

2008-2009 Laboratory Schools Annual Report



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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 preservice 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 preservice 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

The 2008–2009 school year was marked by some memorable achievements of students and faculty alike. Laboratory school faculty, staff, and students are routinely recognized for their outstanding achievements. Although it is impossible to highlight everyone’s accomplishments, selected highlights are listed as, “Points of Pride” throughout the annual report.

The transformation of the industrial arts shop at University High School into the state of art **Wroan Engineering and Technology Center** positions the school to be a leader in STEM education (Science, Technology, Engineering, and Mathematics). The additional classroom space included in this project was the first new space added to the building since its inception.

For the second consecutive 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.

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 **Michael Henning** received the Award of Recognition from the Those Who Excel

program sponsored by the Illinois State Board of Education.

The Laboratory Schools have a total of **12 National Board Certified teachers**, one of the highest percentages in the state.

More than **3,000 preservice 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 experiences provided for 19 academic departments across Illinois State’s campus.

Missy Josephson completed her distinguished teaching career at Thomas Metcalf School; **Don Petty** completed his at University High School.

The **Class of 2009** was offered nearly \$4.5 million 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.

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

Seven seniors received Letters of Commendation from the 2009 National Merit Scholarship Program: **Genevieve Crow, Nicholas Geyer, Gerrit Hatcher, Nathaniel Murphy, Ji-Eun Park, Elizabeth Risius, and Alexander Zaitzeff.**

Student characteristics

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

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	94.4 %	93.7 %
Low income	6.3 %	42.9 %
Mobility	2.6 %	13.5 %

Enrollment by grade level, fall 2008

(*Includes 38 students enrolled in Heart of Illinois Low Incidence Association [HILIA] programs and 26 prekindergarten students)

Pre-K	K	1	2	3	4	5	6	7	8	Metcalf			
32	42	39	40	45	47	44	50	52	51	442			
										U-High			
									9	10	11	12	618
										Unit-wide			
										1060			

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	21.0	20.5
Grade 1	19.5	20.9
Grade 3	22.5	21.8
Grade 6	25.0	22.0
Grade 8	25.5	21.4
High school	23.0	19.2

Enrollment by race/ethnicity, fall 2008 (percent)

	Metcalf	U-High	Unit-wide	State
Asian/Pacific Islander	9.7	6.3	7.7	4.1
Black non-Hispanic	12.2	8.8	10.3	19.1
Hispanic	8.4	2.7	5.0	20.8
Native American	.2	.3	.4	.2
White non-Hispanic	65.0	79.0	73.0	53.3
Multi-Racial	4.5	2.9	3.6	2.5

Graduation rate for class of 2009 (N=161)

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	87.1

Post-secondary options for class of 2009 (N=161)

Two-year community college	Four-year college or university	Military	Trade school	Other
18.5%	80.8%	0%	0%	<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 percent of Metcalf students who meet or exceed state standards as compared to the number of students in the state of Illinois who meet or exceed state standards.

	Grade 3		Grade 4		Grade 5	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	93.3	72.2	88.6	73.8	90.7	73.5
Mathematics	91.1	85.2	97.7	85.7	93.0	82.4
Science			97.7	76.8		
Writing	88.9	62.0			53.5	54.3



Homecoming Award winners for 2008 were: Alumni Service Award, **Kathy Coyle Murdoch '81**; Distinguished Alumnus, **Dr. James W. Miller '55**; Friends of U-High, **Curtis K. Christenson**; and Pioneer Hall of Fame, **Sister Mary John (Margaret A.) Harvey '44**, **Thomas L. Kendall '67**, and **Vincent G. Vargas Quevedo '81**.

The **Boys Golf** team won their sixth consecutive State title while making their 25th straight trip to State. Team members include: seniors **Kyle English** (3rd overall), **Tim Glover**, and **Ben Kilborn**; junior **Peter McKinzie**; and sophomores **Bobby Jocson** and **Logan Stauffer** (5th overall).

	Grade 6		Grade 7		Grade 8	
	Metcalfe	State	Metcalfe	State	Metcalfe	State
Reading	93.8	79.9	95.8	77.5	97.9	83.6
Mathematics	97.9	82.4	93.6	82.8	97.9	81.7
Science			95.7	79.5		
Writing	89.6	69.2			91.7	65.6

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 percent of U-High students who meet or exceed state standards as compared to the percent of students in the state of Illinois who meet or exceed state standards.

