



2018-2019

Laboratory Schools | Annual Report

COLLEGE OF EDUCATION | ILLINOIS STATE UNIVERSITY



UNIVERSITY
**LABORATORY
SCHOOLS**
Illinois State University

Our Mission

Thomas Metcalf School and University High School, Laboratory Schools administered by the College of Education at Illinois State University, serve as clinical experience and practice sites for pre-service teachers and experimental teaching activities. The schools provide a “living laboratory” for research and applied practices to improve teaching and other educational practice. This tradition is reflected in the four-part mission of the Illinois State University Laboratory Schools, which states:

POINTS OF PRIDE

The **U-High Speech and Debate team** traveled to Fort Lauderdale, Florida, in June for the National Tournament. James Han finished in third place in International Extemporaneous Speaking. Adding to the team result was Catherine Winger in fourth place and Natalie Thomison as a semifinalist in Expository Speaking, Jordyn Blythe as a semifinalist in Dramatic Interpretation, and Lauren Dubravec who was top 30 in Informative Speaking.

Stephanie Chow was selected to play guitar in the **National Association for Music Education All-National Honor Jazz Ensemble**.

The Marching Pioneers took first place in Class 1A at the ISU State of Illinois Invitational and competed in the evening Finals Competition for the first time in school history, taking 13th out of the 15 finalist bands. The Marching Pioneers also took second in Class 3A and second overall in the small schools division at the Illinois Marching Band Championships. The following U-High musicians were selected by audition for the ILMEA District III Jazz Ensembles. **Vocal Jazz Ensemble:** Izzie Jacobsen, Ellie Landes, Abby Naden, Gabriel Pfister, Dalton Spalding, and Cole Zimmerman. **Jazz Band I:** Stephanie Chow, Tom Scott, Bennett Sinclair, and Daniel Winger. **Jazz Band II:** Joseph Dubravec and Kaitlyn Hall. **Jazz Band III:** Nick King and Caleb Shim.



The **U-High girls tennis team** brought home trophies from the 47th annual girls state tennis tournament in Class 1A. McKenna Schaeftbauer was undefeated and became the third intercity girls player to win the singles title! She led the team to a third



place finish with 18 points. Abby Totten went 28-6 after an 8-1 consolation fourth-round loss and 3-2 in the tournament.

The following **U-High musicians** were selected by audition for the ILMEA District III Music Ensembles. **Band:** Julia Brown, Matt Culbertson, Alex Diffor, Jessica Isaac, Robbie Kearney, Nathanael Kim, Jenny Park, and Caleb Shim. **Chorus:** Allie Beam, Rylee Camp, Joseph Dubravec, Celestino Duley, Gabriella Heptinstall, Izzie Jacobsen, Krithi Kandury, Anita Kovalaske, Ellie Landes, Faith Landes, Abby Naden, Gabriel Pfister, Erica Rosenberger, Adam Schofield, and Catherine Winger. **Orchestra:** Jonathan Boudreaux, Katelyn DeKeersgieter, Henry Earnest, Veronica Ervin, Kaitlyn Hall, Alicia Han, James Han, Kirsten Koehler, Rene Mohammadi, Irene Park, Joseph Shim, Yvin Shin, Joseph Suh, and Matthew Suh.

The Pioneer Debate team won the IDC JV Public Forum State Debate Championship. The team of juniors Tyler Livingston and Shaurya Taxali had a record of 4-1 in the preliminary rounds to clear as the 3 seed into quarterfinals. Taxali also finished 10th, while Livingston finished seventh in the JV Division. Sophomore Yvin Shin placed sixth in the novice division, while she and partner Caleb Shim narrowly missed qualifying for elimination rounds placing ninth.

U-High's Cybersecurity team took first place at the 2019 Central Illinois Cyberdefense Competition. Team members are Tucker Carlson-Huber, Owen Keene, Michael Kirkton, Suhas Nelaturi, Nathan Pritts, Dylan Wagher, and captain Daniel Rugutt.

- 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.

