



2011-12

LABORATORY SCHOOLS |

ANNUAL REPORT

College of Education | Illinois State University



UNIVERSITY

**LABORATORY
SCHOOLS**

Illinois State University

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:

- 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; and
- 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.

POINTS OF PRIDE

The 2011-12 school year was marked by some memorable achievements by students, faculty, and staff. Here are a few of the highlights:

The Laboratory Schools—Thomas Metcalf School and University High School—**provide placements for roughly one-third of Illinois State University’s students who are completing clinical experiences** as part of their teacher education program. In all, 452 schools and other agencies are needed to provide the remaining placements.

Ricardo Cortez de la Cruz II was selected as a gold medal winner in the poetry category at the first annual Bloomington-Normal Afro-Academic, Cultural, Technological and Scientific Olympics Competition at Illinois State. Ricardo continued on and participated in the national competition held in Los Angeles. Among 61 contestants, he earned a third place bronze medal in poetry and also received a \$1,500 scholarship and new laptop from the NAACP.

A number of recent graduates and current students earned AP Scholar Awards in recognition of their exceptional achievement on AP exams. Ten students were recognized as **Scholars**, eight as **Scholars with Honor**, and five as **Scholars with Distinction**. Only about 18 percent of the 1.8 million students worldwide who took AP exams performed at a high enough level to earn an AP Scholar Award.

Metcalf School honors two faculty members for becoming National Board Certified Teachers. Please give a Metcalf cheer for vision teacher **Lisa Tabaka** and first grade teacher **Jessica Wutz**.

The **U-High boosters** contributed \$10,000 towards equipment for the new U-High fitness center.

Led by senior **Katherine Hepler**, the **U-High girls golf team** captured the Class A state title held at the Red Tail Run Golf Course in Decatur. This was the team’s fourth state title.

The **U-High marching pioneers** finished their season at the ISU State of Illinois Competition with a second place finish in Class 1A as well as winning the award for Best Visual Performance.

The **Metcalf PTO** provided \$40,758 in classroom grants.

The **cross country teams** competed in the Class 2A state meet with the boys claiming third place and the girls claiming 12th. This was the fourth straight top four finish for the boys.

U-High was awarded a **McKnight Parent Involvement Grant**, which provided funding to host two authors: *New York Times* bestselling author Kiersten White (*Paranormalcy*) and Colorado Book Award winner and author Erin Blakemore (*The Heroines’ Bookshelf*).

U-High faculty members **Dusty Burk** and **Maria Pessman** completed National Board Certification, joining 10 other U-High colleagues with this distinction.

A large number of U-High students were recognized as **Illinois State Scholars**. This distinction, based on GPA and the Prairie State Achievement Examination, was awarded to Caila Brander, Austin Bruns, Austin Butorac, Caitlin Darnall, Michael DeCremer, Jessica Elliott, Jordan Evans, Allison Frey, Michael Friedrich, Anna Fritz, Alec Garcia, Michael Guo, Brooke Haile-Mariam, Jared Hendren, Katherine Hepler, Catherine Holland, Emily Honzel, Steven Hulett, Chloe Hun-

dman, Rona Hunter, Brock Jones, William Koebel, Garrett Medlock, James Munson, Deanna Olson, William Provosty, Kathryn Roberts, Myles Shane, Mitchell Styczynski, Zachary Taylor, Sarah Telling, Haley Tipsord, Ashlee Toca, Haylee Weakly, and Ethan Weniger.

Coach **Lester Hampton** was selected as the Boys Class AA Cross Country Coach of the Year for the 2011 season by the South Division of the Illinois Track and Cross Country Coaches Association.

The **U-High marching pioneers** performed at the Gator Bowl in Jacksonville, Florida, where they took first in the Class 1A Parade Competition on New Year's Eve and swept all of the caption awards including Best Music, Best General Effect, Best Auxiliary, and Best Percussion. The next day they performed in front of approximately 50,000 Gator Bowl Fans in the Mass Band Halftime Show with about 900 other high school students from across the country.

