



# **K-12 Professional Development Catalog**

**Workshop Offerings and Descriptions**  
**Spring 2006**

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K–12  
Professional  
Development  
Catalog

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## **Workshops for Middle and High School Teachers**

### **AP**

#### **One-Day Workshops**

Participants learn some of the best tools and techniques for helping students acquire the skills needed to excel in the AP classroom, with special emphasis on the development of critical thinking skills. Participants review AP teacher materials that include course outlines; content-related handouts; and student samples, scoring guidelines, and commentary for recently released AP Exam free-response questions. They also engage in discussions about appropriate classroom materials, learn techniques and content-specific strategies that can be used in the AP classroom to help prepare students for success in AP course work, review data related to student performance on AP Exams and the exam scoring process, and become acquainted with electronic media used to support AP teachers (for example, AP Central® and electronic discussion groups). For many AP courses, new workshop materials include content focused on an important theme in the course.

#### **Half-Day Workshops**

These condensed workshops provide updates to Course Descriptions and AP Exams. Teachers also learn effective tools and techniques to enhance students' critical thinking skills and communicate course content to students. Participants receive AP teacher materials including course outlines; content-related handouts; and students samples, scoring guidelines, and commentary for the most recent AP Exam free-response questions. These sessions are approximately four hours in length.

#### **AP Advanced Topics Seminars**

These seminars provide AP teachers and other middle and high school teachers with the opportunity to delve into specific course content, to connect to current work in that field, and to feed their passion for the discipline. The focus is on developing further mastery of content in the field (with special attention to topics in the Course Description), but without the usual emphasis on teaching strategies that are key to our regular workshops and conferences. Our regular workshops show teachers how to work with students on particular course content, strategies, and methods; AP advanced topics seminars emphasize exciting contemporary work in the teacher's discipline—a way to gain depth in a specific area of interest. AP advanced topics seminars are led by experts in the field, usually a college faculty member, thus providing an opportunity for college faculty to share their interests, passions, and expertise with AP teachers.

## **Pre-AP**

### **General**

#### **An Introduction to the Advanced Placement Program® and Pre-AP Professional Development**

This one-day workshop has two distinct purposes. The first is to provide introductory information about the College Board’s Advanced Placement Program to teachers who are unfamiliar with it. In this workshop, participants will learn about the College Board and its mission of connecting all students to college success, the purpose and benefits of the AP Program, the processes for developing and administering AP courses and exams, and the preparation students need for the AP Program. The second purpose of this workshop is to introduce participants to Pre-AP professional development. Pre-AP focuses on instruction during the years prior to AP courses and college. Workshop participants will learn about the College Board’s philosophy for Pre-AP, the connection of Pre-AP to the AP Program, and Pre-AP strategies in English and mathematics. This workshop can be delivered to either an English or mathematics audience. Stakeholders in curricular decisions are particularly encouraged to attend (i.e., department chairs, curriculum coordinators, academic coordinators, and so on).

### **Workshop Agenda**

#### The Advanced Placement Program, Pre-AP Professional Development (Morning)

- College Board Mission Statement
- Purpose and Benefits of the Advanced Placement Program
- Equity and Access
- Development of AP Courses and Exams
- Scoring of AP Exams: The AP Reading
- Resources for Schools
- Connecting the Advanced Placement Program and Pre-AP Professional Development

#### Continuing the AP and Pre-AP Connection with Classroom Strategies (Afternoon)

- English
- Mathematics

## Workshop Authors

**Teri Marshall** currently teaches ninth-grade English and AP English Language and Composition at Saint Mary's Hall in San Antonio, Texas, where she also serves as English Department chair for K–12 and AP English Vertical Team® leader. She has been an educator for 30 years. For 11 years she has served as a teacher of AP courses and Pre-AP strategies and College Board consultant. She is the primary author of the College Board's national workshop Pre-AP: Setting the Cornerstones™ for the AP Vertical Team, and she is a Reader for the AP English Language Exam.

**Brendan Murphy** has taught both middle school and high school math in rural Maine for eight years and is currently teaching AP Calculus and AP Statistics. He is an AP Exam Reader in both disciplines and has run a number of workshops both in the northeast and around the country in Pre-AP Strategies for Math and in AP math courses. This year he is “broadcasting live” both of his AP courses to five other high schools around the state using state-of-the-art technology. He is running a mentoring program for 20 newer AP teachers in Maine in both AP Calculus and AP Statistics this year, and he was a state finalist for the 2005 Maine Teacher of the Year. In the summer he is a whitewater raft guide and has rafted on more than 70 rivers in five countries.

## **Vertical Teaming**

### **Building the AP Vertical Team**

#### **Pre-AP: Coaching and Sustaining Successful AP Vertical Teams®**

This one-day workshop is provided by the College Board and supported by local school districts. Its purpose is to train district-selected individuals to lead district and College Board initiatives in vertical teaming within the district. It is designed to facilitate the process of combining district/state curriculum and structures with those of the College Board so that the two work successfully together to accomplish mutual goals. This workshop will provide a rich learning environment that will enable participants to understand the critical role of an AP Vertical Team's curriculum, goals, and plans that align with national and state standards, district strategic plans, and local school improvement plans; strengthen leadership skills; and establish and maintain relationships with College Board staff and other stakeholders. This workshop is designed to train AP Vertical Team coaches. (It is assumed that participants will have already participated in the Setting the Cornerstones workshop, hence only a few minutes will be taken to review the key concepts of that workshop.)

General themes:

- Implications of the College Board's mission to provide access and equity in its AP programs
- Standards of the Advanced Placement Program and the role of Pre-AP in developing those strategies to assist AP Vertical Teams to function effectively
- Development or adaptation of strategic plans to assure that all students have equal access to challenging courses such as AP
- Ways to develop AP Vertical Teams curriculum, goals and plans that align with national and state standards, district strategic plans, and local school improvement plans
- Strengthening of leadership skills

The workshop conforms to:

- The College Board's mission, particularly access and equity
- AP Vertical Teams approach

The workshop provides:

- Action planning
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Discussion questions
- Opportunities for reflection
- Connections between one activity and another

- Optional online follow-up

### **Workshop Agenda**

#### **Section 1: Introductions and Review of Setting the Cornerstones**

In this section, participants will become acquainted with the instructor and other participants. They will begin by sharing some of their successes. These anecdotal success experiences will become part of the foundation for subsequent discussions. The participants will also review key concepts from the Pre-AP: Setting the Cornerstones of the AP Vertical Team workshop. It is essential that all participants have previously attended a Cornerstones training since so much of the success of AP Vertical Teams coaches depends upon it.

#### **Section 2: The Role of the AP Vertical Teams Coach**

This section will focus on the roles and responsibilities of the AP Vertical Teams coach as well as the history and philosophy that undergird the role.

*Break*

#### **Section 3: Modeling and Developing Leadership in the District AP Vertical Teams Program**

Although in a traditional sense, the “coach” is most often thought of as a mentor, facilitator, encourager, trainer, disciplinarian, and so on, the coach of the AP Vertical Team must also be effective as a leader and role model. In this section, participants will focus their attention on some of the most essential leadership skills they will need to be effective. This will include a review of six powerful leadership traits and how coaches may nurture these traits in themselves as well as in the AP Vertical Team leaders. There will also be time to share ways coaches may apply these skills to some of the challenges they face in their respective work settings. Participants will also examine the importance of being willing to take some risks as leaders, advocates, and reformers in the school improvement process.

Also in this section, participants will take time to reflect on others in their school, district, and community who have a stake in the success of the AP Vertical Teams process. As a result of this section, participants will feel encouraged knowing there are many who share their concerns about Vertical Teams and understand the value of the AP Vertical Teams process to students.

#### **Section 4: Understanding Team Dynamics and Applying Them to the AP Vertical Teams Program**

In section 4, participants will engage in some sharing and brainstorming. New ideas for meeting and overcoming challenges to the AP Vertical Teams process will be explored. The discussion will also identify ways that coaches may focus the district and community spotlight on the important contributions that AP Vertical Teams are making to the academic success of students.

*Lunch*

### **Section 5: Articulating National, State, District, and College Board Standards Throughout District AP Vertical Teams**

In this section, participants will roll up their sleeves and begin to grapple with the core issues of the AP Vertical Team process. They will address the issues of curriculum alignment; the interplay of College Board goals and standards with those of the local, district, state, and national entities; and the need for greater access to AP courses and equity within the school system. They will develop strategies for addressing these core issues and share them with other participants. They will also focus attention on ways to provide effective staff development.

*Break*

### **Section 6: Reflection/Action Plans**

Finally, participants will pull it all together. This section will provide some time to summarize, reflect, and plan. Each participant will take some time alone to quietly reflect on the day, review notes and workshop materials, contemplate ways that new ideas and strategies might be applied, and begin to formulate plans to apply them. Following this time to reflect, participants will share the essence of their plan with the rest of the group, take care of last-minute business, and conclude the workshop.

### **Workshop Author**

**Kevin Branch** presently serves as the secondary guidance counselor specialist and AP Coordinator for Jordan School District, Utah's largest district. With nearly 30 years of experience in public schools, he has been an elementary and middle school teacher as well as a middle school and high school guidance counselor. He also teaches graduate-level courses in counselor education at the University of Phoenix. He has a keen interest in promoting Vertical Teams as a result of his experience working at each level of education.

### **Pre-AP: Setting the Cornerstones for the AP Vertical Team**

This one-day workshop is organized for AP Vertical Teams. Participants will be provided with information about the College Board and the Advanced Placement Program and will learn to engage teams in strategies for establishing coherence, collegiality, and collaboration among their members. The workshop addresses establishing, maintaining, and evaluating AP Vertical Teams.

General themes:

- Implications of the College Board’s mission to provide access and equity in its AP programs
- Standards of the Advanced Placement Program and the role of Pre-AP in developing those strategies to assist AP Vertical Teams to function effectively
- Promotion and support of AP Vertical Teams
- Development or adaptation of strategic plans to assure that all students have equal access to challenging courses such as AP
- Strengthening of skills necessary for maintaining a collaborative working relationship
- Potential of team building

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- The AP Vertical Teams approach

The workshop provides:

- Action planning
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Discussion questions
- Opportunities for reflection
- Connections between one activity and another

### **Workshop Agenda**

#### **Coherence: The First Cornerstone**

##### **Section 1: Understanding the Purpose and Concept of Pre-AP**

In order to increase student participation in the Advanced Placement Program, schools must provide students with early and consistent opportunities to learn the knowledge, academic skills, and dispositions required by specific discipline-based AP courses. The concept and strategies of Pre-AP are designed to assist educators in emphasizing excellence while achieving equity for all students. The focus of section 1 is to establish a common language concerning the College Board’s Pre-AP Professional Development and

to provide resources for accessing Pre-AP strategies. You will identify the kinds of knowledge and academic skills necessary for success in particular AP courses based on analyses of representative free-response samples from corresponding AP Examinations.

*Break*

### **Commitment: The Second Cornerstone**

#### **Section 2: Exploring the Potential of AP Vertical Teams**

Forming an AP Vertical Team helps locally based educators make a firm commitment to emphasizing excellence and achieving equity through aligning curriculum, instruction, and assessment with the discipline-based standards of the Advanced Placement Program. The purpose of section 2 is to connect the concept of vertical teaming with the goals of AP Vertical Teams. You will participate in two critical activities that demonstrate the benefits and potential for students and educators who are part of an AP Vertical Team.

*Lunch*

### **Collegiality: The Third Cornerstone**

#### **Section 3: Establishing the AP Vertical Team**

Once teachers and administrators have made a firm commitment to each other and to the students, the work can begin on establishing the AP Vertical Team. In order to build a strong collegial foundation, the members of the team need to specify behaviors and implications that clarify the vision of the AP Vertical Team, select an effective team leader who can facilitate the work, and create and implement a curricular plan of action. The purpose of section 3 is to provide specific suggestions and examples of how an AP Vertical Team can effectively and collegially begin the work that will significantly impact student achievement. You will participate in a variety of activities designed to improve team members' abilities to set goals and determine qualities of leadership that are so essential to the success of the AP Vertical Team.

*Break*

### **Collaboration: The Fourth Cornerstone**

#### **Section 4: Maintaining the AP Vertical Team**

A true collaborative environment does not happen by chance. The members of an AP Vertical Team must practice certain habits, establish ground rules, and set team guidelines in order to maintain high levels of commitment and collegiality. The purpose of section 4 is to provide suggestions for cultivating team-building skills, fostering leadership skills among all team members, and developing community support for the work of the AP Vertical Team. You will participate in a wide variety of team-building activities as well as activities designed to help team members deal with problems and issues that will naturally arise during the work of the AP Vertical Team.

### **Section 5: Evaluating Progress of the AP Vertical Team**

In order to assess whether any of the efforts made by the AP Vertical Team have made a difference in the academic success of students, the team needs to identify the methods and techniques of evaluation it will use to gather data about its effectiveness. The purpose of section 5 is to provide suggestions for collecting and organizing information that will allow an AP Vertical Team to explore its accomplishments and evaluate its progress. You will participate in two critical activities designed to provide you with some insight into establishing evaluation guidelines for a discipline-based AP Vertical Team.

### **Section 6: Next Steps**

Knowing what makes a strong, effective AP Vertical Team is critical in deciding your next steps. The purpose of section 6 is to provide a suggested planning procedure to help you identify specific activities, timelines, and evaluations you need to lay the foundation for the success of your AP Vertical Team.

### **Workshop Author**

**Teri Marshall** currently teaches ninth-grade English and AP English Language and Composition at Saint Mary's Hall in San Antonio, Texas, where she also serves as English Department chair for K–12 and AP English Vertical Team Leader. She has been an educator for 30 years. For 11 years she has served as a teacher of AP courses and Pre-AP strategies and College Board consultant. She is the primary author of the College Board's national workshop Pre-AP: Setting the Cornerstones for the AP Vertical Team, and she is a Reader for the AP English Language Exam.

## **English**

### **Pre-AP: Topics for AP Vertical Teams in English**

Through a series of hands-on activities and group discussions in this one-day workshop, participants learn how an AP Vertical Team in English can be centered around and driven by content, such as strategies for fiction and nonfiction. They will understand the benefits of a streamlined and connected curriculum for both teachers and students. An overview of the AP English Literature and AP English Language Exams will be provided. Topics addressed include literary analysis, analytic strategies for nonfiction, and team decision making.

General themes:

- Implications of the College Board’s mission to provide access and equity in its AP programs
- Standards of the Advanced Placement Program and the role of Pre-AP in developing those standards
- Some specific knowledge, skills, and habits of mind necessary for students to be successful in rigorous, college-level course work such as AP English Language and AP English Literature
- Issues and strategies fundamental to AP Vertical Teams in English

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NCTE standards
- Standards and skills in AP English Literature and AP English Language
- AP Vertical Teams approach

The workshop provides:

- Content background for teachers that illustrates the AP Vertical Teams concept
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Discussion questions
- Opportunities for reflection
- Connections between one activity and another
- Optional online follow-up

## **Workshop Agenda**

### **Overview of AP Vertical Teams in English and the Role of Pre-AP**

### **Overview of the AP English Literature Exam**

*Break*

### **Overview of the AP English Language Exam**

### **Topics and Techniques for Discussion and Development**

In this section you will practice strategies and techniques for three areas of importance to AP Vertical Teams in English: vocabulary, reading/literature, and writing/grammar. You will have the opportunity to practice strategies in each of these areas and to discuss possible issues that a Vertical Team might face regarding these topics. Each section is followed by a “Reflection” page for you to write your thoughts as preparation for discussion about the importance of these topics to an AP Vertical Team.

*Lunch*

### **Team Builder**

### **Strategies in Fiction**

*Break*

### **Strategies in Nonfiction**

## **Workshop Authors**

**Melinda Greene** has taught middle school English for 21 years and for 13 years using Pre-AP strategies and tools to engage her students in active, high-level learning, to develop concepts they need to succeed in college. Using Pre-AP strategies with all of her students has made teaching a rewarding experience for her as well as for her students.

**Ann Jackson** has taught high school English for more than 30 years. For the last 11 years, she has been an active member of a vibrant AP English Vertical Team in the Crosby Independent School District. She serves as the AP English Language and Composition teacher, AP English Vertical Team leader, and high school department chair. Next to teaching teenagers, she loves working with other teachers who want to create and maintain strong AP Vertical Teams.

### **Pre-AP: Advanced Topics for AP Vertical Teams in English—Grammar**

This one-day workshop draws from cognitive research on language acquisition and examines some of the best practices from traditional grammar instruction, linguistics, writing, and the whole language approach. Experienced English teachers understand that grammar cannot be isolated from other aspects of language arts instruction. They also know that there is no single correct approach to this complex subject. Specific topics include rules of usage, parts of speech, patterns of words, structure of sentences, and arrangement of sentences. Through activities, participants will examine the role grammar plays in promoting clear communication and close reading skills. When appropriate, discussions of rhetoric and style will be added.

While the focus of this workshop is on grammar, participants should know that it is a part of a greater whole that comprises language arts instruction. Therefore, many of the activities will examine the role grammar plays in promoting clear communication and close reading skills. When appropriate, discussions of rhetoric and style will be added.

General themes:

- Promote teacher discussion and dialogue about grammar pedagogy
- Identify resources and training needs
- Examine activities that promote retention of grammar content
- Develop departmental goals for integrating grammar in meaningful and manageable ways
- Examine the art as well as the science of grammar

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NCTE standards
- Standards and skills in AP English Literature and AP English Language
- AP Vertical Teams approach

The workshop provides:

- Content background for teachers that illustrates the AP Vertical Teams concept in depth around the general theme of grammar
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Explorations with discussion questions
- Opportunities for reflection
- Connections between one activity and another
- Optional online follow-up

## **Workshop Agenda**

### **Section 1: Grammar Approaches and Attitudes**

This section is designed to help participants start with a common understanding of the focus of several schools of thought that have shaped language instruction over the past 50 years and impacted the language perceptions and skills of both teachers and students. Participants will begin a dialogue about what they believe to be the best language approaches for their students. Each subsequent section will build on this initial conversation as participants reflect on their needs and decide which approaches best meet the needs of their students.