The **U-High WYSE team** finished in third place in the state competition at Eastern Illinois University. Special recognition went to Alanna Liu, Calis Lim, Amit Sawhney, and Jonah King on individual placements. **The U-High Speech and Debate team** competed at the Tournament of Champions in Extemporaneous Speaking. Junior Nick King was in the quarterfinal round of Extemp, automatically qualifying him for next year and placed fourth in Impromptu Speaking. Senior James Han advanced to semifinals in Extemp and placed second in Impromptu. The two-man squad placed third as a team, making them the smallest entry in the top three.



With 41.5 points, the **U-High girls track and field team** finished in fourth place at this year's Class 2A state meet in Charleston. The 3200 meter relay team captured first place running in a new season best time. The team consisted of Kendy Ummel, Emmy Mussey, Mackie Madix, and Ella Bittner. Top scorer Jessica McDowell finished second in the 200 in a Pantagraph record time, second in the 400, and fifth in the 100 in a lifetime best time. Bittner finished the 1600 in third place. Lindsey Shouse placed sixth in the pole vault.

University High School finished the 2018-2019 school year in first place in the Central State Eight conference in overall rankings. The Pioneers finished the year with 175.5 points.

The **U-High boys tennis team** won the Class 1A State tennis title. Thomas Moh and Tyler Bowers claimed the doubles title, the second title in doubles for U-High. Dorath Chamarthi finished in second place in singles. Carter Burk and Brevin Knight finished in fifth place in doubles.

At Metcalf, 145 students participated in the **Circus**.

Four student-athletes made it into the **IESA State Golf Tournament**. Ihnera Gerongay (seventh grade) placed eighth, and Kalen Mapugay (eighth grade) also placed eighth.

Metcalf baseball won second place in the **IESA State baseball tournament**.

Track sent 22 student-athletes to compete in the **IESA State track meet**. Aja Cade placed fifth in seventh grade girls pole vault; Marisa Lopez placed third in the 100m dash; Cecilia Wille, Addie Howard, Grace Hany, and Marisa Lopez placed third in the seventh grade 4x 200m and 4x 400m relays; Marisa Lopez placed first in the 200m dash; seventh grade girls team placed second overall; Gio Fayne, Mason Hooper, Owan Nelson, and Collin Sampson placed fifth in the seventh grade boys 4x400m relay; and Cade McClellan placed second in eighth grade boys shot put.

The **Metcalf Chesscats** had a great season. At the MLK tournament, Keaton Ash won first place in the under 1000 category. At the Benjamin tournament, Eliot Ash and Gannon Bates tied for first place in overall elementary. And, at the state tournament, the Upper Primary team took 10th place, while Eliot Ash won ninth place in Upper Primary.

52 fifth-eighth grade students were members of the **Metcalf Game Club**.

30 Wildcats performed in the **fall play**, *Seussification of Romeo and Juliet*, while 128 students performed in the **spring play**, *High School Musical*.

16 fourth-eighth grade **Orffcat** students traveled to Louisville, Kentucky, to perform at Goldsmith Elementary School and Lincoln Performing Arts School.



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.

Attendance

A perfect attendance rate (100 percent) means that all students attended school each day of the academic session. There were 176 attendance days in 2018-2019.

	Metcalf	U-High	District	State
Attendance	96.17	93.80	94.72	N/A*

*The state did not release attendance rates for 2018-2019.

	Days Present	Days Possible	Percent
MLS	65,017.5	67,605	96.17
UHS	100,010	106,616	93.80
LS	165,027.5	174,221	94.72

Enrollment by grade level

K	1	2	3	4	5	6	7	8	Metcalf
36	38	42	44	46	44	44	48	48	390
									U-High
									610
									District
									1,000

Average class size

Average class size is the total enrollment for a grade divided by the number of classes for that grade reported for the first school day in May. For high schools, the average class size is computed for the whole school, based on the average class sizes for the second and fifth periods. The average number of students in each class in Illinois is 21.9.

