

2007–2008 Laboratory Schools Annual Report



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UNIVERSITY**  
*Illinois' first public university*

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# Introduction

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 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
- Provide an environment in which research and development activities may be conducted
- Provide a comprehensive, high-quality academic program for Thomas Metcalf School and University High School students
- 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



Metcalf's industrial arts space renovation, before and after.



## A year for significant facility improvements

The 2007–2008 school year was a significant milestone regarding facility improvements in the Laboratory Schools. With a generous donation from John L. Wroan III, an alumnus of U-High, the old vocational arts area at the school was transformed into an engineering and technology center. The space was redesigned to match the instructional program that is now offered, including course offerings such as computer-assisted drafting, principles of technology, architecture, and biotechnology. New equipment was also purchased to provide students with practical experience in designing and manufacturing specific products.

Although not as extensive in scope, the Metcalf industrial arts space was also renovated to reflect the needs of a changing program. Like the program at University High School, Metcalf has shifted its emphasis to pre-engineering and technology for its middle school students. This shift will equip students with more 21st century skills while providing a smooth transition to high school.

After a five-year delay, U-High’s Stroud Auditorium rehabilitation project is back on track. This project goes back a number of years as initial concerns with the space were noted in the 1990s. A formal proposal was developed by University planners in April 2001 to address these concerns. In 2004 Stroud was the sole project for which the University requested capital renewal funding. The project was initially approved for funding, but then fell victim to the governor’s moratorium on capital renewal projects. Fortunately the University recognizes this project as a priority, and in collaboration with the Laboratory Schools, has identified the necessary funding to complete it.

Electronic security systems are now active in each school. Because of the physical layout of the Metcalf, Fairchild, and Rachel Cooper complex (Metcalf students use all three facilities), this project has been a very complex and expensive undertaking. The design of the system was further complicated by the need to provide access to the many Illinois State University students who complete clinical hours at Metcalf and U-High. In the end, we achieved our goals, i.e., safer schools for our students.



The shop classroom at U-High—before, *above*, and after, *below*.

Laboratory school faculty, staff, and students are routinely recognized for their outstanding achievements. Although it is impossible to highlight all of their accomplishments, here are a few examples from the 2007–2008 school year.

University High School was named one of the top high schools in the United States based on the number of students who took and passed Advanced Placement exams; 111 students took 181 AP exams.



# Points of Pride

## Student characteristics

This information can be used to compare the performance of students in the laboratory schools with the performance of other students throughout Illinois.

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

**Low-income** students are from families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced-price lunches.

The student **mobility** rate is based on the number of students who enroll in or leave a school during the school year. Students may be counted more than once if they leave and re-enter.

	Laboratory Schools	State
Attendance	94.0 percent	93.3 percent
Low income	6.2 percent	41.1 percent
Mobility	2.9 percent	14.9 percent

### Enrollment by grade level, fall 2007

(\*Includes 42 students enrolled in Heart of Illinois Low Incidence Association [HILIA] programs and 26 pre-kindergarten students)

Pre-K	K	1	2	3	4	5	6	7	8	Metcalf
38	38	40	46	44	46	45	49	51	46	443
										<b>9</b>
										<b>10</b>
										<b>11</b>
										<b>U-High</b>
										151
										151
										162
										616
										<b>Unit-wide</b>
										1059

### 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.

	Laboratory Schools	State
Kindergarten	19.0	20.5
Grade 1	20.0	21.0
Grade 3	22.0	21.7
Grade 6	24.5	22.2
Grade 8	23.0	21.5
High school	23.0	19.6

### Enrollment by race/ethnicity, fall 2007 (percent)

	Metcalf	U-High	Unit-wide	State
Asian/Pacific Islander	9.7	7.3	8.3	3.9
Black non-Hispanic	13.8	8.3	10.7	19.2
Hispanic	7.0	2.3	4.2	19.9
Native American	.5	.5	.5	.2
White non-Hispanic	65.8	79.3	73.7	54.0
Multi-Racial	3.2	2.3	2.6	2.7

### Graduation rate for class of 2008 (N=152)

Graduation rate is the percentage 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	86.5

### Post-secondary options for class of 2008 (N=152)

Two-year community college	Four-year college or university	Military	Trade School	Other
15%	84%	<1%	<1%	<1%

## Achievement indicators

### ISAT

The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. The following table presents the percentage 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.

