



2013-2014

Laboratory Schools | Annual Report

COLLEGE OF EDUCATION | ILLINOIS STATE UNIVERSITY



UNIVERSITY
**LABORATORY
SCHOOLS**
Illinois State University

OUR MISSION

Thomas Metcalf School and University High School, laboratory schools administered by the College of Education at Illinois State University, serve as clinical experience and practice sites for pre-service teachers and experimental teaching activities. The schools provide a “living laboratory” for research and applied practices to improve teaching and other educational practice.

This tradition is reflected in the four-part mission of the Illinois State University laboratory schools, which states:

- **Teacher Preparation** to provide a school in which excellence in education theory and practice can be observed, studied, and practiced by teacher candidates and other pre-service school professionals;
- **Research** to provide an environment in which research and development activities may be conducted;
- **High Quality Academics** to provide a comprehensive, high-quality academic program for Thomas Metcalf School and University High School students; and
- **Service to Profession** to promote effective, high-quality education throughout the teaching profession and aid other educators in the process of improving the quality of education in their schools.

The 2013-2014 school year was marked by some memorable achievements by students and faculty alike. Selected highlights are listed under the next section, “Points of Pride.”

POINTS OF PRIDE

Bob Fitzgerald, U-High faculty associate and Social Sciences Department chair, was awarded the Beckham Dissertation Award from the Education Law Association at the annual conference in Denver, Colorado. This prestigious award is named after Joseph Beckham who was the Allan Tucker Professor of Educational Leadership and Policy Studies at Florida State University. Fitzgerald received his Ph.D. in 2013 from Illinois State University after completing his dissertation on funding inequalities in education.

The **U-High speech and debate** teams received recognition from the National Forensic League and earned membership in the league’s prestigious 100 Club, placing the team among the top 10 percent of schools nationwide based on the number of degrees earned by its members.

Metcalf hosted a workshop with John Feierabend, Ph.D at University High School. Feierabend is a Professor of Music Education at The Hartt School of the University of Hartford and is a past President of the Organization of American Kodály Educators. He focuses on the benefits of music and movement in the early years and will be working with our teachers to implement this music curriculum.

Alexander Su was selected as a finalist in the **2013-2014 Siemens Competition in Math, Science and Technology** sponsored by the Siemens Foundation. The competition is regarded as one of the leading science and mathematics research-based competitions for high school students. Su was also one of 300 seniors named as semifinalists in the **Intel Science Talent Search 2014**, the nation’s oldest and

most prestigious pre-college science competition, bringing together the top talent in the U.S. to compete for cash awards. Semifinalists were selected from nearly 1,800 applicants from 489 schools.

Senior basketball player Keita Bates-Diop was named a **2014 McDonald’s All-American Nominee** and was one of 15 nominees from the Illinois.

Metcalf brought together educators from around the state to learn about programming in education. Training for this professional development was provided by SparkFun. Attendees for this STEAM (Science, Technology, Engineering, Arts, and Mathematics) event included representatives from the Laboratory Schools, the College of Education, pre-service teachers, and the University. Additionally, the McLean County 4-H Director for Educational Activities, the Director of the Maker Lab at the University of Illinois, and the State of Illinois 4-H Robotics Educator participated in this hands-on training and networking event.

The **U-High boys swim and dive** team made history when they claimed the crown at the 83rd annual state meet in Evanston. With 123 points, the team claimed the meet title, marking the first championship win for any team south of I-80 and beating their third-place finish in 2011. Jake Miller took first place in both the 200 individual medley and the 500 freestyle, setting a new state meet record time in the 200 individual medley and a new school record in the 500 freestyle. U-High relay teams went on to claim first-place finishes in both the 200 and 400 freestyle relays. The team was honored with an assembly in Stroud Auditorium.



The University of Illinois held the Division 700 Academic Challenge State Championship where the **U-High WYSE** team won for the second year in a row defeating 28 other schools. Alex Su and Kendall Koe shared first place honors in chemistry while Trey Watts, Alex Su, and Taccio Yamamoto placed first, second, and third in physics. Other individual medalists included Devin Akman, second in mathematics and fourth in computer science; Ravi Malpani and Viraat Goel, second and sixth in biology; Brendon Bogue, sixth place in computer science; and Kendall Koe, second in mathematics.

The **Orffcats** were honored to perform as the opening group at the All-City Concert. This concert featured over 300 Memphis area fourth and fifth graders who were chosen by audition to play Orff instruments, sing, dance, and create.

