The IMSA Fund for Advancement of Education, chartered in 1986, is a not-for-profit 501 (c)(3) corporation that enlists private sector support of "margin of excellence" initiatives at the Illinois Mathematics and Science Academy. These initiatives include curriculum development projects, statewide service programs, minority recruitment programs, laboratory equipment purchases, special student activities and a permanent endowment.

(Cover photo by: DIG-IT Photographs)
Dear Shareholders of the IMSA Fund for Advancement of Education,

It is our privilege to share with you, our shareholders, the 1994-95 annual report of the IMSA Fund for Advancement of Education.

This was another remarkable year for the IMSA Fund. Visionary donors such as the Alfred P. Sloan Foundation, Toyota USA Foundation and more than 117 corporations, foundations and organizations know that by investing in IMSA, they are investing in the future. These “partners for the future,” including more than 500 individual donors, understand that programs to improve mathematics and science teaching in Illinois are key investments we must make today in order for Illinois and the United States to thrive in the global marketplace tomorrow.

We expect great things from an institution like the Illinois Mathematics and Science Academy, and from its students and staff... and every year, we receive nothing less. For example, this year an IMSA student won first place in the Illinois Institute of Technology’s International Bridge-Building Competition. This aspiring engineer constructed his bridge in the Grainger Inventors’ Workshop, a wonderful resource for IMSA students made possible through the generous contribution of The Grainger Foundation (see page 4). In addition, it was reported that IMSA’s Class of 1994 led the nation on the ACT exam with an average score of 31.0. This was the fifth consecutive year it was reported that IMSA led the nation on the ACT exam.

In addition to challenging our “best and brightest,” IMSA has as its mission the task of improving teaching and learning throughout the state. This past year, IMSA completed the first year of K-16 school-based partnership initiatives to transform and enhance mathematics and science teaching and learning. Educators from 50 Illinois schools worked with IMSA during the past year, addressing topics such as problem-based learning, gender issues in mathematics and science, interdisciplinary learning and authentic assessment.

New professional development programs were presented to mathematics and computer science teachers from high schools around the state and to junior high teachers in schools with large minority student populations. Through internal work with IMSA students and external work with Illinois teachers, the Academy is striving to “touch the future” of mathematics and science education in Illinois, and the nation.

We now approach a milestone in IMSA’s history, the 10-year anniversary of its opening on September 7, 1986. While it is important to celebrate our past accomplishments, it is even more critical that we look forward to the future. As we plan our anniversary celebration, we adopt the theme “Touch the Future” to make clear our focus. We both look forward to working together to provide the leadership needed as the Academy embarks on its journey into the next decade.

On behalf of the entire IMSA Fund board of directors, thank you for your outstanding commitment and generous sponsorship. Together, with your support, we indeed expect to “touch the future.”

Sincerely,

James R. Thompson
Chairman
IMSA Fund Board of Directors

Michael J. Birck
President
IMSA Fund Board of Directors
Dear Partners,

It is my privilege, as executive director of the Illinois Mathematics and Science Academy, to thank you for your generous investment in our educational R&D laboratory.

The 1994-95 academic year was characterized by expanded dialogue, commitment and collaboration among faculty and staff and our educational partners throughout Illinois, as we continue to challenge ourselves and others to pioneer ways of transforming mathematics and science teaching and learning through connections.

For example, in a time of increasing calls for greater performance and accountability in the teaching profession, and increasing calls for more highly skilled workers for the 21st Century, IMSA teachers are leading the way with a promising new system for professional accountability and development. The new system called CADRE (Career Development Reinforcing Excellence) challenges the educational status quo. We began implementing it in 1994-95, and initial results are very promising.

Grounded in mutual accountability and professional trust, CADRE holds teachers accountable for improving student learning and professional practice, and for developing products and services for external sharing. As one IMSA teacher so aptly said, “It is a model of higher expectations. One of the ways to get outstanding work is to expect it!”