	Grade 3		Grade 4		Grade 5	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	92.9	71.7	90.7	73.2	86.0	73.5
Mathematics	100	85.1	100	84.6	92.9	81.4
Science			88.4	76.2		
Writing					40.0	55.0

The laboratory schools, Thomas Metcalf School and University High School, **provide placements for 29 percent of Illinois State University's students who are completing clinical experiences** as part of their teacher education program. Four hundred and fifty-two schools and other agencies are needed to provide the other 71 percent.

Thomas Metcalf School faculty associate **Laurel Schumacher** received the Award of Recognition from the *Those Who Excel* program sponsored by the Illinois State Board of Education.

**The Boys and Girls Golf teams won State Championships.** This is only the third time in the history of the state tournament that a boys and girls team from the same school has won the state title in the same season. Even more impressive, U-High has accomplished the feat twice.

	Grade 6		Grade 7		Grade 8	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	88.9	79.0	98.0	77.7	97.9	81.4
Mathematics	95.6	82.6	95.9	80.4	100	80.4
Science			98.0	79.1		
Writing	73.0	60.0			87.0	63.0

## PSAE

The Prairie State Achievement Examination (PSAE) is administered to all 11th grade students 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 percentage of U-High students who meet or exceed state standards as compared to the percentage of students in the state of Illinois who meet or exceed state standards.

	U-High	State
Reading	83.1	53.3
Mathematics	87.0	53.0
Science	82.5	51.2
Writing	88.3	56.0

## 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	25.0	20.0
Mathematics	26.0	20.0
Reading	25.0	20.0
Science reasoning	25.0	20.0
Composite	25.4	20.5

## 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 career options open to them and assists them in developing a high school coursework plan. All freshmen take the EXPLORE test.

	U-High	Nation
English	18.4	14.9
Mathematics	18.8	15.7
Reading	18.2	14.6
Science reasoning	19.8	16.4
Composite	18.9	15.5

## PLAN

The PLAN test, also published by ACT, Inc., is a 10th grade 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	20.3	16.9
Mathematics	22.7	17.4
Reading	20.6	16.9
Science reasoning	20.9	18.2
Composite	21.3	17.5

## SAT

A smaller number of U-High students (14) took the Scholastic Aptitude Test (SAT), 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	Nation
Critical Reading	623	583
Mathematics	641	601
Writing	598	578

## 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	Nation
Critical Reading	53.8	46.7
Mathematics	57.2	48.2
Writing	52.5	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 honored as National Merit Semi-finalists and **four** students were recognized as Commended Scholars during the 2007-2008 school year.

The laboratory schools have a total of **12 National Board Certified teachers**, one of the highest numbers in the state.

In December 2007 Metcalf Principal **Amy Coffman** completed her doctorate in educational administration and foundations. Coffman's dissertation was

titled *"A Case Study of A District's Use of Professional Learning Communities and the Illinois Teacher Recertification Process."*

Over **3,000 preservice University students** complete their field experiences at University High School and Thomas Metcalf School each year. This translates

into 45,000–50,000 hours of field experience provided for 19 academic departments across Illinois State's campus.

**Sue Farrell-Stroyan, Marilyn Blank, Marilyn Mapes, and Tony Huchel** completed their distinguished teaching

# Points of Pride

## Advanced Placement (AP)

**One hundred forty-one** University High School students completed **210** 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 three 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: five-extremely well qualified; four-well qualified; three-qualified; two-possibly qualified; and one-no recommendation. The courses, the number of students who took each course, 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. **Thirteen** U-High students were recognized as AP Scholars because they received grades of three or higher on three or more AP Exams. **Two** students were recognized as AP Scholars with Honors as they received an average grade of at least 3.25 on all AP exams taken and grades of three or higher on four or more of these exams. **Ten** 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 three or higher on five or more of these exams.

