (if relevant):

Amount of instructional time needed (if relevant): _____

Description of the activity/strategy: _____

Special Thanks to Conference Sponsors

The Illinois New Teacher Collaborative would like to extend special thanks to its sponsors that make this conference possible including the College of Education at the University of Illinois at Urbana-Champaign, the State Farm Companies Foundation, and the Illinois State Board of Education.



COLLEGE OF EDUCATION

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



State Farm[®]
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Illinois State Board of Education

Jesse Ruiz, Board Chair
Dr. Christopher Koch, State Superintendent

Additional support for this conference has been generously provided by Corwin Press, Kappa Delta Pi, and Harry K. Wong Publications, Inc.

Thank You

Conference Planners and Contributors

These individuals volunteered to their time to make this conference happen. The Illinois New Teacher Collaborative staff would like to thank them!

Johnell	Bentz	University of Illinois, College of Education
Brittany	Blanchard	West Chicago HSD #94
Lynn	Burdick	University of Illinois, College of Education, Chancellor's Academy
Dorothy	Espelage	University of Illinois, College of Education
Randy	Hinshaw	Monticello Christian Academy
Sarah	Jones	University of Illinois, College of Education, Chancellor's Academy
Jessica	Lepore	Chiarts
Jay	Mann	University of Illinois, College of Education
Stan	Otto	State Farm Education Leadership
Evangeline	Pianfetti	University of Illinois, College of Education, Chancellor's Academy
Craig	Pond	Urbana MS, Urbana SD #116
Jackie	Risley	Mahomet-Seymour HS, Mahomet-Seymour CUSD#3
Jessica	Schad	Urbana MS, Urbana SD #116
Kevin	Seymour	ROE SchoolWorks, Rantoul
Amy	Westfield	Champaign CUSD #4
Beth	Wilkins	Northern Illinois University
Mike	Williams	University of Illinois, College of Education, Chancellor's Academy
Haley	Zimmer	Grant CHSD #124

Conference Document Archive



Would you like to access some conference documents electronically?

Visit the INTC Conference Archive Page at:

<http://intc.education.illinois.edu/page/beginning-teacher-conference-archive-2011>

INTC Conference Evaluation

Dear Y2 Conference Participant,

Your cooperation in completing and returning this evaluation is sincerely appreciated. Your input is important and will assist the Illinois New Teacher Collaborative in planning future conferences. All results will remain anonymous and be reported only in the aggregate. Completion of the survey indicates your informed permission to include your responses in the reporting. If you have any questions or concerns, please do not hesitate to contact me directly.

Thank you!

Nancy Johnson
INTC Assistant Director

217-244-3166
nljohnsn@illinois.edu

Demographic Information

How would you describe your MAIN grade level teaching assignment for the 2010-2011 school year? (Check all that apply.):

- k-2
- 3-5
- 6-8
- 9-12

How would you describe your MAIN teaching assignment for the 2010-2011 school year? (Check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> All Subjects (elementary, early childhood, etc.) | <input type="checkbox"/> Health and Physical Education |
| <input type="checkbox"/> Business (economics, computer applications, marketing, etc.) | <input type="checkbox"/> Industrial Technology |
| <input type="checkbox"/> Computer Science (programming, etc.) | <input type="checkbox"/> Mathematics (algebra, geometry, etc.) |
| <input type="checkbox"/> English (composition, language arts, reading, etc.) | <input type="checkbox"/> Science (biology, earth science, etc.) |
| <input type="checkbox"/> ESL/Bilingual Education | <input type="checkbox"/> Social Studies (history, psychology, world geography, etc.) |
| <input type="checkbox"/> Family and Consumer Sciences | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Fine Arts (art, drama, music, etc.) | <input type="checkbox"/> Driver's Education |
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Library and Information Science |
| | <input type="checkbox"/> Other-Please Specify: _____ |

District description (Check the one that best fits.):

- Large city
- Small/midsized city
- Suburban
- Rural/small town

Geographical location of district (Check the one that best fits.)

- | | |
|--|--|
| <input type="checkbox"/> Chicago | <input type="checkbox"/> Central Illinois |
| <input type="checkbox"/> Suburban Chicago | <input type="checkbox"/> Southern Illinois |
| <input type="checkbox"/> Northern Illinois | |

Size of school in which you teach (NOT the entire district):

- | | |
|--|---|
| <input type="checkbox"/> 0-250 students | <input type="checkbox"/> 1001-2500 students |
| <input type="checkbox"/> 251-400 students | <input type="checkbox"/> 2501-5000 students |
| <input type="checkbox"/> 401-1000 students | <input type="checkbox"/> 5001+ students |

I attended the welcome reception at Houlihan's:

- Yes
- No

Evaluation: For each of the questions below, circle the number which best represents your level of agreement regarding this conference.