U-High's literary magazine, *Brome and Beyond: The Human Touch*, was selected to receive the Highest Award rank in the 2011 National Council of Teachers of English Program to Recognize Excellence in Student Literary Magazines. *Brome and Beyond* was one of three magazines in Illinois selected for this award and competed against 391 nationally.

Senior **Rona Hunter** was named as a finalist in the 2012 competition for National Merit Scholarships.

The **speech and debate team** won both the National Forensic League Districts tournament and the Leadership Chapter Award for excellence in speech and debate. Team members who went to Nationals were **Audrey Keen** in Oratory, **Jay Simmons** in U.S. Extemporaneous Speaking, and the team of **Catherine Holland** and **Matias Wolansky** in Public Forum Debate. **Alison Ogunmokun** was the alternate in Oratory.

Metcalf's Montage fundraiser provided \$17,700 for the school's Fund a Need which was used for the creation of the collaboration room.

The **Metcalf Orffcats**, along with the **U-High jazz band**, traveled to Kansas City, Missouri, to perform at the American Jazz Museum. Their three-day trip took them to the Jazz Museum, the Negro Baseball Hall of Fame, Crown Center and GEM Theater.

The **U-High basketball team** became part of the Elite Eight for the first time since 1999 after winning its way to the state tournament at the Peoria Civic Center. The team finished in second place in Class 2A.

The Illinois Basketball Coaches Association selected U-High Basketball Coach **Bob Fitzgerald** as the IBCA District Boys' Class 1A/2A High School Coach of the Year in the district. He was honored at the 40th annual Hall of Fame induction dinner at Illinois State.

The **U-High music department** participated in the IHSA Music Solo and Ensemble Contest at Normal West, performing in 89 events involving 136 U-High students. U-High received

67 Division I (Superior) Ratings and 22 Division II (Excellent) Ratings, which translated to 435 points and fifth place out of 69 schools statewide in Class B. The orchestra students earned 135 points, the most in Class B statewide by a 45-point margin.

Tami Dean, U-High literacy specialist, completed her Ed.D. at Illinois State in curriculum and instruction.

The **U-High WYSE team** earned third place at the state finals for the Division 1500 Academic Challenge competition held at the University of Illinois. **Alexander Lee** earned fifth place in mathematics and **Devin Akman** placed third in chemistry. **Alexander Su** took second place in physics and was the gold medal winner in chemistry.

After more than 30 years in the math department, **Carol Benson** retired from U-High. **Dixie Lewis**, longtime teacher and learning center director, also retired but stayed at U-High on a part-time basis during the transition to a new director.

Metcalf first-grader **Pierce McDade** placed 15th out of 289 K-1 students at the 2012 National Elementary Chess Championships. Pierce ended with a 5-1-1 record defeating two players that placed in the top 25. His only loss was in the seventh and final round to the national champion.

Members of the **Class of 2012** were offered over \$4 million in scholarships to continue their education at colleges and universities around the country.

Congratulations to the **Thomas Metcalf Wildcats** for becoming the 2012 IESA Class A Scholastic Bowl State Champions! The team was coached by Fred Basolo and Jennifer Kane.

The **Pioneer baseball team** earned a spot at the state finals for the first time in 14 years and won the Class 2A state title for the second time in school history.

The **U-High girls soccer team** finished its season with a fourth place finish at the Class 2A state tournament.