	U-High	State
Reading	84.1	56.9
Mathematics	89.0	51.6
Science	85.5	50.5
Writing	88.3	56.8

ACT

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

	U-High	State
English	24.3	20.2
Mathematics	25.3	20.6
Reading	24.3	20.5
Science reasoning	24.3	20.5
Composite	24.7	20.6

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. (Prior year results)

	U-High	Nation
English	20.8	16.9
Mathematics	22.6	17.4
Reading	20.8	16.9
Science reasoning	21.7	18.2
Composite	21.6	17.5

SAT

A smaller number of U-High students (25) 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	Illinois	Nation
Critical reading	652	588	501
Mathematics	652	604	515
Writing	610	583	493

PSAT

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

	U-High	Illinois	Nation
Critical reading	53.9	49.1	46.7
Mathematics	58.3	51.1	48.8
Writing	52.2	48.1	45.8

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 1 percent of all seniors who take the exam. **Five** students were honored as National Merit Semi-finalists and **seven** students were recognized as Commended Scholars during the 2008-2009 school year.

Sophomore **James Clay** finished in fifth place at the State Boys Cross Country meet held in Peoria. Clay, who led the Pioneers to a fourth place team finish, also won the honor of WJBC Athlete of the Week for the second consecutive week.

Senior **Will Brucker** was named to the Illinois High School Coaches Association 5A All-State Football Team.

Seniors **Taylor Bruns** and **Carly Schumacher** were named to the Chicago Tribune Special Mention All State Volleyball team.

The Marching Pioneers, led by Band Director Jason Landes, won third place in Class 1-A of the ISU State of Illinois Invitational Marching Band Championship held at Hancock Field. U-High also won trophies for Best Winds and Best Percussion in their class.

Points of Pride

Advanced Placement (AP)

One hundred thirty-one University High School students completed **203** Advanced Placement (AP) examinations during the past school year. Advanced Placement is an international program sponsored by the College Board. Successful completion of AP courses (score of 3 and above) may result in college credit and/or exemption from introductory courses at the college level. AP exams are scored on a five-point scale: 5-extremely well qualified; 4-well qualified; 3-qualified; 2-possibly qualified; and 1-no recommendation. The courses, the number of students who took each 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. **Eleven U-High students were recognized as AP Scholars** because they received grades of 3 or higher on three or more AP Exams. **Eleven 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. **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 3 or higher on five or more of these exams.

Course	Number of exams	Percentage who qualify
Biology	8	25
Calculus AB	38	89
Calculus BC	1	*
Chemistry	20	95
English-Language	29	90
English-Literature	61	57
European History	16	88
French	3	*
German	1	*
Physics B	1	*
Psychology	2	*
Spanish Language	3	*
Statistics	1	*
Studio Art 2D Design	5	40
U.S. Government and Politics	1	*
U.S. History	13	92
Total AP Exams Taken	203	

*Insufficient number to report

Support services

Support services

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.

	Metcalf	U-High
Demand for counseling services	1,887 requests (427 %)	2,912 requests (471 %)

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	29 (6.6 %)	433 (70.2 %)

Additional services and interventions

Metcalf School students receiving speech services—52 (11.8%); tutoring—29 (4.7%).

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 **131** U-High and Illinois State students served as tutors during the 2008-2009 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-two** students were referred to external agencies during the 2008-2009 school year.

Social studies teacher **Jean Gorski** achieved National Board Certification, while math teacher **Carol Benson** and English teachers **Kathy Clesson** and **Suzie Thetard** met the requirements for National Board Recertification.

The **Paint The Place Purple** event held at University High School received

the American Cancer Society Heart Of Relay Mission Delivery Award. Only two events in the state received this recognition.

U-High hosted a **Teach with Technology** Conference in October for all Illinois Association of School Administrators Cornbelt schools.



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 2008-2009

Source of revenue	Amount	Percent
General state aid	\$5,766,584	67.7
Special education contract	\$1,527,221	17.9
Appropriated funds	\$1,149,277	13.5
Grants and contracts	\$172,300	2.0
Fees	\$145,051	1.7
Other	\$94,768	1.1
Prior to FY09	(\$332,203)	(3.9)
Total	\$8,522,998	100.0

Expenditures by administrative unit	Amount	Percent
University High School	\$3,455,714	41.5
Thomas Metcalf School	\$2,566,634	30.8
Special education	\$1,339,480	16.1
Superintendent's office	\$863,612	10.3
Summer school	\$31,208	0.4
Metcalf after school	\$75,179	0.9
Total	\$8,331,827	100.0

Personnel and nonpersonnel expenditures

Personnel costs account for 85.8 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, U-High school store, U-High science club, U-High band, and all of 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	\$48,682	\$284,955	\$279,407	\$54,230
University High School	\$88,132	\$644,350	\$588,083	\$144,399
Total	\$136,814	\$929,305	\$867,490	\$198,629

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 2008.