Course	Number of exams	Percentage who qualify
Biology	4	*
Calculus AB	27	84
Calculus BC	4	*
Chemistry	15	93
English-Language	31	84
English-Literature	66	67
European History	11	82
Human Geography	1	*
Macro Economics	1	*
Micro Economics	1	*
Physics C	2	*
Spanish Language	1	*
Statistics	1	*
Studio Art 2D Design	9	22
U.S. Government and Politics	1	*
U.S. History	35	83
Total AP Exams Taken	210	

\*Insufficient number to report

## Support services

	Metcalf	U-High
Demand for counseling services	1,759 requests (397 %)	2,515 requests (408 %)

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 and the proportion of students in each school who receive this type of assistance.

	Metcalf	U-High
Students receiving assistance from resource teachers	34 (7.7 %)	528 (85.7 %)

## Additional services and interventions

Metcalf School students receiving speech services—54 (12.2 percent); tutoring—35 (7.9 percent).

Peer tutoring—*Connections* is a peer-helping program composed of a network of caring students who are trained to help U-High students. A total of **189** U-High and Illinois State students served as tutors during the 2007–2008 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. **Thirty-seven** students were referred to external agencies during the 2007–2008 school year.

careers at Thomas Metcalf School; **Chuck Gault, Beverly Cornell, and Curt Christenson** completed theirs at University High School.

The **Class of 2008** was offered nearly three million dollars in scholarships and awards from colleges and universities throughout the United States.

The following students received scholarships sponsored by State Farm Insurance for their performance in the National Merit competition: **Ellen Clay, Katherine Erdman, Michael Fritz, Jessica Nguyen, Kaitlyn Nibbelin, Michael Quarton, Haley Stuckey, Yuxi Tian, and Rustin Fakheri.**



## 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. Furthermore, the costs of employee benefits are not included in the laboratory school budget. The employee contribution for insurance is paid by Central Management Services (CMS) as is the retirement contribution from the employer.

### Operating budget for 2007–2008

Source of revenue	Amount	Percent
General state aid	\$5,554,984	65.8
Special education contract	\$1,443,023	17.1
Appropriated funds	\$1,115,803	13.2
Grants and contracts (IVHS, State Grants)	\$189,419	2.2
Fees	\$114,631	1.4
Other	\$23,078	.3
Total	\$8,440,938	100 percent

Expenditures by administrative unit	Amount	Percent
University High School	\$3,501,597	44.8
Thomas Metcalf School	\$2,530,853	32.4
Special education	\$1,239,229	15.9
Superintendent's office	\$494,650	6.3
Summer school	\$46,832	.6
Total	\$7,813,161	100 percent

### Personnel and nonpersonnel expenditures

Personnel costs account for 88.9 percent of the total expenditures. Two factors account for the large percentage of the laboratory school 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 school 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 Metcalf after school program, the U-High school store, the U-High science club, the U-High band, and all of the other organizations that generate income through fees or fund-raising. 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	\$35,384	\$278,228	\$264,931	\$48,681
University High School	\$45,707	\$739,032	\$696,607	\$88,132
Total	\$81,091	\$1,017,260	\$961,538	\$136,813

### 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 2007. The large ending balance reflects a \$500,000 contribution from one of U-High's generous alums. This gift was earmarked for the renovation of the School's old vocational arts area and is now complete. The balance will be significantly lower after final payments for the project are completed.

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	\$44,492	\$35,461	\$34,518	\$45,435
University High School	\$247,523	\$533,475	\$176,954	\$604,044
Superintendent's office	\$4,121	\$2,894	\$2,371	\$4,644
Total	\$296,136	\$571,830	\$213,843	\$654,123

### 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, 2006–2007, are reported.

Laboratory schools	State average
*\$6,695	**\$9,907

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

\*\*Average for all Unit Districts

All University High School athletic teams met the criteria for the IHSA All-Academic Team (a 3.0 grade point average or above).