Externally, we completed our first year of partnerships with 50 elementary and secondary schools across Illinois, examining some of the issues we believe are essential to the transformation of mathematics and science education. Examples included problem-based learning, technology applications, interdisciplinary learning, authentic assessment and gender issues. We also offered several new professional development programs for Illinois teachers in 1994-95.

As we continue to expand service to our state and nation, the support of our donors and the visionary leadership of our Fund Board members becomes even more critical. We look forward to your guidance as we strive to develop, implement and share methods and programs which will ensure success for all students in the 21st Century workforce.

We also would like to recognize our emerging group of donors, IMSA alumni. We were pleased to host the first Alumni Open House this year and look forward to their continued support and involvement in the Academy throughout their lives.

On behalf of the board of trustees, faculty and staff, students and educational partners of the Illinois Mathematics and Science Academy, thank you.

Sincerely,

Stephanie Pace Marshall, Ph.D.
Executive Director
Program Partnerships...

• with the Albert Pick, Jr. Fund, Alfred P. Sloan Foundation, Ameritech, Amoco Foundation, Arie and Ida Crown Memorial, FMC Foundation, Illinois Power, Lloyd A. Fry Foundation, Polk Bros. Foundation, Quaker Oats, ScottForesman, State Farm Insurance and UOP to support recruitment and retention programs at the Academy for underrepresented students.

• with Abbott Laboratories, Central Illinois Public Service Company and the Toyota USA Foundation to support the IMPACT II award program for Illinois mathematics and science teachers. The program, administered by IMSA, promotes excellence in elementary and secondary education by networking creative teachers and their innovative ideas.

• with Bell and Howell Company and University Microfilms International for in-kind support of the ProQuest system which allows students immediate full image access to up-to-date articles and illustrations from 225 magazines and journals.

• with the Bernice Lavin Jumpstart Fund for the development of Women in Science and Mathematics Initiatives for IMSA female students and schools throughout Illinois.

• with the Smithsonian Institution to support the development of curriculum models that integrate instruction in mathematics, science, the arts and humanities.

• with Varlen Corporation and Precision Scientific for in-kind support of science equipment in the new Integrated Science Laboratory.

Special Events

• Fourth Annual James R. Thompson Leadership Lecture - Sponsored by the IMSA Fund, Dr. Sally Ride (pictured), the first American female astronaut to travel in space, presented The U.S. Space Program: Pioneering the Future to an audience of more than 2,000 including students and teachers from more than 60 Illinois schools.

• Alumni Open House - Sponsored by the IMSA Fund, the event was attended by 210 alumni and guests from the IMSA Classes of 1989-1995. The same evening, IMSA’s Class of 1990 held its five-year reunion which was attended by 90 graduates and their guests.

• Alumni Association Meeting - Sponsored by the IMSA Fund, the first organizational meeting of the alumni association was attended by 62 IMSA graduates who ratified a constitution and selected a steering committee to direct further organization.

• Fourth Annual Richard L. Horwitz Lecture on Ethics - Sponsored by the IMSA Fund, former Chicago Bear Mike Singletary (pictured) presented Whatever Happened to Conviction? to IMSA staff, seniors, alumni, friends and family of Richard Horwitz, and the public.

Fundraising Results

• Gifts of $917,095

• Gifts of $245,370 from IMSA Fund Board of Directors

• Parent contributions of $45,824
The Grainger Inventors’ Workshop

David Grainger, chairman of W.W. Grainger, Inc. and president of The Grainger Foundation, called the project “an important investment in the future.”

In the spring of 1992, the Illinois Mathematics and Science Academy received a major grant from The Grainger Foundation to construct and operate an inventors’ workshop at IMSA. The Grainger Inventors’ Workshop was created primarily to provide students living away from home with a place to invent and “tinker.”