### **Section 2: Prescriptive Grammar**

Section 2 is divided into two parts. Part 1 focuses on the role of prescriptive grammar. Participants will discuss which Standard English rules to enforce and which to ignore. Part 2 shifts from the rules of prescriptive grammar to the linguistic patterns of descriptive grammar. Building on discussions from part 1, participants will reflect on the definition and role of Standard English. The activities in part 2 are designed to explore the role of dialects and nonstandard English.

*Break before part 2 of section 2. Lunch prior to section 3.*

### **Section 3: Rethinking How We Teach Grammar**

In section 3, participants will examine their current grammar instruction as they engage in lessons based on strategies that have been proven effective. These lessons are not sequenced in an order that resembles a complete curriculum but rather are offered as a means to think about and improve current instruction. It is possible that in this section, participants not strongly grounded in grammar might need to seek some explanations from colleagues who are more versed in the subject.

*Break*

### **Section 4: The AP Vertical Team**

In section 4, AP Vertical Teams will discuss a logical order for a grammar scope and sequence. Teachers will collaborate with colleagues to create grammar units, define important concepts, and plan a vertically aligned curriculum.

### **Workshop Author**

**Rebecca McFarlan** is a National Board Certified Teacher who has taught high school English for 25 years. Currently she teaches at Indian Hill High School in Cincinnati. She has more than 17 years of teaching experience with both the AP English Literature and the AP English Language courses. In addition to full-time teaching duties, she serves as instructional leader for grades 9–12 and language arts program leader for grades 6–12. She is a National College Board consultant trainer and a workshop leader for AP English Literature as well as several Pre-AP professional development workshops.

## **Mathematics**

### **Pre-AP: Topics for AP Vertical Teams in Mathematics**

This one-day workshop focuses on articulating a curriculum anchored in the skills, knowledge, and habits needed for AP mathematics courses. Teachers concentrate on what and how they teach, as well as how they communicate with each other. Teachers will learn the benefits and challenges of vertical teaming and gain an arsenal of activities to use with team members. Some of the section titles include: “What’s in It for Me?” “The Least Expensive Cable,” “Defining Our Terms,” and “What Is the Common Thread?”

General themes:

- Become familiar with the College Board’s mission to provide access and equity in its AP programs
- Become familiar with the standards of the Advanced Placement Program and the role of Pre-AP in developing those standards
- Study some of the knowledge and skills necessary for students to be successful in AP Calculus and AP Statistics
- Practice strategies used by Vertical Teams in mathematics

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NCTM standards
- AP Calculus AB, AP Calculus BC, and AP Statistics topic outlines
- AP Vertical Teams approach

The workshop provides:

- Content background for teachers that illustrates the Vertical Teams concept
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Explorations with discussion questions
- Opportunities for reflection
- Optional online follow-up

**Workshop Agenda**

**What's in It for Me?**

**The Least Expensive Cable**

*Break*

**Defining Our Terms**

**What Do the Following Problems Have in Common?**

**In and Out, Part 1**

*Lunch*

**In and Out, Part 2**

**Why Do We Have to Teach This?**

**What Can We Do with This Activity?**

*Break*

**The One-Room Schoolhouse**

**Next Steps and Future Plans**

**Workshop Author**

**Dixie Ross** is a teacher at Pflugerville High School, just outside Austin, Texas. She served on the development committees for the *AP<sup>®</sup> Mathematics Vertical Teams Toolkit* and the *Pre-AP: Strategies in Mathematics—Helping Students Learn Mathematics Through Problem Solving* workshop. She teaches summer institutes for both AP Calculus and Pre-AP Strategies in Mathematics, has been an AP Reader, and won the Advanced Placement Program Special Recognition Award from the southwestern region of the College Board in 1992 and the Siemens Award for Advanced Placement in 1998.

### **Pre-AP: Advanced Topics for AP Vertical Teams in Mathematics— Assessments**

This one-day workshop teaches middle and high school math teachers techniques of assessment designed to support instruction for students as active learners and problem solvers. Educators increasingly recognize that the purpose of classroom assessment of student achievement is to help teachers make decisions about instruction. Assessments, reliability, validity, scoring guidelines, and performance appraisals are the key topics covered in this workshop.

General themes:

- Learn assessments and other performance appraisals
- Practice strategies used by Vertical Teams in mathematics

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NCTM standards
- AP Calculus AB, AP Calculus BC, and AP Statistics topic outlines
- AP Vertical Teams approach

The workshop provides:

- Content background for teachers that illustrates the AP Vertical Teams concept in depth around the general theme of assessment
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Explorations with discussion questions
- Opportunities for reflection

**Workshop Agenda**

**Section 1: The Language of Assessment**

**Section 2: Reliability and Validity**

*Break*

**Section 3: Assessment Using the Multiple-Choice Format**

**Section 4: Evaluating the Multiple-Choice Item**

*Lunch*

**Section 5: Crafting the Constructed Response Item**

*Break*

**Section 6: Strategic Assessment Beyond the Classroom**

**Workshop Author**

**Chris Olsen** has been teaching mathematics and statistics at George Washington High School in Cedar Rapids, Iowa, for over 25 years. He also serves as the mathematics assessment facilitator for his district. He served on the AP Statistics Development Committee and is the author of the new *AP Statistics Teacher's Guide*. He is a coauthor of *Introduction to Statistics and Data Analysis* with Roxy Peck and Jay Devore. Over the years he has developed a wide variety of interests, but he spends most of his reading time in the areas of history, philosophy, math, and statistics. He has spent much seat time at the National Archives researching espionage in the Civil War, much foot time tramping around the mountains of Colorado, and not nearly enough time working in the yard.

## **Music Theory**

### **Pre-AP: Topics for AP Vertical Teams in Music Theory**

Because it teaches and reinforces music theory skills and concepts from one grade level to the next, a Vertical Team in music is an ideal way to prepare students for AP Music Theory. This one-day workshop shows how content can drive collaboration and communication among music teachers (not only music theory teachers, but classroom, band, choir, and orchestra teachers as well) to further music literacy in students and help them develop as musicians. Teachers will gain an understanding of the impact team building within music departments and the district has on the overall learning experience of the student when preparing for the AP Music Theory Exam. Specific subject topics addressed will include musical analysis and listening skills.

General themes:

- Implications of the College Board’s mission to provide access and equity in its AP programs
- Standards of the Advanced Placement Program and the role of Pre-AP in developing those standards
- Some specific knowledge, skills, and habits of mind necessary for students to be successful in rigorous, college-level course work such as AP Music Theory
- Issues and strategies fundamental to AP Vertical Teams in music theory

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- MENC standards
- AP Music Theory standards and skills
- AP Vertical Teams approach

The workshop provides:

- Content background for teachers that illustrates the Vertical Teams concept
- Examples of student work across grade levels
- Activities meant to illustrate good pedagogy
- Discussion questions
- Opportunities for reflection
- Connections between one activity and another

## **Workshop Agenda**

### **Preface**

#### **Section 1: Getting to Know You**

- Overview of Vertical Teams
- Match Descriptions in Grid to Participants

#### **Section 2: Organizing the Vertical Team**

- Dividing into Simulated Vertical Teams
- Discussion of Two Questions
- Reporting
- Reflection and Wrap-Up of Activity

#### **Section 3: Where Are We Headed, and How Do We Get There?**

- Introduction and Example Questions from AP Exam
- Discussion of Skills and Concepts Students Need
- Reporting and Reflection

*Break*

#### **Section 4: Beginning a Dialogue in a Vertical Team**

- Processes in the Study of Music
- Categorizing Terms with Regard to the Language of Music
- Discussion Questions

#### **Section 5: Listening to Music with Mind and Ear Connected**

- Creating a Listening Worksheet

*Lunch*

#### **Section 6: From Music Reading and Writing to Understanding and Application**

#### **Section 7: Levels of Discovery, Application, and Understanding Through Musical Analysis**

Activity 1: Getting to Know the Aria, “Che farò senza Euridice?”

*Break*

Activity 2: Creating Activities and Questions to Teach the Elements of Music

#### **Section 8: Putting It All Together (Next Steps and Future Plans)**

### **Workshop Author**

**Terry Eder** is a choral conductor and teacher with over 30 years of experience at both the college and secondary levels. He is currently the music theory teacher at Plano Senior High School in Plano, Texas. He also serves as the lead teacher for the O'Donnell Foundation's AP Music Theory incentive program, which involves 10 high schools in the Dallas-Fort Worth metroplex as well as high schools in Abilene, Texas. He is a College Board consultant and has presented at several AP Music Theory summer institutes and AP and Pre-AP workshops.

## Science

### **Pre-AP: Topics for AP Vertical Teams in Science**

This one-day workshop is for teachers, counselors, and administrators interested in sequencing curricula and instruction to facilitate student preparedness for AP science courses and for college. Topics covered include density junctures, measuring devices, and national science standards. The workshop also addresses teaming activities such as sequencing, goal planning, and action plans. At the end of the workshop, participants will understand what an AP Vertical Team is and how to incorporate vertical sequencing into their curricula.

General themes:

- Implications of the College Board’s mission to provide access and equity in its AP programs
- Standards of the Advanced Placement Program and the role of Pre-AP in developing those standards
- Some specific knowledge, skills, and habits of mind necessary for students to be successful in rigorous, college-level course work such as AP Biology, AP Chemistry, and AP Physics B and C
- Issues and strategies fundamental to AP Vertical Teams in science

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NSTA and NSF standards
- AP Biology, AP Chemistry, AP Physics B, and AP Physics C standards and skills
- AP Vertical Teams approach

The workshop provides:

- Content background for teachers that illustrates the AP Vertical Teams concept
- Examples of student work across grade levels
- Activities meant to illustrate good pedagogy
- Discussion questions
- Opportunities for reflection
- Connections between one activity and another

**Workshop Agenda**

**Section 1: Graphing Density**

**Section 2: Understanding the “Team” Concept**

*Break*

**Section 3: Sequencing Instruction Through a Vertical Team**

**Section 4: Understanding What It Means to Be “Academically Able”**

*Lunch*

**Section 5: Working Together in a Vertical Team Sequencing Concepts**

**Section 6: Implementing Vertical Team Strategies**

*Break*

**Section 7: Planning the Goals for a Science Vertical Team**

**Section 8: Putting It All Together**

**Workshop Author**

**Marian DeWane** is an AP teacher at Centennial High School in Boise, Idaho. She has taught AP Chemistry, AP Physics, and AP Environmental Science. She has been Teacher of the Year and has her National Board Certification in chemistry. Chosen as a Presidential Scholar teacher in 2001 and 2004, she has been involved as a consultant with the College Board since 1994.

## **Social Studies**

### **Pre-AP: Topics for AP Vertical Teams in Social Studies**

Participants in this one-day workshop will see how an AP Vertical Team can be centered around and driven by content. At the completion of this session, they will understand the benefits of a streamlined and connected curriculum for both teachers and students. The workshop focuses on articulating a middle and high school curriculum anchored in the skills, knowledge, and habits of mind needed for AP courses in social studies. Specific topics include the critical questions, creating effective essay questions, approaching the essay, and CORE structure.

General themes:

- Become familiar with the College Board’s mission to provide access and equity in its AP programs
- Become familiar with the standards of the Advanced Placement Program and the role of Pre-AP in developing those standards
- Study some of the knowledge and skills necessary for students to be successful in AP Economics; AP Government and Politics: Comparative and United States; AP Human Geography; and AP United States, European, and World History
- Practice strategies used by AP Vertical Teams in social studies

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NCSS standards
- Topic outlines for AP Microeconomics and AP Macroeconomics, AP Government and Politics: Comparative and United States, AP Human Geography, AP United States History, and AP European History
- AP Vertical Teams approach

The workshop provides:

- Content background for teachers that illustrates the AP Vertical Teams concept
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Explorations with discussion questions
- Opportunities for reflection
- Connections between one activity and another

## **Workshop Agenda**

### **Section 1: The Critical Question**

### **Section 2: Using an AP Vertical Team to Improve Students' Essay-Writing Abilities**

*Break*

### **Section 3: Creating Effective Essay Questions**

*Lunch*

### **Section 4: Helping Students Approach the Essay**

### **Section 5: The CORE Structure: Writing the Essay**

*Break*

### **Section 6: Assessment**

### **Section 7: Final Thoughts**

## **Workshop Authors**

**George Henry** has been an AP U.S. History teacher since 1985 and a Reader since 1991. He has served on a number of College Board committees, most recently the Academic Advisory Committee for history. Currently he teaches AP U.S. History at Rowland Hall–St. Mark's School in Salt Lake City, Utah, and is an adjunct instructor in the Department of History at the University of Utah. He has presented College Board workshops in AP History, Pre-AP: Interdisciplinary Strategies for English and Social Studies, and Pre-AP: Topics for AP Vertical Teams in Social Studies.

**Darlene Pope** taught middle school social studies for 28 years. She has been a College Board workshop leader for two years in the areas of Pre-AP: Topics for AP Vertical Teams in Social Studies and Pre-AP: Interdisciplinary Strategies for English and Social Studies. She has conducted local and national trainings and has been a presenter at the AP Annual Conference.

**Pre-AP: Advanced Topics for AP Vertical Teams in Social Studies—  
Developing Reading Habits**

This one-day workshop gives social studies teachers new strategies to develop their students' ability to read critically. The workshop is based on the premise that a coherent, articulated program of effective reading strategies will improve student performance in essay writing by giving students a framework that allows them to develop their writing proficiency. Although individual teachers will benefit from the strategies presented here, the power of the strategies is best realized through an AP Vertical Team that spans social studies classes (grades 6–12) at both the levels prior to AP and the AP-level. Topics addressed include reading research, questioning grids, main idea clusters, text charting, reading pods, and utilizing the AP Vertical Team to develop analytical and critical reading skills.

General themes:

- Study some of the reading knowledge and skills necessary for students to be successful in AP Economics; AP Government and Politics: Comparative and United States; AP Human Geography; and AP United States, European, and World History
- Practice strategies used by AP Vertical Teams in social studies, especially regarding reading proficiency

The workshop conforms to:

- The College Board's mission, particularly access and equity
- NCSS standards
- Topic outlines for AP Microeconomics and AP Macroeconomics, AP Government and Politics: Comparative and United States, AP Human Geography, AP United States History, and AP European History
- AP Vertical Teams approach

The workshop provides:

- Content background for teachers that illustrates the AP Vertical Teams concept, particularly around the theme of reading habits
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Explorations with discussion questions
- Opportunities for reflection
- Connections between one activity and another

## **Workshop Agenda**

### **Section 1: The Necessity for Developing Reading Habits**

This section focuses on the reading assets students bring to the classroom and how teachers can build on those assets. The section concludes with a discussion on the role reading plays at various grade levels and how AP Vertical Teams will use the information to make curricular and pedagogical decisions.

Discussion 1: Student Assets

Discussion 2: Using an AP Vertical Team to Improve Students' Reading Habits

*Break*

### **Section 2: The Strategies**

Strategy 1: Questioning Grids

Strategy 2: Main Idea Clusters

Strategy 3: Subheadings with a Twist

Discussion 3: Vertical Team Curriculum and Instruction

*Lunch*

Strategy 4: Charting the Text

Strategy 5: G!SPRITE

Discussion 4: Vertical Team Curriculum and Instruction

*Break*

Strategy 6: Four Square Notes

Strategy 7: Reading Pods

### **Section 3: Putting It All Together**

The last section of this workshop is designed to provide the framework for an AP Vertical Team discussion and action plan to address student reading instruction in the social studies classroom. This is only the first step in the creation of artifacts that will assist the AP Vertical Team in working toward developing active, engaged, and better readers.

Discussion 5: Vertical Team Action Planning for Reading in Social Studies

### **Workshop Author**

**Krista Dornbush** teaches AP U.S. History, AP Government, and AP Macroeconomics at Wilson Classical High School in Long Beach, California. She is a College Board workshop leader and national trainer for AP U.S. History, AP Vertical Teams, and various Pre-AP workshops. She also authored the 2006 *AP U.S. History Student Review Guide* for Kaplan.

## **Studio Art**

### **Pre-AP: Topics for AP Vertical Teams in Studio Art**

Participants in this one-day workshop will become familiar with the College Board’s mission to provide access and equity to all students. Participants will learn strategies used by AP Vertical Teams in studio art in developing curricula for 2-D, 3-D, and Drawing courses; learn the content and skills necessary for student success in AP Studio Art; and become familiar with the standards of a vertical curriculum and the role of Pre-AP in helping to develop those standards. Topics addressed include making the case for an AP Vertical Team in studio art, depth and concentration, portfolios and portfolio evaluation, strategy development across grade levels, the use of sketchbooks and journals, and assessment.

General themes:

- Implications of the College Board’s mission to provide access and equity in its AP programs
- Standards of the Advanced Placement Program and the role of Pre-AP in developing those standards
- Some specific knowledge, skills, and habits of mind necessary for students to be successful in rigorous, college-level course work such as AP Studio Art: 2-D Design, 3-D Design, and Drawing

Issues and strategies fundamental to AP Vertical Teams in studio art

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NAEA standards
- AP Studio Art: 2-D Design, 3-D Design, and Drawing standards and skills
- AP Vertical Teams approach

The workshop provides:

- Content background for teachers that illustrates the Vertical Teams concept
- Examples of student work across grade levels
- Activities meant to illustrate good pedagogy
- Discussion questions
- Opportunities for reflection
- Connections between one activity and another

**Workshop Agenda**

**Introductions/Goals and Objectives**

**The Case for an AP Vertical Team in Studio Art**

**Overview of AP Studio Art Portfolios**

*Break*

**Visual Development Strategies**

**Levels for AP Vertical Teams in Studio Art**

**Vertical Format for the Idea of Breadth**

*Lunch*

**Questioning Strategies and Bloom's Taxonomy**

**Sketchbook Strategies**

**Questioning Strategies**

*Break*

**Vertical Format for the Idea of Concentration**

**Vertical Lesson Development**

**Closure**

**Workshop Author**

**Jerry Stefl** taught art and humanities at Carl Sandburg High School for 33 years. He concurrently taught at the School of the Art Institute of Chicago (SAIC) and continues to teach at SAIC in the art education program. He has been a Reader and Table Leader for AP Studio Art and served on the Development Committee. His other AP affiliations are lead consultant on *The AP Vertical Teams® Guide for Studio Art*, presenter at the AP Annual Conference, workshop leader for summer institutes, and content adviser for AP Studio Art on AP Central.