	Laboratory School Average	State
Kindergarten	18	21.5
Grade 1	19	21.3
Grade 3	22	22
Grade 6	22	23.2
Grade 8	24	22.6
High school	21	21.7

Enrollment by race (%)

	Metcalf	U-High	District	State
White	320	489	809	944,451
Black	12	34	46	331,838
Asian	11	47	58	102,113
Native Hawaiian/Pacific Islander	0	2	2	2,061
American Indian/Alaskan	5	3	8	5,067
Two or More Races	42	35	77	75,683

	Metcalf (390)	U-High (610)	Unit-wide (1,000)	
White	320	82.05	489	80.16
Black	12	3.08	34	5.57
Asian	11	2.82	47	7.70
Native Hawaiian/Pacific Islander	0	0	2	0.33
American Indian/Alaskan	5	1.28	3	.49
Two or More Races	42	10.77	35	5.74

Enrollment by ethnicity (%)

	Metcalf	U-High	Unit-wide	State
Hispanic	9.49%	6.56%	7.70%	26.4%
Non-Hispanic/White	90.51%	93.44%	92.30%	73.6%

Graduation rate (%)

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
97	85.9

Post-secondary options (N=143) (%)

Two-year community college	Four-year college or university	Military	Trade School	Other
8	89	1	1	1

ACHIEVEMENT INDICATORS (TESTING)

Illinois Assessment of Readiness (IAR)

Each Performance Level is a broad, categorical level defined by a student's overall scale score and used to report overall student performance by describing how well students met the expectations for their grad level/course. Each Performance Level is defined by a range of overall scale scores for the assessment. There are five Performance Levels for IAR assessments:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated readiness for the next grade level/courses and, ultimately, are on track for college and careers. Performance Level Descriptors describe the knowledge, skills, and practices that students should know and be able to demonstrate at each Performance Level in each content area (English Language Arts and mathematics), and at each grade level/course.

	Grade 3		Grade 4		Grade 5	
	Metcalf	State	Metcalf	State	Metcalf	State
ELA	80	36.4	64	36.7	75	37.9
Mathematics	84	40.6	45	33.5	52	29.8
	Grade 6		Grade 7		Grade 8	
	Metcalf	State	Metcalf	State	Metcalf	State
ELA	71	35.0	87	35.0	78	39.6
Mathematics	54	23.3	81	23.3	76	32.6

Composite Scores	Metcalf	State
ELA	76	37
Mathematics	66	31

PSAT

PSAT is typically taken by juniors to determine if a student qualifies for National Merit Scholar status. Sophomores occasionally take this test for practice so only scores for juniors are reported. This year, 84 juniors took the PSAT. The PSAT measures three areas: verbal, mathematical, and writing ability. Total scores range from 320 to 1520.

	U-High	State	Total Group
Sophomore	1124	933	938
Junior	1203	1002	1020

ACT

The ACT is the test taken by Illinois students who intend to go to college. The test predicts how well students will do in college. ACT scores range from 1 (lowest) to 36 (highest). Below are the average scores of junior students, graduating in the class of 2020:

	U-High	State	Nation
English	26	24.1	20.2
Math	26	23.4	20.5
Reading	26.5	24.2	21.3
Science	25.7	23.4	20.7
Composite	26.2	23.9	20.8

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

ACHIEVEMENT INDICATORS (AP)

ASPIRE

ACT Aspire maps learner progress from grade three through high school (grades 9 and 10) on a vertical scale, anchored to the scoring system of the ACT. This test can be used to highlight progress toward the ACT College and Career Readiness Standards and Benchmarks and outcome data links to the reporting categories of most state standards. Subject areas include English, math, science, and reading.

	U-High (9th Grade)	ACT College Readiness Benchmark (9th Grade)
English	434	426
Math	431	428
Reading	426	425
Science	430	430

	U-High (10th Grade)	ACT College Readiness Benchmark (10th Grade)
English	440	428
Math	435	432
Reading	429	428
Science	433	432

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. Six students were recognized as Commended Scholars during the school year, and six students were semifinalists in the competition.



Advanced Placement (AP)

One hundred and ninety-nine University High School students completed 398 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 exam, and the percentage of students who earned scores that qualify for college credit are listed in the following table.

Each year the College Board recognizes students who have scored well on AP tests. Thirty-three U-High students were recognized as AP Scholars because they received grades of 3 or higher on three or more AP Exams. Twenty-five 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. Twenty-six 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. Four students were recognized as National AP Scholars as they received an average score of at least 4 on all AP exams taken and scores of 4 or higher on eight or more of these exams.

