



2015-2016

# 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 2015-2016 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

**U-High** thespians Natalie Thomison and Shaun Taxali were appointed to the State Thespian Board for Illinois Thespian T.A.L.E.N.T. Leadership Conference.

The National Council of Teachers of English’s Program to Recognize Excellence in Student Literary Magazines awarded **University High School’s publication, *Brome and Beyond***, the highest award it bestows for the 2015 edition entitled “Night Owls.” The Creative Writing Club’s sponsor is faculty member Cassie Graham and student editors of this edition were Erin Thompson, Sydni Ritesma, Marissa Thompson, Olivia Jocson, LeeAnn Broderick, Alena Culbertson, Sam Schaffer, Antonia Cash, Ryn Walling, Caity Ruud, and Isabel Dawson.

The **U-High speech team** was very successful at the IHSA state speech tournament. Christina Su was the state champion in informative speaking. The speech and debate teams went on to compete over spring break in the district national qualifier tournament at Normal West where 12 speakers advanced to the national tournament—a new school record! At the National Speech and Debate Tournament in Salt Lake City, Patrick Deneen finished in second place in the extemporaneous commentary event out of more than 400 student competitors. U-High was named a School of Honor at the event and was listed among the top 40 schools in the country out of 1,150 teams represented at nationals.

The U-High WYSE team won the team state championship at the WYSE competition. Individuals who placed were as follows: biology: Advika Kamatar and Jacob Mattia (tied for fourth place); chemistry: Jacob Mattia (fifth place) and Perry Lim (sixth place); computer science: John Diffor (first place) and Alok Kamatar (third place); English: Alena Culbertson (second place) and Patrick Deneen (sixth place); math: Alina Culbertson (second place), Alok Kamatar and Kristin Koe (tied for sixth place); and physics: John Diffor (first place).

The Washington Post recently released its most up-to-date national rankings of America’s most challenging high schools. **U-High made the list and was ranked at No. 1,574 nationally and No. 53 in Illinois.** U-High was the highest ranked school in downstate Illinois. The rankings are based on the number of students who take advanced placement tests divided by the number of graduates along with other statistics for each school, as well.

Graduation was held in May in Braden Auditorium for the class of 2016 and their families. These students were offered over **\$13,000,000 in scholarships** to continue their education at colleges and universities around the country.

Jessica Huber was selected as a member of the **2016 NafME All-National Honor Ensembles Symphony Orchestra.** Being selected to play in this ensemble is a reflection of Jessica’s high level of dedication and skill as



a viola player and correlates with her previous high placement in the District 3 IMEA Music Festival and the IMEA Honors Orchestra at All-State. Jessica traveled to Grapevine, Texas in November to join excellent young musicians from all over the U.S. to participate in the festival. Samara Ribbens was selected to serve with the Illinois Ambassadors of Music. She toured Europe, visiting seven countries and performing in many different venues. Their farewell concert was held June 2016 in Edwardsville.

Jordyn Blythe competed in the national **NAACP ACT-SO Competition** in Cincinnati. The competition attracted 600 students from around the nation. Jordyn was awarded a gold medal in dramatics for her monologue performance.

At Metcalf, **sixth and seventh grade Mandarin classes** celebrated Qi Xi Festival (Chinese Valentine's Day) on August 20 and celebrated Chinese New Year in February, participating in the Bloomington-Normal Chinese New Year Celebration.

Students **Jaiden Mapugay** and **Olivia Graham** made it into the girls' state tournament for **Illinois Elementary School Association (IESA) golf**. **Kalen Mapugay** and **Joshua Hinton** represented the boys in this tournament.

**Metcalf baseball** won regionals for the second year in a row. Metcalf baseball won sectionals and made its first state appearance in the IESA state tournament since 2000. **Metcalf baseball won second in state.**

Metcalf pioneered an alternative music program called **Figurenotes**. Figurenotes uses colors and shapes such as circles, squares, and triangles to denote a specific musical note. This system uses already familiar images instead of using traditional music notes.

Metcalf announced the introduction of the **Hayden Auditorium renovation project**

Metcalf was visited by **Governor Bruce Rauner**.

Metcalf hosted visitors from **Germany, Panama, and Japan**.

This was the second year of a three year cohort for **nine Metcalf teachers** working toward **National Board Certification**.

**Metcalf Time Capsule** was buried in November 2015. All grade levels contributed various memorabilia for the Metcalf students of 2040.