Three years later, the Grainger Inventors’ Workshop is not just for “tinkering” anymore. “The workshop has essentially become an extension of the classroom,” said supervisor George Smith. “During the 1994-95 academic year, it was used 1200 times by students,” he said.

Science teacher Dr. David Workman agreed, noting that the workshop greatly enhances IMSA’s academic and external programs. “An IMSA student once wanted to build a variable support pendulum to demonstrate chaotic behavior,” Workman said. “At the time, we did not have the workshop as a resource to support this type of student experimentation. Now, faculty, staff, students and external partners have a place to construct experimental apparatus, demonstrations, exhibits and anything else that seems important or interesting.”

For example, as part of a pond study in IMSA’s Integrated Science class, Dr. John Eggebrecht built a device to measure the absorption of light by water under different circumstances. The device included a laser, photocell and a tall vertical column. Later, students designed and built devices to measure the fraction of light reflected from the pond surface. Workman said it is a perfect example of why the Grainger Inventors’ Workshop is so valuable.

“If you want to go beyond the theoretical to applications in the real world, you need to build equipment to test your theory,” Workman said. In addition, he said the workshop becomes more valuable when testing new theories. “In order to test most new theories, you must design new equipment since what you need is not commercially available.”

IMSA student Angela Chiu was introduced to the workshop in 1993 as a sophomore and, at the time, thought building a “mechanical dinosaur on wheels” seemed like an interesting and original idea. She entered her project into the national 1993 Great ERECTOR Construction Contest and went on to win first place and a personal computer in the Advanced Engineer division. Since then, she has built numerous projects in the workshop at her leisure. “I’ve built a bookshelf with a sliding door, a jewelry box with a mirror, taken apart electronic circuit boards and even fixed my skateboard!” Chiu said. “I’ve learned that every design detail of a project is important, even if you think it is a trivial detail in the beginning.”

The Grainger Inventors’ Workshop includes woodworking and metalworking equipment, and computer design software. However, one thing you won’t find is computer-operated machinery.

“‘If you want to go beyond the theoretical to applications in the real world, you need to build equipment to test your theory.... In order to test most new theories, you must design new equipment since what you need is not commercially available.”

Dr. David Workman • IMSA science teacher

“I purposely stayed away from having computer-run machinery,” said Smith, who believes it is important for IMSA’s future engineers to understand the mechanics of a finished product.

“Today in industry most machinery is run by computers,” Smith said. “However, in engineering, you have to be able to see if a product can be constructed from a drawing.
An engineer should know what it takes to build a product or improve upon an existing product,” he said.

IMSA student and aspiring engineer Keith Amonlirdviman of Chicago seems to have his engineering skills down to a science. In May, 1995, Amonlirdviman won first place in the 18th Annual Illinois Institute of Technology’s International Bridge-Building Competition, demonstrating his command of physics and structural engineering. Constructed in the workshop, his award-winning basswood bridge weighed less than an ounce (22.48 g) and held 158 pounds (70 kg), for an efficiency rating of 3110.

To help perfect the designs, students used high-speed shutter video while testing the strength of the bridges to record and identify stress and breaking points as weights were applied.

Marshall Keig, a consultant with The Grainger Foundation, said it is important for future engineers to see the “math at work.” “To be able to visualize what can happen if you are designing a bridge and you make even a tiny mistake in your calculations, is quite important,” Keig said.

Amonlirdviman agreed, adding that many aspiring engineers who graduate from college lack hands-on experience.

“They draw up designs that are impossible to build and then they can't bring their ideas to life,” Amonlirdviman said. “The Grainger Inventors’ Workshop is a great resource where students can learn the skills that are fundamental to becoming a successful engineer.”
Dr. Joseph Spagnolo called IMSA's integrated use of technology "a model for the rest of the state to follow."