	Strongly Agree	Agree	Disagree	Strongly Disagree
It was valuable to share my experiences about my first year of teaching.	4	3	2	1
It was valuable to hear other beginning teachers' experiences.	4	3	2	1
I was given sufficient time to informally network with other beginning teachers.	4	3	2	1
As a result of the conference, I feel more confident as I prepare to enter my second year of teaching.	4	3	2	1
For the 8:35 Hot Topic Breakout Session, I attended: (please check one) <input type="checkbox"/> Differentiation <input type="checkbox"/> Classroom Management <input type="checkbox"/> Foldables <input type="checkbox"/> Service Learning <input type="checkbox"/> Technology The ideas from this breakout will contribute to a successful second year of teaching.	4	3	2	1
The 12:50 grade-level breakout session will contribute to a successful second year of teaching.	4	3	2	1
The keynote presentation by Dorothy Espelage was valuable.	4	3	2	1
The keynote presentation by Manuel Scott was valuable.	4	3	2	1
The hotel facilities were good.	4	3	2	1
The hotel food was good.	4	3	2	1

Additional Comments:

1. **The best feature of the conference was:**

2. **My suggestions for improvement are:**

3. **Other comments and reactions I wish to offer include:**

4. **How did you learn about this conference?**

INTC Central Staff

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**Jeff, Mary Elin, and Lara are the only full-time staff. Others are part-time with INTC but may hold additional appointments in the College of Education.*

An Invitation to Join the INTC Partnership Board

Partnership Board membership is open to individuals and institutions who want to help direct and actively participate in INTC activities. Members volunteer to serve as part of temporary task-based groups and are sometimes asked to recruit others or to assist as necessary. If you would like to participate, please complete this form and return it to Nancy Johnson, INTC Assistant Director, nljohnsn@illinois.edu, mail it to INTC, CRC Rm 196, 51 Gerty Drive, Champaign, IL 61820, or FAX it to 217-244-7696.

Name _____ Title/Position _____

Institutional Affiliation _____

Address _____

E-mail _____ Telephone Number _____

Below is a list of our current working groups. Please check those of which you would like to be a part.

___ Induction and Mentoring & Program Evaluation Research

___ Beginning Teacher Conference Planning

___ Service Learning Project for New Teachers

___ Annual Induction and Mentoring Conference Planning

___ Professional Development

___ Communication and Advocacy

___ Induction Resource Gathering and Sharing (Induction Toolbox)

___ Other (Please explain.) _____

This form is also available online at:

<http://intc.education.illinois.edu/page/invitation-join-intc-partnership-board>

Join INTC's Online Community

INTC has an online community where teachers, mentors, program coordinators, administrators, and other interested stakeholders engage in discussions of practice.

REASONS TO JOIN INTC ONLINE

Continue your conference learning

Share your experience with others

Put the "C" in Collaborative

Contribute to a growing Resources database

Help others who have questions of practice

Get the most out of your INTC experience

The screenshot shows the homepage of the Illinois New Teacher Collaborative (INTC). At the top, there is a navigation bar with the INTC logo and the text "Illinois New Teacher Collaborative". To the right of the logo are fields for "Username or e-mail" and "Password", along with buttons for "Log in", "Create new account", and "Forgot new password". Below the navigation bar is a "Search" box and an "Advanced Search" link. The main content area is titled "Welcome to INTC" and includes a date "Mon, 12/07/2009 - 13:04 - joahn". A sidebar on the left contains a "HOME" menu with links to "About INTC", "INTC Impact", "Online Communities", "SBE Funded Programs", "Resources", "Events", "Join INTC", "Interest Groups", and "My Unread". The main content area features a "New Teaching Professionals" section with a grid of photos of teachers. Below this is a "My groups" section with a link to "Not a member of any groups." and an "Updates" section with a link to "5th Annual INTC Induction and Mentoring Conference". At the bottom, there is a contact information section for Chris A. Roegge, Ph.D., Director, INTC, and Nancy Johnson, Assistant Director, INTC.

Join the discussion! Visit:

<http://intc.education.illinois.edu>

Look for us on...



Get updates from INTC on Facebook®. Search:

Illinois New Teacher Collaborative

Illinois New Teacher Collaborative
Service-Learning Boot Camp
August 1, 2011 – August 4, 2011



INTC offers a unique professional development opportunity for beginning teachers and their mentors. The Service-Learning Boot Camp will offer participants a four-day workshop to learn about service learning from experts in the field and through exploratory projects focused on engaging with the community. Participants will implement service learning in their k-12 classrooms.

Who: Illinois beginning teachers and their mentors. Each beginning teacher must bring one mentor to this boot camp.

What: A four-day boot camp focusing on involving participants in service-learning while helping them create a service-learning project that they will implement in their curriculum during the 2011-2012 school year.