STUDENT CHARACTERISTICS

Laboratory School attendance

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

	Metcalf	U-High	District	State
Attendance	96.5	92.0	94.0	94.4

Enrollment by grade level

(Source = Student Information System)

K	1	2	3	4	5	6	7	8	Metcalf
37	36	40	39	43	49	47	46	48	385
									U-High
									608
									District
									993

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	18.5	20.9
Grade 1	18.0	21.2
Grade 3	19.5	22.0
Grade 6	23.5	22.4
Grade 8	24.0	21.5
High school	21.0	19.2

Enrollment by race/ethnicity (%)

	Metcalf	U-High	District	State
Asian	7.8	6.0	6.5	4.2
Black non-Hispanic	8.1	10.0	9.2	18.0
Hispanic	6.2	5.0	5.4	23.6
American Indian/Alaskan	0.3	0.0	0.1	0.3
White non-Hispanic	68.0	73.0	70.9	51.0
Multi-Racial	9.6	5.4	7.3	2.8
Native Hawaiian/Pacific Islander	0.0	0.6	0.6	.01

Graduation rate (N=149)

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%	82.3%

Post-secondary options (N=149)

Two-year community college	Four-year college or university	Military	Trade School	Other
19%	78%	1%	0%	2%



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	97.4	76.1	97.7	76.0	100	77.8
Mathematics	100	87.7	97.7	88.1	100	83.6
Science			97.7	79.8		

	Grade 6		Grade 7		Grade 8	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	100	81.7	97.8	78.1	100	86.2
Mathematics	97.9	85.0	100	84.6	100	85.0
Science			100	79.9		

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	85.7	50.6
Mathematics	90.2	51.6
Science	87.1	51.7
Writing	n/a	n/a

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	24.1	19.1
Mathematics	25.0	20.2
Reading	24.3	19.7
Science reasoning	24.1	19.9
Composite	24.5	19.9

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	19.2	15.7
Mathematics	20.0	16.3
Reading	18.6	15.4
Science reasoning	19.9	17.1
Composite	19.5	16.2

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	20.1	16.2
Mathematics	22.1	17.6
Reading	20.7	16.7
Science reasoning	21.4	17.8
Composite	21.2	17.2

ACHIEVEMENT INDICATORS

SAT

A smaller number of U-High students (12) 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	619	596	496
Mathematics	648	615	514
Writing	573	587	488

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	54.4	51.8	47.6
Mathematics	56.4	53.0	48.3
Writing	51.1	49.3	45.6

Honors and awards

National Merit Scholars are selected on the basis of their scores on the PSAT/National Merit Qualifying Test. This recognition is limited to high school seniors who score in the top half of 1 percent of all seniors who take the exam. Three students were recognized as Commended Scholars during the 2011-12 school year and one student was a finalist in the 2012 competition.



Advanced Placement (AP)

A total of 131 University High School students completed 207 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. Ten U-High students were recognized as AP Scholars because they received grades of 3 or higher on three or more AP Exams. Eight 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. Five 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	25	72
Calculus AB	34	91
Calculus BC	4	100
Chemistry	18	89
English - Language	19	89
English - Literature	63	74
European History	12	100
Spanish Language	8	50
Statistics	5	60
Studio Art 2D Design	0	*
Studio Art Drawing	3	100
U.S. History	16	44
Total AP Exams Taken	207	

* Insufficient number to report

SUPPORT SERVICES

Demand for counseling 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 the proportion of students receiving service.

	Metcalf	U-High
Demand for counseling services	1,411	3,198

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

	Metcalf	U-High
Students receiving assistance from resource teachers	32	330

Additional services and interventions

There are 60 Metcalf School students receiving **speech services and tutoring**, or 15.5 percent of students.

Connections is a peer-helping program composed of a network of caring students who are trained to help U-High students. A total of 164 U-High and Illinois State students served as tutors during the 2011-12 school year.

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-eight students were referred to external agencies during the 2011-12 school year.