## **World Languages and Cultures**

### **Pre-AP: Topics for AP Vertical Teams in World Languages and Cultures**

During the course of this one-day workshop, participants will learn about topics related to the creation of strong teams of language educators, within the same school setting and across grades, with the goal of growing effective, advanced programs of language study. Curriculum articulation, the ACTFL standards, and shared reflective practice will be discussed. Participants will also consider skills articulation across grade levels and how to build students' fluency for long-term retention and success. This workshop will be presented in English with examples also in English.

General themes:

- Implications of the College Board's mission to provide access and equity in its AP programs
- Standards of the Advanced Placement Program and the role of Pre-AP in developing those standards
- Some specific knowledge, skills, and habits of mind necessary for students to be successful in rigorous, college-level course work, such as AP Chinese Language and Culture, AP French Language, AP German Language, AP Italian Language and Culture, AP Japanese Language and Culture, AP Latin Literature, AP Russian Language and Culture, and AP Spanish Language
- Issues and strategies fundamental to AP Vertical Teams in world languages and cultures

The workshop conforms to:

- The College Board's mission, particularly access and equity
- ACTFL standards
- Standards and skills for AP courses in world languages
- AP Vertical Teams approach

The workshop provides:

- Content background for teachers that illustrates the AP Vertical Teams concept
- Activities meant to illustrate good pedagogy
- Discussion questions
- Opportunities for reflection
- Connections between one activity and another

## **Workshop Agenda**

### **Section 1: Preface/Introduction**

### **Section 2: What Is Pre-AP?**

### **Section 3: The AP Vertical Team Defined**

### **Section 4: Using the National Standards**

The goal of this section is to become familiar with the *Standards for Foreign Language Learning in the 21st Century* (the national standards) in relation to what participants know about their students so that they can incorporate these standards more effectively into their teaching.

*Break*

### **Section 5: Building the World Language “Layer Cake”**

The goal of this section is to improve communication between different levels to foster continuity and retention of important skills and concepts.

### **Section 6: The Importance of Consistency**

The goal of this section is to stress the importance of helping AP Vertical Team members be consistent in classroom expectations. Participants will recognize the difference in assessment measures by practicing grading. As a result, participants will have a better appreciation for developing consistent assessment techniques.

*Lunch*

### **Section 7: Developing Rubrics Across the Curriculum**

The goal of this section is to give participants the rationale for the use of rubrics as well as the tools to create them.

### **Section 8: Authentic Materials Across the Team**

The goal of this section is to show how the same authentic materials can be used across several levels and for several different purposes. This will save teachers time and enhance students' language acquisition at all levels.

*Break*

### **Section 9: Defining AP Vertical Teams in Our Own Schools: The “Dream Team” vs. the “Scream Team”**

In this section, participants will discuss situations that teams may encounter. Participants will compare effective versus inappropriate ways to solve challenges facing the AP Vertical Team.

## **Section 10: Conclusion and Send-Off**

Participants will be asked to consider what they have learned and identify one way they will start (or continue) with a vertical teaming plan.

### **Workshop Authors**

**Beth Smith** has been teaching German for 34 years. Since 1991, she has been an AP Reader and is currently serving as a Table Leader at the Reading. She has been presenting workshops and summer institutes on teaching German, holistic grading, and vertical teaming for 13 years. As past president of the American Association of Teachers of German, she has had the opportunity to work with the most current materials and pedagogy. She is currently also reviewing materials for the College Board.

**Cathy Soud** has taught Spanish for 25 years, both at the Bolles School (where she has also served as Foreign Language Department chair and currently teaches AP Spanish Language) and at Maryville College, Maryville, Tennessee. She has led workshops and summer institutes for the College Board's Southern Regional Office. She has served as both a Reader and Table Leader at the AP Spanish Reading and currently serves as Question Leader. In addition, she is a reviewer for the Teachers' Resources area on AP Central.

## **Classroom Strategies**

### **English**

#### **Pre-AP: Strategies in English—Beyond Acronyms: Inquiry-Based Close Reading**

This one-day workshop is designed to help middle and early high school teachers facilitate inquiry-based practices through close reading in their classrooms. Questioning strategies are used to promote critical thinking, starting at the introductory level. The workshop teaches participants classroom strategies that allow students to ask and generate questions, develop the ability to actively engage with any text, and analyze and document their own thinking while reading. Topics addressed include close reading questioning, critical thinking question stems, dialectical journaling, analytical writing, and holistic assessment.

There are four basic premises behind the inquiry-based critical thinking philosophy:

1. All students can be taught to inquire and think critically.
2. Good thinking is the result of asking good questions.
3. Students will develop critical thinking habits when they are part of a coordinated effort depending on inquiry-based knowledge construction.
4. The ability to think critically is the foundation upon which to build a student's academic success.

General themes:

- Define close reading, examine different modes of learning, and explore ideas for writing and holistic scoring
- Provide students with strategies for responding to and generating questions
- Suggest specific strategies teachers can incorporate into daily lessons using resources they currently have
- Provide opportunities for teachers to work with many activities they may modify to use with students in the classroom
- Present Pre-AP strategies that will lay the foundation for student success in rigorous course work
- Explore opportunities to use questioning in writing

The workshop conforms to:

- The College Board's mission, particularly access and equity
- NCTE standards
- Standards and skills in AP English Literature and AP English Language
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Explorations with discussion questions
- Opportunities for reflection
- Connections between one activity and another

## **Workshop Agenda**

### **Section 1: Inquiry-Based Close Reading and Critical Thinking**

This section defines close reading and examines modes of learning. Teachers are asked to consider how they currently teach close reading and what attributes most strong readers seem to have.

### **Section 2: Close Reading and Questioning**

Teachers will examine learning and questions aligned with each mode of learning. They will read an excerpt of a novel and use a strategy that begins to develop close reading awareness and skills.

*Break*

### **Section 3: Guided Critical Thinking Question Stems**

This section builds upon the previous two. Teachers have set the foundation for close reading in a critical thinking context. Now teachers use question stems that cause readers to build an interactive relationship with text. In addition, this section starts showing readers how to develop metacognitive awareness of how they understand text.

*Lunch*

### **Section 4: Dialectical Journaling**

All strategies presented in previous sections have laid the groundwork for dialectical journaling in a close reading context. Here participants use the thinking skills presented in the other sections to thoroughly interact with text and to inquire using their own metacognitive awareness. This awareness of self-interaction with text is the heart of close reading.

### **Section 5: Poetry Analysis**

All strategies come together in an analysis of a short poem that can lead to a full analytical writing piece.

## **Section 6: Analytical Writing**

An outline is presented for use with any type of analytical writing.

*Break*

## **Section 7: Holistic Assessment**

Teachers will consider how to assess student performance when engaging in the strategies presented.

## **Section 8: Reflection and Action Plan**

### **Workshop Author**

**Elizabeth Austin** is a middle school assistant principal. She has taught a variety of grade levels over the past 14 years, including sixth, fourth, and first. She has led a district-wide English Vertical Team for four years, served as English Department chair, and as a College Board workshop leader has facilitated a wide variety of Pre-AP workshops and contributed to writing and revising several workshops. She has been a national leader trainer for College Board for four years. She served as the first middle school representative on the College Board steering committee for the AP Annual Conference (formerly called the AP National Conference) for two years and presented a variety of workshops in the Western region, nationwide, and internationally, including the AP National Conferences in Los Angeles and Orlando, Florida.

**Pre-AP: Strategies in English—Differentiated Instruction for Middle School Language Arts**

The focus of this one-day workshop is differentiated classroom strategies that allow all students access to high-level language arts content. Although the activities can be modified for high school students, the content is more appropriate for a middle school audience. High school teachers who are part of an AP Vertical Team in English can benefit from this workshop by modifying the strategies for their students. Administrators might be interested in the strategies because they can be applied to all disciplines. At the end of the workshop, participants will be able to apply differentiated instruction strategies to product, process, and content in their language arts curriculum; understand why it is important to build a strong relationship with students; understand the need to assess students continually; understand how to present all students with equally challenging curriculum; and empower students to take charge of their own learning.

General themes:

- Define differentiated instruction
- Use differentiated instruction to help learners in your own classroom
- Suggest specific strategies teachers can incorporate into daily lessons using resources they currently have
- Learn tools to redesign your planning to apply differentiated instruction in your own classroom
- Present Pre-AP strategies that will lay the foundation for student success in rigorous course work

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- Current thinking in the field of differentiated instruction (including King-Shaver, Hunter, Tomlinson)
- NCTE standards
- Standards and skills in AP English Literature and AP English Language
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Explorations with discussion questions
- Opportunities for reflection
- Connections between one activity and another

**Workshop Agenda**

**Section 1: What Is Differentiated Instruction?**

**Section 2: How Does Differentiated Instruction Apply to Middle Level**

**English/Language Arts Classrooms?**

**Section 3: What Does a Middle School English/Language Arts Classroom That Embraces Differential Instruction Look Like?**

*Break*

**Section 4: How Do Teachers Manage a Differentiated Classroom?**

**Section 5: What Strategies Can Be Used to Differentiate Instruction?**

*Lunch*

**Section 6: How Do Teachers Plan and Begin to Differentiate Instruction?**

*Break*

**Section 7: What Have You Learned About Differential Instruction?**

**Workshop Author**

**Alyce Hunter** has taught middle school and high school English for more than 25 years. She has supervised teachers and served as a district director of staff development. She has taught graduate-level education courses for the past 10 years at Wagner College in Staten Island, New York. Based on her own experiences and those of the teachers she supervises, she has published three books on teaching and teaching strategies.

**Pre-AP: Strategies in English—The Five-S Strategy for Passage Analysis**

This one-day workshop introduces strategies that will enable teachers and students to become more systematic in the literary analysis that precedes the writing of analytical compositions. Teachers learn a loose and adaptable approach that students can reliably use (especially under time constraints) to analyze a passage—whether poetry or prose—by focusing on the speaker, situation, key sentences, shifts, and syntax.

General themes:

- Reliable tools for analyzing passages from all genres
- An orderly, nonreductive method for approaching a complex text
- Prewriting strategies especially useful for timed writings and focused analyses

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NCTE standards
- Standards and skills in AP English Literature and AP English Language
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Explorations with discussion questions
- Opportunities for reflection
- Connections between one activity and another

**Workshop Agenda**

**Section 1: Introductory Activity**

Participants apply three basic literary terms used in passage analysis to a short poem to gain a deeper sense of how the rigorous use of such terminology through close reading can focus and deepen analysis.

**Section 2: An Introduction to the Five-S Strategy for Passage Analysis**

Participants learn the Five-S Strategy for Passage Analysis and reflect on the skills that effective close reading entails.

*Break*

**Section 3: Applying the Five-S Strategy to Poetry Analysis**

Participants apply the Five-S Strategy for Passage Analysis to various poems.

*Lunch*

**Section 4: Applying the Five-S Strategy to Prose Analysis**

Participants apply the Five-S Strategy for Passage Analysis to prose passages.

*Break*

**Section 5: Assessment of the Five-S Strategy for Passage Analysis**

Participants examine an excerpt from a novel and a student's Five-S Strategy analysis of that passage, assess the student's analysis of the passage by completing the Five-S Strategy Evaluation Form, and share their evaluation and comments with a partner.

**Workshop Authors**

**Adell Nyberg** teaches English at Memorial Composite High School in Stony Plain, Alberta, Canada. She was coauthor of the two editions of *The AP Vertical Teams® Guide for English* and has been an AP Reader in Canada and the United States for many years. She was named Teacher of the Year by the Canadian College of Teachers in 1991 and holds a Ph.D. in English curriculum, testing, and measurement.

**Conni M. Shelnut**, a National Board Certified Teacher, holds an M.Ed. from the University of Florida and currently teaches at Lakeland High School in Lakeland, Florida. She was named Florida English Teacher of the Year in 2002; she uses Pre-AP strategies in eleventh-grade English classes; and she teaches AP English Language and AP English Literature. She is also an AP English Literature Exam Reader and a College Board consultant for the southern region.

**Pre-AP: Strategies in English—Rhetoric**

This one-day workshop is designed to help teachers understand the classical art of rhetoric in its two senses: language as crafted for an audience and the ability to find, evaluate, and use all of the available tools of language to achieve a purpose or an effect in a given situation. Participants will learn effective techniques by engaging in activities that will enable them to teach their students important rhetorical theory principles—such as the importance of the unstated assumption in both the creation and analysis of arguments, the nature of arrangement, and relation of style to form—that underlie the effectiveness of excellent writers and support the clear thinking and sound judgment of successful readers.

General themes:

- Rhetoric is more than simply the features of a text that achieve a purpose with, or have an effect upon, readers. Rhetoric is also the art of understanding, selecting, and using those features in ways that are effective and appropriate in a given situation. In other words, rhetoric is the art of creating “language as addressed.”
- Rhetoric can be taught using the framework of the three traditional canons of rhetoric: invention, arrangement, and style.
- The ability to analyze the rhetorical features of a work and to produce rhetorically successful texts is an improvable faculty. Readers and writers become better at what they do if they can apply principles of rhetorical theory to their work.

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NCTE standards
- Standards and skills in AP English Literature and AP English Language
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Explorations with discussion questions
- Opportunities for reflection
- Connections between one activity and another

## **Workshop Agenda**

### **Section 1: Definitions, Appeals, the Basic Transaction**

Offers a definition of rhetoric and explains the three basic rhetorical appeals

*Break*

### **Section 2: Rhetorical Invention: Strategies, Intuitions, Memories**

Suggests how successful writers use rhetorical principles to generate effective material

*Lunch*

### **Section 3: Arrangement: Packaging the Text for an Audience**

Shows how techniques of organization, arrangement, and genre grow out of rhetorical theory

*Break*

### **Section 4: Style: Words and Sentences Appropriate for the Audience and Situation**

Examines how style—purposeful variation in sentences, diction, and figurative language—contributes to the rhetorical effectiveness of a text

### **Section 5: A Closing Activity**

## **Workshop Author**

**David Joliffe** is a professor of English and coordinator of the Writing-in-the-Disciplines Initiative at DePaul University in Chicago, Illinois. He is also the Chief Reader for AP English Language and Composition Exam.

### **Pre-AP: Strategies in English—A Serious Approach to Teaching Comedy**

This one-day workshop is designed to help middle and high school English teachers build a repertoire of strategies for responding to comic writing. Working with examples that illustrate recurring features of structure, language, and reasoning that are the foundation for studying comedy of any period, participants will build a working vocabulary for describing the genre's patterns, conventions, and effects. The workshop will investigate both the elements of comedy—sight, sound, structure, situation, plot, and character types—and its special modes—farce, parody, satire, and irony. Most important, participants will explore techniques they can use to encourage students to be analytical about a mode that works because it is quirky.

General themes:

- Discussion of comedy in general
- Kinds of comedy seen most often on the AP English Literature and English Language Exams
- Comic types and the conventions of comedy
- Practical vocabulary of technical and descriptive words useful in writing about comedy
- Strategies and analytical techniques necessary for students to gain facility in responding to comic writing
- Activities teachers can incorporate into their lessons at different grade levels and practice with these activities during the workshop
- Assessment of student analyses of comic writing and rubrics for assessment at different grade levels

The workshop conforms to:

- The College Board's mission, particularly access and equity
- NCTE standards
- Standards and skills in AP English Literature and AP English Language
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Explorations with discussion questions
- Opportunities for reflection
- Connections between one activity and another
- Optional online follow-up

## **Workshop Agenda**

**Introduction: Rationale, Workshop Objectives, Purpose, Discussion of Comedy**

**Session 1: Verbal Humor**

*Break*

**Session 2: Satire**

*Lunch*

**Session 3: Irony**

*Break*

**Session 4: Situational Humor**

## **Workshop Author**

**Shirley Council** has been teaching AP English Literature and Composition at Spanish River Community High School in Boca Raton for 22 years. She has been a Reader for the College Board since 1992 for not only AP Exams but also the SAT Subject Test, CLEP®, GMAT, and other exams. She became a workshop consultant in 1995 and has been conducting one-day and weeklong workshops since then. She is currently serving as lead consultant for the College Board in developing new workshops for Pre-AP and was recently selected as a College Board National Leader.

**Strategies in English—Writing Tactics Using SOAPStone**

The focus of this one-day workshop is on classroom tactics that help students to analyze good writing and to apply this knowledge when creating their own texts. In this one-day workshop, both middle and high school teachers will learn activities that can benefit their students. Participants will discuss and understand the concepts underlying these activities, such as the writing process, narrative, the persuasive essay, analytical writing, and assessing student writing.

General themes:

- Students and the writing process
- The narrative
- The persuasive essay
- Analytical writing
- Assessing student writing

The workshop conforms to:

- The College Board’s mission, especially its commitment to principles of access and equity
- NCTE standards
- Standards and skills in AP English Literature and AP English Language
- AP Vertical Teams approach

The workshop provides:

- A strategy for students to use in the planning and creation of their compositions
- Skills of successful writers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Explorations with discussion questions
- Opportunities for reflection
- Connections between one activity and another
- Practice in assessing student writing
- Substantial content background for teachers

**Workshop Agenda**

**Section 1: Students and the Writing Process**

**Section 2: The Narrative**

*Break*

**Section 3: The Persuasive Essay**

*Lunch*

**Section 4: Analytical Writing**

*Break*

**Section 5: Assessing Student Writing**

**Workshop Author**

**Ogden Morse** is a retired English teacher and department chair, last affiliated with Joel Barlow High School in Redding, Connecticut. He served on the development committee for *Pre-AP: Interdisciplinary Strategies for English and Social Studies*, wrote much of it, and has since revised it for the most recent edition. He served on the development committee for *The AP Vertical Teams® Guide for English*. He now serves as a presenter and trainer for the workshops he helped develop.

## Mathematics

### Pre-AP: Strategies in Mathematics—Accumulation

In this one-day workshop, teachers examine a seamless development of accumulation concepts for grades 6–12 through grade-level-appropriate content, classroom strategies, and technology usage. Teachers experience and comprehend a guided-exploration approach that they can use in the classroom to build knowledge and further understanding for each student. Teams develop problems, instructional activities, assessment items, and cross-grade lessons for classroom use. Participants learn embedded diagnostic and formative assessment strategies that can be used to develop students' communication skills and allow teachers to monitor and foster mathematical thinking. Specific topics include the concept of area; accumulating distance when speed is constant, changes, or is a function; velocity distinct from speed; and the big picture of accumulation.

