



2014-2015
**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 2014-2015 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

The education-ranking firm Niche placed U-High as one of the top public high schools in Illinois, and 55th in the nation. Under the ranking of Best Public High Schools, U-High came out as the 13th best in the state of Illinois. Academic rigor accounted for half the total score in the firm’s methodology. Also included are a variety of factors, including health and safety, student culture and diversity, teachers, resources and facilities, extracurricular activities and sports. Sports and extracurricular activities amounted to 2.5 percent each. All those ahead of U-High on the Illinois list are in the Chicago area. Niche ranks 14,431 high schools based on dozens of key statistics and 4.6 million opinions from 280,000 students and parents. A high ranking indicates that the school is an exceptional academic institution with a diverse set of high-achieving students who rate their experience very highly.

Metcalf raced into history with the school’s first track team to participate in track as an Illinois Elementary School Association (IESA) sport. The school added track for students in grades six through eight.

After a year of fundraising and rehearsals, the **U-High Thespians’ production of *Welcome to the Moon and Other Plays*** opened to rave reviews and standing ovations at the American High School Theatre Festival at the Fringe in Edinburgh, Scotland. The 12-member cast joined hundreds of other performers for a week of theatre and camaraderie at the world’s largest performing arts festival. One of only 28 US high schools to be invited to perform, the U-High Thespan Troupe, under the direction of Mr. Ben Webb, worked tirelessly to bring the production to life on stage.

Members of **Thomas Metcalf School’s Math Counts** group participated in the nationwide American Mathematics Contest 8 (AMC t8), with two students, James Han and Jonah King winning the AMC 8 National Honor Roll award scoring in the top 5 percent nationwide.

Graduation for the **U-High class of 2015** was held in May in Braden Auditorium. These students were offered over **\$14,000,000** in scholarships to continue their education at colleges and universities around the country. The hard work and accomplishments of these graduates are evidence of the academic excellence at U-High.





Metcalf 7th and 8th grade athletic and scholastic achievements include: Boys Basketball: 8th Grade Lexington Tourney Champion, 7th Grade Lexington Tourney Champion, and IESA 7th Grade 2A Regional Champion; Volleyball: 8th Grade – Regional, Sectional Champions, State Tourney Appearance; Baseball: Regional, Sectional Champ, 2nd Place in IESA 2A State Tourney; Scholastic Bowl: Sectional Champion 4th in state tourney; Track: Chase Hari was the sectional champ in the long jump and competed in the state meet.

Senior cellist Ethan Schlenker was accepted into the **Chicago Youth Symphony Orchestra** for the 2015-2016 season. Ethan successfully auditioned for CYSO in the spring. The orchestra is internationally recognized as one of the foremost

youth orchestras. The season will wrap up with a 10-day tour of Mexico.

Metcalf faculty visited Finnish Schools and this led to the school’s development of its own innovative music education system program called “**Rock Band.**” This program allows people of all ages who have special needs to pick up a musical instrument and play it instantly.

The **U-High speech and debate program** yet again earned membership in the **prestigious 100 Club by the National Forensic League (NFL)**. This NFL honor is due to the chapter achieving 100 degrees or more last year, placing it in the **top 10 percent of NFL chapters nationwide.**



STUDENT CHARACTERISTICS

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

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	96.4	93.5	94.6	94.2

	Days Present	Days Possible	Percent
MHS	63,167	65,594	96.30
UHS	98,205	105,084	93.45
LS	161,372	170,678	94.55

Enrollment by grade level

K	1	2	3	4	5	6	7	8	Metcalf
36	37	42	44	44	45	48	44	49	389
									U-High
									602
									District
									991

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 School Average	State
Kindergarten	18	20.7
Grade 1	18.5	21.6
Grade 3	22	22.4
Grade 6	24	22.7
Grade 8	24.5	22.2
High school	16.8	19.4

	Actual Enrollment by Grade	Laboratory Schools Average by Grade
Kindergarten	36	18
Grade 1	37	18.5
Grade 3	44	22
Grade 6	48	24
Grade 8	49	24.5
High school	1207/72	16.76

Enrollment by race/ethnicity (%)