During his March visit, Dr. Spagnolo observed demonstrations of integrated technology projects designed by IMSA teachers and students using multimedia computer equipment. One project, *Uniting America: Aurora, Illinois, and the Mobilization for the First World War*, integrated still images, motion video, statistics, sound and interactive capabilities in an effort to effectively communicate the content and concepts of a modern history course.

"Obviously, the multi-sensory approach and ability to call up literally any information or data available is truly spectacular," Spagnolo said. He added "... it is almost intuitive that through learning technologies students will learn more, better and quicker."

This project, and others like it, were created in the Digital Authoring and Training (DAT) Laboratory, a resource supported through Caterpillar Inc.'s Faculty Excellence Fund at IMSA. The fund was established in 1993 to support unique professional development opportunities for IMSA teachers — opportunities to help them develop innovative approaches to teaching and learning for use at IMSA and in other Illinois schools. The DAT Lab is used to provide professional development in multimedia skills and applications for IMSA faculty and other Illinois educators participating in IMSA's service initiatives.

"... it is almost intuitive that through learning technologies students will learn more, better and quicker."

Dr. Joseph Spagnolo • Illinois State Superintendent

Spagnolo said he believes all teachers would use technology in the classroom to enhance student learning if given the chance.

"One of the problems that we have in education today is that we do not devote enough time and resources for teacher training or re-education," Spagnolo said. "In most schools, most teachers have not had the advantages of learning to use technology and integrate learning."

Maryann Morrison, Caterpillar's manager of corporate support programs, agreed. "Investing in professional development for teachers pays off by putting them in a stronger position to prepare students for the jobs of the future."

The specialized computers in the DAT Lab have multimedia authoring capabilities, which allow students and teachers to convert text, graphics, video, audio, photographs and other types of information into a multimedia presentation. These presentations include, but are not limited to, slide shows, overheads and CD-ROMs. Other equipment included in the DAT Lab are color monitors, color printers, scanners and televisions.

Examples of innovative teaching methods developed by IMSA faculty and students include:

IMSA student Krishna Yeshwant works on "perfecting" the "Real Science" CD-ROM magazine created by IMSA students. (Photo by: Matt Brichtson)
• **Real Science** (pictured) - Created by students for students, this CD-ROM interactive science magazine includes news, features and interactive laboratory sections to stimulate and aid the science education of students in grades 3-5. Three Academy students initially created the CD-ROM, under the guidance of an IMSA teacher, with the goal to distribute the magazine four times a year to elementary schools throughout Illinois.

• **Integrated Biology** - Students and teachers studied the vocalizations of Rockhopper penguins at the Shedd Aquarium in Chicago to find distinguishable patterns in pictorial and statistical representations. Using computers and bioacoustical software, they were able to collect and analyze data scientifically for study.

• **Spectrum** - Created by library staff and IMSA students, this interactive CD-ROM is an electronic index of multimedia student projects which were developed for the Chicago Metro History Fair and National History Day competitions. It includes samples of award-winning video projects, computer projects and history papers from 1988 to the present. Plans call for the information to be shared with other educators through the Internet.

*For information on other IMSA professional development opportunities, contact Michele Micetich at (708) 907-5069.*

"Real Science," a CD-ROM interactive science magazine, was created in 1995 by IMSA students Matt Bricston (pictured) of Elgin, Michael Brody of Highland Park and Arvind Sekar of Danville. During the 1995-96 year, the next generation of IMSA students will lead a group of 50 others in the further development of "Real Science." Those students include Keiti Amonkdwan of Chicago, Nina Chinosornvatana of Skokie, Pablo Garcia of Elmurst, Gaurav Upadbyay of Libertyville and Krishna Yesubwant of South Barrington.

(Photograph by: DIG-IT Photographs)
IMPACT II

Transforming Mathematics and Science Education One Teacher at a Time

Nancy Powell, a mathematics teacher at Bloomington High School and recipient of several IMPACT II awards, said “it has been like a mushrooming effect” since receiving her first award in 1990 for her geometry classroom project Reflecting on Miniature Golf.

