

Donna Metlicka, Ed.D.

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Education

Doctor of Education, May 2004

Northern Illinois University, DeKalb, Illinois

Major: Curriculum and Supervision

Dissertation topic - Higher Education Cohorts and Group Dynamics

Master of Science in Education, August 1990

Northern Illinois University, DeKalb, Illinois

Major: Educational Administration

Bachelor of Science in Education, May, 1989

Northern Illinois University, DeKalb, Illinois

Major: Elementary Education

Richard J. Daley College, Chicago, Illinois

August 1984 - May 1986

Certification

Type 03 Elementary K - 9 Teaching

Endorsements: Language Arts

Social Science

Type 75 Administrative K – 12

Teaching Experience

University of St. Francis, 2002 - Present

Joliet, Illinois

Assistant Professor of Education

Uses an active learning approach and the conceptual framework to guide instruction to undergraduate and graduate candidates.

Participates in College and University committees.

Courses taught:

Diagnostic Teaching Techniques & Materials - Graduate, cohort course with focus on research-based, exemplary techniques and materials to help all students learn to read. Action research and critical thinking stressed.

Assessment Procedures & Diagnosis of Reading Disabilities - Focus on assessment tools and procedures including analysis of tools, definition of reading disability, and aligning assessments to instruction. Active participation through action research and cooperative learning.

Methods of Teaching Reading/Language Arts in the Elementary School -

Traditional and contemporary theoretical perspectives examined. Focus on state standards, lesson plans and higher order thinking. Candidates complete a pre-

clinical experience and incorporate learning strategies.

Children's and Middle School Literature -

Introduces the candidates to a wide variety of literature available and requires extensive reading of books, practice in evaluating and selecting books.

Diagnostic Techniques of Teaching Reading –

Examines guidelines, procedures, and techniques for preventing, diagnosing, and remediating reading problems. Candidates conduct assessments and create learning opportunities during their advanced field experience.

Aurora University, 2001- 2002

Aurora, Illinois

Taught in Adjunct Faculty position in the College of Education.

Used research based, best practices approach to instruct students in graduate and cohort programs.

Courses taught:

Philosophic Foundations of Education - Pre-service graduate students compared a variety of educational philosophers and theories based on readings, research, and an active learning environment.

Cooperative Discipline - Graduate course taught to in-service teachers utilizing cooperative learning, role-playing, multimedia presentations and guest speakers. Balance of theory, activities, and experts contributed to the creation of individual classroom discipline plans.

The Individual, the Brain, and Learning - In-service teachers explored their own learning styles, brain research, and multiple intelligence theory and related to their own classrooms. Active research and reporting of results

Adolescent Development - Graduate cohort course explored physical, spiritual, intellectual, and social development of adolescents through expert community members, multimedia, and discussion of material.

Benedictine University, 1999 - 2001

Lisle, Illinois

Taught in Adjunct Faculty and Instructor positions in the School of Education.

Used a constructivist approach, multiple intelligence strategies, and technology to instruct students in undergraduate, graduate, and cohort programs.

Courses taught:

Curriculum and Instruction - Graduate course taught to in-service teachers in an off-campus cohort program. Promoted the identification of curriculum issues, theory, and factors effecting curriculum and encouraged students to develop effective curriculum models that utilize technology including Microsoft Office, Power Point, WebCT and the Internet.

Instructional Strategies Across the Curriculum - Graduate course taught to in-service teachers in an off-campus cohort program and on-campus pre-service graduate students. Emphasized instructional methodologies, integrated thematic unit planning, and the inductive approach to learning. Students develop strategies for making effective instructional decisions, diagnosing needs, incorporating technology, and selecting appropriate instructional objectives. Students utilize

technology such as WebCT, eboards, and the Internet related to individual classrooms.

Holistic Reading Strategies - Graduate course that examined the processes of communicating that include reading, writing, speaking and listening. Stresses the interactive nature of reading by examining relationships between author and reader, decoding and context and reading and writing. Explores the impact of these relationships on meaning construction. Stresses a balance between phonics and whole language.

Measurement and Assessment - Undergraduate course that surveyed measurement and assessment options and tools available to regular and special education teachers, including purpose, strengths, weaknesses, and use in school systems. Balance of theory and hands-on activities where students experienced working with measurement tools and students.

Diagnostic and Corrective Reading Strategies - Undergraduate and graduate course focused on issues of reading assessment in terms of diagnosing problems and prescribing methods of instruction for students experiencing reading difficulties. Students constructed and Individual Action Plan for a student. Supervised students in a 35-hour pre-clinical experience.

Other responsibilities:

Advising graduate and undergraduate students

Contributed in conceptual framework revision

Participated in technology training

Integration of technology into all courses

Secured pre-clinical placement for students

Committee membership:

University Accommodations Committee

Technology Committee

Plato Center Elementary School, 1991 - 1999

Central Community Unit School District 301

Plato Center, Illinois

Taught all aspects of the curriculum in first and second grade classrooms.