STAFF CHARACTERISTICS

Percent of teachers (N=91) and administrators (N=9) by years of experience (%)

	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26+ years
Teachers	27.5	14.4	13.1	13.1	11.0	20.9
Administrators	0.0	0.0	45.0	11.0	11.0	33.0

Percent of teachers (N=91) by degrees attained (%)

	Laboratory Schools	State
Bachelors	33.0	37.8
Masters and above	63.0	61.7

Percent of teachers (N=91) by race and gender (%)

	Laboratory Schools	State
Asian or Pacific Islander	0.0	1.3
Black non-Hispanic	4.3	7.1
Hispanic	2.1	5.3
Native American	0.0	0.2
White non-Hispanic	93.6	83.3
Two or more Races	0.0	.08
Male	32.3	23.1
Female	67.7	76.9

Number of National Board Certified Teachers - 14 (15.0%)

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 (91)	\$52,616.23	\$66,614
Administrators (9)	\$101,326.17	\$110,870

FINANCE DATA

Personnel and nonpersonnel expenditures

Personnel costs account for 88 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.

Other revenue

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

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	\$38,664	\$266,425	\$261,911	\$43,178
University High School	\$211,162	\$1,029,896	\$978,705	\$262,353
Total	\$249,826	\$1,296,321	\$1,240,616	\$305,531

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. Revenues reported below include carryover balances from fiscal year 2011.

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	\$52,000	\$97,431	\$26,703	\$122,728
University High School	\$265,124	\$91,472	\$9,245	\$347,352
Superintendent's office	\$4,534	\$2,268	\$2,483	\$4,319
Total	\$321,658	\$191,171	\$38,431	\$474,399

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 2011-12

Source of revenue	Amount	Percent
General state aid	\$5,714,880	63.0
Special education contract	\$1,963,952	21.6
Appropriated funds	\$1,213,349	13.4
Fees	\$47,000	.5
Metcalf lunch program	\$125,000	1.4
Grants	\$10,373	.1
Total	\$9,074,554	100

Operating budget for 2011-12

Expenditures by administrative unit	Amount	Percent
University High School	\$3,537,415	44.0
Thomas Metcalf School	\$2,848,944	35.4
Special education	\$757,340	9.4
Superintendent's office	\$642,315	8.0
Metcalf lunch program	\$158,876	2.0
Metcalf after school	\$92,638	1.2
Total	\$8,037,528	100

TECHNOLOGY USE

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	265	668
Number of computers for teacher use	80	62
Percentage of computers linked to the Internet	100%	100%
Number of technical support staff (FTE)	1.25	1.25



FINANCE DATA (continued)

Operating expense per pupil

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

Laboratory Schools	State average
*\$7,720	**\$11,664

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

**Average for all unit districts



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.

	Metcalf	U-High
Academic activities	46	1,252
Athletic activities	146	666
Arts-related activities	479	845
Club and school activities	98	467
Total	769	3,230
Average number of activities per student	2.0	5.3

SPECIAL EDUCATION SERVICES

The Heart of Illinois Low Incidence Association (HILIA) is a regional special education cooperative formed to promote, establish, and maintain a continuum of comprehensive services for children ages 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. In addition, the program offers adapted art and physical education instruction for those students needing further assistance. The academic curriculum, which promotes an inclusionary philosophy, and the length of time and type of supplemental services are determined by the child's Individual Education Plan (IEP).

Low-incidence programs

Disability	Number of students	Number of teachers	Number of assistants and interpreters
Deaf/Hard-of-hearing	12.5	4	5
Visually impaired	6	3	1.5
Total	18.5	7	6.5



VOLUNTEER HOURS

Illinois State University students volunteered 5,519 hours at Thomas Metcalf School, and 5,452 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 2011-12 school year. For the state, the figure was 95.3 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) 438-3497
 Clark Brooks, vice chairperson (309) 766-0598
 Eric Ruud, secretary (309) 438-2346

Thomas Metcalf School PTO

Angela Ambers-Henderson, president (309) 662-7301
 Jim Mullins, vice president (309) 310-4950
 Christina Isabelli, treasurer (309) 827-3486
 Heidi Felstead, co-secretary (309) 261-1813
 Nancy Marsaglia, co-secretary (309) 287-9402

University High School Boosters

Jenny Ward, president (309) 838-1569
 Tom Dulee, vice president (309) 664-4494
 Doug Gillam, treasurer (309) 454-2863
 Ann Walling, secretary (309) 664-1926

