



LABORATORY SCHOOLS
ANNUAL REPORT

2010-2011



COLLEGE OF EDUCATION
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, which states:

- 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.

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.

Perfect attendance rate

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%	94.0%	95.0%	94.0%

Enrollment by grade level, fall 2010

(Source = Student Information System)

K	1	2	3	4	5	6	7	8	Metcalf
37	36	38	43	45	47	46	46	49	387
									U-High
									608
									Unit-wide
									995

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	21.6
Grade 3	21.5	22.3
Grade 6	23.0	22.0
Grade 8	24.5	21.3
High school	24.0	19.2

Enrollment by race/ethnicity, fall 2010 (percent)

	Metcalf	U-High	Unit-wide	State
Asian	8.3	4.3	5.7	4.1
Black non-Hispanic	8.8	12.3	11.0	18.3
Hispanic	9.3	3.9	6.4	23.0
American Indian/Alaskan	0.0	0.2	0.1	0.3
White non-Hispanic	67.7	78.5	73.9	51.4
Multi-Racial	5.9	0.0	2.5	2.8
Native Hawaiian/ Pacific Islander	0.0	0.8	0.4	0.1

Graduation rate for Class of 2011 (N=150)

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
	98.0%	83.8%

Post-secondary options for Class of 2011 (N=150)

Two-year community college	Four-year college or university	Military	Trade school	Other
13.3%	81.4%	2.0%	1.3%	2.0%

Achievement indicators

ISAT

The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. The following table presents the percentages 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	100.0	74.7	100.0	74.7	100.0	76.4
Mathematics	100.0	87.3	100.0	87.7	97.9	84.0
Science			100.0	79.3		

	Grade 6		Grade 7		Grade 8	
	Metcalf	State	Metcalf	State	Metcalf	State
Reading	100.0	84.1	93.5	78.8	98.0	85.0
Mathematics	100.0	84.0	100.0	84.3	100.0	86.3
Science			95.7	81.9		

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 percentages 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	82.6	51.0
Mathematics	84.0	51.3
Science	85.3	49.2
Writing	86.0	53.7

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	25.1	20.3
Mathematics	25.8	20.7
Reading	25.2	20.5
Science reasoning	25.3	20.5
Composite	25.5	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	19.0	15.5
Mathematics	19.4	16.3
Reading	18.2	15.3
Science reasoning	19.6	16.9
Composite	19.2	16.1

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	20.0	16.9
Mathematics	21.0	17.4
Reading	22.0	16.9
Science reasoning	17.0	18.2
Composite	20.0	17.5

SAT

A smaller number of U-High students (**21**) 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	597	599	497
Mathematics	602	617	514
Writing	580	591	489

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	54.5	49.5	46.9
Mathematics	56.7	51.0	48.2
Writing	50.6	48.4	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. **Seven** students were recognized as Commended Scholars during the 2010–2011 school year, and three students were finalists in the 2011 competition.



Points of pride

Laboratory school faculty, staff, and students are routinely recognized for their outstanding achievements. Although it is impossible to highlight everyone's accomplishments, here are a few examples from the 2010–2011 school year.

- 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.
- Based on state reading and math test results, the *Chicago Sun-Times* **ranked U-High as eighth among the top 100 high schools in Illinois.**
- **Emily Bugg, Vivek Gulati, Tegan Hunter, Nate May, Katherine Newport, Nicholas Quarton, and George Seelinger** were selected as Commended Students in the 2011 National Merit Scholarship Program because of their exceptional academic promise demonstrated by their outstanding performance on the qualifying test for the program.
- The **U-High girls' tennis team** claimed the 2010 Sectional Championship. They were led by **Sienna** and **Alyssa Reuter** who won the sectional doubles title and qualified for the state tournament.
- **Elora Karim, Elizabeth Kelly, and Jackson Oakley** were selected as semifinalists in the 2010 National Merit Scholarship Competition.
- **Kevin Thompson** and **Vicki Graziano** completed National Board Certification. The Laboratory Schools continue to have one of the highest percentages of National Board Certified teachers in the state.
- **Logan Stauffer** claimed fifth place in the state golf tournament and achieved All-State honors for the third year in a row.
- **Ethan Weniger** (violin), **Yea See Suh** (violin), and **Ryan Cavallo** (cello), were named Pratt Music Foundation Scholars.