U-High won the Corn Belt Conference All Sports Award with a total of 8,425 points.



Kevin Thompson, mathematics teacher at University High School, earned his doctorate during the summer of 2007. Thompson's dissertation was titled "Students' Understanding of Trigonometry Enhanced Through the Use of a Real World Problem: Improving the Instructional Sequence."

# Points

## Personal

Percent of teachers (N=97) and administrators (N=11) 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	16.5	14.4	12.4	15.5	16.5	24.7
Administrators		36.4	36.4			27.2

Percent of teachers (N=97) by degrees attained

	Laboratory schools	State
Bachelor's	35.1	46.7
Master's and above	64.9	53.2

Percent of teachers (N=97) by race and gender

	Laboratory schools	State
Asian or Pacific Islander	1	1.3
Black non-Hispanic	3.1	8.7
Hispanic	1	4.9
Native American	0	.2
White non-Hispanic	94.8	84.9
Male	27.8	22.9
Female	72.2	77.1

Number of national board certified teachers-12 (12.4 percent)

Average salaries

The average teacher and administrator salaries are based on full-time equivalents. Salaries include coaching stipends and extra duty pay as reported on the Teacher Service Record (TSR).

	Laboratory schools	State
Teachers (97)	\$51,290	\$60,871
Administrators (11)	\$77,302	\$105,117

## Technology

Educators, parents, business leaders, and policymakers want to know if schools are keeping pace with advancements in technology. Computer availability indicates access to technology, and the number of technical support staff is an indicator of personnel resources committed to technology.

	Metcalf	U-High
Number of computers for student use	258	489
Number of computers for teacher use	55	79
Percentage of computers linked to the Internet	88	100
Number of technical support staff (FTE)	1.5	1

## 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 **28** activities are offered at Thomas Metcalf School. The total student counts exceed student enrollment at both schools because students participate in multiple activities.

	Number of Metcalf students	Number of U-High students
Academic activities	67	1,840
Athletic activities	265	668
Arts-related activities	419	1,105
Total students	601	3,613
Average number of activities per student	1.25	5.9

The demand for counseling services is defined as the number of counseling requests initiated by students, parents, faculty, or administrators divided by the number of total students in each attendance center multiplied by 100. At U-High, the counselors provide advisement to students regarding class schedules and transcripts, testing services, and opportunities to explore career options. They also provide assistance to students who have concerns. Thus, the number of requests is very high. The indicator shows a proportion of students receiving service.



Seniors **Sheena Bhayana, Lauren Bailey,** and **Kyrie Doran** were recognized for their achievements at the Bloomington Area Career Center.

University High School faculty associate **Tom Holbrook** received the prestigious Presidential Award for Excellence in Mathematics and Science Teaching from

the National Science Foundation. This is the highest recognition a teacher can receive as only one science teacher is selected from each state.

**Jennifer Morrow** was selected for a National Merit Scholarship award sponsored by Country Insurance & Financial Services.

The **eighth grade boys' basketball team** placed third in the IESA state tournament.

Senior **Quinn Wilson** was recognized by the Delta Moon Film Fest in Brentwood, California for his short film *The Price of Fuel*.

## Special education services

The Heart of Illinois Low Incidence Association (HILIA) is a regional special education cooperative formed to promote, establish, and maintain comprehensive education programs for children ages 3-21 with hearing, vision, physical, or multiple disabilities. There are several support services available to children enrolled in these programs including speech and language diagnostics and therapy, physical therapy, occupational therapy, hearing testing, psychological testing, orientation and mobility training, and pre-vocational education. Other services include adapted art instruction, adapted physical education instruction, nursing, and interpreting. Staff provide assistance with care and feeding, notetaking, and adaptation of materials.