Implemented Guided Reading program.

Developed balanced literacy units, report cards, and portfolios.

Team taught honor program.

Volunteered to welcome mainstream students into classroom.

Participated in numerous district committees such as curriculum, grant writing, and community relations.

Worked to develop teacher improvement class offerings.

St. Jerome Elementary School, 1990 - 1991

Chicago, Illinois

Developed and implemented K - 8 computer curriculum.

Prepared, taught, and evaluated academic preschool program.

Fundraising in cooperation with parent groups.

Substitute Teacher, 1989 - 1990
Taught in K - 12 capacities.
Worked in several different districts with a diverse population.
Taught in special education setting.
Student Teacher, Spring 1989
Lily Lake Elementary School, District 301
Taught all subjects in a fifth grade self-contained classroom.
Participated in team teaching.

Administrative Experience

University of St. Francis, 2004 – 2006

Elementary Education Program Coordinator

Responsible for the overall planning, coordination, and assessment of the Elementary Education program. Monitor all curricular and instructional matters and ensure program alignment with all relevant accreditation standards. Recruiting, hiring, and training of adjunct instructors. Participant in several faculty searches.

Plato Center Elementary School, 1991 - 1999

Coordinated after-school and summer programs in reading and science.

Presented new curriculum to school board, parent groups and staff.

Chaired and administered site-based committee.

Participated in rewriting district curriculum guide according to the Illinois State Standards.

Experienced in grant writing.

Attended administrative workshops with district administrators.

Worked with Superintendent on district projects.

St. Jerome Elementary School, 1990 - 1991

Initiated fundraising programs.

Moderated computer club.

Lyons Township High School, Administrative Internship, 1990

Evaluated staff.

Scheduled summer classrooms, faculty, and students.

Supervised building operations.

Experienced pupil personnel services office.

Professional Organizations

International Reading Association

Illinois Reading Council

Illinois Federation of Teachers

National Education Association

Association of Teacher Educators

Professional and Scholarly Activity

Conferences & Workshops Attended

- 2006

- Super Strategies for Teaching Beginning Readers and Writers, Ft. Lauderdale, FL
- Colloquium Series on Diversity in Teaching and Learning, Teaching Latina/o Students K-College, Lewis University, Romeoville, IL
- International Reading Association Convention, Chicago, IL
- 2005
 - Association of Teacher Educators Convention, Chicago, IL
 - Real Reading...Right From the Start!, Willowbrook, IL
 - University of St. Francis Reading Conference, Joliet, IL
- 2004
 - 6 Trait Writing, Willowbrook, IL
 - Association of Teacher Educators, Boston, Mass
 - International Reading Association Convention, Reno, NV
- 2003
 - Parent University 2003
 - An Evening with Barbara Coloroso, Bullying Affects Everyone!
 - Educating for Character
 - International Reading Association Convention, Orlando, FL

Conferences & Workshops Presented

- 2006
 - University of St. Francis, Joliet, IL
 - Elementary Education Content Area Exam Review
- 2005
 - University of St. Francis, Joliet, IL
 - Brown Bag: Effective Teaching Strategies in the College Classroom
 - University of St. Francis, Joliet, IL
 - Elementary Education Content Area Exam Review
- 2004
 - Association of Teacher Educators Convention, Boston, Mass
 - Breakout Session: Groupthink in Graduate Level Cohorts
 - University of St. Francis Annual Reading Conference, Joliet, IL
 - Breakout Session: Assessment and Comprehension
 - University of St. Francis, Joliet, IL
 - Brown Bag Faculty Forum: The Perception of Groupthink in Teacher Professional Development Delivered Through Masters Degree Programs Using the Cohort Delivery Model in Higher Education
- 2003
 - Tending the Literacy Garden, University of St. Francis Annual Reading Conference, Breakout Session: Assessment in Reading

Research

- 2006
 - Authored Association for Childhood Education International accreditation report for Elementary Education Program
- 2005

- St. John's International School in Belgium
 - Literacy
- Pursuing Reading Specialist Certification
- 2004
 - Completed and defended dissertation research: The Perception of Groupthink in Teacher Professional Development Delivered Through Masters Degree Programs Using the Cohort Delivery Model in Higher Education

Consulting

- 2006
 - Lisbon School, Lisbon, IL
 - Reading Strategies Workshop
 - Joliet Professional Development School Partnership, Joliet, IL
 - Basic Reading Inventory Teacher Training
 - Kingswood Academy, Lemont, IL
 - Writing Workshop
- 2005
 - Highpoint Community Center, Romeoville, IL
 - Oversee alignment of new curriculum for assessment and tutoring program
- 2003
 - Minooka School District, Minooka, IL
 - In-service, Writing Across the Curriculum
- 2002
 - Laraway School, Laraway, IL
 - In-service, Reading & Writing in the Content Areas