Student characteristics con't.

Advanced Placement (AP)

One hundred nine University High School students completed **166** 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	10	80
Calculus AB	36	92
Calculus BC	3	*
Chemistry	11	100
English—Language	19	89
English—Literature	37	65
European History	11	100
Spanish Language	7	100
Statistics	4	*
Studio Art 2D Design	1	*
Studio Art Drawing	4	*
U.S. History	23	91
Total AP Exams Taken	166	

*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	826 requests (213%)	3,125 requests (514%)

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	26 (6.7%)	320 (52.6%)

Additional services and interventions

Metcalf School students receiving speech services—60 (15.5%).

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 **93** U-High and Illinois State students served as tutors during the 2010–2011 school year.

Mental health support—The counseling department at U-High collaborates with community mental health agencies and addiction treatment facilities in an effort to coordinate services for U-High students and families. Referrals, homebound instruction, and after-treatment care are available from the counseling department. **Twenty-six** students were referred to external agencies during the 2010–2011 school year.

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 2010–2011

Source of revenue	Amount	Percent
General state aid	\$5,874,763	63.9
Special education contract	\$1,202,508	13.1
Appropriated funds	\$1,178,009	12.8
Federal ARRA funds	\$534,897	5.8
Fees	\$158,819	1.7
Metcalf lunch program	\$119,726	1.3
Grants	\$74,908	0.8
Other	\$54,806	0.6
Total	\$9,198,436	100.0

Expenditures by administrative unit	Amount	Percent
University High School	\$3,385,864	41.8
Thomas Metcalf School	\$2,608,072	32.2
Special education	\$1,069,154	13.2
Superintendent's office	\$790,899	9.8
Metcalf lunch program	\$161,225	2.0
Metcalf after school	\$80,310	1.0
Total	\$8,095,524	100.0

Personnel and nonpersonnel expenditures

Personnel costs account for 84.8 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 Music Academy, 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	\$31,859	\$303,350	\$296,540	\$38,669
University High School	\$122,181	\$674,932	\$585,950	\$211,163
Total	\$154,040	\$978,282	\$882,490	\$249,832

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 2010.

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	\$58,082	\$52,984	\$59,066	\$52,000
University High School	\$318,441	\$76,118	\$129,435	\$265,124
Superintendent's office	\$6,240	\$1,263	\$2,971	\$4,532
Total	\$382,763	\$130,365	\$191,472	\$321,656

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 2009–2010 is as follows.

Laboratory schools	State average
*\$7,198	**\$11,537

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

**Average for all unit districts



Points of pride

- Several U-High seniors were named 2010–2011 Illinois State Scholars for their outstanding academic achievement: **Faiza Afsar Ali, Zack Billingsley, Natalie Bowman, Claire Brownstone, Emily Bugg, Stephanie Carlson, Jennifer Darrow, Marissa Diekhoff, Emily Donnel, Melanie Goebel, Vivek Gulati, Preston Harris, Michael Hartman, Timothy Hatch, Tegan Hunter, Mitchell Januzik, Lance Jessurun, Elora Karim, Elizabeth Kelly, Jordan Kilhoffer, Kelsey Larson, Nathan May, Luke Mays, Jane McCullough, Jane McMahon, Jace Mortimer, Samuel Muetting, Katherine Newport, Jackson Oakley, Nicholas Paul, Nicholas Quarton, Jonathan Ray, Danielle Reece, Sienna Reuter, George Seelinger, Sarah Skibo, Ray St. John, Aaron Tuttle, and Jonathan Williamson.**
- More than **3,000 preservice teachers** 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.
- **Val Nichol** was named the top volleyball player in Central Illinois by the *Pantagraph*. She led her team to an undefeated Corn Belt Conference season.
- **Brian Tanaka** was named a National Anthem Finalist in the Illinois High School Association Tournament Series.
- **Michelle Meyer**, U-High swim team coach, was named Sectional Coach of the Year.
- The **U-High speech team** placed first at the regional and sectional tournaments and ranked second in the state.
- Several U-High musicians participated in the Illinois Music Educators Association All-State Conference: **Lynn Burkhead, Alex Chavez, Emily Donnel, Taihla Eddins, Melanie Goebel, Catherine Holland, Emily Honzel, Erin Hutchins, Lance Jessurun, Garrett Medlock, Jake Oakley, George Seelinger, Erin Smith, Brian Tanaka, and Aaron Tuttle.**