When: August 1, 2011 through August 4, 2011

Where: Illinois New Teacher Collaborative
(on the campus of the University of Illinois at Urbana-Champaign)
51 Gerty Dr., Room 26 CRC
Champaign, IL 61820

Why: To convey the benefits of service-learning. To help beginning teachers learn more about implementing service-learning in their classrooms while providing them with the support to do so successfully.

Cost: This is a nearly no-cost professional development opportunity. There is no meeting fee, and hotel rooms for the nights of August 1 through August 3, 2011 will be provided by INTC thanks to the generous sponsorship of the State Farm Companies Foundation. Breakfasts are provided by the hotel, and lunch will be provided by INTC. Dinners will be on your own as well as transportation costs.

Space is limited. To find more information about INTC's service-learning initiative, visit:

http://intc.education.illinois.edu/service_learning_project

Or contact Hilarie Welsh or Jeff Kohmstedt at intc@illinois.edu

Photo Consent Form

I, the undersigned, do hereby consent to the use by the University of Illinois at Urbana-Champaign of my image, voice, or both described below, in (1) the video, photograph, or audio recording described below; and (2) any video, photograph, or audio recording reproduced either in whole or in part from the video, photograph or audio recording described below: regardless of whether these materials are used for fundraising, advertising, publicity, or any other purpose on behalf of either the University or its Foundation.

I warrant that I have the full right and authority to grant this consent.

In addition, I waive all claims to compensation or damages based on the use of my image or voice, or both, by either the university or the Foundation. I also waive any right to inspect or approve the finished photograph or video or audio recording.

I understand that this consent is perpetual, that I may not revoke it, and that it is binding on me, my heirs and assigns.

I warrant that I am at least 18 years of age and that I am competent in my own name insofar as this consent is concerned. I further attest that I have read this consent form and fully understand its contents.

Description of video, photograph, or audio recording:

Y2 Beginning Teacher Conference sessions on 6/27/2011 and 6/28/2011.

Printed name of talent:

Age of talent. (Optional)

Address of talent: (Optional)

Signature of talent:

Date:

6/28/2011

Name and address of photographer/videographer:

Annie Canter and Jeff Kohmstedt
51 Gerty Dr, Room 196 CRC, Champaign, IL 61820

2/2/2006 Form

List of Participants

(as of June 1, 2011)

Amanda Adams

Lincoln-Irving Elementary
Moline, IL
Early childhood/Primary
All Subjects (elementary, early childhood, etc.),
ESL/Bilingual Education

Jennifer Anglin

Bradley Central Middle School
Bradley, IL
Middle/Jr High
Mathematics (algebra, geometry, etc.)

Amanda Berg

St. Marks Catholic Grade School
Peoria, IL
Middle/Jr High
Science (biology, earth science, etc.)

Ashley Bogacz

Pontiac Township High School
Pontiac, IL
High School
Special Education

Laura Calsyn

South Pekin Grade School
South Pekin, IL
Intermediate
All Subjects (elementary, early childhood, etc.)

Brittany Casson

Sherman Elementary
Sherman, IL
Intermediate
All Subjects (elementary, early childhood, etc.)

Candice Cobb

Urbana Middle School
Urbana, IL
Middle/Jr High
English (composition, language arts, reading, etc.),
Mathematics (algebra, geometry, etc.), Special
Education

Jessica Collins

Providence Catholic High School
New Lenox, IL
High School
Foreign Language

Michael Deltgen

Burr Oak School
Calumet Park, IL
Intermediate
general technology

Julia Dostal

Westchester Primary School
Westchester, IL
Early childhood/Primary
All Subjects (elementary, early childhood, etc.)

Jayne Farrell

Bluffs School
Bluffs, IL
Middle/Jr High
Mathematics (algebra, geometry, etc.)

Sarah Firkins

Catlin Grade School
Catlin, IL
Early childhood/Primary
All Subjects (elementary, early childhood, etc.)

Kali Ford

Catlin Elementary School
Catlin, IL
Early childhood/Primary
All Subjects (elementary, early childhood, etc.)

Stephanie Gallo

Watseka Community High School
Watseka, IL
High School
English (composition, language arts, reading, etc.)

Jenny Hall

J.W. Eater Jr High
Rantoul, IL
Middle/Jr High
English (composition, language arts, reading, etc.)

Andrew Havenga

Grant Community High School
Fox Lake, IL
High School
Foreign Language

Kelly Hebert

Rosa Parks Middle School
Dixmoor, IL
Middle/Jr High
Science (biology, earth science, etc.)

Alma Henderson

Logan Elementary
Moline, IL
Early childhood/Primary, Intermediate
ESL/Bilingual Education

Alexandria Hollett

Shields Elementary School
Chicago, IL
Early childhood/Primary
All Subjects (elementary, early childhood, etc.),
ESL/Bilingual Education

Courtney Ice

Garden Hills Elementary
Champaign, IL
Early childhood/Primary
All Subjects (elementary, early childhood, etc.)