The **Orffcats** were invited and performed at the **Jazz Education Network Conference**, the most prestigious jazz festival that includes school groups, and the youngest jazz group to appear at the conference.

The **seventh/eighth grade rock band** class piloted the Core Arts Standards in General Music for the National Association of Music Education.

Metcalf Boys 4x100 relay team won **first place** at the IESA State Track Meet. The relay team included **Camdyn Barclay, Matthew Davenport, Mason McClure, and Daniel Mosele**.

The **Metcalf MathCOUNTS** team came in 3rd place at the regional competition in Normal (February 2016).

**Metcalf Scholastic Bowl** advanced to the **State Competition** in Peoria (May 2016).

# 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	95.6	94.8	95.2	94.4

	Days Present	Days Possible	Percent
MLS	63,057	66,120	95.37
UHS	99,510	104,703	95.04
LS	162,567	170,823	95.17

## Enrollment by grade level

K	1	2	3	4	5	6	7	8	Metcalf
36	36	42	42	41	48	46	48	49	388
									U-High
									608
									District
									996

## 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
Grade 1	18	21
Grade 3	21	23
Grade 6	23	23
Grade 8	24.5	22
High school	18.4	21

	Actual Enrollment by Grade	Laboratory Schools Average by Grade
Kindergarten	36	18
Grade 1	36	18
Grade 3	42	21
Grade 6	46	23
Grade 8	49	24.5
High school	1217/66	18.44

## Enrollment by race/ethnicity (%)

	Metcalf	U-High	District	State
White	74.2	74.7	74.5	49
Black	4.6	6.6	5.6	17
Hispanic	9.5	6.4	8.0	26
Asian	4.1	5.6	4.9	5
Native Hawaiian/Pacific Islander	0.0	0.2	0.1	0.0
American Indian/Alaskan	0.3	0.0	0.2	0.0
Two or More Races	7.5	6.6	7.1	3

	Metcalf (389)		U-High (609)		Unit-wide (998)	
White	288	74.2	454	74.7	742	74.5
Black	18	4.6	40	6.6	58	5.6
Hispanic	36	9.5	39	6.4	75	8.0
Asian	16	4.1	34	5.6	50	4.9
Native Hawaiian/Pacific Islander	0.0	0.0	1	0.2	1	0.1
American Indian/Alaskan	1	0.3	0.0	0.0	1	0.2
Two or More Races	29	7.5	40	6.6	69	7.1



# 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 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 and mathematics), and at each grade level/course.

	Grade 3		Grade 4		Grade 5	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	63	35.5	80	36.9	61	35.3
Mathematics	75	39.6	76	30.5	68	31.7
	Grade 6		Grade 7		Grade 8	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	54	34.9	79	37.3	85	39.1
Mathematics	70	28.7	66	27.3	72	31.8

## 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. Scores range from 200 to 800. Below are the averages for the graduating class of 2016.

	U-High	State	Nation
Critical Reading	625	608	493
Mathematics	608	625	505
Writing	563	593	480

## 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 this test for practice so only scores for juniors are reported. This year, 74 sophomores and 109 juniors took the PSAT. The PSAT measures three areas: verbal, mathematical, and writing ability. Total scores range from 320 to 1520.

	U-High	State	Total Group
Critical Reading	1124	933	938
Mathematics	1203	1002	1020

## Graduation rate (N=148)

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
100	85.5

## Post-secondary options (N=148)

Two-year community college	Four-year college or university	Military	Trade School	Other
13.5%	85.5%	.5%	.5%	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 maps learner progress from grade three through high school (grades 9 and 10) on a vertical scale, anchored to the scoring system of the ACT. This test offers a system of annual vertically articulated, standards-based system summative assessments linked to **ACT College Readiness Benchmarks** and other sets of state standards. Subject areas include English, math, reading, science, writing, and reading.

	U-High (9th Grade)	ACT College Readiness Benchmark (9th Grade)
English	436	429
Mathematics	433	425
Science	429	423
Writing	432	425
Reading	426	425

	U-High (10th Grade)	ACT College Readiness Benchmark (10th Grade)
English	440	431
Mathematics	438	427
Science	431	424
Writing	435	427
Reading	429	426

## 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). Below are the average scores for the graduating class of 2016.

	U-High	ACT College Readiness Benchmark
English	25.2	18
Mathematics	25.7	22
Reading	25.5	22
Science	24.9	23
Composite	25.4	21.3

## 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. **Eight** students were recognized as Commended Scholars during the school year and **two** students were semifinalists in the competition. There were also **four** students invited to the National Hispanic Recognition Program.