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	\$45,435	\$30,305	\$17,671	\$58,069
University High School	\$604,044	\$65,667	\$381,944	\$287,767
Superintendent's office	\$4,645	\$3,890	\$2,077	\$6,458
Total	\$654,124	\$99,862	\$401,692	\$352,294

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. Data from 2007-2008, is as follows.

Laboratory schools	State average
*\$6,764	**\$10,417

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

**Average for all Unit Districts

Seniors **Andre Aung**, **Carolyn Ayers**, **Maria Helgeson**, **Casandra Le**, and **Willy McHie** were selected as finalists in the National Merit Scholarship Program.

Senior **Alexander Zaitzeff** was selected as a semifinalist in the Coca-Cola Scholars Program. Zaitzeff was chosen as

one of 2,100 semifinalists out of nearly 75,000 applicants.

Senior **Kristin Judson** was a second-team selection on the Associated Press Class 3A Girls All-State Basketball Squad.

Sophomore **Emily Clay** vaulted 11' 7" to capture the Class 2A State Pole Vault Championship. Senior **Jordan Bond** placed 5th in High Jump and 5th in Triple Jump.

Senior **Ikechi Nnamani** won the State High Jump, establishing a school record of 6' 8".

Points of Pride

Personal

Percent of teachers (N=94) and administrators (N=10) by years of experience, grouped in five-year increments (percent)

	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26+ years
Teachers	22.3	14.9	14.9	12.8	13.8	21.3
Administrators		10.0	50.0	10.0		30.0

Percent of teachers (N=94) by degrees attained

	Laboratory schools	State
Bachelor's	38.3	44.2
Master's and above	61.7	55.8

Percent of teachers (N=94) by race and gender

	Laboratory schools	State
Asian or Pacific Islander	1.0	1.4
Black non-Hispanic	3.2	8.3
Hispanic	1.1	5.0
Native American	0.0	0.2
White non-Hispanic	94.7	85.1
Male	25.5	22.9
Female	74.5	77.1

Number of national board certified teachers-12 (12.8 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 (94)	\$53,911	\$61,402
Administrators (11)	\$83,445	\$106,217

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	249	462
Number of computers for teacher use	98	63
Percentage of computers linked to the Internet	99%	100%
Number of technical support staff (FTE)	1	1

Cocurricular participation

Students are encouraged to participate in the many academic, athletic, and arts-related activities offered outside of the regular school day or schedule. University High School offered **72** activities, 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	73	1,120
Athletic activities	145	640
Arts-related activities	560	960
Club and school activities	25	470
Total	803	3,190
Average number of activities per student	2.78	5.16

The following U-High Fine Arts students competed at the All-State Music Festival in January: **Pete Garrett**, **Lance Jessurun**, and **Kay Schutte** were selected for Honors Orchestra; **Rachel Dauenbaugh**, **Carolyn Ayers**, and **Ji-Eun Park** were selected for All-State Orchestra; **Taylor Olson** was selected for All-State Chorus, **Chelsey Coombs** for

All-State Honors Chorus, and **Catelyn Shaw** and **Jenny Koth** for All-State Vocal Jazz Ensemble.

Seniors **Wen Yang** and **Luke Harbers** were recognized for their outstanding academic achievement by virtue of their nomination to the IHSA All-State Academic Team.

The staff of **Brome and Beyond**, including faculty advisor Kathy Clesson and student editors Michael Fritz and Xixi Tian, received the Highest Award Rank recognizing Excellence in Student Literary Magazines. Only 59 schools were chosen from a field of 489 to receive the NCTE Highest Award Rank. U-High

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 prevocational 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	Number of students	Number of teachers	Number of assistants and interpreters
Deaf/Hard-of-hearing	27	6	10
Multiple disabilities	3	1	2
Visually impaired	8	2.5	1.5
Totals	38	9.5	13.5

Volunteer hours

Illinois State University students volunteered 7,541 hours at Thomas Metcalf School.