General themes:

- Connections between the presentation of accumulation concepts throughout the curriculum
- Accumulation of rate of change
- Accumulation of area

The workshop conforms to:

- The College Board's mission, particularly access and equity
- NCTM standards
- AP Calculus AB and AP Calculus BC topic outlines
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication to support observations and conclusions
- Opportunities for reflection
- Connections between activities
- Optional online follow-up

**Workshop Agenda**

**Accumulation and the Concept of Area**  
**Accumulating Distance When Speed Is Constant**

*Break*

**Accumulating Distance When Speed Changes**

*Lunch*

**Accumulating Distance When Speed Is a Function**

*Break*

**Velocity Distinct from Speed**  
**The Big Picture of Accumulation**

**Workshop Author**

**Jim Choike** is a professor of mathematics at Oklahoma State University (OSU). He has been involved with the College Board for 20 years as an AP Reader, a workshop presenter, a curriculum developer, and a professional development specialist. Besides AP, he has also been involved with other College Board programs: Pathways to Equity and Excellence, Pacesetter, CLEP, SAT, and SpringBoard. He teaches undergraduate and graduate mathematics courses at OSU and uses his summer months to work with middle and high school teachers and their students.

### **Pre-AP: Strategies in Mathematics—Analyzing and Describing Data**

This one-day workshop enriches the data analysis topics taught in the middle and secondary grades by providing examples of activities where students collect data, use graphs and numerical summaries to get information from data, and communicate that information. By assuming the role of the student and through discussion, participants will learn engaging strategies to discuss data collection and experimental design issues as they work through exercises and share observations and conclusions. Please note that science educators will also find this workshop beneficial.

General themes:

- Analysis of real data
- Use of summary statistics and graphs to investigate and gain information from data
- Elementary principles of experimental design
- Interpretation and communication of results

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NCTM standards
- AP Statistics topic outline
- AP Vertical Teams approach
- Goals of the Quantitative Literacy Project of the American Statistical Association
- *Benchmarks for Science Literacy*, released by the American Association for the Advancement of Science

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication to support observations and conclusions
- Activities that utilize technology
- Opportunities for reflection
- Connections between activities
- Optional online follow-up

## **Workshop Agenda**

### **Activity 1: Is Michael's Penny Unusually Old?**

This activity is designed for middle school students to collect and analyze data with the goal of determining whether or not a penny dated 1980 is unusually old. Students will make a physical dotplot using their sample of pennies, observe a very strongly skewed distribution, and discover that sometimes mean and median differ in value and provide different information. Extensions of this activity include histograms and their sensitivity to class intervals, the definition of outliers, and boxplots.

*Break*

### **Activity 2: Do Short- and Long-Rotor Helicopters Differ in Drop Time?**

This activity is designed for secondary students to collect and analyze data with the goal of determining whether two different models of paper helicopters differ in flight time when dropped from the same height. A pattern is provided so that students can construct their own helicopters to use in this activity. Heavy emphasis is placed on ensuring that students think carefully about how to design the experiment so that they are analyzing good data. Questions are provided to introduce students to the basic principles of experimental design. Flight times are compared using summary statistics, parallel histograms, and parallel boxplots. Standard deviation is explained and defined in this activity.

*Lunch*

### **Activity 3: Grocery Store Reach/Using Volume to Predict Mass**

This activity is designed for middle school students to collect and analyze data to determine the relationship between the height and the reach height of an adult and, ultimately, to determine how high to place the highest shelves in a grocery store. Students will use a scatterplot to get general information about the relationship. Then they will draw a line on their scatterplot to summarize the relationship and use it for predicting reach height when a person's height is known. Students will analyze the distance of data points from their line to get an estimate of errors that might result when predictions are made using the line.

### **Activity 4: Using Volume to Predict Mass**

In this activity, students are provided with a data set and asked to create a linear model they can use to predict the mass of a certain type of wood from its volume. To complete all parts of the activity, students need to know how to write equations of lines when they know two points on the line. Students are first asked to draw a freehand line to model the data, find the equation of this line, and use it to make predictions. As they compare predictions, they recognize the need for a standard, more objective line. The median-median line algorithm is provided, first graphically and then algebraically. Residuals are

defined in this activity, and students are asked to interpret the information provided by the slope and intercept of their model in the context of the problem.

*Break*

### **Activity 5: The Least Square Lines**

This activity, designed for secondary students, consists of three parts. The first and second parts use data collected by students to develop understanding of the least squares criterion. The final part provides students with two data sets with a specific purpose. The first data set contains influential points and is used to demonstrate the sensitivity of the least squares line to points that deviate from the general pattern. The second data set exhibits subtle curvature. It is used to demonstrate that a residual plot can provide important information about whether or not a model is a good one and also to demonstrate that a high correlation value does not guarantee a good model.

### **Workshop Author**

**Gloria Barrett** has taught statistics to high school students for 20 years, 19 of them at the North Carolina School of Science and Mathematics. She presently teaches AP Statistics and other courses at Deerfield Academy. She has written a book of statistical activities for graphing calculators and served on the writing team for the NCTM publication *Navigating Through Probability in Grades 9–12*. She now serves on the AP Statistics Development Committee and is a Reader for the AP Statistics Exam.

### **Pre-AP: Strategies in Mathematics—Chance, Variation, and Probability**

This one-day workshop uses recent research on the learning of probability to engage teachers in classroom activities that enable students to analyze and understand chance events. The activities progress through elementary definitions and concepts of probability, culminating in the use of simulation to model probability problems. Participants gain significant knowledge about finding and correcting student misinterpretations about these events, and they discover ways to improve student understanding through reflection and communication. Teachers learn to develop activities for the classroom that help connect the content to events relevant to students and their lives. Specific topics include classical probability, law of large numbers, and probability rules, distributions, and conditions.

General themes:

- Expected outcomes
- Probability distributions

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NCTM standards
- AP Calculus AB and AP Calculus BC topic outlines
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication to support observations and conclusions
- Opportunities for reflection
- Connections between activities

## **Workshop Agenda**

### **Activity 1: Basic Terminology**

This activity provides an opportunity for students to use the vocabulary of chance and probability in familiar settings. The students must understand the terminology in order to comprehend the directions and are encouraged to use the language of probability in their responses.

### **Activity 2: Classical Probability**

Most people's earliest brush with probability is through playing board games with spinners and dice. The devices used for games of chance exhibit the characteristic of "equally likely" outcomes. There are some misconceptions about the idea of "equally likely," and this activity seeks to confront students with experiences and get them to improve on their concept of probability.

*Break*

### **Activity 3: The Law of Large Numbers**

This activity builds on activity 2 and introduces students to the "frequentist" understanding of probability. This understanding should complement their classical (equally likely outcomes) understanding of chance events, as well as help them understand the role of experimentation as a controlled chance event.

### **Activity 4: Probability Rules**

In this activity, students are asked to move beyond the formulaic calculation of probabilities and "experiment" to see if the formulae actually seem to be correct for real events. The students will work with two basic formulae from probability, i.e.,  $P(A \text{ and } B)$ , and  $P(A \text{ or } B)$ .

*Lunch*

### **Activity 5: Probability Distributions**

This activity introduces students to experiments with numeric outcomes that can be portrayed using the graphic techniques of data analysis. Generally, the students will be exposed to experiments that give rise to distributions of outcomes that have different shapes.

*Break*

### **Activity 6: Conditional Probability**

In this activity the students are exposed to the idea of conditional probability through the use of 2 by 2 tables. They will not only calculate probabilities but will be asked to interpret the results in the light of the data they are given.

### **Activity 7: Simulation**

In activity 7, students will be asked to design simulations. Their experiments with coins and dice in earlier activities have actually been simulations but have primarily been thought of as “checks” of the formulae. In activity 7 students are asked to design simulations unconnected with any probability rule.

### **Workshop Author**

**Chris Olsen** has been teaching mathematics and statistics at Washington High School in Cedar Rapids, Iowa, for more than 25 years. He also serves as the mathematics assessment facilitator for his district. He served on the AP Statistics Development Committee and is the author of the new *AP Statistics Teacher’s Guide*. He is a coauthor of *Introduction to Statistics and Data Analysis* with Roxy Peck and Jay Devore. Over the years he has developed a wide variety of interests, but spends most of his reading time in the areas of history, philosophy, math, and statistics. He has spent much seat time at the National Archives researching espionage in the Civil War, much foot time tramping around the mountains of Colorado, and not nearly enough time working in the yard.

### **Pre-AP: Strategies in Mathematics—Developing Algebraic Thinking**

This one-day workshop is for mathematics teachers in grades 6 to 10. It provides teachers with hands-on activities and techniques to help students develop algebraic reasoning. A key feature of this workshop is the use of graphing calculators to help students visualize and explore algebra from graphic, numerical, and analytical perspectives as well as from traditional symbolic representations. Objectives for participants in this workshop include learning to develop techniques by using inquiry learning in teaching algebraic thinking, using patterns to find relationships, using tables in investigating relationships, and describing patterns using both recursive and closed relationships.

General themes:

- Using inquiry-learning techniques in teaching algebraic thinking
- Using patterns to find relationships
- Using tables to investigate relationships
- Describing patterns using both recursive and closed relationships
- Modeling and solving problems using graphs, tables, and equations
- Analyzing change using graphs and tables
- Acquiring the skills and facility needed to use graphing calculator technology in their classrooms
- Engaging in problem-solving situations that make use of graphing calculator technology as a tool for learning
- Developing and reflecting on ways in which to implement the use of graphing calculator technology

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NCTM standards, particularly the Algebra standard
- AP Calculus AB and AP Calculus BC topic outlines
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication to support observations and conclusions
- Opportunities for reflection
- Connections between activities
- Activities that use technology

### **Workshop Agenda**

#### **Activity 1: The Block Party**

This activity involves problems where the outcomes form linear patterns. Working in groups, participants will analyze patterns, make tables of values, select variables, and interpret solutions to problems. Problems will be viewed numerically, graphically and symbolically. Graphing calculator skills to be developed include building a table of values on the home screen, entering data in lists, generating lists, plotting data, graphing equations, and using the table feature.

*Break*

#### **Activity 2: Phone Rates**

Participants will create a table of values, plot points, and graph lines to illustrate models for interpreting the long distance rate of two different phone companies. Making a table of values, plotting points, and graphing lines are used to make connections between the problem and multiple representations of the problem situation. A graphing calculator is used to find the point of intersection of the graph of two lines.

#### **Activity 3: Get a Job**

Exponential relationships are introduced by considering two possible ways of being paid for working a summer job for your uncle, one linear and one exponential. In a table for an exponential relationship, a constant amount is multiplied to the  $y$ -value for each constant increase in the  $x$ -value. Exponential patterns will ultimately increase or decrease very rapidly.

*Lunch*

#### **Activity 4: Walk the Line**

The CBR™ (Calculator-Based Ranger™) is a sonic motion detector. This device provides students with an interactive and visual means of exploring math and science concepts. With this unit and a TI graphing calculator students can collect, view, and analyze motion data. This activity will use the CBR to investigate linear functions involving time and distance.

*Final break occurs in Activity 4.*

### **Workshop Author**

**Mike Koehler** teaches mathematics, including AP Calculus and AP Statistics, at Blue Valley North High School in Overland Park, Kansas. He has been an AP Calculus Exam Reader and a consultant for the Midwest region of the College Board. He is a national instructor for Texas Instruments' Teachers Teaching with Technology. He has instructed dozens of workshops on integrating technology in the teaching of mathematics throughout the United States and Puerto Rico and has given presentations at over 25 national conferences. He coauthored *Exploring Statistics with the TI-83*. He received the Presidential Award for Excellence in Mathematics and Science Teaching in 1993 and the Tandy Technology Outstanding Teacher Award in 1997. He served on the Commission on the Future of the Standards for the National Council of Teachers of Mathematics for Principals and Standards for School Mathematics, released in 2000, and most recently served on the board of directors of the National Council of Teachers of Mathematics from 2003 to 2005.

### **Strategies in Mathematics—Functions**

This one-day workshop allows teachers to develop a deep content knowledge of functions for teachers and discusses grade-level-appropriate content and classroom strategies, including using technology to promote understanding. Teachers will acquire skills that promote methodical thinking and clear communication of thought processes by all of their students. This workshop illustrates a guided-exploration approach as a pedagogical model that emphasizes student thinking as the key to learning and communication as the key to assessing understanding. Specific topics include linear, quadratic, and nonlinear functions.

General themes:

- Dependency of input and output variables
- Linkages between ratio and rate with variables and the concept of function
- Use of graphs to investigate

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NCTM standards
- AP Calculus AB and AP Calculus BC topic outlines
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication to support observations and conclusions
- Opportunities for reflection
- Connections between activities

## **Workshop Agenda**

### **Introduction to the Concept of Functions Function as a Model**

*Break*

### **An Example of Function as a Model Linear Functions**

*Lunch*

### **Quadratic Functions**

*Break*

### **Nonlinear Functions and Functions as Models**

## **Workshop Author**

**Jim Choike** is a professor of mathematics at Oklahoma State University (OSU). He has been involved with the College Board for 20 years as an AP Reader, a workshop presenter, a curriculum developer, and a professional development specialist. Besides AP, he has also been involved with other College Board programs: Pathways to Equity and Excellence, Pacesetter, CLEP, SAT, and SpringBoard. He teaches undergraduate and graduate mathematics courses at OSU and uses his summer months to work with middle and high school teachers and their students.

### **Pre-AP: Strategies in Mathematics—Helping Students Learn Mathematics Through Problem Solving**

This two-day workshop provides strategies for designing and using meaningful investigations, writing dynamic problems, and enhancing current classroom activities so that students will develop deeper understanding and produce more thoughtful responses. Teachers will gain an understanding of how successful students learn and how to develop those skills in others, as well as how to build relevant, informative assessments that allow teachers to monitor and foster mathematical thinking without interrupting instruction.

General themes:

- Designing multiple-access problems
- Improving mathematical literacy and communication
- Exploring mathematics as a process

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NCTM standards
- Goals of the Quantitative Literacy Project of the American Statistical Association
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication to support observations and conclusions
- Opportunities for reflection
- Connections between one activity and another
- Optional online follow-up

**Workshop Agenda**

**Day One**

**Passing the Buck**

**Simpson's Paradox**

**Treads and Risers, Part 1**

*Break*

**Treads and Risers, Part 2**

*Lunch*

**Assessment, Part 1**

*Break*

**Assessment, Part 2**

**Homework**

**Day Two**

**Missed Opportunities**

**Charlie Cheesemaker, Parts 1 and 2**

*Break*

**Charlie Cheesemaker, Part 3**

*Lunch*

**Sharing of Homework Problems**

*Break*

**Building Success in Mathematics**

### Workshop Authors

**Benita Albert** has taught mathematics for 37 years at Oak Ridge High School in Oak Ridge, Tennessee. During her tenure she has served as an AP Exam Reader, Table Leader, and member of the AP Calculus Development Committee. She has also served on the College Board planning committees for AP Vertical Teams in math and Building Success in Mathematics, is a College Board consultant for the Southern Regional Office, and has conducted more than 80 AP Calculus summer institutes. She wrote the 1985 *Teacher's Guide for AP Calculus* and "Graphing Calculator Calculus Labs for Students" for the College Board, and she has contributed to numerous textbook ancillaries.

**Beth Cole** is a sixth-grade math teacher at St. Patrick's Episcopal Day School in Washington, D.C. She served on the development committee for the Pre-AP: Strategies in Mathematics—Helping Students Learn Mathematics Through Problem Solving workshop. She was a developer of the Mathematics in Context curriculum for middle grades mathematics and is currently serving on an NCTM committee to develop an assessment sampler for the middle grades.

**John Dossey** is Distinguished University Professor of Mathematics Emeritus at Illinois State University. He has taught all levels—from the middle school through the doctoral level—as well as in a variety of NSF-related summer institutes for teachers and university faculty. He has served as president of the National Council of Teachers of Mathematics, chair of the Conference Board of the Mathematical Sciences, and chair of the College Board's Mathematical Sciences Advisory Committee.

**Pam Giles** is a mathematics and professional development supervisor, grades K–12, in Jordan School District, Sandy, Utah. She taught high school mathematics for more than 20 years and received the Presidential Award for Excellence in Mathematics and Science Teaching. She served on the development committee for the Pre-AP: Strategies in Mathematics—Helping Students Learn Mathematics Through Problem Solving workshop and currently teaches Professional Development Algebra Institutes for T<sup>3</sup>: Teachers Teaching with Technology.

**Dan Kennedy** teaches at Baylor School in Chattanooga, Tennessee. A 25-year AP Reader and former chair of the AP Calculus Development Committee, he was one of the original Siemens Award winners in 1998 and a Presidential Award for Excellence in Mathematics and Science Teaching winner in 1995. He chaired the committee that developed the materials for the Pre-AP: Strategies in Mathematics—Helping Students Learn Mathematics Through Problem Solving workshop.

**Guy Mauldin** teaches at Science Hill High School in Johnson City, Tennessee. He served on the development committee for the Pre-AP: Strategies in Mathematics—Helping Students Learn Mathematics through Problem Solving workshop. He has also written

materials for College Board's SpringBoard program. He has been an AP Exam Reader and serves regularly as an institute teacher. He received the Presidential Award for Excellence in Mathematics and Science Teaching in 1986, the Tandy Award in 1991, and the Siemens Award in 2001.

**Joe Milliet** currently teaches at St. Mark's School of Texas in Dallas.

**Dixie Ross** is a teacher at Pflugerville High School, just outside of Austin, Texas. She served on the development committee for the *AP<sup>®</sup> Mathematics Vertical Teams Toolkit*. She teaches summer institutes for both AP Calculus and Pre-AP Strategies in Mathematics, has been an AP Reader, and won the Advanced Placement Program Special Recognition Award from the southwest region of the College Board in 1992 and the Siemens Award for Advanced Placement in 1998. She is also the author of the one-day workshop, Pre-AP: Topics for AP Vertical Teams in Mathematics.

