

# Illinois New Teacher Collaborative 2022 Leadership Conference

Building Supportive Systems: Addressing Teacher  
Shortages through Induction and Mentoring



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March 8-9, 2022

I-Hotel and Conference Center | Champaign, IL

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## CONFERENCE SCHEDULE

MARCH 8, 2022

7:45 – 8:30 a.m.	<b>Conference Check-in and Breakfast</b> Heritage Lobby
8:30 – 8:45 a.m.	<b>Opening – Dean James Anderson</b> Heritage Hall
8:45 – 9:45 a.m.	<b>Teacher Shortage Panel</b> Heritage Hall
9:45 – 10:45 a.m.	<b>Breakout Session A</b> See Booklet
10:45 – 11:45 a.m.	<b>Breakout Session B</b> See Booklet
11:45 – 12:20 p.m.	<b>Reflection Session #1</b> Heritage Hall
12:20 – 1:00 p.m.	<b>Networking Lunch</b> Heritage Hall
1:00 – 2:00 p.m.	<b>Keynote – Angi Franklin</b> Heritage Hall
2:00 – 3:00 p.m.	<b>Breakout Session C</b> See Booklet
3:00 – 3:40 p.m.	<b>Reflection Session #2</b> Heritage Hall
3:40 – 4:40 p.m.	<b>Roundtable Discussions</b> Heritage Hall
4:40 – 5:00 p.m.	<b>Closing with Prizes</b> <i>Must Be Present to Win</i>
5:15 – 6:15 p.m.	<b>Social Mixer</b> Heritage Lobby

## A MESSAGE FROM THE COLLEGE OF EDUCATION

**Welcome to the 2022 Leadership Conference!** On behalf of the Illinois New Teacher Collaborative (INTC) and the College of Education at the University of Illinois Urbana Champaign, welcome to the annual conference! Our College of Education was established in 1905 and was one of the first to be located within a research-based, land grant university. INTC is one of many initiatives through which the College has, over its rich history, provided leadership and innovation to educational improvement in the state. Since 2004, INTC has been a catalyst supporting early career teachers across Illinois.

Teaching is a complex blend of art and science that must be continually refined and developed throughout the career span. This conference provides a valuable professional learning experience that encourages networking among those who support beginning teachers. It is our sincere hope that you leave here with new connections, new ideas, and renewed energy as you prepare to return to your schools, districts, universities, and organizations.

**Have a great time at the conference!**

**Dr. James D. Anderson**, Dean of the College of Education  
**Dr. Nancy Latham**, Associate Dean, College of Education, Executive Director, Council on Teacher Education  
**Karla McAdam**, Director of the Illinois New Teacher Collaborative

*Join Us!*  
**SOCIAL MIXER**

**Tuesday, March 8, 2022**  
**5:15 - 6:15 P.M.**

Network with colleagues and enter to win prizes.  
Must be present to win.

# CONFERENCE SCHEDULE

## MARCH 9, 2022

7:45 – 8:30 a.m.	<b>Conference Check-in and Breakfast</b> Heritage Lobby
8:30 – 8:50 a.m.	<b>Welcome – Dr. Nancy Latham</b> Heritage Hall
8:50 – 9:50 a.m.	<b>What’s Working? Panel</b> Heritage Hall
9:50 – 10:50 a.m.	<b>Breakout Session D</b> See Booklet
10:50 – 11:20 a.m.	<b>Reflection Session #3</b> Heritage Hall
11:20 – 12:00 p.m.	<b>Networking Lunch</b> Heritage Hall
12:00 – 1:00 p.m.	<b>Connecting the Dots</b> Heritage Hall
1:00 – 1:30 p.m.	<b>Open Space</b> Heritage Hall
1:30 – 2:30 p.m.	<b>Breakout Session E</b> See Booklet
2:30 – 2:45 p.m.	<b>Closing Remarks with Prizes</b> <i>Must Be Present to Win</i>