Laboratory Schools administration

Jeff Hill, Ed.D.
 Superintendent, Laboratory Schools
 (309) 438-8542
 jwhill@ilstu.edu

Amy Coffman, Ph.D.
 Principal, Thomas Metcalf School
 (309) 438-7621
 aecoffm@ilstu.edu

Andrea Market, Ed.D.
 Interim Principal, University High School
 (309) 438-8346
 acmarke@ilstu.edu

UHigh.ilstu.edu
 Metcalf.IllinoisState.edu

TEACHER EDUCATION HOURS

The Laboratory Schools provided 47,531.15 hours of clinical experiences for teacher education students from 14 different Illinois State University departments.

University Department	Clinical Hours
Biology	1,920.00
Communication Sciences and Disorders	486.50
Curriculum and Instruction	28,383.25
English	2,880.00
Financial Aid	2,019.40
History	1,920.00
Interdisciplinary Studies	25.00
Kinesiology and Recreation	989.50
Mathematics	5,120.50
Music	1,744.00
Physics	82.00
Psychology	1,020.00
Special Education	471.00
Theatre	470.00
Total hours	47,531.15



Honors and awards received by faculty at Thomas Metcalf School
Top Ten Volunteer Award presented by the McLean County Museum of History - July, August and October 2011 - Denise Fries Romack

Research projects conducted at Thomas Metcalf School
"Children's Magical Thinking and Reactions to Stigmatized Peers" - John Be Pryor and Christine LeFever, Psychology

"Exploring the Concurrent Validity of Four Language Assessments Tools" - Jennifer Friberg, Communication Sciences & Disorders

"Investigating Conceptual, Procedural and Intuitive Aspects of Area Measurement with Non-Square Area Units" - Jeffrey Barrett and Amanda Miller, Mathematics

"Students' Reasoning about Invariance of Volume as a Quantity" - Jeffrey Barrett, Craig Cullen and Melike Kara, Mathematics

"Using Tablets to Enhance Children's Mathematical Abilities" - Alan Bates, Nancy Latham, Rena Shifflet, Cheri Toledo and Sarah Ennis, Curriculum & Instruction, and Cassandra Mattoon, Metcalf

Presentations by faculty at Thomas Metcalf School
"iPads in the Classroom," T21 Con, Illinois State University, Normal, November 15, 2011 - Christine Paxson

"iPads: An Appropriate Tool for Pre-Kindergarten," T21 Con, Illinois State University, Normal, November 15, 2011 - Cassandra Mattoon

"Motivating Your Team," Illinois Elementary School Association Scholastic Bowl Workshop, Bloomington, October 21, 2011 - Jennifer Kane

"Orffcat Presentation," The American Jazz Museum, Kansas City, Missouri, April 13, 2012 - Donna Zawatski

"Response to Intervention: Plan to Plan," Student Education Association, Illinois State University, Normal, October 17, 2011 - Christine Paxson

"Social Justice Art Education for Real Children: From Theory to Practice," National Art Education Association, New York, New York, March 1-4, 2012 - Peggy Finnegan

Presentations by faculty at University High School
"Redesigning Lessons to Maximize Student Learning and Engagement with Technology: A Collaborative Effort between Student and Teacher," Illinois State University Teaching and Learning Symposium, Normal, January 2012 - Kimberly Rojas

"From a Computer in the Corner to 1:1," Illinois Council for Teachers of Mathematics, Springfield, November 2011 - Dr. Carol Benson and Laura Lancaster

"Video Analysis in the Physics Laboratory," workshop for Illinois Science Teachers Association, Tinley Park, October 2011 - Tom Holbrook

"Modeling Physics," workshops Illinois State University Physics Department, Normal, June 2012 - Tom Holbrook