	Metcalf	U-High	District	State
White	69.9	75.5	72.7	49.3
Black	5.9	8.2	7.1	17.5
Hispanic	10.8	7.1	9.0	25.1
Asian	6.7	4.8	5.8	4.6
Native Hawaiian/Pacific Islander	0.0	0.3	0.2	0.1
American Indian/Alaskan	0.3	0.0	0.2	0.3
Two or More Races	6.4	4.1	5.3	3.1

	Metcalf (389)		U-High (609)		Unit-wide (998)	
White	272	69.9	460	75.5	732	73.4
Black	23	5.9	50	8.2	73	7.3
Hispanic	42	10.8	43	7.1	85	8.5
Asian	26	6.7	29	4.8	55	5.5
Native Hawaiian/Pacific Islander	0	0	2	.3	2	.2
American Indian/Alaskan	1	.3	0	0	1	.1
Two or More Races	25	6.4	25	4.1	50	5



ACHIEVEMENT INDICATORS (TESTING)

Partnership for Assessment of Readiness for College and Careers (PARCC)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for PARCC assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/course and, ultimately, are on track for college and careers. Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (English Language Arts/Literacy (ELA/L) and mathematics), and at each grade level/course.

	Grade 3		Grade 4		Grade 5	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	68	35.3	84	39.5	56	38.3
Mathematics	66	34.5	81	27.9	53	26.9
	Grade 6		Grade 7		Grade 8	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	79	35.4	88	39.9	90	40.4
Mathematics	75	27.2	67	27.5	75	32.1

ACT

The 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). Number of students who took the exam: 145.

	U-High	State
English	25.1	20.3
Mathematics	25.6	20.7
Reading	25.1	20.8
Science	24.6	20.6
Composite	25.2	20.7

SAT

The 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. Score ranges from 200 to 800.

	U-High	State	Nation
Critical Reading	637	599	495
Mathematics	661	616	511
Writing	608	587	484

PSAT

The 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 the 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. Number of students who took the exam: 169.

	U-High	State	Nation
Critical Reading	53.8	51.2	46.9
Mathematics	55.3	53.8	48.6
Writing	52.7	49.8	45.3

Graduation rate (N=152)

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
99.0	85.6

Post-secondary options (N=152)

Two-year community college	Four-year college or university	Military	Trade School	Other
19%	81%	0%	0%	0%

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.

ACHIEVEMENT INDICATORS (AP)

ASPIRE

ACT Aspire is a standards-based system of assessments to monitor progress toward college and career readiness from grade 3 through early high school, connecting each grade level to the next. The test includes school-wide assessment, data management, and reporting functions for all students, aggregated and disaggregated groups of learners, and the individual learner. The test is aligned with the ACT College Readiness Benchmarks and has the capability for predicting outcomes on the ACT. Number of students who took the exam: 157 (9th grade), 158 (10th grade).

	U-High (9th Grade)	ACT Benchmark (9th Grade)
English	436	426
Mathematics	432	428
Science	431	430
Writing	429	428
Reading	429	425

	U-High (10th Grade)	ACT Benchmark (10th Grade)
English	438	428
Mathematics	434	432
Science	433	432
Writing	431	428
Reading	429	428

Honors and awards

National Merit Scholars are selected on the basis of their scores on the PSAT/National Merit Qualifying Test. This recognition is limited to high school seniors who score in the top half of 1 percent of all seniors who take the exam. **Three** students were recognized as Commended Scholars during the school year and **one** student was a semifinalist in the competition.



Advanced Placement

One hundred and fifty-four University High School students completed **251** Advanced Placement (AP) examinations during the past school year. AP 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-two** students were recognized as AP Scholars because they received grades of 3 or higher on three or more AP Exams. **Seven** 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. **Seven** 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. Number of students who took the exam: 251.

Course	Number of exams	Percentage who qualify
Biology	23	74
Calculus AB	26	81
Calculus BC	19	95
Chemistry	20	85
Comparative Government and Politics	1	100
Computer Science	12	100
English - Language	12	75
English - Literature	35	66
European History	8	100
Macroeconomics	1	0
Microeconomics	1	0
Psychology	2	100
Spanish Language	9	67
Statistics	27	74
Studio Art Drawing	4	100
U.S. History	25	84
U.S. Government and Politics	26	50
Total AP Exams Taken	251	

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	118 requests	1,100 requests

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	17	306

Additional services and interventions

Peer Tutoring—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 **77** 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. **Forty-four** students were referred to external agencies during the school year.