## Advanced Placement

**One hundred and sixty-five** University High School students completed **273** 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. **Sixteen** U-High students were recognized as AP Scholars because they received grades of 3 or higher on three or more AP Exams. **Ten** 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. **Seventeen** 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. **Two** students were recognized as a National AP Scholars as they 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	21	90
Calculus AB	35	83
Calculus BC	15	100
Chemistry	16	94
Comparative Government and Politics	0	0
Computer Science	23	96
English-Language	57	72
English-Literature	2	0
European History	0	0
Macroeconomics	2	100
Microeconomics	2	100
Physics C: Electricity and Magnetism	0	0
Physics C: Mechanics	0	0
Psychology	6	83
Spanish Language	8	38
Statistics	25	68
Studio Art Drawing	7	43
Studio Art 2-D Design	1	0
U.S. History	29	100
U.S. Government and Politics	24	79
Total AP Exams Taken	273	

## 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	127 requests	950 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	24	586

### Additional services and interventions

Peer Tutoring—U-Link Mentors is a peer-helping program composed of a network of caring students who are trained to help U-High students. A total of **47** U-High and **12** 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-two** 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 112,000 teachers are National Board certified nationwide—just over 3 percent of the nation’s teachers.

### Percent of teachers (N=87) 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	14.9	23.0	12.6	16.1	8.0	25.3
Administrators	22.2	22.2	33.3	11.1	11.1	0.0

### Percent of teachers (N=87) by degrees attained (%)

	Laboratory Schools	State
Bachelor’s	27.6	38.1
Master’s and above	73.4	61.4

### Percent of teachers (N=87) by race and gender (%)

	Laboratory Schools	State
Asian or Pacific Islander	0.0	0.1
Black non-Hispanic	1.14	6.0
Hispanic	3.41	5.7
Native American	0.0	0.2
White non-Hispanic	95.45	83.4
Two or more Races	0.0	0.8
Male	29.9	23.3
Female	70.1	76.7

### Number of national board certified teachers - 15 (17.24 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)	\$53,987	\$63,450
Administrators (9)	\$91,519	\$103,634

### National Board Certified Teachers

	Laboratory schools*	State	Nation
# National Board Certified	15	6,051	112,000
% Certified	17.05%	4.5%	3.6%

*\*There are currently 19 Laboratory School teachers in the process of obtaining certification. Upon receiving their certification, 39 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	\$5,616,029	68.9
Special education contract	\$1,038,291	12.8
Appropriated funds	\$1,287,615	15.8
Fees	\$34,663	0.43
Metcalfe lunch program	\$62,000	0.76
Metcalfe after school	\$78,295	0.96
Other	\$29,681	0.36
Total	\$8,146,574	100.0

Operating budget		
Expenditures by administrative unit	Amount	Percent
University High School	\$3,512,559	46.2
Thomas Metcalf School	\$2,612,554	34.3
Special education	\$895,525	11.8
Superintendent's office	\$464,650	6.1
Metcalfe lunch program	\$66,470	0.87
Metcalfe after school	\$58,000	0.76
Total	\$7,609,758	100.0

## Personnel and non-personnel 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, Metcalfe 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	\$67,656	\$138,762	\$107,709	\$98,709
University High School	\$346,269	\$811,826	\$786,373	\$371,623
Total	\$413,925	\$950,588	\$894,082	\$470,332

## 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 funds from previous years.

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	\$49,057	\$40,074	\$44,946	\$44,184
University High School	\$257,747	\$102,077	\$9,414	\$350,410
Superintendent's office	\$8,906	\$10,050	\$10,778	\$8,177
Total	\$315,710	\$152,201	\$65,138	\$402,771



# 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 seventh year of a one-to-one initiative, while Thomas Metcalf School is in the fourth 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. **Eighty-four** activities are offered at University High School, and **18** 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	56	1,339
Athletic activities	215	666
Arts-related activities	436	936
Club and school activities	38	462
Total	745	3,403
Average number of activities per student	2.0	5.58

## FINANCE DATA

### Operating expense per pupil

Operating expense per pupil is the gross operating cost of the combined schools divided by the average daily attendance 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	10	4	3
Visually impaired	7	2	1
Total	17	6	4