"Logging the Past, Writing the Future: Celebrating the National Day on Writing," for the National Council for Teachers of English Conference, Chicago, November 2011 - Susan Thetard, Presentation Chair, Diane Walker, Shyla Anderson, Dr. Kathleen Malone Clesson, Rebecca Hoffman, Kelsey McGreer, Shaunte Brewer, Normal Community West High School and Colleen Thomas, Schaumburg High School

"Teaching Socialism in America: A Discussion on Critical Pedagogy," Illinois Council for the Social Studies Spring Symposium, Bloomington, January 2012 - Andy Davis, Robert Fitzgerald and Andrew Hartman, ISU History Department

"Great Ideas for Teaching Students: Favorite Lesson Plans" Illinois Speech and Theatre Convention, September 23, 2011, Normal, - Diane Walker

"Building a Home: The Role of Communication Skills in the Common Core Standards," Illinois Speech and Theatre Convention,

September 22, 2011, Normal, - Diane Walker, Panel Member

"Teaching Social Studies with Technology" Corn Belt Social Studies Technology Conference, Olympia High School, Stanford, January 2012 - Kirsten Hany and Kate Pole

Blackboard and One-to-One Initiative presentations to Seneca High School and Pontiac Township High School staff, University High School, Normal, - Maggy Gleason, Kate Pole, Amy Reiman and Ben Webb

Publications by faculty at Thomas Metcalf School
"Nurturing the Creative Music Teacher," *Illinois Music Educators Journal*, Fall 2011, Volume 72, No. 1, pp. 56-67, - Donna Zawatski

"Encouraging the Creative Mind," *Illinois Music Educators Journal*, Winter 2011, Volume 72, No. 2, pp. 42-43, - Donna Zawatski

"A Kaleidoscope of Creativity," *Illinois Music Educators Journal*, Spring 2012, Volume 72, No. 3, pp. 40-41, - Donna Zawatski

"Touch Tablet Surprises: A Preschool Teacher's Story," *Young Children*, May 2012, Vol. 67, No. 3, pp. 36-41, - Rena Shifflet, Cheri Toledo, Curriculum & Instruction, and Cassandra Mattoon

Publications by faculty at University High School
"Constructing Difference Differently in Language and Literacy Professional Development," *Research in the Teaching of English*, November 2011, Vol 46, Issue 1, pp. 55-91 - Tom Crumpler, Lara Handsfield, Curriculum and Instruction, and Dr. Tami R. Dean

Service activities of faculty at Thomas Metcalf School
McLean County Museum of History volunteer researcher and docent for Cemetery Walk - Denise Fries Romack

Service activities of faculty at University High School
Vocal Jazz Chair Person, Illinois Music Educators' Association District 3 - Chris Corpus

Music Director, McLean County Penguin Project - Chris Corpus

Adjudicator, IESA Music Solo and Ensemble Contest - Chris Corpus

Faculty Mentor, Floor 2 - Haynie Hall, Illinois State University - Dr. Tami R. Dean

Executive Committee Member, Illinois Section of American Association of Physics Teachers - Tom Holbrook

Educator-at-Sea, Western Mediterranean, Ocean Exploration Trust - Cory Culbertson

Advisory Committee, Project Infuse Engineering Education Research Project - Cory Culbertson

Leadership Team, Illinois State University Writing Project - Amy Reiman

Adjudicator/Performance Respondent, Illinois High School Theatre Festival - Ben Webb

Executive Board Member, State Farm Holiday Classic - Michael Sondgeroth

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

Board Member, Illinois Association for Education and Rehabilitation of the Blind and Visually Impaired - Lisa Tabaka

Division vice president for Junior High/Elementary Music, Illinois Music Educators Association - Donna Zawatski

Faculty at Thomas Metcalf School who are involved with Illinois State University committees and projects
College Council - Christine Paxson

Research Committee - Jane Ogunmokun

TPAC-Teacher Performance Assessment Consortium - Lisa Tabaka

Faculty at Thomas Metcalf School who received certifications
Level III Orff-Schulwerk Certification, August, 5, 2011 - Donna Zawatski