**J. T. Sutcliffe** is Founders Master Teaching Chair at St. Mark's School of Texas in Dallas. She has served as Exam Leader for the AP Calculus Exam Reading, as a member of the AP Calculus Development Committee, as a member of the AP Calculus CD-ROM development committee, and as an AP Reader. She received the Siemens Award and the Presidential Award for Excellence in Mathematics and Science Teaching, and she is a Tandy Technology Scholar. She is also the author of *Pre-AP: Strategies in Mathematics—Rate*.

### **Pre-AP: Strategies in Mathematics—Rate**

This one-day workshop emphasizes the grade-level-appropriate content, classroom strategies, diagnostic assessment practices, and technology that foster student understanding of rate. Teachers learn highly effective activities to use in the classroom. The focus is on illustrating how content, pedagogy, and embedded assessment can help shape the mathematics curriculum into a seamless strand for students. Specific topics include absolute and relative growth, instantaneous rate, and rate of change.

General themes:

- Connections between the presentation of rate concepts throughout the curriculum
- A feasible sequence for the development of rate concepts
- Instantaneous rate

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NCTM standards
- AP Calculus AB and AP Calculus BC topic outlines
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication to support observations and conclusions
- Opportunities for reflection
- Connections between one activity and another
- Opportunities for participants to create meaningful classroom units
- A focus on the formative assessment of rates
- An example of a seamless development of rates throughout the 6–12 curriculum
- Optional online follow-up

**Workshop Agenda**

**A Puzzling Experience**

**The Scene on the Jigsaw Puzzle Box Top**

*Break*

**Fitting the Pieces of the Puzzle Together**

*Lunch*

**Good, Better, Best**

*Break*

**Designing Your Own Section of the Rates Puzzle**

**Workshop Author**

**J. T. Sutcliffe** is Founders Master Teaching Chair at St. Mark's School of Texas in Dallas. She has served as Exam Leader for the AP Calculus Exam Reading, as a member of the AP Calculus Development Committee, as a member of the AP Calculus CD-ROM development committee, and as an AP Reader. She received the Siemens Award and the Presidential Award for Excellence in Mathematics and Science Teaching, and she is a Tandy Technology Scholar. She is also the author of *Pre-AP: Strategies in Mathematics—Rate*.

### Science

#### **Pre-AP: Strategies in Science—Creating a Learner-Centered Classroom**

This two-day workshop is designed to assist science teachers in creating a facilitative classroom that focuses on inquiry, encourages higher levels of thinking for all students, and orchestrates discourse through speaking, writing, and graphic representation. Specific strategies addressed include inquiry-based learning, discussion and discourse techniques, a five-stage instructional model, inductive thinking, discrepant events, brainstorming, assignment of roles in collaborative groups, and graphic organizers. The workshop provides strategies for designing and using meaningful investigations, writing dynamic problems, and enhancing current classroom activities so that students will develop a deeper understanding and produce more thoughtful responses. Teachers will gain a clear understanding of how successful students learn and how to develop those skills in others, as well as how to build relevant, informative assessments that allow teachers to monitor and foster scientific thinking without interrupting instruction. Workshop topics include engagement, exploration, explanation, elaboration, and evaluation.

General themes:

- Inquiry-based learning
- Scientific literacy and communication

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- *The National Science Education Standards*, published by the National Research Council
- *Benchmarks for Science Literacy*, released by the American Association for the Advancement of Science
- Skills and standards for AP courses in the sciences
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication to support observations and conclusions
- Opportunities for reflection
- Connections between one activity and another

## **Workshop Agenda**

### **Day One**

#### **Section 1: Engagement**

*Break*

#### **Section 2: Exploration**

*Lunch*

#### **Section 3: Explanation**

*Second break occurs in section 3.*

### **Day Two**

#### **Review/Questions**

#### **Section 4: Elaboration**

*First break and lunch occur in section 4.*

#### **Section 5: Evaluation**

*Second break occurs in section 5.*

## **Workshop Authors**

**Roni Alfaro** teaches chemistry at Alice High School in Alice, Texas.

**Jo Ann Brown** taught seventh- and eighth-grade science for 13 years for Lamar Consolidated Independent School District in Rosenberg, Texas, before working with the Region IV Education Service Center in Houston, Texas. For 10 years she worked with teachers in 56 school districts in the areas of curriculum, instruction, and assessment. She also was an AP Exam Reader for the College Board's Southwest region. Although officially retired, she continues to work with science teachers in refining their curriculum, learning new instructional strategies, and aligning assessment methods to state curriculum and tests.

**Carol Gordon Keitt** is a teacher at Samuel Jackman Middle School in Sacramento, California. She has served as the campus MESA coordinator since 1996. She has been voted Teacher of the Year on several occasions by both her peers and her students. She was also selected to be the AP Vertical Team representative for the site.

**Darrel James** is a biology teacher and department chair at Fred Beyer High School in Modesto, California. He served on the development committee for the Pre-AP: Strategies in Science—Creating a Learner-Centered Classroom workshop; teaches many AP Biology institutes each summer; is an AP Reader, a Table Leader, and a Pre-AP workshop leader; and won the National Association of Biology Teachers' Outstanding Biology Teacher Award in 2001.

**Doug Llewellyn** is a director of science at the Rochester City School District in Rochester, New York. Previously, he was a junior high school principal and a middle school science teacher in upstate New York. He presently teaches undergraduate- and graduate-level courses at St. John Fisher College in Rochester. He has also been involved with several National Science Foundation grants on systematic reform.

**Anna McClane** is a project director at the Texas Science Center for Professional Development, Region IV Education Service Center in Houston.

**Ben Smith** currently teaches AP Environmental Science at Palos Verdes Peninsula High School in Rolling Hills Estates, California.

### **Pre-AP: Strategies in Science—Data Collection in Inquiry-Based Biology**

This is a two-day workshop in the use of graphing calculators and sensors in middle and high school biology instruction. At the end of this workshop, participants will understand how to integrate technology as an instructional strategy to teach content standards in middle and high school biology curricula, how to provide inquiry-based investigations in biology that enable middle and high school students to apply technological skills and instrumentation needed for college-level and AP Biology coursework, and how to provide professional development consistent with the *National Education Science Standards*.

General themes:

- Collection, recording, and analysis of data via graphing calculators, CBL2TM units, and sensors
- Inquiry-based strategies acquired in curricula and across grade levels to increase student understanding and achievement
- Inquiry-based learning
- Scientific literacy and communication

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- AP Biology topic outline
- *The National Science Education Standards*, published by the National Research Council
- *Benchmarks for Science Literacy*, released by the American Association for the Advancement of Science
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication to support observations and conclusions
- Opportunities for reflection
- Connections between one activity and another
- Activities that use technology

## **Workshop Agenda**

### **Day One**

#### **Section 1: Investigating Acid Rain**

*Break*

#### **Section 2: Cell Division and Population**

*Lunch*

#### **Section 3: Investigating Bottle Ecosystems**

*Second break occurs in section 3.*

### **Day Two**

#### **Section 4: Isolating and Testing the Effects of Respiration**

*First break occurs in section 4.*

*Lunch*

#### **Section 5: Isolating the Effects of Various Components of the Ecosystem**

*Second break occurs in section 5.*

## **Workshop Author**

**Richard Piercy** presently teaches biology, chemistry, and AP Biology at Yucaipa High School in Yucaipa, California, while also teaching general biology and marine biology as an adjunct faculty member at Mt. San Jacinto Community College in San Jacinto, California. He is an active member and presenter for T<sup>3</sup>, Teachers Teaching with Technology. He has presented numerous workshops for teachers at NSTA (National Science Teachers Association), CSTA (California Science Teachers Association), T<sup>3</sup> conventions, and the district level on how to incorporate graphing calculator technologies and sensors into mathematics and science classes to collect, graph, and analyze data.

### **Strategies in Science—Energy Systems**

This one-day workshop was developed for high school science teachers interested in designing integrated, theme-based instruction to prepare students for AP science courses. The activities and discussions in this workshop are designed to help teachers identify concepts in energy that extend across all science subjects. At the end of the workshop, participants will understand how to identify energy concepts in biology, earth science, chemistry, and physics and how to make curriculum decisions to increase student achievement and better prepare students for AP science courses. Topics addressed include kinetic versus potential energy, heat versus temperature, bonding, and energy transformations in living systems.

General themes:

- Energy systems
- Ways to integrate energy concepts across all science subject areas
- Curricular decisions that impact student achievement and access to AP science courses
- Scientific literacy and communication

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- *The National Science Education Standards*, published by the National Research Council
- *Benchmarks for Science Literacy*, released by the American Association for the Advancement of Science
- AP sciences skills and standards
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication to support observations and conclusions
- Opportunities for reflection
- Connections between one activity and another

### Workshop Agenda

**Session 1: What Is Theme-Based Instruction?**

**Session 2: Kinetic vs. Potential Energy**

*Break*

**Session 3: More Than Your Eyes Can See**

**Session 4: Heat vs. Temperature**

*Lunch occurs in section 4.*

**Session 5: Bonding—An Important Energy Concept**

*Break*

**Session 6: Energy Transformations in Living Systems**

**Session 7: Closure**

### Workshop Authors

**Barbara Berthelsen** teaches AP Biology and is the K–12 science coordinator in the Troy School District in Troy, Michigan. She is active at the state level on committees involved in statewide science assessment and updating the state science framework.

**Annis Hapkiewicz** has taught high school chemistry since 1970 at Okemos High School, Okemos, Michigan. She is also the half-time K–12 science coordinator for her district. She has been involved with the College Board in many capacities: as an AP Chemistry teacher for 24 years, as an AP Reader, as a workshop leader, as a member of the AP Chemistry Development Committee from 1999 to 2003, and as a member of the Michigan AP Advisory Council.

**Pre-AP: Strategies in Science—Inquiry-Based Laboratories for Middle Schools**

This one-day workshop introduces middle school science teachers to inquiry-based laboratory instruction. Through activities and discussions, participants will learn to use inquiry-based laboratories to teach science processing, critical thinking, and problem-solving skills to students and prepare them for the rigorous course work in high school and college. Topics addressed include laboratory roles, traditional versus inquiry-based laboratory activities, using inquiry-based labs to teach critical thinking skills, and assessing inquiry-based laboratory activities.

General themes:

- Inquiry-based learning
- Scientific literacy and communication

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- *The National Science Education Standards*, published by the National Research Council
- *Benchmarks for Science Literacy*, released by the American Association for the Advancement of Science
- AP sciences skills and standards
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication to support observations and conclusions
- Opportunities for reflection
- Connections between one activity and another

## **Workshop Agenda**

### **Section 1: Priority Pyramid**

- Priorities in the Classroom
- Priority Pyramid Directions
- Goals and Objectives of Teaching Science

### **Section 2: Inquiry-Based Laboratory Activity—Heat Insulators**

- Inquiry-Based Science Instruction
- Heat Insulators Investigation
- Heat Insulators Assessment Rubric
- Reflection

*Break*

### **Section 3: Challenges Associated with Inquiry-Based Instruction**

- Challenges Associated with Inquiry-Based Laboratory Activities
- What Challenges Do You Associate with Implementing Inquiry-Based Laboratory Activities?
- References and Resources for Inquiry-Based Laboratories
- Information, Tips, and Strategies for Overcoming Challenges of Implementing Inquiry-Based Laboratories
- Summary of Information
- Reflection

### **Section 4: Traditional vs. Inquiry-Based Laboratory Activities**

- Traditional Laboratory Activities
- The Inquiry Cycle
- Stages of the Inquiry Cycle from the Heat Insulators Lab Activity
- Essential Features of Classroom Inquiry
- Definition of Inquiry from the National Science Education Standards
- Traditional Version of Heat Insulators Lab
- Inquiry-Based Version of Heat Insulators Lab
- Comparing Inquiry-Based and Traditional Versions of the Heat Insulators Lab
- Traditional Version of Variation Lab
- Inquiry-Based Version of Variation Lab
- Comparing Inquiry-Based and Traditional Versions of the Variation Lab
- Reflection

*Lunch*

**Section 5: How to Modify “Cookbook” Labs**

- Modify “Cookbook” Labs
- Traditional Evaporation Lab
- Modification Suggestions
- More Modification Tips
- Strategies for Modifications
- Modification Advice
- Modification Sheet for Evaporation Lab
- Temperature and Reaction Rates
- Reflected Light
- Convex and Concave Lenses
- Freezing of Water
- The Effect of Acid Rain on Different Rock Types
- Osmosis and Diffusion
- Cell Respiration in Living Organisms
- Critique Activity for Student Centeredness
- Sample Critique of a Traditional Lab (Acid Rain)
- Reflection

*Break*

**Section 6: Using Inquiry-Based Labs to Teach Critical Thinking Skills**

- Critical Thinking Skills
- Crafting Higher-Order Lab Tasks, Follow-Up Questions, and Extensions
- Thinking Skills Verbs
- Possible Inquiry-Based Lab Tasks
- Tips for Writing Follow-Up Questions and Extensions
- Analyzing Follow-Up Questions and Extensions
- Heat Insulator Follow-Up Questions—Lab Skills
- Other Follow-Up Thought Questions for Heat Insulators Lab
- Follow-Up Questions for the Evaporation Lab
- Reflection

**Section 7: Priority Pyramid Revisited**

### **Workshop Authors**

**Susan Everett** is an assistant professor of science education at the University of Michigan–Dearborn. Her background is in elementary education, and she has taught gifted and talented students in fourth, fifth, and sixth grades in the United States and Korea. She has led many workshops for teachers emphasizing inquiry-based science teaching. Her greatest joy is helping both students and teachers discover how much fun science is!

**Inez Liftig** has been teaching science for 34 years and currently teaches eighth-grade science at Fairfield Woods Middle School in Fairfield, Connecticut. In addition to being the lead writer for the Pre-AP Strategies in Science—Inquiry-Based Laboratories for Middle School workshop, she has written teacher guides for numerous organizations including Scholastic, the BBC, and the World Wildlife Fund. She has served on teacher assessment, testing, and Science Curriculum Frameworks development committees for the Connecticut Department of Education. She has been active for many years in the National Science Teachers Association and is the current field editor for *Science Scope*, NSTA’s middle-level journal.

## **Social Studies**

### **Pre-AP: Strategies in Social Studies—Using Visual Materials in Middle School Classrooms**

This one-day workshop will present middle school teachers with strategies for analyzing and synthesizing nontext sources in middle school history and geography classrooms. The participants will examine models of questioning for works of art, cartoons, quantitative data such as charts or graphs, and photographs. Once these models have been presented, participants will use them to construct thesis statements and written passages about issues affecting middle school social studies courses, with the aim of promoting student skills of source analysis, evaluation, and synthesis.

General themes:

- Understanding the benefits and obstacles of using visual materials in middle grade classrooms
- Examining and applying cartoon analysis techniques in middle grade classrooms
- Examining and applying chart/graph analysis techniques in middle grade classrooms
- Examining and applying photograph analysis techniques in middle grade classrooms
- Using visual and graphic analysis strategies to improve students' thinking and writing skills
- Using analytical writing

The workshop conforms to

- College Board's mission, particularly access and equity
- NCSS standards
- The goals of the AP courses in social studies
- AP Vertical Teams approach

The workshop provides:

- A strategy for students to use in the planning and creation of their compositions
- Discussion of skills of successful writers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Explorations with discussion questions
- Opportunities for reflection
- Connections between one activity and another
- Practice in assessing student writing
- Substantial content background for teachers

## **Workshop Agenda**

### **Section 1: Advantages and Challenges of Using Visual Sources in the Classroom**

Most of the time when a teacher selects instructional materials in social studies classrooms, he or she relies on written documents to promote student learning. This section discusses the benefits and obstacles of broadening classroom sources from written texts to include cartoons, graphs, charts, and photographs.

### **Section 2: Cartoon Analysis**

Cartoons offer an important insight into historical events because they express aspects of public opinion. Yet they often confuse students, who lack a consistent plan for analyzing them. This section offers a logical step-by-step approach for beginning to dissect a cartoon and using its meaning in the early stages of the writing process.

*Break*

### **Section 3: Chart Analysis**

Charts and graphs are an important part of social studies classroom instruction as they sharpen skills of comparing, contrasting, and evaluating data. This section suggests a model of questioning for middle grade students to use as they interpret graphs and charts and broaden their thinking skills.

### **Section 4: Photograph Analysis**

Photographs provide a unique window into historical and cultural developments as they capture people, places, and objects at one moment in time. Often students look at photographs but do not really see them. This section offers a strategy to help students focus on a photograph more carefully and comprehend the meanings and relationships it depicts.

*Lunch*

### **Section 5: Constructing Written Passages from Two Visual Sources**

Once students have analyzed sources, they should move to a more complex intellectual process—using visual sources and outside information in the writing process. This section provides guidance for using two cartoons to construct a thesis statement and supporting paragraphs that address a historical topic.

*Break*

**Section 6: Constructing Written Passages from Contrasting Visual Sources**

To become adept critical thinkers, students must deal with contradictory points of views between sources. This section presents contrasting viewpoints from two cartoons and a strategy for using them to write a thesis statement and supporting paragraphs to account for differing views on a historical topic.

**Workshop Author**

**Mike Henry** taught AP United States History for 20 years in Princes George’s County, Maryland. Currently he is an adjunct professor of history at Prince George’s Community College and University of Maryland–University College. He also is a College Board consultant and writer. He has been an AP Reader and Table Leader for 14 years and has given numerous presentations at the regional and national level. He has written two books on preparing for the AP United States History Examination and coauthored a College Board workshop on argumentation.

**Pre-AP: Strategies in Social Studies—Writing Tactics Using SOAPStone**

This one-day workshop is designed to help middle and early high school social studies teachers address some of the problems students encounter in their writing. When teachers from all grade levels work together to introduce and reinforce critical reading and analytical writing strategies such as SOAPStone, students are more likely to acquire the habits of mind and skills of sophisticated writers. Workshop topics include the writing process, narrative, the persuasive essay, and analytical writing.