The academic curriculum is individualized for each child, and as often as possible the child is included in the regular education program. The length of time and type of supplemental services provided to children is determined by their Individual Education Plan (IEP).

### Low-incidence programs

	Disability students	Number of teachers	Number of assistants and interpreters
Deaf/Hard-of-hearing	30	4	7
Multiple Disabilities	5	1	1
Visually impaired	7	1.5	2
Totals	42	6.5	10

## Volunteer hours

Illinois State University students volunteered 4,236 hours at Thomas Metcalf School.

Illinois State University students volunteered 5,145 hours at University High School.

## 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 2007-2008 school year. For the state, the figure was 96.8 percent.

The laboratory schools are very fortunate to have many parents who are involved in the schools' programs and activities. Although it is not possible to acknowledge the contributions of all parents, here is a list of officers for three parent groups who provide leadership for many of our parent involvement activities:

### Citizens Advisory Committee (CAC)

Jeff Feid, chairperson	452-9777
Ken Fansler, vice chairperson	807-5745
Michelle Hardman, secretary	830-3252

### Thomas Metcalf School PTO

Bob Piker, president	287-2627
Barb Jacobsen, vice president	452-4895
Dixie Hubbard, secretary	808-0538
Lynn Litwiller, treasurer	963-6467

### University High School Boosters

Jami André, president	829-0181
Joan Hill, vice president	454-5809
Amy Stork, secretary	963-4691
Greg Lawler, treasurer	829-7170

### Laboratory school administration

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**Roberta Maubach**, faculty associate at Thomas Metcalf School, was awarded the 2008 Golden Apple Award. Maubach, a National Board Certified teacher, was recognized for being an outstanding example of an educator who has made a major impact on the teaching profession through her efforts in the classroom.

University High School faculty associate **Kathy Clesson** was the winner of the TeachTech Award sponsored by the National Association of Laboratory Schools. The TeachTech Award recognizes creative uses of technology that enhance teaching and learning in the K-12 classroom.

Seventh grader **Tessa Eckley** advanced to the quarter finals in the 2008 Scripps National Spelling Bee in Washington, D.C.

# Points of Pride

## Publications by faculty at University High School

"A Journey Through Assurbanipal's Library." *New Scriptor: A Journal for Illinois Educators*, 9, 2008, 9-10—Andrew Davis

"A Swarm of Angels." (2008) Robert Olmsted, ed. Thomaston, ME: Northwoods Press, pp. 36-40—Andrew Davis

*Django's Fire*. (2008) Dan River Anthology, Richard Danbury, ed. Thomaston, ME: Dan River Press, pp. 146-152—Andrew Davis

"How Did They Do That? A Rhetorical Examination of Bush Administration Fear Appeals During the 2004 Campaign." (2007) *Journal of the Illinois Speech and Theatre Association*, 74, Fall 2007. Mark Adams

"Teaching Research and Writing Using Graphic Texts." (Summer 2008) *Illinois English Bulletin*, 95 (3). Anita Beaman and Andrew Davis

"With or Without Us." (2008) Engineering and Technology Education: *57th Yearbook of the Council on Technology Teacher Education*, 211-214. Cory Culbertson

## Publications by faculty at Thomas Metcalf School

*Bookmatch: How to Scaffold Student Book Selection for Independent Reading*. (2008) Newark, DE: IRA.—Jessica Wutz and Linda Wedwick, Curriculum and Instruction

Using Interactive Read-Alouds and Reader Response to Shape Students' Concept of Care. (Winter 2007) *Illinois Reading Council Journal*, 36, (1). Laurel Schumacher, Chrystal Durand, LaSalle Elementary, Rebecca Howell, Lincoln Elementary and Jenny Sutton, Chenoa Elementary

## Research projects conducted at University High School

*Modeling Probability in Context*—Carol Benson, University High School, Stephanie Donnan, elementary education student, and Edward Mooney, Department of Mathematics