The National Board was created to “define what teachers should know and be able to do” and to “support the creation of rigorous, valid assessments to see that certified teachers do meet these standards.” The National Board has worked with master teachers and education experts to develop standards for accomplished teaching in pre-kindergarten through grade 12 subject areas and offers 25 different certificates. Teachers must pass 10 rigorous assessments, including four portfolio entries featuring teacher practice and six exercises that assess content knowledge. Trained teachers in the candidate’s certificate area review the assessments. The certification process can take from one to three years. Once a candidate passes his or her assessments, the teacher becomes a National Board Certified Teacher. The certificate, valid for 10 years, can be renewed. This voluntary program does not replace state pre-kindergarten through grade 12 teacher licensure or certification. Instead, it offers a much more rigorous national teacher credential that is recognized and rewarded nationwide. More than 135,000 teachers are National Board certified nationwide—just under 3 percent of the nation’s teachers.

Percent of teachers (N=84) 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	16.9	21.4	10.1	16.9	4.5	30.3
Administrators	22.2	44.4	11.1	11.1	11.1	0.0

Percent of teachers (N=84) by degrees attained (%)

	Laboratory Schools	State
Bachelors	37.0	38.4
Master’s and above	63.0	61.1

Percent of teachers (N=84) by race and gender (%)

	Laboratory Schools	State
Asian or Pacific Islander	0.0	1.4
Black non-Hispanic	2.6	6.4
Hispanic	2.6	5.7
Native American	0.0	0.2
White non-Hispanic	93.9	82.5
Two or more Races	0.1	0.8
Male	37.7	23.2
Female	62.3	76.8

Number of national board certified teachers - 15 (17.9 percent)

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 (84)	\$55,240	\$62,609
Administrators (9)	\$90,021	\$100,720

National Board Certified Teachers

	Laboratory schools*	State	Nation
# National Board Certified	15	6,025	135,704
% Certified	17.9%	3.5%	<3%

***There are currently 19 Laboratory School teachers in the process of obtaining certification. Upon receiving their certification, 40.5 percent of our faculty will then be National Board Certified teachers.**

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 an organization 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 as is the retirement contribution from the employer.

Operating budget		
Source of revenue	Amount	Percent
General state aid	\$5,208,813	64.8
Special education contract	\$1,238,043	15.4
Appropriated funds	\$1,287,615	16.0
Fees	\$103,400	1.3
Metcalf lunch program	\$125,000	1.6
Metcalf after school	\$63,000	.78
Other	\$14,771	.18
Total	\$8,040,642	100.0

Operating budget		
Expenditures by administrative unit	Amount	Percent
University High School	\$3,543,200	43.6
Thomas Metcalf School	\$2,744,104	33.8
Special education	\$674,627	8.3
Superintendent's office	\$487,970	5.9
Metcalf lunch program	\$189,747	6.0
Metcalf after school	\$121,585	1.5
Total	\$8,124,202	100.0

Personnel and nonpersonnel expenditures

Personnel costs account for 90 percent 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 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	\$40,768	\$151,564	\$125,628	\$67,656
University High School	\$285,755	\$807,432	\$746,332	\$346,855
Total	\$326,523	\$958,996	\$871,960	\$414,511

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 2014.

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	\$84,214	\$54,256	\$31,086	\$81,202
University High School	\$390,778	\$116,767	\$5,578	\$501,967
Superintendent's office	\$10,317	\$6,628	\$6,512	\$10,073
Total	\$485,309	\$177,291	\$43,176	\$593,242

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 sixth year of a one-to-one initiative, while Thomas Metcalf School is in the third 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 students	U-High students
Academic activities	62	1,240
Athletic activities	148	660
Arts-related activities	510	1,007
Club and school activities	78	390
Total	798	3,297
Average number of activities per student	2.1	5.4

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, 2013-2014, are reported.