Staff characteristics

Percent of teachers (N=92) and administrators (N=10) 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	20.6	15.2	14.1	10.9	12.1	27.1
Administrators	0.0	0.0	60.0	0.0	10.0	30.0

Percent of teachers (N=92) by degrees attained

	Laboratory schools	State
Bachelor's	37.0	39.5
Master's and above	63.0	60.4

Percent of teachers (N=92) by race and gender

	Laboratory schools	State
Asian or Pacific Islander	1.1	1.2
Black non-Hispanic	3.2	6.1
Hispanic	1.1	5.0
Native American	0.0	0.2
White non-Hispanic	94.6	82.4
Two or more races	0.0	0.7
Male	27.2	23.1
Female	72.8	76.9

Number of national board certified teachers-11 (12.0 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 (92)	\$52,900	\$64,978
Administrators (10)	\$83,446	\$100,750

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	288	692
Number of computers for teacher use	90	62
Percentage of computers linked to the Internet	100%	100%
Number of technical support staff (FTE)	1.25	1.25

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	70	1,100
Athletic activities	152	646
Arts-related activities	514	1,005
Club and school activities	47	412
Total	783	3,163
Average number of activities per student	2.0	5.2

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	18	4	5
Visually impaired	7	3	1.5
Totals	25	7	6.5

Volunteer hours

Illinois State University students volunteered 3,263 hours at Thomas Metcalf School.

Illinois State University students volunteered 5,785 hours at University High School.

Contact with parents

“Personal contact” includes parent-teacher conferences, parental visits to school, school visits to home, phone conversations, and written correspondence. There was personal contact between 100 percent of students’ parents/guardians and the school staff during the 2010–2011 school year. For the state, the figure was **96** 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
Anne Walling, secretary..... (309) 664-1926

Laboratory school administration

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Points of pride

- The **U-High boys cross country team** tied for third place in the state meet and were led by all-staters **Ryan Rutherford** and **Alex Parlette**. The **girls cross country team** placed 12th led by all stater **Emily Clay**.
- **Mark Adams**, was honored by the National Forensic League with a Diamond Award. This award recognizes excellence from member coaches, based upon the number of students involved in debate and speech and the results they achieve during a coach’s career.
- The **girls competitive cheerleading squad** qualified for the State Championships. Members included: **Madison Abel, MacKenzie Anderson, Molly Ruth Anderson, Natalie Blair, Emma Blickensderfer, David Davis, Kaitlyn Dossett, Alex Dykhuis, Hannah Griffin, Hannah Hotzel, Nathalie Kieseweter, Kahlie Kilcher, Erin Leary, Kailey Mixer, Deanna Olson, Gracyn Paul, Faith Phares, Morgan Sondgeroth, and Kaitlin Zurkammer**.
- **Catherine Holland** was selected for the 2011 All-National Concert Band by the National Association for Music Education. Holland was one of 330 students selected to perform at the John F. Kennedy Center for the Performing Arts.
- **Jake Oakley, Stephanie Carlson, Marissa Diekhoff, and Vivek Gulati** received State Farm Foundation Scholarships for their outstanding academic achievement.
- **Karen Irvin** and **Kathy Wall** completed their distinguished teaching careers at Thomas Metcalf School; **Kathy Clesson** and **Charlene Lehnen** completed theirs at University High School.
- **Lydia Wilson** was selected as a Golden Apple Scholar of Illinois, a program that identifies talented students interested in a teaching career.

Teacher education

Teacher education hours

The Laboratory Schools provided 57,199.5 hours of clinical experiences for teacher education students from 17 different University departments.