*Teacher Self-Assessment of Improvement of Teaching Performance: An Intervention Study*—Kelsey Dennis, psychology graduate student, Stacey Garner, psychology student, and Patricia Jarvis, Department of Psychology

## Research projects conducted at Thomas Metcalf School

*A Longitudinal Examination of Children's Developing Knowledge of Measurement: Mathematical and Scientific Concept and Strategy Growth from Pre-K to Grade 5*—Jeffrey Barrett, Department of Mathematics and Douglas Clements, Curriculum and Instruction, University of Buffalo

*The Role of Context in Middle School Students' Statistical Thinking*—Cynthia Langrall, Department of Mathematics

*Socio-cultural, Situational, and Individual Differences Among Peer Bystanders of Bullying: Who will Help the Victim?*—Steven Landau and Anne Howard, Department of Psychology

## Presentations by faculty at Thomas Metcalf School

"Are Books Obsolete? Print Resources in the 21st Century," Making Powerful Learners Virtually Anywhere, ISLMA, Springfield, November 1-3, 2007—Brenda Thompson and Anita Beaman

"Bringing the Inside Out—Outdoor Education for Student Success," National Conference, National Middle School Association, Houston, November 9, 2007—Fred Basolo, Penny Bender, April Davenport, Patti Koranda, Lucinda Miller and Cindy Mohrman

"Building a Bridge between History and Literacy—A Civil Rights Unit," National Conference, National Middle School Association, Houston, November 9, 2007 and Crafting Better Reading, Talking, Thinking: A Reading Workshop, Illinois Association of Teachers of English, University High School, September 22, 2007—April Davenport and Lucinda Miller

"Collaboration Between the Regular Educator and Special Educator," Language Arts 208, Illinois State University, April 23, 2008—Lori Hahm and Sandi McKean

"Early Professionals Forum," IAEA Conference, Illinois Art Education Association, Chicago, October 25, 2007—Christine Woywod and Anne Blue

"Promoting Physical Activity and Fitness in the Schools," USD 259 Wichita Public Schools,

Wichita, Kansas, October 15, 2007—Kim Walker-Smith

"Scholastic Bowl Demonstration Match," IESA Scholastic Bowl Workshop, IESA Scholastic Bowl, Doubletree Hotel, Bloomington, October 26, 2007—Fred Basolo and Karen Irvin

"Strategies and Methods of Supporting Young Writers," Illinois State Writing Project, Eureka

School District, Eureka, July 10, 2007—Laurel Schumacher

"Using BOOKMATCH with Independent Reading" Day of Institute, International Reading Association, Atlanta, GA, May 5, 2008 and Reading Master's Graduate Symposium, Illinois State University, March 1, 2008—Jessica Wutz and Linda Wedwick, Curriculum and Instruction

"Tips for Working with Pre-Service Music Teachers," Illinois Music Educators Association All-State Conventions, Peoria, February 1, 2008—Donna Zawatski and Kim McCord, School of Music

"Who Moved My Mac? Staff Development—Require or Inspire?" Annual Conference, NALS: The International Association of Laboratory and University Affiliated Schools, Henry Barnard School, Providence, RI, April 2, 2008—Amy Coffman and Kathy Taylor

"Writing to Learn," In-Service for District Teachers, Coal City School District, Coal City Middle School, Coal City, August 20, October 3, December 5, 2007—April Davenport

## Presentations by faculty at University High School

"Don't Forget About Homer: Using the Classics to Teach Civic Virtue" Illinois Council for the Social Studies, Lisle, October 5, 2007—Bob Fitzgerald and Danielle Steele

"Feed, Tag, Research: Remixing for School Library 2.5" National Educators and Computers Conference, San Antonio, June 2008—Anita Beaman

"Mentoring: Helping New Teachers" Illinois Council of Teachers of Mathematics Annual Meeting, Peoria, October 20, 2007—Carol Benson

Senior **Rustin Fakheri**, was selected as a winner in the Chicago Tribune's annual All-State Academic Team scholarship competition for 2008. From the 70 finalists selected, judges chose only 10 winners who demonstrated the best record of achievement in their schools and communities.