Debra Johnson

Highland Middle School
Highland, IL
Early childhood/Primary, Middle/Jr High
Special Education

Meghan Kennedy

Country Meadows Elementary
Long Grove, IL
Intermediate
Special Education

Austin King

Monmouth-Roseville Central Intermediate School
Monmouth, IL
Intermediate
All Subjects (elementary, early childhood, etc.)

Thomas Kucera

Montini Catholic High School
Lombard, IL
High School
Foreign Language

Renee Lambert

Glenn Raymond Jr. High School
Watseka, IL
Middle/Jr High
English (composition, language arts, reading, etc.)

Garrett Lefferson

Rossville-Alvin Grade School
Rossville, IL
Early childhood/Primary
All Subjects (elementary, early childhood, etc.)

Ashley Leonhardt

Coolidge Middle School
Phoenix, IL
Middle/Jr High
Science (biology, earth science, etc.), Social Studies
(history, psychology, world geography, etc.)

Kacey Luetkemeyer

Huffman Elementary School
Cahokia, IL
Early childhood/Primary
Special Education

Marissa McCauley

Jane Addams Middle School
Bolingbrook, IL
Middle/Jr High
Science (biology, earth science, etc.)

Julie Mete

Country Meadows Elementary School
Long Grove, IL
Early childhood/Primary
All Subjects (elementary, early childhood, etc.)

Ryan Moreau

Fremd High School
Palatine, IL
High School
Science (biology, earth science, etc.)

Amanda Nadelhoffer

Pontiac Junior High School
Pontiac, IL
Middle/Jr High
Special Education

Nicholas Nenni

Grant Community High School
Fox Lake, IL
High School
Mathematics (algebra, geometry, etc.)

Tiffany Olson

Robeson Elementary and Bottenfield Elementary
Champaign, IL
Early childhood/Primary, Intermediate
Special Education

Holly Peterson

Canaan Academy
Urbana, IL
Early childhood/Primary
All Subjects (elementary, early childhood, etc.)

Amanda Priebe

Limestone Grade School
Kankakee, IL
Middle/Jr High
Mathematics (algebra, geometry, etc.)

Ramona Richards

Henry D. Lloyd Elementary
Chicago, IL
Early childhood/Primary
All Subjects (elementary, early childhood, etc.),
ESL/Bilingual Education

Christine Rocks

Laidlaw Elementary
Western Springs, IL
Intermediate
All Subjects (elementary, early childhood, etc.)

Amy Sachs

Rochester Intermediate School
Rochester, IL
Intermediate
All Subjects (elementary, early childhood, etc.)

Michelle Scheller

Leland CUSD
Leland, IL
High School
Special Education

Jacquelyn Sercye

Banneker Elementary
Chicago, IL
Early childhood/Primary
All Subjects (elementary, early childhood, etc.),
Special Education

Danielel Seufert

Range Elementary School
Momence, IL
Early childhood/Primary
All Subjects (elementary, early childhood, etc.)

Nicole Shannon

Reed Custer Primary School
Custer Park/Braidwood, IL
Early childhood/Primary
All Subjects (elementary, early childhood, etc.)

William Shofner

Bismarck-Henning High School
Bismarck, IL
High School
Foreign Language

Sumar Sloman

Sherman Elementary School
Sherman, IL
Intermediate
All Subjects (elementary, early childhood, etc.)

Ashley Soriano

Fremd High School
Palatine, IL
High School
Foreign Language

Zachary Spoor

Grant Community High School
Fox Lake, IL
High School
Social Studies (history, psychology, world
geography, etc.)

Fredi Sutton Parks

Brooks Middle School
Harvey, IL
Middle/Jr High
Mathematics (algebra, geometry, etc.)

Martha VanHorsen

Vivian E. Summers High School
Chicago, IL
High School
English (composition, language arts, reading, etc.)

Patrick Walker

Tri-City Middle School
Buffalo, IL
Middle/Jr High
Social Studies (history, psychology, world
geography, etc.)

Joshua Watson

Vivian Summers prep
Chicago, IL
High School
Science (biology, earth science, etc.)

Stephanie Whitecotton

Glenwood High School
Chatham, IL
High School
Mathematics (algebra, geometry, etc.), Special
Education

Shea Wintersteen

Grant Community High School
Fox Lake, IL
High School
Science (biology, earth science, etc.)

Teresa Woodard

Roosevelt Elementary School
Dolton, IL
Early childhood/Primary
All Subjects (elementary, early childhood, etc.)

Margaret Worrell

Lincoln Elementary School
Belvidere, IL
Early childhood/Primary, Intermediate, Middle/Jr
High
All Subjects (elementary, early childhood, etc.)

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