Laboratory Schools	State average
*\$8,383	**\$12,521

*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 is a regional special education cooperative formed to promote, establish, and maintain a continuum of comprehensive services for children ages 3 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.

Low-incidence programs

Disability	Number of students	Number of teachers	Number of assistants and interpreters
Deaf/Hard-of-hearing	9	4	3
Visually impaired	7	2	2
Total	16	6	5

Related services

Service	Number of students
Speech and language therapy	10
Orientation and mobility training	7
Auditory listening therapy	9

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, 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 925 hours at Thomas Metcalf School.
Illinois State University students volunteered 1,364 hours at University High School.*

TEACHER EDUCATION HOURS

The Laboratory Schools provided **35,108.50** hours of clinical experiences for teacher education students from **25** different University departments.

University Department	Clinical Hours	University Department	Clinical Hours
Art	102.00	Kinesiology & Recreation	1,866.00
Biology	0.00	Language Arts	0.00
Business	0.00	Mathematics	1,729.00
Communication Sciences & Disorders	132.00	Music	1,369.00
Dance	0.00	Physics	1,080.00
Educational Administration Foundations	0.00	Psychology	0.00
English	0.00	School of Teaching & Learning	23,050.50
Family Consumer Sciences	160.00	Special Education	1,080.00
Financial Aid	0.00	Technology	7.00
Foreign Languages	0.00	Theatre	574.00
Health Sciences	85.00		
History	3,874.00		
Information Technology	0.00		
Interdisciplinary Studies	0.00		
		Total hours	35,108.50

HONORS AND AWARDS

Research projects conducted at University High School

Presentations by faculty at University High School

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

"Teaching Culture through Writer," Indiana Foreign Language Teachers Association Regional Conference, November 2014, Workshop Leader—Tisha Ortega

"A Review of Trending Literacy Topics through Conference Themes at ARF, IRA, LRA and NCTE," American Reading Forum, Sanibel, Florida, December 2014—Linda Haling and Dr. Tami Dean

"1-1 Computing and the Danielson Framework," Illinois Computing Educators Conference, St. Charles, Illinois, February 2015—Jim Kurz and Kate Pole

"Multimodal Texts: Gateways to Critical Literacy within the Content Areas," International Literacy Association, St. Louis, Missouri, July 2015—Dana Karraker and Dr. Tami Dean

"The Steps to Race in America: Understanding the Development of the Construct of Race," International Literacy Association, St. Louis, Missouri, July 2015—Dr. Tami Dean, Maggy Proctor and Kirsten Hany

"Stages of True Collaborative Relationships: Concrete Steps for Moving Towards True Collaboration" for Illinois School Library Media Association, Tinley Park, Illinois, November 7, 2014—Kate Pole, Latrice Ferguson

"Engaging Students in the Social Studies Classroom" for HIS 390 course, Normal, Illinois, February 13, 2015—Kate Pole

"National Board Certification and Professional Development Schools" for IACTE (Illinois Association of Colleges for Teacher Education) Conference, Normal, Illinois, October 24, 2014—Kate Pole, Kim Walker-Smith

"NBRC's PD School Approach to Support Accomplished Teaching" for edTPA Implementation Planning Council, Normal, Illinois, October 24, 2014—Kate Pole, Kim Walker-Smith

"Social Justice and the Social Sciences—A Panel Discussion on Critical Pedagogy" for Illinois State University History Symposium, Normal, Illinois, January 30, 2015—Dr. Robert Fitzgerald, Dr. Andrew Hartman, Mr. John Bierbaum, Mr. Andrew Erford

Publications by faculty at University High School

"Philosophy Rather Than Finance—Redirecting the Discourse Concerning Inequitable School Funding in Illinois," *Philosophical Studies in Education*. Vol. 46: 52-61—Robert Fitzgerald

"Becoming Leo: Servant Leadership as a Pedagogical Philosophy," *Critical Questions in Education*. Vol. 6 No. 2: 75-85—Robert Fitzgerald

"The Art of Listening in the Question-Driven U.S. History Course," *The American Historian*. March 5, 2015—Robert Fitzgerald