### Nametag Color Key

- (Yellow) = **Mentor**
- (Orange) = **Administrator**
- (Red) = **Support Provider**
- (Green) = **State Level**
- (Blue) = **Higher Education**

# KEYNOTE SPEAKER



## Angelica Franklin

Angelica (Angi) Franklin came to Champaign-Urbana in the fall of 1996 to attend the College of Fine and Applied Arts at the University of Illinois. After completing a Bachelor of Music Education, Angi spent ten years as a choral music teacher in Champaign-Urbana public schools. During this time, she pursued a Master’s Degree in Music Education and a second Master’s Degree in Education with a principal/administrative leadership certificate.

She has served as a High School Dean of Students, Elementary Assistant Principal, Middle School Principal, K-12 District Curriculum Director, and currently serves as the Assistant Superintendent of Human Resources at the Urbana School District #116. Angi is currently a doctoral candidate at UIUC with the research topic of “Thoughts, Perceptions, and Feelings of African American Students about becoming Teachers”. She is passionate about recruiting and retaining the highest quality staff members in all positions. Angi resides in Urbana with her husband, Wade, and daughters Madelyn (10) and Evie (8).

### Tuesday, March 8

## Shortages in School Districts Call for Creative Solutions

When faced with a teacher shortage crisis throughout the state of Illinois and across the country, it is critical to explore all options when it comes to recruiting and retaining educators in our schools. In addition to fewer teachers, our school districts are faced with shortages of support staff, substitute teachers, and administrators. This session will focus on solutions to keep the schools thriving and students learning. In addition to recruiting adults in the districts through “Grow Your Own” programs, it is time to start recruiting current students to the teaching profession.



## TEACHER SHORTAGE PANELISTS



**Dr. Lindsey Jensen**  
Early Career Development  
& Student Director  
IEA



**Dr. Stephanie Bernoteit**  
Executive Deputy Director  
IBHE



**Jennifer Kirmes**  
Executive Director of  
Teaching and Learning  
ISBE



**Kesa Thurman-Stovall**  
Chief Program Officer  
Golden Apple



**Bill Curtin**  
Policy Manager  
Teach Plus Illinois



**Jim O'Connor**  
Project Director  
Advance Illinois



**Mark Klaisner**  
Executive Director  
West 40 ISC



### Moderator | Nancy Latham

Dr. Nancy Latham currently serves as the Associate Dean for Undergraduate Programs and Executive Director of the Council of Teacher Education at the University of Illinois at Urbana-Champaign (UIUC). For the past ten years she has served as a lead consultant on state-wide early childhood employment pathway efforts in Illinois and teacher preparation pathway competency development and implementation. Dr. Latham has published and presented extensively on teacher attrition, specifically the impacts of teacher preparation model on teacher persistence in the field and co-authored and edited publications on the implementation of competencies in ECE workforce pathways, including, *Voices from the Field: Collaborative Innovations in Early Childhood Educator Preparation* (Bernoteit, Darragh Ernst, & Latham, 2016).

## WHAT'S WORKING? PANELISTS



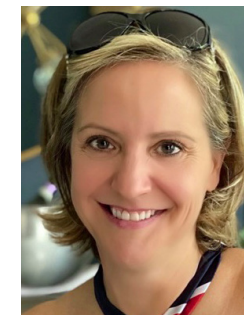
**Tiffany Springer**  
Director of Curriculum  
and Instruction  
Galesburg CUSD 205