University department	Clinical hours
Biology	960.00
Business	50.00
Communication Sciences and Disorders	424.00
Curriculum and Instruction	35,489.00
English	3,168.00
Financial Aid	3,114.00
Foreign Languages	240.00
Health Sciences	40.00
History	2,265.00
Interdisciplinary Studies	130.00
Kinesiology and Recreation, School of	359.00
Mathematics	3,684.50
Music	1,361.00
Physical Education/Dance	96.00
Psychology	3,911.00
Special Education	548.00
Theatre	1,360.00
Total hours	57,199.50

Faculty awards

Induction into Leadership Illinois Class of 2011—Amy Fritson Coffman, principal, Thomas Metcalf School

Distinguished Service Award presented by the Illinois Association for Education and Rehabilitation of the Visually Impaired, February 17, 2011—Jan Ella Harrell, Thomas Metcalf School

Faculty contributions

Research projects—Thomas Metcalf School

“Attentional Focus Effects of Children Performing a Locomotor Skill”—Kevin Becker and Peter Smith, Department of Kinesiology and Recreation

“Children’s Attitude toward Fantasy in Advertising”—Aysen Bakir, Department of Marketing

“Food Allergies: What do Parents of Elementary School Age Children Know?”—Robert Cullen and Bethany Harris, Department of Family and Consumer Sciences

“‘Nutrition Night’ Assessing a Dietary Education Program for the Family Unit as a Whole”—Shelby Miller and Bill Anderson, Department of Family and Consumer Sciences

“Response to Intervention: Evaluation of Computerized Reading Program (Reading Plus) Implementation at Metcalf Lab School”—Kaylynn Pfister, Lillian Aldawoodi, and Gary Cates, Department of Psychology

“Response to Intervention: Evaluation of Computerized Math Program (iPASS) Implementation at Metcalf Lab School”—Kaylynn Pfister, Lillian Aldawoodi, and Gary Cates, Department of Psychology

“Self-disclosure Patterns as a Predictor of Relational Aggression”—Jeffrey Kahn and Jayme Jones, Department of Psychology

“Using Learning Trajectories to Describe the Growth of Measurement Knowledge from Early Childhood through Middle School”—Jeffrey Barrett, Department of Mathematics and Douglas Clements, University of Buffalo, with Jennifer Kane and Alex Kashner

Research projects—University High School

“Using Student Feedback to Redesign Lessons Utilizing Technology: A Study of Two Central Illinois High Schools”—Kimberly Rojas

Presentations—Thomas Metcalf School

“Animation Fascination: iMovie Storytelling with Middle School Students” for the T21con: Teaching in the 21st Century, Normal, November 16, 2010—Margaret Finnegan

“Collaborate for Assessment” for the American Orff Schulwerk Association, Spokane, Washington, November 6, 2010—Donna Zawatski with Kim McCord, Department of Music

“Collaborate for Assessment” for the Illinois Music Education Conference, Peoria, January 27, 2011—Donna Zawatski with Kim McCord, ISU Department of Music

“Fitness Frenzy” for the Illinois Association for Health, Physical Education, Recreation and Dance (IAHPERD) Midstate Convention, Normal, February 18, 2011—Lynn Baber and Kim Walker-Smith

“Focus on the Future: Are You Using Assistive Technology in the Classroom?” for the Illinois Association for Education and Rehabilitation of the Blind and Visually Impaired Conference, Schaumburg, February 17–18, 2011—Lisa Tabaka

“High Tech and Low Tech Options for Using Student Data to Guide Instruction” for the T21con: Teaching in the 21st Century, Normal, November 16, 2010—Melissa McClelland

“The Validity of Using the PAI in Physical Education Classes” for the American Association of Health, Physical Education and Recreation National Convention, San Diego, March 29–April 2, 2011—Kim Walker-Smith

“Using the Mac to Publish Writers” for the T21con: Teaching in the 21st Century, Normal, November 16, 2010—Jessica Wutz

“Progression in Flight for Homosexual Rights in France” for the 16th Annual Women’s and Gender Studies Symposium, April 29, 2011—Amanda Christensen