May graduation was held in Braden Auditorium. Our seniors were offered over **\$14 million in scholarships** to continue their education at colleges and universities around the country.

The Washington Post released its ranking of America's Most Challenging High Schools. **U-High was ranked 55th** among Illinois high schools and was the only downstate school to make the list in Illinois. The rankings were based on a number of criteria: the number of college-level tests given at school the previous year divided by the number of graduates; the percentage of low-income families; and the percentage of graduates who passed at least one college-level test during their high school career.

Cynthia Mohrman and **Kim Walker-Smith** became National Board Certified Teachers.

Technology at Metcalf took a new turn this fall when the school became a **Google School**, a one-to-one initiative.

Michelle Meyer, coach of the U-High boys swim and dive team, received the following distinctions: Swimming Coach of the Year (Illinois Swimming & Diving Association), Illinois Boys Swimming & Diving Coach of the Year (The National Federation of State High School Associations), and National Coach of the Year Finalist in Boys Swimming (National High School Athletic Coaches Association).



STUDENT CHARACTERISTICS

Student characteristics are reported in this section of the annual report. This information can be used to compare the performance of students in the Laboratory Schools with the performance of other students throughout Illinois.

Laboratory School attendance

A perfect attendance rate (100 percent) means that all students attended school each day of the academic session.

	Metcalf	U-High	District	State
Attendance	96.5	91.4	93.4	95.0

Enrollment by grade level

K	1	2	3	4	5	6	7	8	Metcalf
36	37	41	43	44	45	45	50	47	388
									U-High
					9	10	11	12	602
									District
									990

Average class size

Average class size is the total enrollment for a grade divided by the number of classes for that grade reported for the first school day in May. For high schools, the average class size is computed for the whole school, based on the average class sizes for the second and fifth periods. The average number of students in each class in Illinois is 21.

	Laboratory Schools
Kindergarten	18.0
Grade 1	18.5
Grade 3	21.5
Grade 6	22.5
Grade 8	23.5
High school	17.9

Enrollment by race/ethnicity (%)

	Metcalf	U-High	District	State
White	70.3	76.2	73.9	49.9
Black	7.2	10.8	9.4	17.5
Hispanic	9.8	6.5	7.8	24.6
Asian	6.7	4.2	5.2	4.5
Native Hawaiian/Pacific Islander	0.0	0.2	0.1	0.1
American Indian/Alaskan	0.3	0.0	0.1	0.3
Two or More Races	5.7	2.1	3.5	3.1

Graduation rate (N=153)

Graduation rate is the percent of ninth grade students who graduate four years later. The graduation rate does not include the count of students who graduated in the summer after their scheduled spring graduation or those who took more than four years to graduate.

University High School	State
99.4	86.0

Post-secondary options (N=153)

Two-year community college	Four-year college or university	Military	Trade School	Other
20%	79%	1%	0%	0%



HIGH-QUALITY ACADEMICS

ISAT

The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. The following table presents the percent of Metcalf students who meet or exceed state standards as compared to the number of students in the state of Illinois who meet or exceed state standards.

In 2013, ISBE raised performance expectations to improve alignment of ISAT scores with the more rigorous Common Core State Standards now being implemented. These higher expectations raised the “cut scores,” or the thresholds between different performance levels (such as “Below Standards” and “Meets Standards”), which resulted in a downward shift in the number of students meeting or exceeding Reading and Math standards.

	Grade 3		Grade 4		Grade 5	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	91	55	77	56	93	58
Mathematics	88	56	84	64	91	64
Science			95	76		

	Grade 6		Grade 7		Grade 8	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	96	57	98	59	96	56
Mathematics	84	60	98	58	87	60
Science			98	80		

PSAE

The Prairie State Achievement Examination (PSAE) is administered to all juniors in Illinois. The PSAE comprises the ACT Assessment; Work Keys tests in reading and mathematics; and tests in writing, science, and social science developed by Illinois teachers and curriculum experts working in cooperation with the Illinois State Board of Education. The following table presents the percent of U-High students who meet or exceed state standards as compared to the percent of students in the state of Illinois who meet or exceed state standards.

	U-High	State
Reading	84	56
Mathematics	86	52
Science	85	50

ACT

The American College Test (ACT) is the test taken by Illinois students who intend to go to college. The test predicts how well students will do in college. ACT scores range from 1 (lowest) to 36 (highest).