"Social Science Pedagogy in the 21st Century: What Should We Be Doing?" The Public Intellectuals Project. May 14, 2015—Robert Fitzgerald

"The Steps to Race in America: A Grade 9 Unit for Understanding the Development of the Construct of Race," *ILA Brides*, July 2015—Dr. Tami Dean, Kirsten Hany and Maggy Proctor

Service and Leadership by faculty at University High School

Reviewer, Action in Teacher Education—Dr. Tami Dean

Reviewer, Online Yearbook, American Reading Forum—Dr. Tami Dean

Adjudicator, ILMEA District Jazz Choir—Christine Corpus

Chair, Illinois Music Educators Association District 3 Jazz Band—Jason Landes

Leadership Team, Illinois State Writing Project—Amy Reiman

College Council, Illinois State University Hearing Panel—Michael Sondgeroth

Executive Board, State Farm Holiday Classic—Michael Sondgeroth

Honors and Awards by faculty at University High School

Swimming and Diving Coach of the Year (National Federation of State High School Associations)—Michelle Meyer

Class 3A District Coach of the Year (Illinois Basketball Coaches Association)—Laura Sellers

Certifications Received by faculty at University High School

Presentations by faculty at Thomas Metcalf School

"How Standards-Based Instruction and Assessment are Changing Our School" for AMLE Annual Conference for Middle Level Education, Nashville, Tennessee, November 7, 2014—Mandy Stalets

"Google It, Just a Little Bit" for AMLE Annual Conference for Middle Level Education, Nashville, Tennessee, November 7, 2014—Mandy Stalets

"Google Tools for Formative Assessment in the Classroom" for Thomas Metcalf Laboratory School for Pre-Service Teachers at Illinois State University, Normal, Illinois, November 14, 2014—Mandy Stalets

"Functional Listening Assessments" for SED 375 lecture, Normal, Illinois, February 12, 2015—Deborah Trissel

"Information on Hearing Loss" for MUS 360 lecture, Normal, Illinois, February 13, 2015—Deborah Trissel

"Hands-On Technology Playground" for T21Con: Teaching in the 21st Century, Normal, Illinois, November 6, 2014—Isaac Akins

"Can You Give Me an Example? Technology for Engagement, Extension, and Differentiation" for T21Con: Teaching in the 21st Century, Normal, Illinois, November 6, 2014—Jennie Frank

"Using Design in the Middle School Science Classroom" for Workshop with ISU Science Methods Class, Normal, Illinois, October 28, 2014—Ronda Wilder

"Standards-Based Grading and Assessment" for Atkinson Regional Office of Education, Atkinson, Illinois, September 24, 2014—Christine Paxson

"CCSS: Implications for Teacher Education Programs, Panelist" for Illinois Association of Teacher Education in Private Colleges: Fall 2014 Conference, Bloomington, Illinois, October 16, 2014—Christine Paxson

"Standards-Based Grading" for Standards-Based Grading, Peoria, Illinois, October 31, 2014—Christine Paxson

"Common Core State Standards and Standards-Based Grading" for Illinois Principals Association Administrator Academy, Naperville, Illinois, November 7, 2014—Christine Paxson

"CCSS and Standards-Based Grading" for ISU Student Education Training, Normal, Illinois, November 14, 2014—Christine Paxson

"Standards-Based Grading and Assessment" for Pleasant Hill School District Institute Day, Peoria, Illinois, November 19, 2014—Christine Paxson

"Common Core State Standards and Standards-Based Grading" for Illinois Principals Association Administrator Academy, Macomb, Illinois, December 11, 2014—Christine Paxson

"Common Core State Standards and Standards-Based Grading" for IPA Administrator's Academy, Des Plaines, Illinois, January 30, 2015—Christine Paxson

"Mathematical Practices" for Illinois Learning Standards Math Summit, Normal, Illinois, February 19, 2015—Christine Paxson

"Common Core State Standards and Standards-Based Grading" for IPA Administrator's Academy, Champaign, Illinois, February 27, 2015—Christine Paxson

"Standards-Based Grading and Assessment Design" for Fieldcrest School District Institute Day, Minonk, Illinois, March 2, 2015—Christine Paxson