Presentations—University High School

“Making Global Connections in the Classroom” for the National Council for the Social Studies Annual Conference, Denver, November 2011—Jean Gorski

“Come Sit by Me, Neighbor: The Use of Backchanneling Tools in Discussion-Based Secondary Classrooms” for the NALS Conference, Pittsburg, April 15, 2011—Kathleen Clesson

“Iconography: Blending Art and Literature” for the National Council for Teachers of English Conference, Orlando, Florida, November 2010—Kathleen Clesson

“Using Student Feedback to Build Technology Rich Lessons” for the Illinois Education and Technology Conference, Springfield, November 2010—Kimberly Rojas

"Blackboard: Practical Classroom Applications" for the T21con: Teaching in the 21st Century, Normal, November 16, 2010—Kimberly Rojas

"Pickleball" for the IAHPERD Conference, St. Charles, November 2010—Eric Lyons, Vicki Jacobs, Maria Pessman, and Lester Hampton

"Infusing the Arts in English Language Arts: A Digital Learning Initiative" for the COAL Roundtable at NCTE, Orlando, Florida, Fall 2010—Diane Walker, Katheen Malone Clesson, Susan Thetard

Publications—Thomas Metcalf School

"4C + 1C = 1TGMT: The Application of the 4Cs in the Music Classroom", *Illinois Music Educator* (Spring 2011), Vol 71, Number 3, pp 58-59—Donna Zawatski

"Does it Have to be 'All or Nothing?': Modified Homeschooling for a Student with Asperger's Syndrome", *School Psychology in Illinois*, January 2011, Vol 32, Issue 2, pp 9-13—Amy Fritson-Coffman and Brenda Huber, Department of Psychology and Roberta S. Trites, Department of English

"Strategies for Inclusion of Students with Visual Impairments in Music", *D.V.I. Quarterly* (Division on Visual Impairments), Spring 2011, pp 41-43—Donna Zawatski with Kimberly McCord, Department of Music and Emily Watts, Department of Special Education

"Progression in Flight for Homosexual Rights in France" *WGS journal* (Women's and Gender Studies), April 2011—Amanda Christensen with Mary Trouille, Department of Language, Literatures and Cultures

Publications—University High School

"Inventing a Drama World as a Place to Learn: Student Discoveries While Speaking and Writing in Role as Fictional Workers," *Literacies, the Arts & Multimodality* edited by Peggy Albers and Jennifer Sanders, NCTE National Conference in November 2010—Susan A. Thetard with former Curriculum and Instruction instructor Esther Cappon Gray

Service activities—Thomas Metcalf School

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

Elementary math scorer, College of Education's Teaching Performance Assessment Consortium—Jennifer Kane

Service activities—University High School

State leader, National Council of Teachers of English's PRESLM (Program to Recognize Excellence in Student Literary Magazines)—Kathleen Clesson

Vocal jazz representative, Illinois Music Educators' Association District—Chris Corpus

Music director, McLean County Penguin Project (musical theatre program for children with disabilities)—Chris Corpus



Points of pride

- The **Class of 2011** was offered nearly \$5.6 million in scholarships and awards from colleges and universities throughout the United States.
- **Jan Harrell** was presented the Distinguished Service Award at the 2011 Illinois Association for Education and Rehabilitation of the Blind and Visually Impaired Conference.
- U-High swimmer **Zachary Billingsley** was named to the 2010–2011 All-America Interscholastic Academic Team by the National Interscholastic Swimming Coaches Association. Nominated by coaches, only 2 percent of all swimmers in the U.S. are recognized with this honor.
- By scoring in the top 5 percent in the country in the American Mathematics Competition, **Alex Lee** qualified for the National Invitational Mathematics Examination.
- The **U-High boys swim and dive team** placed third at the IHSA State Meet. This is the highest finish for any boys swim team at U-High and in the *Pantagraph* area. Senior **John Williamson** claimed second place individually.
- **Tegan Hunter** was selected as one of two delegates from the state of Illinois to attend the 2011 National Youth Science Camp.
- For the first time since 1955, the **U-High boys' track and field team** captured first place in the 2011 Intercity Tournament.



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