General themes:

- Students and the writing process
- Narrative
- The persuasive essay
- Analytical writing
- Assessment of student writing
- Strategies for students to use in the planning and production of their compositions
- Use of texts of acknowledged quality to illustrate the elements of this strategy
- Specific activities that will incorporate this strategy in the classroom
- Opportunities for teachers to work with many of the activities students would use in the classroom

The workshop conforms to

- The College Board’s mission, particularly access and equity
- NCSS standards
- The goals of the AP courses in social studies
- AP Vertical Teams approach

The workshop provides:

- A strategy for students to use in the planning and creation of their compositions
- Discussion of skills of successful writers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Explorations with discussion questions
- Opportunities for reflection
- Connections between one activity and another
- Practice in assessing student writing

## **Workshop Agenda**

### **Section 1: Students and the Writing Process**

This section describes a strategy that will encourage students to look at what good writers do when they write. Teachers will be asked to identify the attributes of their most successful student writers and then to describe how they currently help to cultivate these attributes in their classrooms.

### **Section 2: The Narrative**

The narrative is one of the first forms of writing that students attempt. This section examines narrative writing, its elements, its possibilities, and its limitations. In this section, participants will write a short narrative and analyze it. Then they will examine the text of a professional writer.

*Break*

### **Section 3: The Persuasive Essay**

Students are often required to take a position and defend it. This is persuasion, a task that demands careful thinking, logic, organization, and rhetorical decisions. In section 3, teachers will be asked to read an op-ed piece and then prepare a lesson on the persuasive essay.

*Lunch*

### **Section 4: Analytical Writing**

Analysis is one of the most common forms of writing for students. It is usually the means by which teachers assess how well students have understood a text. This type of response requires interpretation and synthesis of material and a more detached speaker, able to see many sides to a question and evaluate the various positions. In this section, teachers will be presented with a series of short published texts and then an activity that emulates a response to an AP Examination prompt.

*Second break occurs in section 4.*

### **Workshop Author**

**Tracey Wilson** is a teacher at Conard High School in West Hartford, Connecticut. She served on the development committees for *The AP Vertical Teams Guide for Social Studies* and the Pre-AP: Interdisciplinary Strategies for English and Social Studies workshop, teaches at the St. Johnsbury Academy Advanced Placement Institute each summer, is an AP Reader and consults for the College Board in varying capacities, and won the New England region's Advanced Placement Program Special Recognition Award in 1999.

## Spanish

### **Pre-AP: Strategies in Spanish—Developing Language Skills**

The goal of this one-day workshop is to enable teachers to prepare students for the AP Spanish Language course by fostering development of language skills. The workshop motivates and inspires Spanish teachers to reevaluate their school's foreign language curriculum and familiarize themselves with the basic principles of reading assessments, essay writing, brainstorming, vocabulary building, sentence structure, listening, reading, and speaking. Assessment instruments are also discussed.

General themes:

- Strategies that help students in the different levels of Spanish language acquisition to interact with authentic texts by using their own knowledge of Spanish and English, as well as by using contextual clues that will allow them to become better readers
- Strategies that will facilitate writing a well-developed and well-organized writing sample on a given topic
- Use of cooperative learning teams to assist in developing students' prewriting and writing skills
- Strategies to draw on students' previous experiences to build confidence when speaking
- Incorporation of speaking activities with reading and listening activities
- Incorporation of speaking activities that require the students to use their Spanish language skills for authentic purposes

The workshop conforms to:

- The College Board's mission, particularly access and equity
- ACTFL standards
- Standards and skills in AP Spanish Language
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication
- Opportunities for reflection
- Connections between one activity and another

### **Workshop Agenda**

#### **Session 1: Reading**

Using the short story “Una carta a Dios,” teachers will be guided through the different steps that will allow students to read successfully. Prereading, reading, postreading, and possible assessments will be discussed.

*First break occurs in Session 1.*

*Lunch*

#### **Session 2: Writing**

Cooperative learning techniques are implemented in this activity, leading to the writing of an essay on the topic of “good friends.” Brainstorming, vocabulary building, sentence structure, organization, group work, and individual assignments guide students to the writing of a well-developed essay.

#### **Session 3: Speaking**

Using listening, reading, cultural comparisons, and pictures as prompts, teachers will be guided through a series of speaking activities that can be adapted to several levels of instruction. Among the skills to be discussed are organizing ideas, personalizing the vocabulary, and incorporating transition words appropriate to the language level. At the same time, the opportunity will be created to reinforce whatever grammatical concept is appropriate within the context. Assessment ideas will also be discussed.

*Second break occurs in Session 3.*

### **Workshop Authors**

**Karen Adler** has taught all levels of Spanish for 20 years. She is currently the Foreign Language Department coordinator at Grandview High School in the Cherry Creek School District in Aurora, Colorado. She has served on the Pacesetter test development committee and has conducted training workshops throughout the country.

**José M. Díaz** teaches at Hunter College High School in New York City. He has served as a member and chair of the AP Spanish Development Committee. He conducts AP workshops throughout the United States. He has also participated in the AP Exam Reading as a Table Leader and Question Leader.

**Raúl S. Rodríguez**, chair emeritus of the Language and Cultural Studies Department, Xaverian High School, Brooklyn, New York, is now visiting instructor at Manhattan College. A former Question Leader for the AP Spanish Language Exam Reading, he conducts various Pre-AP and AP workshops and summer courses.

### **Strategies in Spanish—Literary Analysis**

The goal of this one-day workshop is to enable teachers to help students develop the reading skills necessary for the AP Spanish Literature course. The focus is on reading comprehension of Spanish text passages. Prereading, reading, and postreading skills are emphasized. Assessment is also discussed.

General themes:

- Analysis of Spanish language texts
- Rhetoric
- Style and composition

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- ACTFL standards
- Standards and skills in AP Spanish Literature
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication
- Opportunities for reflection
- Connections between one activity and another

## Workshop Agenda

### Section 1: Unit Plan for Level 1

*Break*

### Section 2: Unit Plan for Level 2

### Section 3: Approaches to Assessing the Activities

*Lunch*

### Section 4: Hands-On Activity and Presentation

### Section 5: Literary Terms, Assessment Suggestions, Creating a Hands-On Lesson Plan

### Progression of Themes in the Agenda

- Examining Theater: Unit Plan for Level 1
- Abridged Version of *El delantal blanco*
- Teacher Notes for Using *El delantal blanco* with Level 1 Students
- Activities: Prereading, Reading, and Postreading
- Examining Poetry: Unit Plan for Level 2
- Teacher Notes for Using “Balada de los dos abuelos” with Level 2 Students
- Activities: Prereading, Reading, and Postreading

### Workshop Authors

**Delia Méndez Montesinos** holds a Ph.D. in Spanish and currently teaches at the University of Texas at Austin. A former high school Spanish teacher, she served on the AP Spanish Development Committee and received the southwestern region’s Advanced Placement Program Special Recognition Award in 1995.

**Gilda Nissenberg** teaches AP Spanish Language and AP Spanish Literature at Dr. Michael Krop High School in Miami. She holds a Ph.D. in Spanish, has served on the Spanish SAT II (formerly called the SAT II) committee, and is a Table Leader at the AP Exam Reading. She teaches AP summer institutes in Florida and New York and is a National Board Certified Teacher in Spanish.

**María Elena Villalba** has taught all levels of Spanish for 29 years. She is currently department chair at Miami Palmetto Senior High School in Miami, Florida. She has served as chair of the Spanish SAT Subject Test and Pacesetter assessment committees and is an AP Reader.

**Pre-AP: Strategies in Spanish—Writing Skills**

With the completion of this one-day workshop, participants will gain a better understanding of how to design writing instruction that enhances students' preparedness for AP Spanish Language course. Topics addressed include writing processes, essays, and assessing writing.

General themes:

- Strategies that will facilitate writing a well-developed and well-organized writing sample on a given topic
- Skills needed to become successful writers in Spanish
- Creation of effective writing exercises
- Assessment of student writing
- Relevant standards for writing established for the AP courses as benchmarks for the knowledge, skills, and habits of thought
- Strategies to draw on students' previous experiences to build confidence when writing

The workshop conforms to:

- The College Board's mission, particularly access and equity
- ACTFL standards
- Standards and skills in AP Spanish Language
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication
- Opportunities for reflection
- Connections between one activity and another

## **Workshop Agenda**

### **Section 1: Students and the Writing Process in Level 2**

This section will ask participants to discuss the qualities that make a good writer in L2. The participants will work on the purpose, kind of communicative exercise, topic, and language usage in the writing process. The section will address the writing process in L2 through a variety of short writing exercises and activities that will form the basis of the next sections. Some of the writing exercises will include describing classmates, completing sentences, writing dialogues, and so on. The participants will briefly engage in these activities.

*Break*

### **Section 2: Writing a Letter**

After working with a variety of brief activities that introduce exercises designed to advance student writing skills, participants will apply the principles practiced in section 1. The activities of this section will be based on writing a letter. The exercises will be used to train students to write exercises within specific settings (correspondence, message), functions (describe, compare, persuade, corroborate, critique), and usages (practice of lexicon, spelling, and grammar points). The participants will briefly engage in these activities.

### **Section 3: The Essay**

The essay is one of the most important sustained forms of writing students work on. This section examines what makes a good essay, some of the forms narrative writing can take, and its elements, possibilities, structures, and limitations. Participants will practice the use of focused exercises to develop in their students the skills necessary to write a good essay. The exercises presented in this section will include brainstorming in groups, vocabulary building, review of grammatical points, essay organization, and individual assignments. The participants will briefly engage in these activities.

*Lunch*

### **Section 4: Assessing Writing**

After reviewing and using different forms of writing, participants will review traditional and holistic forms of assessment. The participants will also discuss other forms of assessment, such as portfolios and recordings. They will assess actual students' essays taken from AP Exams and discuss the feasibility of using that kind of assessment in their classrooms.

*Break*

### **Section 5: Hands On—Creating a Unit Plan**

Having completed the practical aspects of the training, the participants will use the activities they have practiced and the assessment tools they have acquired to develop a unit plan. Their goal for this section will be to utilize in their classes the plans they create during the workshop.

### **Conclusion: Questions and Answers**

The closing section of the workshop will engage participants in discussion about the activities presented that they will use in their courses. They will reflect on the different writing strategies and their purposes, and they will share their thoughts about assessment tools as well as the overall experience of the workshop. This will be the time to answer any questions or concerns that might arise and to make sure that those questions or issues identified at the beginning of the workshop are answered and/or resolved.

### **Workshop Author**

**Gustavo Fares**, originally from Argentina, has been in the United States for more than two decades. His specialties are Latin American literature and culture and cultural studies. He believes AP is one of the best ways of preparing students for Spanish in high school and beyond. He is presently the chair of the Spanish Department at Lawrence University and a 2004 recipient of a Fulbright Fellowship to teach during the summer at the Universidad Nacional de Cuyo, in his native Argentina.

## **World Languages and Cultures**

### **Pre-AP: Strategies in World Languages and Cultures—Building Proficiency**

The goal of this one-day workshop is to present world language teaching and learning strategies, grounded in the American Council on the Teaching of Foreign Language Standards, that build beginning and intermediate students' proficiency in the target language. By examining the best ways to achieve acquisition of a new language, target language production, and retention of acquired skills, participants will learn how to prepare their students for more advanced language study. The workshop will focus on integrating communicative and cultural skills, designing activities for a variety of learning styles, and building success for new second language learners. This workshop will be presented in English with examples in English.

General themes:

- Five Cs standards for world language classrooms
- Development of skills for the interpersonal, interpretive, and presentational modes
- Implications of the College Board's mission to provide access and equity in its AP programs
- Standards of the Advanced Placement Program and the role of Pre-AP in developing those standards
- Some specific knowledge, skills, and habits of mind necessary for students to be successful in rigorous, college-level course work, such as AP Chinese Language and Culture, AP French Language, AP German Language, AP Italian Language and Culture, AP Japanese Language and Culture, AP Latin Literature, AP Russian Language and Culture, and AP Spanish Language

The workshop conforms to:

- The College Board's mission, particularly access and equity
- ACTFL standards
- Standards and skills for AP courses in world languages
- AP Vertical Teams approach

The workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication
- Opportunities for reflection

- Connections between one activity and another

### **Workshop Agenda**

**Section 1: Preparing Students for the Task**

**Section 2: Meeting the Needs of a Variety of Learners**

*Break*

**Section 3: Identifying Proficiency**

**Section 4: The Five Cs—Standards for the World Language Class**

**Section 5: Skills for the Interpersonal Mode**

**Section 6: Skills for the Interpretive Mode**

*Lunch*

**Section 7: Skills for the Presentational Mode**

**Section 8: Other Helpful Pre-AP Strategies**

*Break*

**Section 9: Assessment**

### **Workshop Authors**

**Mary Diehl** has taught Spanish courses for 24 years, ranging from level 1 to AP Spanish Language and AP Spanish Literature. Recently, she became project coordinator and master teacher for UTeach Liberal Arts at the University of Texas at Austin, where she has worked for four years. Her experience includes serving as Table Leader for the AP Spanish Language Exam Reading and as an active AP consultant. Awards received include the southwest region's 2000 Advanced Placement Program Special Recognition Award, an honorary membership (2000) in the Texas Foreign Language Association, the 1997 TFLA Spanish Teacher of the Year, the 1996 Texas Excellence Award for Outstanding High School Teachers, the 1995 Northwest Austin Rotary Teacher of the Year, and a scholarship from the Embassy of Spain (1992).

**Kersten Helbing** teaches German at Gunn High School in Palo Alto, California.

## **Interdisciplinary**

### **Pre-AP: Interdisciplinary Strategies—Argumentation and the Writing Process**

This one-day workshop is designed to help social studies, English, and humanities teachers address a task that challenges many middle and high school students: developing a logical and effective argument. This workshop offers middle and high school teachers strategies that enable students to discover and work with the elements of argumentation. Topics addressed in the workshop include using texts to analyze and construct arguments and assessing written performance.

General themes:

- Identifying the elements of effective argumentation
- Examining various graphic organizers that can help students to dissect texts, analyze arguments, and collect evidence for use in their own arguments
- Using classroom strategies that enable students to construct sound written arguments
- Developing criteria for assessing students' written performance
- Using strategies that encourage students to ask questions and draw inferences
- Fostering the skills and attributes that will prepare students for college-level work in a variety of AP courses

The workshop conforms to:

- The College Board's mission, particularly access and equity
- Rigor expected in a variety of AP courses
- AP Vertical Teams approach

This workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication to support arguments, theses, and conclusions
- Opportunities for reflection
- Connections between one activity and another

## **Workshop Agenda**

### **Section 1: Elements of an Effective Argument**

Most students hold strong personal opinions on a number of topics. They want to be heard, and they are often disappointed when their presentation of these opinions does not gain immediate acceptance. The result is that they may begin to shout or resort to emotional hyperbole. If they understood the integral parts of an argument, however, they might be more successful. This section will offer activities by which students can identify these elements as an initial step in creating an argument.

*Break*

### **Section 2: Analyzing Texts to Construct Arguments**

It is important for students to recognize the topic under discussion before they begin to fashion their own arguments. Whether they are reading a text or listening to speakers, students should have a plan by which to analyze other points of view. This section offers activities to help students acquire a more specific focus of the argument and to examine the evidence presented.

*Lunch*

### **Section 3: Constructing a Written Argument**

This section will demonstrate how students can use the skills developed in the previous activities to create an effective written argument. Participants will be given a new set of texts and a choice of formats to follow in preparing an outline, which will consist of a thesis statement, presentation of evidence pro and con, and topic sentences linking the evidence to the thesis. In the final activity, they will write and present the opening paragraph of their proposed paper.

*Break*

### **Section 4: Assessing a Written Performance**

Participants will revisit the **elements of an effective argument** in section 1 and develop a diagnostic rubric for evaluating student papers.

### Workshop Authors

**Mike Henry** taught AP United States History for 20 years in Princes George’s County, Maryland. Currently he is an adjunct professor of history at Prince George’s Community College and University of Maryland–University College. He also is a College Board consultant and writer. He has been an AP Reader and Table Leader for 14 years and has given numerous presentations at the regional and national level. He has written two books on preparing for the AP United States History Examination and coauthored a College Board workshop on argumentation.

**Ogden Morse** is a retired English teacher and department chair, last affiliated with Joel Barlow High School in Redding, Connecticut. He served on the development committee for *Pre-AP: Interdisciplinary Strategies for English and Social Studies*, wrote much of it, and has since revised it for the most recent edition. He served on the development committee for *The AP Vertical Teams® Guide for English* and has written a one-day workshop, *Pre-AP: Strategies in English—Writing Tactics Using SOAPStone*. He now serves as a presenter and trainer for the workshops he helped develop.

### **Pre-AP: Interdisciplinary Strategies for English and Social Studies**

This two-day workshop shows English and social studies teachers how to encourage students across grades and at all ability levels to engage in active questioning, analysis, and the construction and communication of arguments—skills that are fundamental to advanced work in both subject areas. Participants will learn strategies that direct students to ask questions and draw inferences, the SOAPStone technique for critical reading and analytical writing, levels of questioning, dialectical notebooks/journals, the yes/but strategy for analyzing an argument, synthesizing perspectives from different points of view, and construction of good written and verbal arguments.

General themes:

- Strategies that encourage students to ask questions and draw inferences
- SOAPStone technique for critical reading and analytical writing
- Attention on the role of classroom environment in developing student thinking and communication skills
- Levels of questioning
- Dialectical notebooks/journals
- Yes/but strategy for analyzing an argument
- Synthesis of perspectives from different points of view
- Construction of good written and verbal arguments
- Fostering of skills and attributes that will prepare students for college prep and AP courses in English and social studies
- Interdisciplinary lesson planning

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NCTE and NCSS standards
- Standards and skills in AP English Language, AP English Literature, and AP courses in social studies
- AP Vertical Teams approach

This workshop provides:

- Substantial content background for teachers
- Activities for students across grade levels
- Activities meant to illustrate good pedagogy (various instructional approaches, including cooperative learning)
- Activities that require communication to support arguments, theses, and conclusions
- Opportunities for reflection
- Connections between one activity and another

- Specific teaching strategies that can be used to provide all students with appropriately challenging reading and writing tasks

### **Workshop Agenda**

This workshop is divided into eight sections. In each section, participants will be introduced to specific academic skills and corresponding teaching ideas. Time limitations of the workshop, however, will not allow for the extensive discussions and demonstrations that each topic merits. For this reason, participants will be provided additional reading so that they can pursue topics of interest on their own.