"Mathematical Practices" for Illinois Learning Standards Math Summit for Secondary Education, Normal, Illinois, April 8, 2015—Christine Paxson

"Standards-Based Grading and Assessment Design" for Decatur School District Institute Day, Decatur, Illinois, April 17, 2015—Christine Paxson

SERVICE TO PROFESSION

"Mathematical Practices" for Illinois Learning Standards Math Summit for Secondary Education, Normal, Illinois, April 30, 2015–Christine Paxson

"Standards-Based Grading" for IPA Education Leaders Summer Conference, Des Plaines, Illinois, June 23, 2015–Christine Paxson

"Teaching Children with Hearing and Vision Loss in the Orff Classroom" for the Orff Institute, Salzburg, Austria, May 11, 2015–Donna Zawatski, Kim McCord

"The Metcalf Laboratory School and Collaboration in Music Education" for the Orff Institute, University of Helsinki, Finland, May 4, 2015–Donna Zawatski, Kim McCord, Amy Fritson-Coffman, Christine Paxson

"Teaching Children with Hearing and Vision Loss in the Orff Classroom" for University of Helsinki, Finland, May 6, 2015–Donna Zawatski, Kim McCord

Publications by faculty at Thomas Metcalf School

"The Steps to Race in America: Understanding the Development of the Construct of Race," *International Reading Association*, Spring 2014–Maggy Proctor, Kirsten Hany, Tami Dean

"The Art of Listening in the Question-Drive U.S. History Course," *The American Historian*, March 3, 2015–Dr. Robert Fitzgerald

"Becoming Leo: Servant Leadership as a Pedagogical Philosophy," *Critical Questions in Education*, June 20, 2015, Volume 6, Issue 2, pages 75-85–Dr. Robert Fitzgerald

"Philosophy Rather Than Finance: Redirecting the Discourse Concerning Inequitable School Funding in Illinois," *Philosophical Studies in Education*, July 1, 2015, Volume 46, pages 52-61–Dr. Robert Fitzgerald

"75 Years of Music Education–What's Changed," *Illinois Music Educators Journal*, October 1, 2014, Volume 75, No. 1, page 46–Donna Zawatski

"A Real Music Teacher?" *Illinois Music Educators Journal*, December 1, 2014, Volume 75, No. 2, Pages 48-49–Donna Zawatski

Service and Leadership by faculty at Thomas Metcalf School

Science Demonstrations presented to middle school students–Michael Troll

Grievance committee, U-High–Michael Troll

Faculty Affairs Committee, Academic Senate, Secretary of committee and laboratory school representative–Susan Thetard

IMEA High School Jazz Honor Choir, Rehearsal and Concert Piano Accompanist–David Sulzberger

IMEA Junior High Honor Groups, Bass Guitar Vocal Concert Accompanist–David Sulzberger

FAC Committee, Arts/Special Representative, Metcalf–David Sulzberger

National Board Professional Development School, NBCT Facilitator–Kate Pole

Diversity Committee, Chair–Kate Pole

Tech Committee, Member–Kate Pole

Freshman Student Assistance Committee, Member and Note-Taker–Kate Pole

College of Education Diversity Council, Member–Kate Pole

Dr. Richard Hughes, History Ed–"Think Aloud" Collaboration, cooperating teacher–Kate Pole

Illinois Music Educators Association, Elementary General Music Division President–Donna Zawatski

Hosted Visits at Thomas Metcalf School

09/08/14 ISU exchange students from Germany—they come yearly for classroom observations and technology discussions

09/18/14 Professors from Seoul National University in Korea

11/14/14 International Education Week at ISU—A variety of students visiting from many different countries present to our students

12/2/14 Horace Mann Laboratory School, Northwest Missouri State University—Professors and teachers came to collaborate with our staff on laboratory schools and university partnerships

03/04/15 ISU exchange students from Japan—they come yearly for classroom observations and technology discussions

04/02/15 6th grade students from Asahikawa, Japan—they come yearly and are paired with our 8th grade students to be integrated into American schools

04/28/15 Teachers from Vladimir, Russia—came to observe our early childhood classrooms and collaborate with staff