Course	Number of exams	Percentage who qualify
Biology	39	93
Calculus AB	34	85
Calculus BC	29	100
Chemistry	45	91
Comparative Government	12	83
Computer Science A	39	95
English-Language	52	83
English-Literature	16	69
Macroeconomics	1	0
Microeconomics	1	100
Music Theory	1	100
Psychology	5	60
Spanish Language	19	79
Statistics	32	91
Studio Art	4	100
U.S. History	39	85
US Government	30	87
Total AP Exams Taken	398	88% (average)

SUPPORT SERVICES

Demand for counseling services

The demand for counseling services is defined as the number of initial counseling requests made by students, parents, faculty, or administrators. This number does not reflect any continuing sessions as a result of an initial contact. Metcalf counseling services consist of providing assistance to students with concerns along with social and emotional classroom programming including problem-solving and emotional control along with offering academic and behavior testing. U-High counseling services consist of providing assistance to students with concerns along with advising students on class schedules and transcripts, testing services, and career exploration.

	Metcalf	U-High
Demand for counseling services	162 requests	965 requests

Students receiving assistance

Resource teachers, along with the help of peers, Illinois State University, and volunteer tutors, provide one-to-one or small group assistance to students who need additional help. The indicator shows the number of students and the proportion of students in each school who receive this type of assistance.

	Metcalf Tier 3	U-High U-Link Students	U-High U-Connect Students
Students receiving assistance from resource teachers	22	386	30

Additional services and interventions

Peer tutoring—U-Link Mentors is a peer-helping program composed of a network of caring students who are trained to help U-High students. A total of 38 students (37 U-High and 1 Illinois State) served as tutors during the school year.

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

STAFF CHARACTERISTICS

Percent of teachers (N=95) by degrees attained (%)

	Laboratory Schools	State
Bachelor's	67.3	38.9
Master's and above	32.7	60.6

Percent of teachers (N=95) by race and gender (%)

	Laboratory Schools	State
Asian or Pacific Islander	1.0	1.7
Black non-Hispanic	3.2	5.9
Hispanic	3.2	6.7
Native American	0.0	0.2
White non-Hispanic	92.6	82.6
Two or more Races	0.0	0.8
Male	28.4	23.2
Female	71.6	76.8

Number of national board certified teachers - 23 (24 percent)

Average salaries

The average teacher and administrator salaries are based on full-time equivalents. Salaries only represent base pay and do not include coaching stipends and extra duty pay.

	Laboratory Schools	State
Teachers (95)	\$56,766	\$67,049
Administrators (8)	\$100,298	\$109,592



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 Schools budget. The employee contribution for insurance is paid by Central Management Services (CMS) as is the retirement contribution from the employer.

Operating budget		
Source of revenue	Amount	Percent
Evidence Based Funding (K-12)	\$6,057,873	63.2
Special education contract (HILIA)	\$1,207,352	12.6
Higher Education Funds (13-20)	\$1,339,636	14.0
Driver's Education (ISBE)	\$18,838	0.2
Fees	\$597,500	6.2
Metcalf lunch program	\$122,242	1.3
Metcalf after school	\$111,540	1.2
Preschool tuition	\$89,250	0.9
Other	\$34,840	0.4
Total	\$9,579,071	100.0

Operating budget		
Expenditures by administrative unit	Amount	Percent
University High School	\$3,744,741	43.6
Thomas Metcalf School	\$2,877,666	33.5
Metcalf lunch program	\$187,234	2.2
Metcalf after school	\$113,855	1.3
Special education (HILIA)	\$1,034,486	12.1
Superintendent's office	\$621,938	7.2
Total	\$8,579,920	100.0

Personnel and non-personnel expenditures

Personnel costs account for 90 percent of 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 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	\$129,945	\$151,872	\$243,724	\$47,094
University High School	\$320,681	\$861,764	\$801,364	\$381,081
Total	\$450,626	\$1,013,636	\$1,045,088	\$428,175

Donations

Donations are deposited into four primary foundation accounts—one for each building, one for the University High School Alumni Association, and one for the superintendent's office. The revenues reported below include carryover funds from previous years.