### **Day One:**

**Section 1:** Ensuring that students are adequately prepared and motivated in the middle and early high school grades allows them access to advanced course work. Teachers need to be aware of the impact of school culture and expectations on students who typically enroll in AP and other challenging courses. In section 1, participants will identify the academic skills and dispositions of successful English and social studies students, and they will discuss methods for developing these attributes in your students.

### *Break*

**Section 2:** The focus of section 2 is to demonstrate some of the strategies that encourage students to formulate questions and draw inferences from a variety of teaching materials. Student-generated questions and inferences are essential in the development of deep understanding. By engaging in activities in which they are asked to generate questions and develop inferences from those questions, participants will see how some classroom approaches support deep understanding while others do not.

### *Lunch*

**Section 3:** Students need skills that enable them to read carefully and critically. Section 3 addresses some ideas for analyzing historical texts, documents, and literary pieces using the SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) format.

### *Break*

**Section 4:** In both English and social studies classrooms, students must learn to construct solid verbal and written arguments. Section 4 deals with identifying a thesis and supporting arguments in written material, developing an original thesis statement with supporting details, and recognizing fallacious reasoning.

## **Day Two:**

**Section 5:** The instructional characteristics of classrooms with high student engagement, reliable questioning strategies, and effective discussion techniques are the focus of section 5. This section will illustrate the importance of an environment safe for risk taking in the development of the skills and characteristics already discussed.

**Section 6:** All important instructional goals should be assessed, and assessment should be suitable to the goal. Section 6 focuses on evaluating complex performance and setting standards: How good is good enough?

*Break*

**Section 7:** Using the strategies discussed in this workshop, participants will work individually or with a team of teachers to design a lesson or develop an idea for an interdisciplinary unit of study.

*Lunch occurs during section 7.*

*Break*

**Section 8:** What can we do to develop the student attributes we've discussed in this workshop in our own classrooms and schools? In section 8, participants begin the process of planning for change that can enable them to create a culture of success.

## **Workshop Authors**

**Sherry Fowlks** teaches English at Franklin Youth Academy in Tulsa, Oklahoma. She served on the Southwest region's AP Advisory Council and the team that revised the Pre-AP: Interdisciplinary Strategies workshop. She conducts AP summer institutes, is a College Board workshop leader, and is a National Board Certified Teacher in adolescence and young adulthood/English language arts.

**Ayn Grubb** is a teacher at Oliver Middle School in Broken Arrow, Oklahoma. She served on the Southwest region's AP Advisory Council and still serves on the Oklahoma AP Advisory Council. She is a workshop leader for Pre-AP: Interdisciplinary Strategies for English and Social Studies. She teaches at several AP institutes each summer and has

presented at numerous College Board conferences, including the Pre-AP National Conference in January 2002, and the AP Annual Conference.

**Wendy Holm** teaches AP and college prep U.S. history at Boston Latin School in Boston, Massachusetts. A former College Board staff member in the AP Program, she leads AP Vertical Teams workshops and summer institutes in English and social studies, as well as other Pre-AP workshops.

**Ogden Morse** is a retired English teacher and department chair, last affiliated with Joel Barlow High School in Redding, Connecticut. He served on the development committee for Pre-AP: Interdisciplinary Strategies for English and Social Studies, wrote much of it, and has since revised it for the most recent edition. He served on the development committee for *The AP Vertical Teams® Guide for English* and has written a one-day workshop, Pre-AP: Strategies in English—Writing Tactics Using SOAPStone. Ogden also co-wrote Pre-AP: Interdisciplinary Strategies—Argumentation. He now serves as a presenter and trainer for the workshops he helped develop.

**Shayne O’Connell** is a teacher at Pope John XXIII High School in Sparta, New Jersey. She served on the committee for the recent revision of the Pre-AP: Interdisciplinary Strategies for English and Social Studies workshop. She teaches a summer institute for the AP European History course, is a Table Leader at the AP European History Exam Reading, and is a College Board workshop leader. She was a finalist for Princeton University’s Excellence in Education Award.

**Frazier O’Leary** is an English teacher at Cardozo High School in Washington, D.C. He is a consultant for Pre-AP Professional Development, an AP workshop consultant, and a Reader for the AP English Literature Exam. He is also the baseball coach at Cardozo.

**Patricia Peterson** taught at Evanston Township High School in Evanston, Illinois. She was a member of the development committee for *The AP Vertical Teams® Guide for Social Studies*, is a workshop leader for Pre-AP: Topics for AP Vertical Teams in Social Studies and the Pre-AP: Interdisciplinary Strategies for English and Social Studies workshop, teaches at AP summer institutes, and is a Reader for the AP European History Exam.

**Mary Kathryn Stein** currently teaches AP English Literature and AP English Language courses at Lutheran High School in Little Rock, Arkansas. Previously she used Pre-AP strategies in eighth-grade English classes in the gifted and talented program in the Pulaski County School District. She presents at several AP summer institutes in the Southwestern region each year and frequently presents the Pre-AP: Interdisciplinary Strategies for English and Social Studies workshop.

**Tracey Wilson** is a teacher at Conard High School in West Hartford, Connecticut. She served on the development committees for *The AP Vertical Teams Guide for Social Studies* and the Pre-AP: Interdisciplinary Strategies for English and Social Studies workshop, teaches at the St. Johnsbury Academy Advanced Placement Institute each summer, is an AP Reader and consults for the College Board in varying capacities, and won the New England region's Advanced Placement Program Special Recognition Award in 1999.

## **SAT Professional Development**

### **SAT: Animating Student Writing**

This workshop gives English teachers models, lesson plans, and strategies to help students strengthen their argumentative writing skills. Teachers learn:

- Strategies to raise the quality of student writing
- How to assess argumentative writing using the SAT essay-scoring guide
- How to put in place a long-term plan to improve student writing

Workshop goals:

- Affirm all students' abilities to make meaning of argumentative writing
- Demonstrate frameworks for teaching students to recognize how effective arguments are constructed and developed in texts
- Provide interactive strategies for teaching students to plan and develop argumentative writing
- Offer educators the opportunity to participate in model instructional activities ready for immediate classroom use
- Suggest strategies to make students comfortable with using the writing process in the composition of argumentative writing under time constraints
- Familiarize educators with means of assessing argumentative writing using a holistic scoring guide

### **Workshop Agenda**

#### **Section 1: Overview**

The first section will provide an opportunity for educators to contextualize the importance of developing argumentative writing for students. Participants will share perceptions of why all students may not currently have the tools needed to write effective argumentative essays. This section will set an expectation that welcomes students into the pedagogy of the model instructional activities by posing questions that invite self-reflection.

#### **Section 2: Understanding Argumentative Writing**

Before students can produce more effective argumentative writing samples, they must first develop a thorough understanding of the ways argument is planned and crafted. Using texts of historical significance (which lend easily to interdisciplinary reinforcement), this section will involve model instructional activities that analyze argumentative writing through two prisms: the analysis of audience and the use of a strategy called SOAPSTone.

*Break*

**Section 3: Deconstructing an Argument**

The model instructional activities in this section locate argument in multiple kinds of texts. Through a focus on thesis statements and an engagement with the rhetorical appeals, students can extend their understanding of effective argumentation and recognize arguments in a variety of texts.

*Lunch*

**Section 4: Constructing an Argument Under Time Constraints**

It is difficult for students to produce effective arguments in a timed-writing essay experience if they have not developed the skills to produce effective arguments that have had the benefit of the full writing process. The model instructional activities are grounded in the notion of collaborative learning and train students in the details of prewriting and drafting using an organizing strategy. Participants will experience the challenges of drafting under time constraints from an insider’s point of view.

**Section 5: Assessing Argumentative Writing**

One of the most underutilized teaching and learning strategies involves guided reflection. With these model instructional activities, students will practice assessing argumentative essays using a holistic scoring guide and engage in the critical need for learning through peer critique. Participants will gain some familiarity with the SAT essay-scoring guide for scoring argumentative writing produced for the SAT.

**Workshop Author**

**Kenyatta Dorey Graves** is the chair of the English Department at Woodrow Wilson Senior High School in Washington, D.C.

### **SAT: Holistic Scoring Workshop**

This workshop provides teachers with practice using holistic scoring, which judges a piece of writing by the overall impression it creates. Teachers learn:

- How to use holistic scoring to assess writing
- Sound strategies to assist student writers
- The role of effective writing prompts in student success and valid assessment

In this workshop, participants will learn the principles of holistic scoring. They will learn how to evaluate essays using a scoring guide in conjunction with preselected sample essays. They will also learn the best methods to help students successfully perform timed writing tasks. Finally, they will learn how to conduct their own holistic scoring sessions—from constructing prompts for timed-writing tests that are accessible and thought provoking to selecting sample essays with which to train readers to running a reading—so that they can share these methods with their classes, their departments, and their schools.

#### **Workshop goals:**

- Evaluate and score essays holistically using a scoring guide
- Construct successful writing prompts for timed writing conditions
- Help students write essays more successfully under timed writing conditions
- Select sample essays to be used for reader training
- Conduct holistic writing assessments in participants' own classrooms, departments, and schools

#### **Workshop Agenda**

##### **Part I: Holistic Scoring Training Session**

- Principles of Holistic Scoring
- Using the Scoring Guide
- Review of Sample Essay Question
- Scoring the Anchor Papers
- Scoring the Sets of Three Papers
- Special Cases
- For the Classroom
- Q&A

*Lunch*

##### **Part II: Using Holistic Scoring in the Classroom**

- Selecting Sample Essays
- Scoring and Selecting the Sample Essays

- For the Classroom

## **Part III: Tips for Writing Under Time Constraints**

### **Part IV: Writing Successful Prompts**

- Review of Criteria for Writing Successful Prompts
- Writing and Evaluating Essay Prompts
- For the Classroom

## **Workshop Authors**

**Brian A. Bremen** is an associate professor in the English Department at the University of Texas at Austin. His specialties include American literature, modernism, and literary theory. He is currently at work on a book that examines the ways in which contemporaneous religious and scientific thought interacted in the formation of modern literature, tentatively called *What Was Modernism (and Does It Still Matter)?*

**Cathy A. D’Agostino** is a lead teacher at New Trier High School in Winnetka, Illinois, where she started the AP English Language and Composition program and cotaught the interdisciplinary AP English Literature and Composition and AP European History course. She has served as a consultant for the College Board since 1988, conducting AP English Language and AP English Literature workshops. She has served as a Reader and a Table Leader for the AP English Literature Exam Reading, as well as a reader, table leader, and assistant chief reader for the SAT writing section. Her work with AP and the College Board has led her to consult with school districts in 23 states on developing AP English courses, improving composition instruction, building Vertical Teams, and developing reading strategies in English classes.

### **SAT: School-Based SAT Preparation**

This workshop provides teachers with activities and materials to design school-based SAT preparation sessions. This workshop brings to life material in *The Official SAT Teacher's Guide™*. Participants will be separated during the second half of the workshop to focus on English or math content areas. Participants will learn:

- About the SAT format and question types on the math, critical reading, and writing sections
- How to plan and conduct their preparation sessions according to student and class needs
- How to effectively bring print and online SAT Readiness Program™ resources into the classroom

Workshop goals:

- Help teachers create a SAT Readiness program that can be quickly implemented in the classroom.
- Help teachers understand the different course outline options and understand how to customize the outlines to meet the needs of an individual class
- Familiarize teachers with the free and low-cost resources that the College Board offers schools to help students prepare for the SAT
- Help teachers understand how to use the suite of products effectively within their SAT preparation course

General themes:

- Understanding the SAT
- Familiarizing students with the question types and their directions
- Helping students practice for the new writing section and understand how the essay will be scored
- Using approaches to answering questions in all three sections—critical reading, math, and writing—that will help the students be more comfortable and confident in taking the test
- Reviewing concepts that students have learned in the classroom that are covered on the test
- Helping students become more comfortable with taking a high-stakes test

## **Workshop Agenda**

### **Introductions and Preliminary Activity**

- Overview of the SAT
- The SAT Readiness Program
- Course Options
- Study Calendar

*Lunch*

### **Breakout Sessions: Math**

- Overview of the Math Section
- Direction for the Math Questions
- Approaches to Math Questions
- Activity: Rule of Four

#### **Lesson 1: Squaring and Cubing**

Helps students understand the operations of numbers through a visual approach and gives students practice in strengthening their foundation in number operations

#### **Lesson 2: Solving Equations with Graphs and Algebra**

Helps students understand how to solve an equation quickly, effectively, and efficiently and gives students an opportunity to improve their skills with the graphing calculator

#### **Lesson 3: Solving Equations That Use Unfamiliar Symbols**

Helps students increase their understanding of functions and algebraic methods by using visual and tactile approaches

### **Breakout Sessions: English**

- Overview of the Critical Reading and Writing Sections
- Directions to the Critical Reading and Writing Sections
- Approaches to the Critical Reading Section and Approaches to the Multiple-Choice Questions About Writing

#### **Lesson 1: Improving Reading Comprehension and How to Draw Inferences**

Helps students identify the key ideas in a passage, familiarizes them with the paired-passages reading questions on the SAT, and helps students develop the ability to draw inferences

#### **Lesson 2: Coordination and Subordination**

Reviews the concepts of coordinate conjunctions and improves students' understanding of coordinators, as well as teaches them how to write with greater complexity

**Lesson 3: The Essay**

Familiarizes your students with the SAT Scoring Guide and how essays are scored on the SAT

**Closure**

### **SAT: Writing Preparation for Educators of ESL/ELL Students**

This workshop helps teachers prepare students who have recently exited ESL/ELL classes for the writing section of the SAT by using models and hands-on exercises. Teachers will learn:

- Ways to help culturally and linguistically diverse populations approach the SAT writing section
- Strategies to motivate, empower, and encourage students to face the SAT writing section with confidence
- How to reflect on their own teaching practices through activities and group discussions

Workshop goals:

- Affirm the belief that ELL students can identify the critical thinking skills and use the strategies needed to write an effective argumentative essay
- Affirm the belief that ELL students can develop an English voice and succeed in writing convincing, well-organized essays under time constraints by using process-writing strategies in classroom activities to develop and organize evidence that supports a point of view in response to a prompt
- Guide teachers to adapt quotes and prompts to provide scaffolding activities for novice and intermediate ELL students
- Provide teachers with strategies, such as working with context clues, for ELL students to read and analyze the SAT
- Provide educators with strategies to teach students to understand and use the holistic SAT Scoring Guide to assess their own essays through peer editing in small cooperative groups
- Provide practice with sample multiple-choice items: identifying sentence errors, improving sentences, and improving paragraphs
- Provide ESL teachers with models and hands-on experience in creating lessons that prepare students to meet high expectations on the SAT writing section
- Provide ample opportunities in every activity for participants to reflect on their own teaching practices and the value of guided reflection as an instructional tool for students to assess what is expected of them in the SAT writing section

## **Workshop Agenda**

### **Introductions, Miniactivity**

#### **Part A: Overview of the New SAT**

In this segment, participants will receive information related to the new SAT, including:

- The rationale for a new test and its components
- How students sign up and request fee waivers
- What information to share with parents
- Items on the College Board Web site
- Why students should take the PSAT/NMSQT
- Pre-AP workshops available for teachers
- AP courses and other curriculum choices that can help students gain knowledge

#### **Part B: Icebreaker and the Essay Component of the SAT Writing Section**

Teachers often better understand their students' thought processes through experiencing the task themselves. In this opening activity, participants will write their own responses to an authentic SAT essay question within the time limit that their students will have. Then volunteers will share their responses as participants study the holistic SAT Scoring Guide and apply it to the samples.

#### **Activity 1: Applying the Scoring Guide to Authentic ELL Students**

This first activity will provide participants with the opportunity to become familiar with the expectations set for all students by the SAT Scoring Guide and to evaluate authentic ELL students' responses using this holistic guide. The participants will discuss strategies to guide their students in identifying the presence or absence of critical and analytical skills, as well as in recognizing techniques for improving a mid- or low-scoring exemplar.

*Break*

#### **Activity 2: Reading and Understanding the Essay Component of the SAT**

Participants will find opportunities to review reading strategies useful to ELL students for breaking down the writing task into understandable segments. The collaborative learning model activity for students includes developing process reading strategies and planning a response with process writing techniques in the classroom to build confidence for achieving success in writing timed essays.

*Lunch*

#### **Activity 3: Developing an English Voice—Studying Good Models**

All students are expected to write effective writing samples for the SAT. Participants will discuss and compile a list of strategies and characteristics to help ELL students

understand standard academic English essay organization through studying high-scoring exemplars. In this activity, participants will identify key components of the SAT Scoring Guide and compile writing strategies to help students meet these organizational criteria. They will explore methods of building evidence to support a point of view. Participants will also focus on including a variety of sentence structures and self-editing techniques.

### **Activity 4: The SAT Writing Section Multiple-Choice Items**

Because a major portion of the writing section consists of multiple-choice items, participants will work with sample questions from the three categories: identifying sentence errors, improving sentences, and improving paragraphs. By focusing on appropriate language usage, they will work to identify strategies to ensure success for ELL students on this portion of the test.

### **Activity 5: Implementing Writing Practice for the SAT in the Classroom**

In groups, participants will have the opportunity to work with other colleagues to adapt and create essay assignments for classroom instruction suited to their own students' needs. Participants will create their own prompts and then adapt them to the needs of novice and intermediate ELL students. They will also discuss a portfolio based on selected criteria and write questions for their students' journals.

### **Closure**

### **Workshop Authors**

**Marian Newland** is a Spanish instructor at R. L. Paschal High School in Fort Worth, Texas.

**Gilda Nissenberg** teaches AP Spanish Language and AP Spanish Literature at Dr. Michael Krop High School in Miami. She holds a Ph.D. in Spanish, has served on the Spanish SAT II (formerly called the SAT II) committee, and is a Table Leader at the AP Exam Reading. She teaches AP summer institutes in Florida and New York and is a National Board Certified Teacher in Spanish.

## **Workshops for Administrators and Coordinators**

### **AP**

#### **Growing an AP Program: A Workshop for Administrators**

This workshop provides an in-depth survey of effective ways to start and support an AP program. Beginning with a review of the benefits of the Advanced Placement Program for schools, this workshop explores ways that administrators can provide support for their AP teachers and students. In addition, this workshop helps administrators learn how to use data effectively to promote equitable growth and provides tools for assessing the strengths and weaknesses of existing AP programs, with an emphasis on areas of future growth. Finally, the workshop covers specific administrative topics, such as models for obtaining financial support from community organizations; effective school policies (grade weighting, setting expectations for exam taking); and effective use of block schedules to offer AP courses.