	U-High	State
English	24.5	19.8
Mathematics	25.3	20.4
Reading	24.4	20.3
Science	24.3	20.2
Composite	24.8	20.3

EXPLORE

Explore, published by ACT, Inc., assesses the academic progress of incoming freshmen. Scores range from 1 to 25. This instrument also helps students explore the wide range of open career options to them and assists them in developing a high school coursework plan. (All freshmen take the Explore test.)

	U-High	Nation
English	19.1	15.7
Mathematics	19.4	16.3
Reading	18.2	15.4
Science	19.5	17.1
Composite	19.2	16.2

PLAN

The PLAN test, also published by ACT, Inc., is a sophomore educational achievement test. The scores range from 1 to 32. PLAN also includes an interest inventory that provides clues to the kinds of occupations or jobs that match students' interests.

	U-High	Nation
English	20.7	16.2
Mathematics	22.5	17.6
Reading	20.2	16.7
Science	22.0	17.8
Composite	21.4	17.2

HIGH-QUALITY ACADEMICS

SAT

The Scholastic Aptitude Test (SAT) is a college entrance exam taken by high school students that is often used by out-of-state universities during the admission process. The SAT measures three areas: verbal, mathematical, and writing ability. Scores range from 200 to 800.

	U-High	Illinois	Nation
Verbal	637	599	497
Mathematics	661	616	513
Writing	608	587	487

PSAT

The Pre-Scholastic Aptitude Test (PSAT) is typically taken by juniors to determine if a student qualifies for National Merit Scholar status. **One** student qualified for National Merit status. Sophomores occasionally take this test for practice so only scores for juniors are reported. The PSAT measures three areas: verbal, mathematical, and writing ability. Scores range from 20 to 80.

	U-High	Illinois	Nation
Critical Reading	53.8	51.8	47.4
Mathematics	55.3	53.6	48.6
Writing	52.7	50.1	45.9

Honors and awards

National Merit Scholars are selected on the basis of their scores on the Preliminary Scholastic Aptitude Test/National Merit Qualifying Test. This recognition is limited to high school seniors who score in the top half of one percent of all seniors who take the exam. **Three** students were recognized as Commended Scholars during the school year and **four** students were semifinalists in the competition.



Advanced Placement (AP)

One hundred and fifty-two University High School students completed **264** Advanced Placement (AP) examinations during the past school year. Advanced Placement is an international program sponsored by the College Board. Successful completion of AP courses (score of 3 and above) may result in college credit and/or exemption from introductory courses at the college level. AP exams are scored on a five-point scale: 5-extremely well qualified; 4-well qualified; 3-qualified; 2-possibly qualified; and 1-no recommendation. The courses, the number of students who took each exam, and the percentage of students who earned scores that qualify for college credit are listed in the following table.

Each year the College Board recognizes students who have scored well on AP tests. **Twenty-five** students were recognized as AP Scholars because they received grades of 3 or higher on three or more AP Exams. **Six** students were recognized as AP Scholars with Honor as they received an average grade of at least 3.25 on all AP exams taken and grades of 3 or higher on four or more of these exams. **Nineteen** students were recognized as AP Scholars With Distinction as they received an average grade of at least 3.5 on all AP exams taken and had grades of 3 or higher on five or more of these exams. **One** student was recognized as a National AP Scholar as he received an average score of at least 4 on all AP Exams taken and scores of 4 or higher on eight or more of these exams.

Course	Number of exams	Percentage who qualify
Biology	14	64
Calculus AB	33	79
Calculus BC	13	100
Chemistry	31	90
Comparative Government and Politics	3	67
Computer Science	15	80
English - Language	19	89
English - Literature	56	61
European History	3	67
Macroeconomics	3	67
Microeconomics	1	100
Physics C: Electricity and Magnetism	1	100
Physics C: Mechanics	1	100
Psychology	3	100
Spanish Language	10	90
Statistics	26	62
Studio Art Drawing	4	75
U.S. History	20	95
U.S. Government and Politics	8	75
Total AP Exams Taken	264	



SUPPORT SERVICES

Demand for counseling services

The demand for counseling services is defined as the number of initial counseling requests made by students, parents, faculty, or administrators. This number does not reflect any continuing sessions as a result of an initial contact. Metcalf counseling services consist of providing assistance to students with concerns along with social and emotional classroom programming including problem-solving and emotional control along with offering academic and behavior testing. U-High counseling services provide assistance to students with concerns along with advising students on class schedules and transcripts, testing services, and career exploration.

	Metcalf	U-High
Demand for counseling services	77	950

Students receiving assistance

Resource teachers, along with the help of peers, Illinois State University, and volunteer tutors, provide one-to-one or small group assistance to students who need additional help. The indicator shows the number of students in each school who receive this type of assistance.