Illinois State University students volunteered 5,015 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 2008-2009 school year. For the state, the figure was 96.7 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)

Ken Fansler, chairperson (309) 807-5745
 Kevin Eack, vice chairperson (217) 306-7963
 Michelle Hardman, secretary (309) 830-3252

Thomas Metcalf School PTO

Barb Jacobsen, president (309) 452-4895
 Rissa Hinton-Smith, vice president . . . (309) 660-3090
 Kathleen Wetter, secretary (309) 530-4630
 Lynn Litwiller, treasurer (309) 963-6467

University High School Boosters

Joan Hill, president (309) 454-5809
 Judy Hovren, vice president (309) 662-0718
 Marie Blume, treasurer (309) 662-0205

Laboratory school administration

Robert L. Dean, Ph.D.
 Superintendent, Laboratory Schools
 (309) 438-8542
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Amy Coffman, Ed.D.
 Principal, Thomas Metcalf School
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Jeff Hill, Ed.D.
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was one of only three schools in Illinois receiving the honor.

Social studies teacher Andy Davis and junior Zach Parton collaborated on an article titled “The Risky Writing Rubric in a Geography Course,” which was published in **Progressive Measures**,

a publication of the University Assessment Office.

Technology teacher **Brad Dearing** was awarded the Distinguished Technology Educator designation by the International Technology Education Association. Dearing is one of only 148

teachers in the nation to receive this recognition.

English teacher **Kathy Clesson** was nominated as an Illinois 2009 High School Teacher of Excellence. Winners will be recognized by the National Council of Teachers of English at its Annual Conference in November.

Points of Pride

Teacher education hours

The Laboratory Schools provided 66,024.5 hours of clinical experiences for teacher education students from 22 different University Departments. Additionally, the schools provided 11,928 observation hours.

University Department	Clinical hours
Art	138.00
Biology	960.00
Business	100.00
Chemistry	46.00
Communication Sciences and Disorders	1,808.75
Curriculum and Instruction	44,163.00
Educational Administration and Foundations	1.00
English	1,788.00
Family and Consumer Sciences	1,131.00
Financial Aid	2,005.00
Foreign Languages	1,106.50
Health Sciences	65.00
History	2,255.00
Information Technology	225.00
Kinesiology and Recreation, School of	43.00
Mathematics	4,277.50
Music	1,355.00
Physics	64.00
Psychology	2,554.25
Special Education	967.50
Technology	1.00
Theatre	970.00
Total hours	66,024.50

Research projects conducted at University High School

“Adolescents’ Part-Time Work Experiences: Job Satisfaction, Engagement, and Coping Strategies”-Patricia Jarvis, Kim Schneider, and Nick Strong, Department of Psychology

“Implicit and Explicit Responses to Work-Role Gender Non-Conformists: Occupational Sexism”-Amanda Burress and John Pryor, Department of Psychology

Research projects conducted at Thomas Metcalf School

“A Comparative Analysis: Three Representation Models for Unities of Length”-Jeff Barrett and Craig Cullen, Department of Mathematics

“A Longitudinal Study of Parent-Child Conversations About Mathematics”-Alan Bates, Department of Curriculum and Instruction and Gregory Braswell, Department of Psychology

“Effectiveness of Stage Three of the Big Six Problem Solving Approach”-Do-Yong Park, Department Curriculum and Instruction and Brenda Thompson, Thomas Metcalf School

“Effects of a Word Champ Program”-Do-Yong Park, Department of Curriculum and Instruction and Karin White, Thomas Metcalf School

“Establishing a Relationship Between Oral Reading Fluency and Reading Variability to Predict Statewide Assessment Scored”-Gary Cates and Carrie Kreissl, Department of Psychology

“The Validity of Using Ratings of Perceived Exertion to Monitor Exercise Intensity During Physical Education Classes”-Kristen Lagally, School of Kinesiology and Recreation

Presentations by faculty at Thomas Metcalf School

“A Symposium on the Use, Management, and Effectiveness of Heart Rate Monitors” Illinois Association of Health, Physical Education, Recreation, and Dance Convention, St. Charles, November 21, 2008-Lester Hampton, Vicki Jacobs, Eric Lyons, and Maria Pessman

“Building Math Success: A Differentiated Approach” Illinois Council of Teachers of Mathematics, Peoria, October 16, 2008-Roberta Maubach and Ronda Wilder