**Rozy Patel**  
Director of Mentoring and  
Teacher Development  
Golden Apple



**Larry Simmons**  
Recruitment and  
Retention Coordinator  
Urbana School District 116



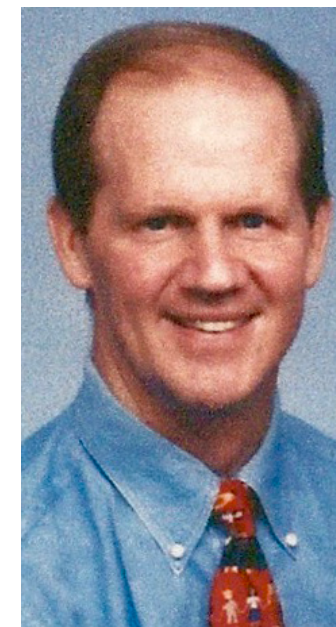
**Kim Andes**  
Director of Human  
Resources  
North Chicago SD 187



**Jennifer Barrientos**  
Teacher Residency and  
Induction Supervisor  
North Chicago SD 187



**Christina Leon**  
Math Teacher  
Urbana School District 116



### Moderator | Topper Steinman

Topper Steinman has 45 years experience as a teacher, counselor, and educational consultant. Topper has presented numerous workshops and seminars throughout the country with educator, parent, youth, community, and business groups. His topics cover a wide variety of areas with efforts aimed at bridging the adult/youth gap while creating a healthy sense of self and others.

Currently, Topper is self-employed as an educational consultant. He worked many years in Middle Level settings and as an Education Program Specialist with the National Center for Conflict Resolution Education in Urbana, Illinois in addition to his involvement with many other initiatives in public and private education. He also maintains a private counseling practice with youth, adults, and families.

## BREAKOUT SESSION A

TUESDAY, 9:45–10:45 A.M.

### Mountains, Moose, and Mentoring Year One Teachers

Honors Room

If you are thinking about starting a mentor program for teachers new to your district or maybe upgrading your current model, then this is the session for you! The mentor directors from the land of mountains and moose will focus on key ingredients for a successful mentoring and induction program for teachers new to your district. The Montana team will share strategies for partnering mentors with new teachers and will include mentor inductino workshop lesson plans for first year teachers. Approaches to promoting collegiality and building community among new teachers will also be an important feature of the session.

**Presenter:** Stephanie Hill | Megan Koppes | Nicole Capser | Ashley Fischer

**Organization:** Kalispell School District, Montana

### Implementing Evidence-Based Practices in Schools

Loyalty Room

One of the best ways to support student learning is to teach using evidence-based practices. Supporting teachers in the use of evidence-based practices is an important role of educational leaders. This session will discuss approaches that assist with implementing evidence-based practices in schools with fidelity. Practice-based professional development is an approach that allows teachers opportunities to practice the strategies and access to materials before using them with students. Professional learning communities and coaching also provide follow-up support to help teachers strengthen instruction. Finally, we will discuss additional ways administrators can provide support to encourage implementation.

**Presenter:** Amber B. Ray | Kate Connor

**Organization:** University of Illinois Urbana-Champaign, Department of Special Education

### Put the Load Right on Me

Knowledge Room

No one person can (or should) carry the load of a school by themselves. The idea of 'sharing the load' is the key principle of distributive leadership. Lack of distributed leadership is the reason many teachers leave the profession, and implementing it well in schools is essential to empowering them to stay and keeping them energized. This session will explore the key principles of distributed leadership in schools and how teachers and administrators can put these practices into action.

**Presenter:** Annette Persson

**Organization:** Teachers Supporting Teachers

### Expecting High Expectations for ALL Students

Innovation Room

The goal of this session is to create a classroom environment with high expectations for all students, including those with disabilities. We will discuss the understanding and implementing rigor in the classroom as well as an introduction to Webb's Depth of Knowledge (DOK).

**Presenter:** Jennifer Houch | Teresa Kaiser

**Organization:** IESE Network

### Choosing and Implementing Function-Based Behavior Interventions

Excellence Room

Ever wonder why a student is behaving the way they are, and what to do about it? This presentation discusses and teaches strategies for interpreting the function, or purpose, of a student's behavior, and provides many evidence-based and function-based interventions that can be incorporated into the classroom. Through relatable examples, case studies, and interactive discussion, the presenters will provide specific preventative and reactive interventions, methods for teaching replacement behaviors, and cover the differences between using reinforcement and punishment with students.