	Metcalf	U-High
Students receiving assistance from resource teachers	20	298

Additional services and interventions

U-Link is a peer-helping program composed of a network of caring students who are trained to help U-High students. A total of **72** U-High and Illinois State students served as tutors during the school year.

Mental health support—the counseling department at U-High collaborates with community mental health agencies and addiction treatment facilities in an effort to coordinate services for U-High students and families.

Referrals, homebound instruction, and after-treatment care are available from the counseling department. **Twenty-four** students were referred to external agencies during the school year.

STAFF CHARACTERISTICS

Percent of teachers (N=82) and administrators (N=9) by years of experience, grouped in five-year increments (%)

	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26+ years
Teachers	23.2	20.7	9.8	15.9	6.0	24.4
Administrators	22.2	44.4	11.1	11.1	11.1	0.0

Percent of teachers (N=82) by degrees attained (%)

	Laboratory Schools	State
Bachelors	39.0	41.2
Masters and above	61.0	58.2

Percent of teachers (N=82) by race and gender (%)

	Laboratory Schools	State
Asian or Pacific Islander	0.0	1.4
Black non-Hispanic	3.7	6.5
Hispanic	2.4	5.5
Native American	0.0	0.1
White non-Hispanic	93.9	81.6
Two or more Races	0.0	0.7
Male	28.0	22.9
Female	72.0	77.1

Number of national board certified teachers - 17 (20.7%)

Average salaries

The average teacher and administrator salaries are based on full-time equivalents. Salaries only represent base pay and do not include coaching stipends and extra duty pay.

	Laboratory Schools	State
Teachers (82)	\$49,885	\$62,435
Administrators (9)	\$78,001	\$101,096

FINANCE DATA

The programs and activities provided within the Laboratory Schools are primarily funded by the operating budget. Student-funded activities and organizations and donations from parents, alumni, and other interested contributors provide additional financial support.

Because the Laboratory Schools are organizations within Illinois State University, expenditures for utilities, grounds maintenance, and certain central administrative functions such as data processing, purchasing, receiving, and general institutional support are assumed by the University. The costs of employee benefits are not included in the Laboratory Schools budget. The employee contribution for insurance is paid by Central Management Services (CMS) as is the retirement contribution from the employer.

Operating budget for 2013-14

Source of revenue	Amount	Percent
General state aid	\$5,227,200	65.9
Special education contract	\$1,213,649	15.3
Appropriated funds	\$1,249,750	15.8
Fees	\$103,000	1.3
Metcalf lunch program	\$125,000	1.6
Grants	\$10,352	.1
Total	\$7,928,951	100.0

Operating budget for 2013-14

Expenditures by administrative unit	Amount	Percent
University High School	\$3,288,154	41.9
Thomas Metcalf School	\$2,660,173	33.9
Special education	\$1,008,908	12.8
Superintendent's office	\$467,584	5.9
Metcalf lunch program	\$161,890	2.1
Metcalf after school	\$270,000	3.4
Total	\$7,856,709	100.0

Personnel and nonpersonnel expenditures

Personnel costs account for 85% of the total expenditures. Two factors account for the large percentage of the Laboratory Schools' budget dedicated to personnel expenditures. First, the average teaching load is less in the Laboratory Schools than other public schools, thus providing time for the Laboratory Schools' teachers to be active in teacher education, research, and service. Second, providing services to students with low incidence disabilities, hearing, visual, and physical impairments, requires additional teachers, therapists, assistants, and interpreters.

Student-funded activities and organizations

Many activities within the Laboratory Schools are supported by revenue generated beyond the operating budget. Examples of these activities include the U-High school store, Metcalf music academy, the U-High science club, the U-High band, and all the other organizations that generate income through fees or fundraising. All ticket receipts and material fees are also included in this portion of the budget. The balance includes carryover funds from previous years.

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	\$18,877	\$295,598	\$238,588	\$75,887
University High School	\$237,378	\$801,589	\$753,212	\$285,755
Total	\$256,255	\$1,097,187	\$991,800	\$361,642

Donations

Donations are deposited into four primary foundation accounts—one for each building, one for the University High School Alumni Association, and one for the superintendent's office. The revenues reported below include carryover balances from fiscal year 2011.