"It was the first teaching award I ever received and now there are at least 36 school districts throughout the U.S. that are implementing my project in classrooms ranging from vocational to gifted education," Powell said. A school in Palm Springs, California, went so far as to build a miniature golf course so students could become active participants in understanding the relationship between applied geometry and the laws of physics.

"It wouldn’t have happened without IMPACT II," she said.

And the “mushrooming effect” continues to grow. Powell is just one of more than 1,000 Illinois mathematics and science teachers who have received awards through the IMPACT II program since 1990. More than 32,000 Illinois students have been served.

IMPACT II, a national program, began in 1979 and now operates in more than 26 sites throughout the country, including Illinois. Its purpose is to promote excellence in elementary and secondary education by networking teachers and their innovative ideas. Illinois’ program, administered by the Illinois Mathematics and Science Academy, is the only one in the U.S. to focus on improving mathematics and science teaching and learning.

Disseminator awards, such as the one Powell received three times, enable public school elementary and secondary teachers to share their successful programs with colleagues through annual catalogs, workshops, conferences and interschool visits. Adaptor awards support other teachers who want to use these programs in their classrooms.

Michele Micetich, director for statewide collaborative partnerships, said the Illinois program is a wonderful way to recognize innovative teachers and provide them with a forum for exchanging ideas. “Opportunities for teachers to share ideas beyond the walls of their classrooms do not happen as often as needed,” Micetich said. “The IMPACT II program is a proven effective way to encourage collaboration and professional development which are both vital for success in schools.”

Powell agreed, adding that the program also boosts confidence levels among award recipients and makes them feel empowered to make changes in the classroom.

“This gives them the push from behind that they need and proves that their ideas have been validated,” Powell said. “They weren’t trying to change the world … change of any kind must start in the classroom.”

However, because of the way the program is designed, the changes in one classroom also

“Opportunities for teachers to share ideas beyond the walls of their classrooms do not happen as often as needed…. The IMPACT II program is a proven effective way to encourage collaboration and professional development which are both vital for success in schools.”

Michele Micetich
Director for Statewide Collaborative Partnerships
affect others. “Many recipients have since gone on to win national teaching awards because of their programs,” Powell said.

IMSA’s IMPACT II program received private sector support in 1994-95 from Abbott Laboratories in Abbott Park and Central Illinois Public Service Company in Springfield. In addition, the Toyota USA Foundation awarded a $100,000 challenge grant to IMSA to fund the 1995-96 IMPACT II program. Why do these leaders in industry worldwide feel IMPACT II is worth supporting?

“A basic understanding of math and science is critical in today’s technologically oriented society,” said Yale Gieszl, Toyota USA Foundation board member and Executive Vice President for Toyota Motor Sales, U.S.A. “This grant brings together teams of teachers and community members to improve education. For this reason, we encourage others to join us in supporting the IMPACT II program.”

Cliff Greenwalt, president and chief executive officer of Central Illinois Public Service Company, agreed saying that his company’s public information program centers on energy-related educational programs for students and teachers in its service area.

“We feel that by investing in educational initiatives such as IMSA’s IMPACT II program, which focuses on mathematics and science, we are investing in the future of our company,” Greenwalt said. “Our future electrical and gas systems engineering personnel will need to have a sound knowledge of mathematics and science.”

Nancy Powell continues to teach other teachers about the IMPACT II program and is helping to plan a World Wide Web site for IMPACT II on the Internet.

“It’s a great success story and will only continue to get better over the years,” she said.
Touching the Future Partners for Educational Distinction in Illinois

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Chuck Aaron ’89
Richard L. Horwitz
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While we carefully prepared this donor list, we recognize that some errors may have occurred. If your name has been inadvertently misspelled or omitted, please accept our apology and contact the Office of Institutional Advancement (708/907-5040) so that our records can be corrected.
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Production made possible entirely by private funding