**Presenter:** Rebecca Folkerts | Stacy McGuire

**Organization:** University of Illinois Urbana-Champaign, Department of Special Education



## BREAKOUT SESSION B

TUESDAY, 10:45–11:45 A.M.

### Creating and Implementing a Successful Mentoring Program

Honors Room

A successful mentoring program includes multiple elements, such as the recruitment and training of exemplary mentor teachers, differentiated training targeted to new teachers, reflection on teaching practices, and participation in ongoing professional learning communities. Join our session to learn more about how to create and implement a successful multifaceted mentoring program!

**Presenter:** Christine Droba | Dave Creagan | Farah Daoud

**Organization:** North Palos District 117

### Transforming Teachers into Teacher Leaders of Mathematics

Loyalty Room

This session will first discuss what it means to be a teacher leader. Participants will next discover: 1) actions that teachers can take to begin being recognized as teacher leaders of mathematics and 2) actions that education leaders can take to promote the development of teacher leaders of mathematics. The presenter will share examples from her own journey in becoming a teacher leader of mathematics and will provide teachers and education leaders with recommendations and resources.

**Presenter:** Kelly Wamsler Remijan

**Organization:** Illinois Math & Science Academy– Center for Teaching & Learning

### R.E.A.L.E.T.: The Culturally Responsive Teaching and Evaluation Student-Centered Model

Knowledge Room

Culturally Responsive Teaching and Evaluation is a student-centered model that focuses on the cultural identity shaping process of each stakeholder in the K-12 public school setting when providing and receiving academic and socio-emotional instruction and supports. In CRTE, educators teach through a self-critical reflection lens to provide appropriate and effective learning strategies and resources for all children, especially those in marginalized communities. This model emphasizes the need for school professionals to scaffold learning while taking into consideration the intersectionality of cultures of each student.

**Presenter:** Edwin Camerino Monarrez

**Organization:** University of Illinois Urbana-Champaign, Department of Special Education

### How Illinois Teachers Distinguish Teacher Leadership from Teacher Professionalism

Graduate Boardroom

Today's schools need teacher leaders, yet varying notions of teacher leadership create ambiguity. Without a clear conception of teacher leadership, teachers, administrators, and others may not recognize acts of teacher leadership when they occur. This presentation will report the findings of a statewide study conducted to better understand how Illinois teachers distinguish teacher leadership from simply teacher professionalism. As a result of attending this session, participants will gain deeper understanding of key differences between teacher leadership and teacher professionalism and develop clear ideas of several actions and characteristics commonly used to conceptualize teacher leadership.

**Presenter:** Jana Hunzicker

**Organization:** Bradley University

### Evaluating and Developing Quality Functional Behavioral Assessments

Innovation Room

This session will review the components of the Functional Behavioral Assessment and the importance of conducting a proper FBA to determine the function of problem behaviors of students with disabilities. In addition, a Quality Checklist will be introduced and used with FBA examples to determine quality and completeness. The presenters will briefly discuss typical FBA Tools to collect FBA information, a possible timeline for conducting an FBA, and the roles and responsibilities of IEP team members. Participants will collectively assist in preparing a high-quality FBA using the Quality Checklist.

**Presenter:** Cheryl Light Shriner | Cassie McConkey

**Organization:** University of Illinois Urbana-Champaign, Department of Special Education | Rantoul City Schools

### Creating a System of Support for First Year Teachers

Excellence Room

This presentation will focus on a) the challenges 1st-year teachers face in urban settings, b) how schools should process those challenges, and c) how to create a system of continued support.

**Presenter:** Xavier Owens

**Organization:** Center for Urban Teacher Development

## BREAKOUT SESSION C

TUESDAY, 2:00–3:00 P.M.