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	\$93,694	\$93,684	\$67,336	\$79,908
University High School	\$348,767	\$348,767	\$119,256	\$77,244
Superintendent's office	\$33	\$33	\$26,717	\$16,433
Total	\$442,494	\$442,494	\$213,309	\$173,586

TECHNOLOGY USE

The Laboratory Schools recognize technology is an essential tool for engaging students in the instructional process. Understanding how technology can assist in the gathering, organizing and synthesizing of information is critical to success in the 21st century.

Technology is a tool used to increase student engagement and it has allowed our faculty to enhance curriculum and facilitate a hands-on learning environment. The focus on increasing student engagement has led the Laboratory Schools to make sure each student has access to a computer during instruction. As a result, the Laboratory Schools have implemented a one-to-one laptop initiative in grades 3-12.

University High School is in the fifth year of a one-to-one initiative, while Thomas Metcalf School is in the second year of a Google school concept utilizing Chromebooks. Each family pays a technology fee to support this dynamic learning environment. In addition to each student's laptop, classrooms are supported with iPads, smartboards, and other computing devices our faculty and tech coordinators deem appropriate in our effort to engage students at the highest levels.

CO-CURRICULAR PARTICIPATION

Students are encouraged to participate in the many academic, athletic, and arts-related activities offered outside of the regular school day or schedule. **Seventy-two** activities are offered at University High School and **25** activities are offered at Thomas Metcalf School. The total student counts exceed student enrollment at both schools because students participate in multiple activities.

	Metcalf	U-High
Academic activities	58	974
Athletic activities	151	1,194
Arts-related activities	512	306
Club and school activities	76	606
Total	797	3,080
Average number of activities per student	2.1	5.12

FINANCE DATA (continued)

Operating expense per pupil

Operating expense per pupil (OEPP) is the gross operating cost of the combined schools divided by the average daily attendance (ADA) for the regular school term. Special education expenditures associated with low incidence programs provided in the Laboratory Schools on a contractual basis are not included. Previous year data, 2011-2012, are reported.

Laboratory Schools	State average
*\$7,936	**\$12,045

*Does not include expenditures for utilities, maintenance, and employee benefits

**Average for all unit districts

SPECIAL EDUCATION SERVICES

The Heart of Illinois Low Incidence Association (HILIA) is a regional special education cooperative formed to promote, establish and maintain a continuum of comprehensive services for children ages three to 21. The Laboratory Schools offer a site-based center for students with hearing and vision disabilities. Several support services are offered to the students enrolled in these programs. These services include speech and language therapy, auditory listening therapy, physical therapy, occupational therapy, orientation and mobility training, auditory assessment services and psychological assessment services. The academic curriculum, which promotes an inclusionary philosophy, and the length of time and type of supplemental services are determined by the child's Individual Education Plan (IEP).

Low-incidence programs

Disability	Number of students	Number of teachers	Number of assistants and interpreters
Deaf/Hard-of-hearing	11	4	5
Visually impaired	9	3	2
Total	20	7	7

Related services

Service	Number of students
Speech and language therapy	11
Orientation and mobility training	7
Auditory listening therapy	11

CONTACT WITH PARENTS

Personal contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence. There was personal contact between **100** percent of students' parents/guardians and the school staff during the school year.

The Laboratory Schools are very fortunate to have many parents who are involved in the schools' programs and activities. We would like to extend our sincere thanks to the members of the Citizens Advisory Committee (CAC), the Thomas Metcalf School PTO, and the University High School Boosters along with all our Lab School families. For more information on ways to become involved with these groups, please contact any of our administrators.

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VOLUNTEER HOURS

Illinois State University students volunteered 1,100 hours at Thomas Metcalf School.

Illinois State University students volunteered 1,837 hours at University High School.

TEACHER PREPARATION

The Laboratory Schools provided **42,079.00** hours of clinical experiences for teacher education students from **25** different University departments.

University Department	Clinical Hours	University Department	Clinical Hours
Art	108.00	Kinesiology & Recreation	1,706.50
Biology	0.00	Language Arts	0.00
Business	20.00	Mathematics	2,871.00
Communication Sciences & Disorders	0.00	Music	1,546.00
Dance	0.00	Physics	40.00
Educational Administration Foundations	30.00	Psychology	0.00
English	1,920.00	School of Teaching & Learning	28,250.50
Family Consumer Sciences	0.00	Special Education	2,420.00
Financial Aid	0.00	Technology	0.00
Foreign Languages	0.00	Theatre	157.00
Health Sciences	115.00		
History	2,880.00		
Information Technology	0.00		
Interdisciplinary Studies	15.00		
		Total hours	42,079.00