### Related services

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

# 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 565 hours at Thomas Metcalf School.  
Illinois State University students volunteered 1,675 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	857.00	Interdisciplinary Studies	0.00
Biology	1,560.00	Kinesiology and Recreation	1,480.00
Business	0.00	Language Arts	0.00
Chemistry	0.00	Mathematics	2,820.00
Communication Sciences and Disorder	152.00	Music	1,442.00
Dance	618.00	Physics	0.00
Educational Administration Foundations	0.00	Psychology	0.00
English	1,920.00	School of Teaching and Learning	21,662.50
Family Consumer Sciences	160.00	Special Education	1,251.00
Financial Aid	0.00	Technology	16.00
Foreign Languages	0.00	Theatre	132.00
Health Sciences	360.00		
History	2,280.00		
Information Technology	0.00		
		<b>Total hours</b>	<b>36,710.50</b>

# HONORS AND AWARDS

## Research projects conducted at University High School

LGBT Supportive Educators and School Climate: A Demographic Study–Melissa Doellman and Professor Adel Al-Bataineh

## Presentations by faculty at University High School

“Assessing Engineering Design Activities,” Project Infuse Summer Workshop, Summer 2015, University of Massachusetts, Boston–Cory Culbertson

“Creating Independent and Effective Learners: Effective Assessments for Historical Thinking,” History 390 (ISU class), Normal, January 2016–Kate Pole and Kirsten Hany

“Finnish Lessons,” Illinois Music Education Conference, Peoria, January 2016–Donna Zawatski and Kim McCord

“I’m Right, But You’re Not Totally Wrong: Using the C3 Framework to Foster Deliberative Discussion and Citizenship in the Digital Age,” Teaching the 20th Century in the 21st Century: 2016 History Symposium, Bloomington, January 29, 2016–Kate Pole and Jim Kurz

“Writing Across the Curriculum,” National Council of Teachers of English Annual Convention, Minneapolis, November 19, 2015–Tisha Ortega and Tara Davis

## Publications by faculty at University High School

“A CALL TO ACTION: The Importance of School Climate, Professional Development, and Teacher-Education Programs in Fostering LGBT Supportive Educators,” *Queering Classrooms: Personal Narratives and Educational Practice to Support LGBTQ Youth in Schools*–Melissa Doellman

## Service and Leadership by faculty at University High School

Newsletter Editor, Illinois Communication and Theatre Association–Brian Rohman

Member, Technology Committee–Brian Rohman

Adjudicator, Illinois Music Educators Association District Vocal Jazz Auditions–Chris Corpus

Participant, American Choral Directors Association Summer Retreat–Chris Corpus

Member, Admissions Committee, University High School–Chris Corpus

Member, Leadership Team, University High School–Andrew McDowell

Member, Faculty Associate Handbook Committee, University High School–Andrew McDowell

Department Chair, University High School–Andrew McDowell

Member, College Council, Illinois State University–Robert Fitzgerald

District 3 Senior Jazz Band Chair, Illinois Music Education Association–Jason Landes

Proctor of Cadaver Dissection to Area High School Students, McLean County Medical Society–Melissa Doellman

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

Representative, Illinois Music Education Association District 3 Jazz Band–Jason Landes

## Honors and Awards by faculty at University High School

Fulbright Distinguished Award in Teaching (United States Department of State Bureau of Educational and Cultural Affairs/Institute for International Education)–Robert Fitzgerald

## Presentations by faculty at Thomas Metcalf School

“Improv in the Middle School Classroom,” Fine Arts Outreach: Improv in the Middle School Classroom, Plainfield, IN, January 2016–Megan Masterman

“From Redbird to Angry Bird” for University of Helsinki, Helsinki, Finland, May 5, 2015–Amy Fritson Coffman and Christine Paxson

“Writing Workshop” for ISU future teacher training, Normal, November 13, 2015–Susi Beard

## Publications by faculty at Thomas Metcalf School

“Building the Future of Music Education,” *Illinois Music Educator Journal*. Vol. 76, No. 1, October 1, 2015–Donna Zawatski

“The Foundation for the Future of Music Education,” *Illinois Music Educator Journal*. Vol. 76, No. 2, December 1, 2015–Donna Zawatski

## Service and Leadership by faculty at Thomas Metcalf School

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

## Publications by faculty at Thomas Metcalf School

Co-teaching TCH209–Michelle Mueller

Hosting ISU classes (TCH209, TCH224, MATH201), third grade classroom committee–Crystal Patterson