### Coaching and Mentoring to Support Teacher Growth and Retention of Teachers

Honors Room

Learn how coaching new teachers through an “all in coaching program” an a structured 4 year non-tenure cohort academy supports non-tenure teacher performance, development and teacher retention over time. You will hear about the steps in planning and implementing the program from the teacher leaders that facilitate this program.

**Presenter:** Dr. Jill Geocarlis | Brian Getz | Amy Kladis | Tess Love

**Organization:** Maine Township District 207

### Attracting and Retaining High Quality Teachers in Rural Schools

Loyalty Room

Come and discover how our Regional Office of Education revamped our Beginning Teacher Training and transformed it into our New Teacher Academy complete with Instructional Coaching.

**Presenter:** Annette Hartlieb | Julie Wollerman | Annette McClintock

**Organization:** Regional Office of Education #3

### The Power of Community

Knowledge Room

The Power of community: Alone, we can do so little; together, we can do so much –Helen Keller. Discover ways to create and contribute to a teacher community along with tools and tips for creating a classroom community.

**Presenter:** KiLee Lindwell-McFerren | Susan Riley

**Organization:** Canton School District #66, Lincoln School | Gibson City-Melvin-Sibley High School

### Specifically Designed Induction for Those Who Deliver Specifically Designed Instruction

Innovation Room

Novice special educators frequently have needs that differ from their colleagues in general education positions. Additionally, they are often left to struggle because leaders are unsure of how to support them and even when they know what is needed, administrators do not have the skills, staff, or time to provide it. This session will discuss what new special educators have identified as their biggest challenges and offer ideas and resources for induction programs that seek to serve and support the first, second, or third year special education teacher.

**Presenter:** Melissa Jones-Bromenshenkel | Wendy Weber | Michelle Parker-Katz

**Organization:** Eastern Illinois University | Southern Illinois University, Edwardsville | University of Illinois at Chicago

### Making Data-Driven Decisions for Challenging Behavior

Excellence Room

When working with students with challenging behaviors, teachers are often told to collect data to inform our intervention decisions. But in reality, do we even use the data? Furthermore, do we even have time to collect data? In this session, the presenters will provide practical tips and tricks for setting up meaningful and feasible data collection systems to inform behavior interventions. This session is best for special education teachers who feel intimidated or confused by data collection, or for those who have gotten out of practice and could use a refresher.

**Presenter:** Rebecca Folkerts | Stacy McGuire

**Organization:** University of Illinois Urbana-Champaign, Department of Special Education

#### TUESDAY PDH EVALUATION

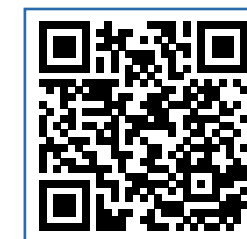
Teachers wishing to earn PDH are **required** to complete this activity evaluation form within **60 days** of the end of the activity.



[go.illinois.edu/PDH2022DAY1](https://go.illinois.edu/PDH2022DAY1)

#### TUESDAY CONFERENCE EVALUATION

Please take a moment to complete the evaluation form. Your feedback is important to the development of future events.



[go.illinois.edu/INTC22LC1](https://go.illinois.edu/INTC22LC1)

## BREAKOUT SESSION D

WEDNESDAY, 9:50–10:50 A.M.

### Mountains, Moose, and Mentoring Year Two Teachers

Honors Room

If you have an effective mentoring program in place for teachers new to your district but are thinking about starting a mentor program for teachers in their second year or want to learn additional strategies to support second year teachers, then this is the session for you! The mentor directors from the land of mountains and moose will focus on key ingredients for a successful mentoring program for second year teachers in your district. The Montana team will share strategies for educator commitment and retention and will include mentor induction workshop lesson plans for second year teachers. Approaches to promoting collegiality and building community among new teachers will also be an important feature of the session.