RESEARCH AND PRESENTATIONS

Research projects conducted at Thomas Metcalf School

"An Exploration of Middle School Teachers' Perceived Barriers to the Use of Design as a Tool for Integration"—Steven Mertens, Department of Teaching and Learning, Lisa Matejka

Research projects conducted at University High School

"The Five Components Of Physical Fitness And Their Relationship To Academic Achievement In High School Students"—Maria Pessman, Dale Brown, Illinois State University Department of Exercise Science

Presentations by faculty at Thomas Metcalf School

"Common Core State Standards 3-day Boot Camp" for Regional Office of Education Common Core State Standards Boot Camp, Bloomington, Ill., July 9, 2013—Christine Paxson

"PARCC Assessment" for Higher Ed presentation on the new PARCC Assessment, Normal, Ill., August 1, 2013—Christine Paxson

"Common Core Associates Training (CCAT)" for Illinois State University, Normal, Ill., September 1, 2013 – Christine Paxson

"Standards-Based Grading" for Parent Night at University High School, Normal, Ill., September 4, 2013—Christine Paxson

"Fair Isn't Always Equal" for Thomas Metcalf School book study, Normal, Ill., October 16, 2013—Jennie Frank, Amy Reiman, University High School

"Common Core State Standards Implementation and the Alignment to a Standards-Based Report Card" for Illinois Principals Association Administrators Academy, Countryside, Ill., October 18, 2013—Christine Paxson

"Share and Share-Alike: Proper Attribution in a Mashup/Re-Mix Web 2.0 World" for T21 Fall Speaker Series, Normal, Ill., October 25, 2013—Lisa Matejka

"Apps Aligned to the Common Core and RtI" for T21: Teaching in the 21st Century Conference, Normal, Ill., November 5, 2013—Christine Paxson

"Google It, Just a Little Bit Learning Laboratory" for T21: Teaching in the 21st Century Conference, Normal, Ill., November 5, 2013—Fred Basolo, April Davenport, Andrew Goveia, Amanda Stalets, Wesley Matejka

"Hands-On Technology Playground" for T21: Teaching in the 21st Century Conference, Normal, Ill., November 5, 2013 – Lisa Matejka, Wesley Matejka

"Common Core State Standards Implementation and the Alignment to a Standards-Based Report Card" for Illinois Principals Association Administrators Academy, Bloomington, Ill., November 8, 2013—Christine Paxson

"Résumé Writing and Interviewing Skills" for Illinois Association of Teacher Educators Fall Conference, Normal, Ill., November 8, 2013—Amy Fritson-Coffman

"Teaching Jazz Orff Ensembles" for American Orff Schulwerk Association Professional Development Conference, Denver, Colo., November 14, 2013—Donna Zawatski, Kimberly McCord, Department of Music

"Listening Spoken Language Program" for Tri-County Special Education Association, Bloomington, Ill., November 22, 2013—Lisa Kendall, Rachel Matyas, Molly Turner

"Duct Tape and More: Low-tech Solutions for the High Tech World of iPads" for HILIA Professional Development, Normal, Ill., November 27, 2013—Jodi Nibbelin, Rose Smith, Livingston County Special Services Unit, Jenny Davis, McLean County Unit 5

"Design Thinking: Creating Innovators through ReDESIGN in Education" for McLean County Unit 5, Normal, Ill., December 9, 2013—Peggy Finnegan, Lisa Matejka

"Listening Spoken Language Program" for McLean County Unit 5, Normal, Ill., December 9, 2013—Lisa Kendall, Rachel Matyas, Molly Turner

"Listening Spoken Language Program" for Livingston County Special Services Unit, Pontiac, Ill., December 13, 2013—Lisa Kendall, Rachel Matyas, Molly Turner

"Cortical Visual Impairment and Its Unique Teaching Strategies" for Prairie Central Professional Development Day, Fairbury, Ill., January 17, 2014—Jan Harrell, HILIA Vision Facilitator

"Cortical Visual Impairment In-service" for Prairie Central Professional Development Day, Fairbury, Ill., January 17, 2014—Jan Harrell, HILIA Vision Facilitator

"Standards-Based Grading and the Common Core"—for Norwood School District staff in-service, Peoria, Ill., January 20, 2014—Christine Paxson

"Google It, Just a Little Bit" for McLean County History Symposium 2014: Education and Activism, Bloomington, Ill., February 7, 2014—April Davenport, Andrew Goveia, Amanda Stalets

"Teaching in a Google School" for History Education Symposium, Bloomington, Ill., February 7, 2014—April Davenport, Andrew Goveia, Amanda Stalets