	Beginning balance	Revenue	Expenditures	Ending balance
Thomas Metcalf School	\$201,437	\$54,759	\$75,870	\$180,326
University High School	\$633,225	\$185,131	\$62,466	755,890
Superintendent's office	\$12,578	\$3,425	\$2,471	\$13,532
Total	\$847,240	243,315	\$140,807	949,748

TECHNOLOGY USE

The Laboratory Schools recognize technology is an essential tool to evaluate, engage, and enhance a student's learning experience. Understanding how technology can assist in the gathering, organizing, and synthesizing of information is critical to success in the 21st century.

All Laboratory School students have access to a variety of technologies. University High School is in the seventh year of a one-to-one initiative, while Thomas Metcalf is in its fifth year utilizing Google Suite for Education. Grades 3-8 are one-to-one with Chromebooks, while the primary grades have access to both iPads and Chromebooks. In addition, classrooms are supported by digital creation tools, virtual reality devices, interactive simulations, and robotics.

CO-CURRICULAR PARTICIPATION

Students are encouraged to participate in the many academic, athletic, and arts-related activities offered outside of the regular school day or schedule. Eighty-seven activities are offered at University High School, and 15 activities are offered at Thomas Metcalf School. The total student counts exceed student enrollment at both schools

	Metcalf students	U-High students
Academic activities	34	1,513
Athletic activities	247	669
Arts-related activities	409	1,163
Club and school activities	111	425
Total	801	3,770
Average number of activities per student	2.0	6.13

FINANCE DATA

Operating expense per pupil

Operating expense per pupil (OEPP) includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

Laboratory Schools	State average
\$8,580*	\$13,764**

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

**Average for all Illinois Unit Districts

SPECIAL EDUCATION SERVICES

The Heart of Illinois Low Incidence Association is a regional special education cooperative formed to promote, establish, and maintain a continuum of comprehensive services for children ages 3 to 21. The Laboratory Schools offer a site-based center for students with hearing and vision disabilities. Several support services are offered to the students enrolled in these programs. These services include speech and language therapy, auditory listening therapy, physical therapy, occupational therapy, orientation and mobility training, auditory assessment services, and psychological assessment services. The academic curriculum, which promotes an inclusionary philosophy, and the length of time and type of supplemental services are determined by the child's Individual Education Plan.

Low-incidence programs

Disability	Number of students	Number of teachers	Number of assistants and interpreters
Deaf/Hard-of-hearing	11	4	4
Visually impaired	10	3	3
Total	21	7	7

Related services

Service	Number of students
Speech and language therapy	14
Orientation and mobility training	8
Auditory listening therapy	11

CONTACT WITH PARENTS

Personal contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence. There was personal contact between 100 percent of students' parents/guardians and the school staff during the school year.

The Laboratory Schools are very fortunate to have many parents who are involved in the schools' programs and activities. We would like to extend our sincere thanks to the members of the Citizens Advisory Council (CAC), the Thomas Metcalf School PTO, and the University High School Boosters along with all our Lab School families. For more information on ways to become involved with these groups, please contact any of our administrators.

Laboratory Schools administration

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VOLUNTEER HOURS

Illinois State University students volunteered 1,298 hours at Thomas Metcalf School.

Illinois State University students volunteered 700 hours at University High School.

TEACHER EDUCATION HOURS

The Laboratory Schools provided 39,500.50 hours of clinical experiences for teacher education students from 18 different University departments.

University Department	Clinical Hours
Art	187.50
Biology	360.00
Business	110.00
Communication Sciences & Disorders	789.00
Dance	75.00
English	600.00
Family Consumer Sciences	30.00
Health Sciences	512.00
History	1,960.00
Interdisciplinary Studies	2.50
Kinesiology & Recreation	1,320.00
Mathematics	1,473.00
Music	1,054.00
Psychology	172.00
School of Teaching & Learning	27,929.50
Special Education	1,922.00
Technology	80.00
Theatre	924.00
Total hours	39,500.50



HONORS AND AWARDS

Honors and Awards by faculty at University High School

Dr. Bob Fitzgerald was named a Golden Apple Excellence in Teaching Finalist and Teacher of Distinction.

Dr. Bob Fitzgerald received a Barringer Fellowship from the Monticello Teacher Institute.

Benjamin Webb, Fulbright-Hayes Recipient and International Scholar: Oaxaca, Mexico (Fulbright/Institute for International Education/Illinois State University).