“Checklists: Improve Middle School Writing, Attention, and Motivation” Illinois Speech Language Hearing Association Conference, Rosemont, February 12-15, 2009-Rebecca Houtsma

“Effectiveness of WordChamp in a Foreign Language Classroom” Department of Curriculum and Instruction Graduate Research Symposium, Illinois State University, April 27, 2009-Karin White

“Scholastic Bowl Workshop” Illinois Elementary School Association, Bloomington, October 28, 2008-Fred Basolo

“Selection Strategies That Increase Engagement in Your Independent Readers” Illinois Reading Council Conference, Springfield, March 21, 2009-Jessica Wutz and Department of Curriculum and Instruction faculty member Linda Wedwick

“Swingin’ With the Orffcats” Illinois Music Educators Association All-State Conference, Peoria, January 30, 2009-Donna Zawatski

“Taking the Plunge: Adding Technology to Your Composing Curriculum” Illinois Music Educators Association All-State Conference, Peoria, January 29, 2009-Donna Zawatski

“Typical and Atypical Speech and Language Development,” Child and Family Connections, Champaign, August 6, 2008-Yvette Evans

Presentations by faculty at University High School

“Bringing Arthurian Legend into the 21st Century via Podcasts Posted to the WWW,” National Council of Teachers of English, San Antonio, Texas, November 2008-Kathleen Clesson

“Developing the Four Skills of Speaking, Listening, Reading, and Writing Through the Use of Audacity, Word, and the Q Drive” Teaching with Technology Corn Belt Conference, University High School, October 29, 2008-Jim Potter

“Feed, Tag, Research: Remixing for School Library 2.5” National Educators and Computers Conference, San Antonio, Texas, July 2008-Anita Beaman, panelist

“Geometry: Online and in Person” Illinois Council of Teachers of Mathematics, Peoria, October 17, 2008 and Illinois Education and Technology Conference, Springfield, November 21, 2008-Carol Benson

U-High faculty member **Lester Hampton** was named Cross Country 'Coach of the Year' for the South Division of the Illinois Track and Cross Country Coaches Association.

Four Thomas Metcalf School and **nine** University High School faculty

associates taught in various academic departments across Illinois State University.



"Gifts-Emergency 911: Substitute Lesson Plans for the Communication and Theatre Classroom," Illinois Speech and Theatre Association Convention, Bloomington, October 17, 2008-Diane Walker

"Reading 2.0: How Technology Can Enhance Reading for Pleasure" Institute for School and Public Librarians Conference, Bradley University, June 2009-Anita Beaman

"Savvy Selection" Illinois School Library Media Association Conference, Springfield, November 2008-Anita Beaman

"Strategies for Teaching the Constitution at the Secondary and Middle School Levels" Pacific-Rim Conference on Education, Illinois State University, October 24, 2008-Andy Davis, Bob Fitzgerald, Jim Kelly, and Department of Curriculum and instruction doctoral student Ben Wellenreiter

"Tablets as a Teaching Tool," Illinois Education and Technology Conference, Springfield, November 21, 2008-Vickie Graziano and Janeice Ives

"Technology in the Foreign Language Classroom," Illinois Education and Technology Conference, Springfield, November 21, 2008-Katie Orrego and Kimberly Rojas

"The 'Rebirth' of Classroom Debate" Illinois Speech and Theatre Association Convention, Oakbrook, October 17, 2008-Mark Adams and Diane Walker

"What Would Dewey Do? Reading and Technology in the 21st Century" Illinois School Library Media Association Conference, Springfield, November 2008-Anita Beaman

"Wonderful World of Wikis," National Council of Teachers of English, San Antonio, Texas, November 2008-Kathleen Clesson

Service activities of faculty at University High School

Candidate Mentor, National Board for Professional Teaching Standards-Chris Corpus

Conference Director, Expanding Your Horizons Through Math, Science, and Technology-Carol Benson

Judge, State Competition, Illinois Drafting Education Association-Cory Culbertson

Regional Judge, Math Counts-Carol Benson

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

Chair, District III Jazz Choir, Illinois Music Educators Association-Chris Corpus

Member, *Knowledge Quest* Editorial Board, American Association of School Librarians-Anita Beaman

Member, Alliance Library System Advisory Council-Anita Beaman

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

Member, Technology Education Advisory Board, Department of Technology-Cory Culbertson

Panelist, Engineering Core Competencies, Department of Technology-Cory Culbertson





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