"Common Core State Standards Implementation and the Alignment to a Standards-Based Report Card" for Illinois Principals Association Administrators Academy, Elgin, Ill., February 21, 2014—Christine Paxson

"Implementation of the Common Core State Standards" for Elgin School in-service day, Elgin, Ill., February 28, 2014—Christine Paxson

"Listening Spoken Language Program" for Bloomington District 87, Bloomington, Ill., March 3, 2014—Lisa Kendall, Rachel Matyas, Molly Turner

"Meaningful and Manageable Formative Assessments using Google Tools" for T21 Speaker Series, Normal, Ill., March 4, 2014—April Davenport, Amanda Stalets

"Common Core in Physical Education and Health" for 2014 Peoria County Educators' Professional Day, Peoria, Ill., March 21, 2014—Steve Paxson

"Common Core State Standards Implementation and the Alignment to a Standards-Based Report Card" for Regional Office of Peoria County Teachers Institute Day, Peoria, Ill., March 21, 2014—Christine Paxson

"Orff All-City Concert" for Cannon Center for the Performing Arts, Memphis, Tenn., April 4, 2014—Donna Zawatski, Kimberly McCord, Department of Music

"Fair Isn't Always Equal" for Thomas Metcalf School book study, Normal, Ill., April 7, 2014—Jennie Frank, Amy Reiman, University High School

"An Exploration of Middle School Teachers' Perceived Barriers to the Use of Design as a Tool for Integration" for Illinois State University School of Teaching and Learning Graduate Symposium, Normal, Ill., April 26, 2014—Steven B. Mertens, Department of Teaching and Learning, Lisa Matejka

"That's SpectAPPular!: The iPad as a Tool in the Mainstream Setting" for Indiana Deaf Educators and Educational Interpreters Conference, Indianapolis, Ind., June 17, 2014—Shannon Morrow, Elizabeth Ziemer

Presentations by faculty at University High School

"Philosophy Rather Than Finance: Redirecting the Discourse Concerning Inequitable School Funding in Illinois" for Ohio Valley Philosophy of Education Society Annual Conference, Dayton, Ohio, September 13, 2014—Robert Fitzgerald

"Consuming Violence: Ancient Rome, the NFL, and The Hunger Games" for National Council for the Social Studies Annual Conference, St. Louis, Mo., October 23, 2013—Kate Pole, Amy Reiman

"Education as a Fundamental Right: Injustice and Inequality in Illinois" for Constitutional Rights Foundation of Chicago Annual Conference for Teachers in Civics, Law, and Government, Chicago, Ill., November 1, 2013—Robert Fitzgerald, Elizabeth Lugg, Educational Administration and Foundations

"Tweet This! Social Media for Teachers & Librarians: The Pedagogical Uses of Social Media in HS Research" for Illinois School Library Media Association Fall Conference, Springfield, IL, November 1, 2013—Gretchen Zaitzeff, Ben Webb

"Tweet This! Social Media for Teachers & Librarians: The Pedagogical Uses of Social Media in HS Research" for Illinois Education and Technology Conference Fall Conference, Springfield, IL, November 14, 2013—Gretchen Zaitzeff, Ben Webb

"Inequitable Injustice: A Critical Analysis of the Litigation Concerning Illinois School Funding" for Educational Law Association Annual Conference, Denver, Colo., November 16, 2013—Robert Fitzgerald

"Meeting the Challenge of Authentic Writing: Multigenre Writing in the Common Core" for American Reading Forum National Conference, Sanibel Island, Fla., December 13, 2013—Tami Dean, Robin Seglem, School of Teaching and Learning

"Creating Independent and Reflective Learners: Effective Assessments for Historical Thinking" for Dr. Richard Hughes' Illinois State University History class, Normal, Ill., January 31, 2014—Kate Pole, Kirsten Hany

"Different Not Less" for Illinois State University Student Educational Association, Normal, Ill., February 3, 2013—Nancy Schenck

SERVICE TO PROFESSION

"Deconstructing American Identity: An Interdisciplinary Approach to Historical Thinking" for Illinois State History Symposium, Bloomington, Ill., February 7, 2014—Kate Pole, Amy Reiman, Kirsten Hany, Latrice Ferguson

"Stages of True Collaborative Relationships: Hip-Hop, Masculinity, and Civil Rights" for Illinois School Library Media Association 2014 Mini Conference, Roselle, Ill., March 8, 2014—Kate Pole, Latrice Ferguson