Kate Pole received Distinguished Educator recognition for creating a safe and inclusive environment for students by Not In Our Town: Bloomington-Normal.

Andrew McDowell was named the Illinois Basketball Coaches Association District 15 Coach of the Year.

Honors and Awards by faculty at Thomas Metcalf School

Lisa Tabaka was nominated by Dr. Mindy Ealey in the Department of Blindness and Low Vision at ISU and was awarded the Delta Gamma Foundation Graduate Student Fellowship, which allowed her to attend the American Foundation for the Blind Leadership Conference.

Hosted Visits at Thomas Metcalf School

SWU students China

Sister City Japan visit

Teachers from China

SERVICE TO PROFESSION

Presentations by faculty at University High School

"Blending Modeling Instruction with NGSS," ISU/ISTA Physics/Chemistry Summer Teacher Workshop, Normal, June 18-20, 2018—Donieka Solberg

"Standards Based Learning (and Grading)," "Toolkit for Determining and Using Priority Standards," "Coaching Your Classroom," presented at Central Illinois PD Institute, July 2018—Mandy Stalets

"Danielson Framework and Professional Development Plans," Rural Evangelism Missions Teacher Professional Development Conference, Nairobi, Kenya, July 23, 2018—Dr. Robert Dean and Dr. Kevin Thompson

"Lesson Planning and Design to Enhance Student Engagement," Rural Evangelism Missions Teacher Professional Development Conference, Nairobi, Kenya, July 25, 2018—Dr. Kevin Thompson

"The Effective and Ethical Use of ATLAS with Your National Board Candidates," National Board Resource Center Facilitator Training, Normal, August 3, 2018—Kate Pole

"Slavery, Race, and Capitalism: An Enquiry," Muhammad Ali Center, Louisville, September 2018—Dr. Bob Fitzgerald, Co-Presenter

"Teaching the Transatlantic Slave Trade and the Racism in America," Muhammad Ali Center, Louisville, September 19—Kate Pole, Bob Fitzgerald, Andrew Hartman, and Robin Whitburn

"Attacking Trolls with Civility: Helping Students Combat Digital Overload with Listening, Questioning, and Critical Thinking Activities," ICE (Indiana Connected Educators Annual Conference), Noblesville, Indiana, October 11, 2018—Kate Pole and Jim Kurz

"Feedback In Action," "Self Assessment In Action," "Standards-Based Learning In Action," "Standards Based Reporting In Action," and "Reassessment In Action," All Things Assessment Institute, Montreal, October 2018—Mandy Stalets

"Engineering in the Life Sciences," NSTA Regional Conferences, Reno, Nevada, October 13, 2018; National Harbor, Maryland, Nov. 15, 2018; Charlotte, North Carolina, December 1, 2018—Cory Culbertson

"SBG in Health and Wellness," IAPHERD Shape Conference, St. Charles, (Illinois) November 15, 2018—Steve Paxson

"Feedback In Action," "Self Assessment In Action," "Standards-Based Learning In Action," "Standards Based Reporting In Action," and "Reassessment In Action," All Things Assessment Institute, Long Beach, California, August 5-7, 2019—Mandy Stalets

"Yes, You are a Reading and Writing Teacher: Literacy Strategies in the

Secondary Social Studies Classroom," ICSS, ISU History Symposium, Normal, February 8, 2019—David Harnish and Kate Pole

"The Good, the Bad, and The Ugly (Google, Facebook, and Twitter): Helping Students Building Critical Thinking Skills to Stay Ahead of Online Platforms," Midwest Education Technology Annual Conference, St. Charles, (Illinois or Missouri?) February 12, 2019—Kate Pole, Amy Reiman, and Jim Kurz

"Standards Based Grading in Health and Wellness," Kane County Institute, Hampshire, March 1, 2019—Steve Paxson and Maria Pessman

"Grading From the Inside Out," Solution Tree training, San Francisco, March 2019—Mandy Stalets

"Values and History for the 21st Century," University College, London Institute of Education's A Day of Action: Teaching History as if the Past Matters Conference, London, April 2019—Dr. Bob Fitzgerald, Co-Presenter