**Presenter:** Anthony Lapke | Kari Elliot

**Organization:** Kalispell School District, Montana

### Deconstructing Depth of Knowledge

Graduate Boardroom

Depth of knowledge (DOK) has become a priority for many schools. But if your understanding of DOK is a little cloudy, you're not alone. Learn how depth of knowledge clarifies the cognitive demand of academic standards, activities, and assessments and how Webb's DOK Levels can be used as a method and model for delivering instruction, responding to intervention, and extending learning.

**Presenter:** Eric Francis

**Organization:** Maverick Education

### Breaking the Education Code

Loyalty Room

This presentation is comprised of some of the best practices and strategies that I've implemented as an instructional leader. I will facilitate a collaborative conversation around scholar engagement, equity vs. equality, and Tailored Instruction. The audience will leave with strategies around closing the achievement gap in education.

**Presenter:** Larue M. Fitch

**Organization:** L.M. Fitch Consultants

### Be Their Hero: Trauma Informed Care

Knowledge Room

Two out of every three students in the United States are impacted by a traumatic event. When students experience trauma or an extremely stressful situation, it's normal and natural for them to have a hard time coping afterwards. I'm passionate about teaching educators how to support individuals impacted by trauma. I specialize in inspiring teachers that they can support these students and be the hero in their life journey.

**Presenter:** Josh Varner

**Organization:** Josh Varner Consulting

### Effective Writing Instruction in Middle and High School

Innovation Room

Effective writing instruction at the secondary level is crucial for developing the writing skills of all students. Middle and high school students, especially those with disabilities, need strategies for completing the writing process for various tasks, audiences, and purposes; reading and writing to learn; and self-regulation. Self-Regulated Strategy Development (SRSD), deemed evidence-based by four independent groups, is an instructional approach that gets strong results. Come and learn what you and SRSD instruction can do with your students.

**Presenter:** Amber B. Ray | Kate Connor

**Organization:** University of Illinois Urbana-Champaign, Department of Special Education

### Evaluating and Developing Quality Behavior Intervention Plans (BIPs)

Excellence Room

This session will review the components of the Behavior Intervention Plan and the importance of developing function-based interventions. Important behavioral principles will be identified. A BIP Quality Checklist will be introduced and used to explain each section of the BIP and what type of information should be included in those sections. Examples of BIPs will be used to practice using the Quality Checklist to determine quality and completeness. The presenters will briefly discuss a few function-based interventions as examples for each section of the BIP. Participants will collectively assist in preparing a high-quality BIP using the Quality Checklist.

**Presenter:** Cheryl Light Shriner | Cassie McConkey

**Organization:** University of Illinois Urbana-Champaign, Department of Special Education | Rantoul City Schools



## BREAKOUT SESSION E

WEDNESDAY, 1:30–2:30 P.M.

### Where Do We Start? Trauma-Informed Care in Schools

Honors Room

Trauma is a hot topic in today's schools. Many teachers and administrators may be familiar with common buzzwords (i.e. trauma, toxic stress, adverse childhood experiences) but may also be uncertain about how and why they should incorporate trauma-informed care into their day-to-day work. This session will focus on unpacking trauma-informed care practices. Our team will share practical strategies for understanding why and how schools can create trauma-informed environments for students and professionals.

**Presenter:** Mia Chudik | Lynn Burdick | Grace Sawyer

**Organization:** University of Illinois Urbana-Champaign, Department of Special Education

### Stop, Collaborate, and Listen: Professionals Learning and Growing Together

Loyalty Room

New teachers enter the classroom with excitement yet many questions. This session will focus on how region-wide professional learning communities can provide targeted professional development and troubleshooting for new teachers with veteran teachers' and leaders' support. Participants will learn how to organize sustainable and cost-effective PLCs, develop appropriate professional development, and engage their teachers.