"Inequitable Injustice: A Presentation Concerning Illinois School Funding" for National Education Finance Conference, Louisville, Ky., May 2, 2014—Robert Fitzgerald, Guy Banicki, Educational Administration and Foundations

Publications by faculty at Thomas Metcalf School

"Getting to the Core of the Matter," Illinois Music Educators Journal, Fall 2013, Vol 74, Issue 1, pp. 52-53—Donna Zawatski

Publications by faculty at University High School

"Recognition of Right - Forty Years after the Rodriguez Case," Public Intellectuals Project, online submission, publicintellectualsproject.mcmaster.ca/education/recognition-of-right-forty-years-after-the-rodriguez-case—Robert Fitzgerald

"Big Perks for University High School Tech Support Internship," eSchool News, April 4, 2014—Gretchen Zaitzeff, Cory Culbertson

Service and Leadership by faculty at Thomas Metcalf School

Illinois Vision Leadership Council Treasurer—Jan Harrell

Low Vision Clinic, Bloomington, Il—Jan Harrell

Community After-School Robotics Club Educational Coordinator—Lisa Matejka

Educational Technology Team, College of Education—Lisa Matejka

Technology and Engineering Education Advisory Council, Illinois State University—Lisa Matejka

Technology Committee, Thomas Metcalf School—Lisa Matejka

Regional Office of Education Gifted Seminar Instructor—Michelle Mueller

College Council, College of Education—Christine Paxson

Illinois Principal Preparation Program Panelist—Christine Paxson

Instructional Technology Search Committee, Illinois State University—Christine Paxson

Professional Development for Illinois Principal Position Presenter—Christine Paxson

Research Methods Class, Developmental Psychology: Testing in Schools Panelist—Christine Paxson

Standards-Based Grading Task Force, Illinois State Board of Education—Christine Paxson

Academic Freedom Ethics & Grievance Committee, Illinois State University—Donna Zawatski

Illinois Music Education Association, Division Vice President, Elementary General Music—Donna Zawatski

Service and Leadership by faculty at University High School

Action in Teacher Education: Journal of the Association of Teacher Educators Reviewer—Tami Dean

College Council, College of Education—Tami Dean

College Goals Advisory Committee, College of Education—Tami Dean

Diversity Committee, Illinois State University—Tami Dean

Diversity Committee, University High School—Tami Dean

Online Yearbook 33rd edition, American Reading Forum Reviewer—Tami Dean

Student Assistance Committee, University High School—Tami Dean

Student Conduct Committee, University High School—Tami Dean

Clinical Experience Subcommittee Chair, University High School—Jean Gorski

Keystone Committee, University High School—Jean Gorski

Illinois Music Education Association District 3 Concert Festival Percussion Coordinator—Jason Landes

Illinois Music Education Association District 3 Jazz Band Representative—Jason Landes

Illinois Music Education Association District 5 Honors Jazz Band Guest Conductor—Jason Landes

Illinois State University Hearing Panel—Michael Sondgeroth

State Farm Holiday Classic Executive Board—Michael Sondgeroth

McLean County Medical Society Proctor—Michael Troll

Citizens Action Committee, Illinois State University—Gretchen Zaitzeff

Social Media Committee, College of Education—Gretchen Zaitzeff

Hosted Visits at Thomas Metcalf School

Norwood School District, Response to Intervention, Guided Reading, Daily 5, December 3, 2013—Christine Paxson

Norwood School District, Response to Intervention, Guided Reading, Daily 5, March 3, 2013—Christine Paxson

Norwood School District, Response to Intervention, Guided Reading, Daily 5, April 9, 2014—Christine Paxson

Norwood School District, Response to Intervention, Guided Reading, Daily 5, April 16, 2014—Christine Paxson

Norwood School District, Response to Intervention, Guided Reading, Daily 5, April 30, 2014—Christine Paxson

Dennis Laboratory School, Curriculum and School Setup, May 19, 2014—Christine Paxson

McLean County Unit 5, Tour Listening Spoken Language Program, March 3, 2014—Lisa Kendall

Francis Xavier Ward, Pre-K-8 Technology Integration, April 14, 2014—Lisa Kendall

Oswego High School Future Educators of America, Teacher Ed program; panel of teachers at Metcalf, April 17, 2014—Lisa Kendall

The Catalyst School of Chicago, One-to-One Technology Initiative, May 5, 2014—Lisa Kendall

LeRoy Elementary, Tour Listening Spoken Language Program, May 19, 2014—Lisa Kendall