"Race, Criminality, and Justice in America," University College, London Institute of Education A Day of Action: Teaching History as if the Past Matters Conference, London, April 1, 2019—Kate Pole

"Grading From the Inside Out," Solution Tree training, Orlando, May 2019—Mandy Stalets

"Using Standard Based Grading in the Driver Education Classroom," IHSCDEA Illinois High School and College Driver Education Association State Conference, Effingham, May 7, 2019—Jeff Wollenweber

"The Golden State Killer: A Cross-Curricular Lesson Between Science and the Social Sciences," New Teacher Conference, Normal, June 21, 2019—Kirsten Hany, Maggy Proctor and Emily Telford

"Wow! Tell me more! Effective Engagement Strategies in Science," New Teacher Conference, Normal, June 21, 2019—Maggy Proctor and Emily Telford

"Visualize a New Paradigm: The Reimagined Classroom, Where Students Come In and Wonder ... What Will Happen Next?" New Teacher Conference, Normal, June 21, 2019—Tisha Ortega

SERVICE TO PROFESSION

Service and Leadership by faculty at University High School

ILMEA District 3 Vocal Jazz Ensemble—Chris Corpus, Texas, District Chairperson

American Choral Directors Association Summer Conference—Chris Corpus, Texas, Participant

Technology Education Advisory Board Member, Illinois State University—Cory Culbertson

Illinois Council on the Teaching of Foreign Languages, Board of Directors—Heather Sandy, Secretary

Illinois Council on the Teaching of Foreign Languages, Winterfest Host “Interculturality & Social Justice,” February 23, 2019—Heather Sandy Presented and Instructed Maine South High School PE Department on the Implementation of Standards Based Grading, February 8, 2018—Steve Paxson

Presented and Instructed Minooka School District PE Department on the Implementation of Standards Based Grading, March 20, 2018—Steve Paxson

Publications by faculty at University High School

Engineering in the Life Sciences, 9-12, NSTA Press, Rodney L. Custer, Jenny L. Daugherty, Julia M. Ross, Katheryn B. Kennedy, and Cory Culbertson

Book review of *Behemoth: A History of the Factory and the Making of the Modern World in Teaching History: A Journal of Methods*, Vol 44 No 1 (2019)—Dr. Bob Fitzgerald.

Coaching Your Classroom, Solution Tree, Indianapolis, 2019—Mandy Stalets and Garnet Hillman

“Diving Into Standards Based Grading,” *AMLE Magazine*, VOL. 6 NO. 4, October 2018—Mandy Stalets

Research Projects conducted by faculty at Thomas Metcalf School

Molly Turner defended her dissertation in June and graduated with her doctorate in August.

Presentations by faculty at Thomas Metcalf School

“Engaging Students: Adaptive Rules, 3-way Games, and Opportunities to Respond,” DuPage County Institute, Naperville, March 1, 2019—Jon Haws

“The Wild Card,” Technology Feast, Normal, summer 2019—Kimberly Carthans

“The Learning Pit: Developing Self-Sufficient Learners,” Illinois Teachers for the Deaf and Hard of Hearing conference, Naperville, March 2, 2019—Nancy Harr and Brittney Tarr

“We Learn Best Through Play,” New Teacher Conference, Normal, June 21, 2019—Zack Gilbert

“Standards Based Grading: Bringing It to Your Classroom,” New Teacher Conference, Normal, June 21, 2019—Zack Gilbert and Andy Goveia

“There’s Only One You,” New Teacher Conference, Normal, June 21, 2019—Nancy Harr and Molly Turner

“Relax and Have Fun: Integrating Instructional Technology for “New” Teachers,” New Teacher Conference, Normal, June 21, 2019—Zack Gilbert and Andy Goveia

Publications by faculty at Thomas Metcalf School

McWilliams, A., Chung, Y., Wells, Rachel, & Andzik, N. R. (2019). *Getting to the “Core”*: Vocabulary instruction for students with significant disabilities. *Illinois Reading Council Journal*, 47, 32-42.

Chung, Y., Douglas, K. H., Walker, V. L., & Wells, Rachel (2019). *Interactions of high school students with intellectual and developmental disabilities in inclusive classrooms*. *Intellectual and Developmental Disabilities*, 57, 307-322.