**Presenter:** Melinda Miethe | Stephanie Woodley

**Organization:** IESE Network

### It's Not You, It's Me: Responding to Mentor Mismatch

Knowledge Room

What should be considered when creating mentoring partnerships? What processes can be implemented in order to gather a sense of how the mentor-protégé relationship is developing? And what steps should be taken when a mentoring partnership isn't working? Join me for lessons learned in over five years of experience in working with a variety of mentors and protégés. Gain practical tips and strategies for avoiding and responding to mentor mismatch including thoughtful mentor selection and appropriate mentor assignment, as well as how to problem-solve and when to respectfully dissolve a mentoring partnership.

**Presenter:** Lynn Lawrence

**Organization:** LaGrange School District #102

### Transition Planning for Special Educators: Paving the Way to Adulthood

Innovation Room

This session will provide information to support special educators and other school personnel who serve transition age students (14-22) with disabilities. Quality transition planning is imperative for facilitating more positive adult outcomes for students with disabilities. Content of this session will include a broad overview of the following topics: (a) the selection and use of meaningful transition assessments; (b) use of assessment data for transition planning; (c) collaboration with IEP teams related to transition planning and supports, including the involvement of the student; and (d) connecting with outside agencies that can support students into adulthood.

**Presenter:** Hannah Brenner | Emily Malouf

**Organization:** University of Illinois Urbana-Champaign, Department of Special Education

### Supporting Families through the Assessment Process

Excellence Room

Special education assessment can be a confusing process for families. Professionals should be prepared to support families to understand the process, know how to collaborate with assessors, and how to advocate for their child. This session will provide educators with a basic understanding of the assessment process and how to support families during assessment process.

**Presenter:** Nikki Donnelly | Megan Best

**Organization:** University of Illinois Urbana-Champaign, Department of Special Education

#### WEDNESDAY PDH EVALUATION

Teachers wishing to earn PDH are **required** to complete this activity evaluation form within **60 days** of the end of the activity.



[go.illinois.edu/PDH2022DAY2](https://go.illinois.edu/PDH2022DAY2)

#### WEDNESDAY CONFERENCE EVALUATION

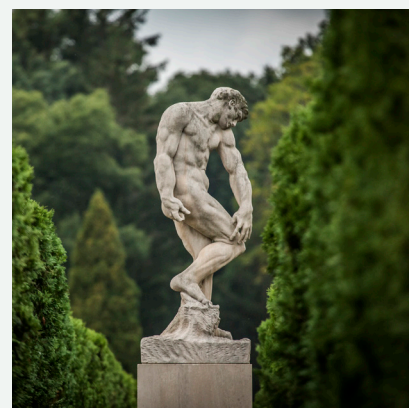
Please take a moment to complete the evaluation form. Your feedback is important to the development of future events.



[go.illinois.edu/INTC22LC2](https://go.illinois.edu/INTC22LC2)



ALLERTON PARK



In September 2002, the Statewide Partnership for Supporting New Teachers, as part of the University of Illinois P-16 Initiatives, and with the support of the State Farm Companies Foundation, invited stakeholders to the Allerton Conference Center to focus specifically on induction and mentoring issues.

In October 2004, the Illinois New Teacher Collaborative is founded by a consortium of P-20 educators, state agencies, and business partners and is based at the College of Education, University of Illinois at Urbana-Champaign. The mission of the collaborative is to coordinate a network of services and resources through a statewide partnership of individuals and groups concerned with or interested in attracting and retaining new teachers and enhancing their ability to promote student learning.

[intc.education.illinois.edu](https://intc.education.illinois.edu) | #INTC2022LC



# INTC

## BEGINNING TEACHER

# CONFERENCE

# 20 22

JUNE 21-22, 2022



SCAN ME

VISIT US AT:  
<https://intc.education.illinois.edu/conferences/btc>







# ILLINOIS NEW TEACHER COLLABORATIVE

University of Illinois at Urbana Champaign

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## THANK YOU TO OUR SPONSORS

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



**College of Education**  
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