Senior **Adam Larson**, was selected for the 2008 Telluride Jazz Festival High School All-Stars Ensemble.

University High School student **Maria Helgeson** received a perfect score of 36 on her ACT.

"Reading 2.0: Using Technology to Promote Reading, Not Replace It!" Institute for School and Public Librarians, Bradley University, June 2008–Anita Beaman and Amy Oberts, Oakland Elementary School (Bloomington)

"Religion in the Classroom: Could We/Should We Use Young Adult Literature to Teach About Islam in the Classroom?" Children's Literature Association Conference, Illinois State University, June 2008–Anita Beaman and Andrew Davis

"Spinning Around: Using Sketchpad and a Ferris Wheel to Motivate an Entire Trigonometry Unit." National Council of Teachers of Mathematics Annual Meeting and Exposition, Salt Lake City, Utah, April 9-12, 2008–Kevin Thompson

"Teaching Research and Writing Through Graphic Texts." Illinois State University Symposium on Teaching and Learning, January 2008–Anita Beaman and Andrew Davis.

"Using Technology To Promote Books, Not Replace Them." Illinois School Library Media Association Conference, Springfield, October 2007–Anita Beaman and Amy Oberts, Oakland Elementary School (Bloomington)

"Using Technology to Foster Communication in Math" Illinois Education and Technology Conference, Springfield, November 16, 2007 and Illinois Computing Educators conference, St. Charles, February 29, 2008–Carol Benson and Zachary Eccles, U-High Intern

"Why You Should Fall On Your Knees and Worship Your School Librarian." Central Illinois Teachers of English Conference, Illinois State University, April, 2008–Anita Beaman

### Service activities of faculty at Thomas Metcalf School

Volunteer, McLean County Autism Society–Yvette Evans

### Service activities of faculty at University High School

Member, Abraham Lincoln High School Readers Choice Award Committee–Anita Beaman

Member, Alliance Library System Advisory Council–Anita Beaman

Reviewer, Voices of Youth Advocates–Anita Beaman

Adjudicator, Illinois Elementary School Association and Illinois Grade School Music Association State Music Contests–Chris Corpus

Regional Judge, Math Counts–Carol Benson

### Faculty at Thomas Metcalf School who serve in leadership roles in professional associations

District III Representative, Illinois Music Educator's Association–Donna Zawatski

Mosaic Newsletter Editor and Board Member, Illinois Art Education Association–Christine Woywod

Teaching Consultant, Board Member, Summer Institute Coordinator, Illinois State Writing Project–April Davenport

### Faculty at University High School who serve in leadership roles in professional associations

Chairperson, Vocal Jazz, Illinois Music Educators Association District #3–Chris Corpus

Director, Expanding Your Horizons through Math, Science and Technology Conference, April 5, 2008, Illinois State University–Carol Benson

Executive Board Member, Illinois School Library Media Association–Anita Beaman

Member, Executive Committee, State Farm Holiday Classic Basketball Tournament–Michael Sondgeroth

State Leader, National Council for Teachers of English–Kathleen Malone Clesson.

### Faculty at University High School who are involved with Illinois State University committees and projects

Member, College Council, College of Education–Kathleen Malone Clesson

Member, Council for Teacher Education's Diverse Clinical Experiences Sub-Committee, College of Education–Kathleen Malone Clesson

Member, Research Committee, College of Education–Carol Benson

Member, Scholarship and Awards Committee, College of Education–Michael Sondgeroth

Member, Secondary Education Committee, Mathematics Department–Carol Benson

### Faculty at Thomas Metcalf School who are involved with Illinois State University committees and projects

Early Childhood Education Advisor Board, Curriculum and Instruction, College of Education–Agnes Hatch

Elections Committee, College of Education–Agnes Hatch

Research Committee, College of Education–Jessica Wutz

School of Psychology Advisory Member–Jessica Wutz



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