#### **Workshop Agenda**

##### **The Imperative**

##### **What Is AP?**

##### **Making the Case for AP in Your School or District**

*Break*

#### **Growing an AP Program**

- Motivating Students
- Preparing Teachers
- Dedicating Administrative Resources

*Lunch*

#### **Leading an AP Program**

- Understanding and Using AP Data and Reports
- Assessing Your AP Program's Strengths and Weaknesses
- Sharing Best Practices

**Organizing Your AP Exam Administration: A Workshop for AP Coordinators**

This half-day workshop provides training for new and experienced AP Coordinators related to all aspects of the AP Exam administration. The workshop gives the participants a comprehensive understanding of topics, including ordering AP Exams, conducting a preadministration session, training proctors, setting up off-site testing, administering exams to students with disabilities, administering exams that require audio or video equipment, managing exam security, handling irregularities and disruptions, arranging for late testing, and calculating your school's invoice online.

**Workshop Agenda**

**AP: The Program and the Coordinator**

- **Phase 1: Registering Your School**
- **Phase 2: Planning**
- **Phase 3: Ordering Exams**
- **Phase 4: Administering the Exams**

**AP Potential™**

### **Summer Institute for Administrators**

This vital professional development opportunity is for school administrators, district administrators, and AP Coordinators. Participants learn about the latest developments in the Advanced Placement Program before they are announced publicly, network with administrators and Coordinators from around the United States, meet the executive director of the AP Program, ask questions and make suggestions, and attend dynamic sessions featuring speakers with ideas on how to start, improve, or enhance an AP program. Session titles include:

- Expanding Support for AP in My School or District
- How Colleges View AP
- Optimizing Data and Reports to Inform Instruction
- Arranging Off-Site Testing
- Recruiting and Retaining AP Students
- Recruiting and Mentoring AP Teachers
- Changes to the SAT

This institute is offered during the summer. Please visit [apcentral.collegeboard.com](http://apcentral.collegeboard.com) for up-to-date information.

## **Pre-AP**

### **Instructional Leadership**

Instructional Leadership workshops provide teachers, counselors, district office administrators, and campus administrators with strategies that help integrate professional development into a system-wide process for improving instructional practices and student learning. Specific topics include creating AP Vertical Teams to develop a school culture that improves the teacher’s capacity to provide quality instruction in the school and the district, supporting existing practices and creating new settings where learning can occur, providing structure to support systems that transform information into knowledge, and implementing policies to provide academically challenging instruction for all students.

**Pre-AP: Instructional Leadership Strategies—Inclusion of Special Needs Students in Curriculum That Leads to College**

This one-day workshop is for middle school and high school administrators who have building-level or district-wide responsibilities for curriculum and instruction. At the end of the workshop, participants will have the knowledge and skills to plan, implement, and evaluate their school's or district's inclusion of students with special needs in courses that lead to college. Participants will explore how their beliefs impact inclusion of students and student performance; develop a working definition of inclusion; define who are students with special needs; have an understanding of the interconnectedness of legislation, inclusion, and student performance; learn how to use quality indicators in planning, implementing, and evaluating inclusion programs; have a clearer understanding of test accommodations; and develop a model for schools to meet College Board documentation guidelines (SAT, PSAT/NMSQT, and AP).

General themes:

- Identifying inclusion quality indicators that assist districts in program planning
- Using quality indicators to analyze the present inclusion plan in your district
- Developing a plan to increase the number of students with disabilities enrolled in curriculum that leads to college

The workshop conforms to:

- The College Board's mission, particularly access and equity

The workshop provides:

- Activities that require communication
- Opportunities for reflection
- Connections between one activity and another
- Activities for participants that serve as catalysts for future discussions
- Recommended professional development and resources (i.e., AP Central, Pre-AP professional development, and so on)
- Connection between Pre-AP/AP and student success

**Workshop Agenda**

**Section 1: Introduction and Goals**

**Section 2: Impact of Belief Systems**

*Break*

**Section 3: Assessing Your Program**

**Section 4: Inclusion Quality Indicators**

*Lunch*

**Section 5: Review and Discussion**

*Break*

**Section 6: Improving Your Program: An Inclusion Planning Guide**

**Workshop Authors**

**Sandy Courneen** is the retired inclusion facilitator at the Rochester City School District in Rochester, New York.

**Richard Grybos** is the retired director of instruction for special education at the Rochester City School District in Rochester, New York. His previous experiences include supervision of special education pre-K through senior high, elementary building principal positions, and teacher of special education classes. Since his retirement, he has taught graduate classes and supervised student teachers. Most recently, he was a coapplicant and received the New York State Department of Education approval for a new charter school in Rochester, New York.

### **Pre-AP: Instructional Leadership Strategies—Promoting Excellence and Equity in AP Courses**

This one-day workshop is designed for administrators, counselors, and teachers interested in examining issues related to the development of instructional programs that reflect excellence and equity. The activities and discussions in this workshop are designed to help participants identify excellence and equity concepts that apply to all subject areas and further prepare students for AP courses. At the end of the workshop, participants will understand how to create high-achievement classrooms accessible to all students and how to make curricular decisions to increase student achievement and access to AP courses.

General themes:

- The College Board’s commitment to access and equity within the AP Program
- The historical background of the equity and excellence debate in American schooling
- The importance of a rigorous curriculum for all children
- Ways to use data to identify needs within a program
- The role of administrators, counselors, and teachers in removing barriers to access and equity
- Ways to identify and remove natural and artificial barriers to access and equity
- A greater understanding of specific issues affecting minority and low socioeconomic status (SES) students
- Specific strategies to equip minority and low SES students with skills for success in AP courses

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NASSP standards ([www.principals.org](http://www.principals.org))

The workshop provides:

- Connection between Pre-AP/AP and student success
- In-depth discussion of various stakeholders’ roles within a system-wide approach to improving student achievement
- Achievement data analysis
- Activities for participants that serve as catalysts for future discussions
- Recommended professional development and resources (AP Central, Pre-AP professional development, and so on)

## **Workshop Agenda**

### **Section 1: Owning the Mission**

This section introduces participants to the College Board mission of access and equity. Participants will discuss some of the historical underpinnings that support access and equity, and they will begin a process of developing a mission for their own programs.

### **Section 2: Basic Skills vs. Advanced Skills—A Case for Rigorous Curriculum for All Students**

With increased accountability and emphasis on basic skills, many may wonder how they can focus on AP enrollment. This section is designed to make the connection between basic skills and advanced skills and how advanced course work can improve minority and low SES achievement.

*First break occurs during section 2.*

### **Section 3: The Equitable AP Program—Brown Revisited**

This section examines the prototypical AP program based on the College Board Access and Equity Statement. Participants will begin the process of setting obtainable goals that can be clearly communicated to appropriate stakeholders.

Activity: Developing an AP Prototype

*Lunch*

### **Section 4: Data and Dialogue**

This section is designed to empower the practitioner to engage faculty, community, and central office administrators in the process of diversifying the AP program. Participants will learn how to use both positive and negative data to increase interest and participation in AP.

### **Section 5: Removing Barriers**

This section examines the role of administrators, counselors, and teachers in identifying and removing barriers to access. Participants will discuss the role of social constraints versus institutional constraints.

*Second break occurs during section 5.*

### **Section 6: Planning for Success**

The purpose of this section is to help participants develop a communication plan that will assist them in starting an equity and excellence dialogue in their own school.

### **Workshop Author**

Since 2000, **Ken Green** has served as the principal of Oak Ridge High School. ORHS was recently listed in the top 4 percent of all high schools in the nation based on student participation in advanced course work. ORHS has 1,500 students, offers 22 AP courses, and has a 90 percent rate of 3 or higher on AP Exams. *Offspring Magazine* ranked Oak Ridge Schools in the top 100 school districts in the nation, and ORHS student assessment data annually exceeds state and national standards. Green is completing his fourth year as a College Board administrative consultant. He has conducted numerous presentations and trainings throughout the south and the northeast, specializing in minority education and closing the achievement gap.

**Pre-AP: Instructional Leadership Strategies—Using Data to Improve Student Preparation for AP Courses**

This one-day workshop is designed for administrators, counselors, and teachers interested in collecting, organizing, analyzing, and using data for continuing school improvement and creating access to AP courses for all students. At the end of the workshop, participants will understand how to use data effectively to make placement and curricular decisions. Topics addressed include destroying achievement myths, using data to close achievement gaps, disaggregating data, and assessing policies and practices.

General themes:

- Plans for increasing student achievement in AP
- Existing perceptions about AP programs and/or courses and how they have an impact on student participation and enrollment in AP programs and/or courses
- Ways that data-driven decisions can improve student performance
- Examples for analyzing and disaggregating data to inform teaching and learning
- Ways that data can be used to close achievement gaps between nontraditional and traditional student groups
- Assessment of policies and practices within the participant’s school/district and to determine alignment and next steps in relation to the College Board’s equity policy
- Organization of AP data to present achievement data to various stakeholders
- Importance of building and sustaining an AP leadership team

The workshop conforms to:

- The College Board’s mission, particularly access and equity
- NASSP standards ([www.principals.org](http://www.principals.org))

The workshop provides:

- Connection between Pre-AP/AP and student success
- In-depth discussion of various stakeholders’ roles within a systemwide approach to improving student achievement
- Achievement data analysis
- Activities for participants that serve as catalysts for future discussions
- Recommended professional development and resources (AP Central, Pre-AP professional development, and so on)

## **Workshop Agenda**

### **Section 1: A Closer Look at Achievement Myths**

This section will discuss some of the misconceptions of student achievement, including myths, in an attempt to bring awareness of the need and suggestions for increasing student participation in AP. Participants are asked to share their perceptions of AP through varying perspectives and to consider why those perceptions exist.

### **Section 2: The Importance of Data-Driven Decisions**

This section will focus on data formats and on determining additional ways that data can be used to improve AP programs. Participants are asked to brainstorm ways of utilizing data for improvement purposes.

*Break*

### **Section 3: Analyzing and Disaggregating Data**

This section will examine a school district's achievement data and show how the district might disaggregate data to further identify key strengths, areas for instructional improvement, and actions to take to improve student performance. Participants are asked to examine their current practices and to suggest possibilities for improvement using the following focused questions:

- What do the data tell us are our key findings and strengths?
- What do the data tell us are our areas for instructional improvement?
- What actions can we take to improve student achievement?

### **Section 4: Using Data to Close Achievement Gaps**

This section will examine, through school exemplars, how school communities can work to close the achievement gap. Participants are asked to identify and discuss the strategies utilized in the highlighted schools. Further, participants are asked to brainstorm what data might have been necessary to close the achievement gaps in each of the highlighted schools.

*Lunch*

### **Section 5: Assessing Policies and Practices**

This section will examine current policies and practices in each participant's school/district with regard to AP courses and their AP program. This section will further examine the College Board's equity policy regarding AP. Participants are asked to review a provided case study and develop a solution addressing the issue presented, including possible steps that might be taken by stakeholders to improve student achievement.

### **Section 6: Displaying Data Effectively**

This section will address a summary of steps in presenting achievement data to various stakeholders in order to convey achievement data effectively. Participants are asked to brainstorm other possible means of displaying data effectively.

*Break*

### **Section 7: Building and Sustaining an AP Leadership Team**

This section will examine the importance of building an AP leadership team. Discussion will include the importance of relationships to and between various stakeholders, including school administrators, school counselors, and district administration.

Participants are asked to determine who they might include in an AP leadership team (including parents and students).

### **Section 8: Pathways to Student Success**

This section will synthesize the key elements of the previous seven sections to assist participants in making data work effectively for them. Participants are asked to create a potential plan by brainstorming strategies for increasing student participation in AP, as well as increasing participation from nontraditional student groups.

### **Workshop Authors**

**Lesli Myers** is the coordinator of student support and enrichment at Greece Central School District, which is the eighth-largest district in New York. She supervises school counselors (pre-K through 12) and oversees all of the enrichment programs. She has served as an intervention specialist, high school counselor, and school administrator during her nine-year career with the Rochester City School District. She coauthored the manual *Using Data to Increase Student Participation in Advanced Placement* for the College Board and has presented at the National Advanced Placement Program Equity Colloquium. She is also the president-elect for the New York State School Counselor Association.

**Christopher Miller** is an administrator in the Department of Curriculum and Instruction of Greece Central Schools in Rochester, New York.

### **Pre-AP: Instructional Leadership Through AP Vertical Teams**

This one-day workshop is designed for secondary instructional leaders: school board members, superintendents, principals, central office staff, and counselors. Participants learn how Pre-AP professional development, specifically AP Vertical Teams, can be used to create a system that challenges all students to perform at rigorous academic levels. Participants will be able to include Pre-AP professional development and AP Vertical Teams in school development plans, organize and develop support systems for AP Vertical Teams, and evaluate the impact of AP Vertical Teams on school improvement.

General themes:

- Structure of AP Vertical Teams
- Access and Equity
- Curriculum Alignment
- Using AP Exam Data to Drive Curricular Decisions
- Supporting and Evaluating AP Vertical Teams
- The Advanced Placement Program and its role in school improvement

The workshop conforms to:

- Current research in system thinking and strategic planning (Deming, Fullan, Spady, Fleming, and others)
- Interstate School Leaders Licensure Consortium and ISLLC standards
- NAESP standards
- Department of Education studies
- Recommendations and guidelines from professional organizations:
  - Annenberg Institute for School Reform ([www.annenberginstitute.org/leadership](http://www.annenberginstitute.org/leadership))
  - NASSP ([www.principals.org](http://www.principals.org))

The workshop provides:

- Overview of AP Vertical Teams
- Definition of system thinking and strategic alignment
- Connection between Pre-AP/AP and student success
- In-depth discussion of various stakeholders' roles within a system-wide approach to improving student achievement
- Examples of the application of AP Vertical Teams to system thinking and strategic alignment
- Achievement data analysis
- Planning models from existing successful AP Vertical Teams
- Activities for participants that serve as catalysts for future discussions

- Recommended professional development and resources (AP Central, Pre-AP professional development, and so on)
- Initial steps for creating a capacity-building program that combines leadership development and the AP Vertical Teams concept to garner high expectations and rigorous courses for all students and to bring about improved student achievement

### **Workshop Agenda**

#### **Section 1: AP Vertical Teams**

This section introduces the concept of AP Vertical Teams and presents the purpose, goals, benefits, and activities of the team. Participants are asked to consider the challenges faced by schools today and to consider why we need AP Vertical Teams.

#### **Section 2: Access and Equity**

This section discusses the issue of access to challenging courses for all students. Participants are asked to examine enrollment data charts and identify access issues.

*First break occurs during section 2.*

#### **Section 3: Advanced Placement Program**

This section discusses the Advanced Placement Program and its role in school improvement. Participants are asked to analyze various AP Exam questions and identify the skills and knowledge they require of students.

#### **Section 4: Curriculum Alignment**

Participants examine sequential English assignments and discover how skills build from one level to the next.

*Lunch*

#### **Section 5: Using AP Exam Data to Guide Curricular Decisions**

The use of AP Teacher Score Reports is discussed. Participants are asked to examine sample AP Teacher Score Reports and make decisions regarding areas of curricular weakness and strength.

#### **Section 6: Responsibilities**

The responsibilities of all the stakeholders are presented. Participants are asked to list and discuss roles of instructional leaders.

*Break*

## **Section 7: Issues, Challenges, and Solutions**

This section asks participants to consider various challenges that will occur as AP Vertical Teams are implemented. Participants are asked to develop solutions for each potential challenge.

### **Workshop Author**

**Tommie Sue Anthony** has been an AP English Literature teacher, an AP Coordinator for a suburban school district, a central office administrator, and an AP administrator consultant for the College Board. She has extensive experience working with AP Vertical Teams and with Pre-AP professional development. She currently coordinates the University of Arkansas at Little Rock AP summer institutes and works with seven AP Vertical Teams as a part of a federal APIP (Advanced Placement Incentive Program) grant. She received the southwestern region's first Advanced Placement Program Special Recognition Award for Administrators, as well as the region's Joe L. Arriga Advanced Placement Recognition Award.

## **PSAT/NMSQT**

### **PSAT/NMSQT Connections: Using PSAT/NMSQT Reports to Improve Student Learning**

This half-day workshop for teachers of math and English, curriculum coordinators, guidance counselors, and administrators in grades 9 to 11 provides educators with hands-on training in the use of standard and optional reports that are based on annual PSAT/NMSQT results. These reports include the following: Score Report Plus, Summary Reports, Summary of Answers and Skills (SOAS), AP Potential, and comprehensive student data on disk. At the end of the workshop, educators will be able to use the valuable data that comes out of the PSAT/NMSQT program to shape instructional goals in the classroom; understand how to interpret data effectively to spot disparities between their schools/students and state, national, and comparable groups; and identify curricular and academic strengths and weaknesses.

#### **Workshop Agenda**

**PSAT/NMSQT Overview**

**Student Score Report: Score Report Plus**

**Summary of Answers and Skills (SOAS)**

**Analyzing Your Results: Your Local SOAS Data**

**Student Data on Disk**

**AP Potential**

**New SAT Highlights**

**College Board Resources and Conclusion**

### **CollegeEd®**

This half-day workshop provides teachers, school counselors, district representatives, and school administrators with the opportunity to understand the many benefits of CollegeEd® (3rd edition), as well as the varying teaching methodologies, delivery models, and strategies. By exploring the *Teacher's Guide* and the *Family Handbook*, participants are able to appreciate the innovative lessons in the program, which explores careers, academic planning, and applying and paying for college. Participants will learn the best teaching strategies, assessment rubrics, and lesson preparations to meet their students' needs and their schools' criteria. During the workshop, participants also begin to review the ASCA (American School Counselor Association) standards and No Child Left Behind strategies and goals aligned with the program and compare them to those at their school or district. This professional development is for the middle and high school versions of CollegeEd.

### **Workshop Agenda**

**Exploring CollegeEd**

**Research-Based Program**

**Creating a College Going Culture—The CollegeEd Team**

**Goals and Next Steps**

## **Workshops for Counselors**

### **College Advising Basics for School Counselors**

This one-day workshop is designed for school counselors with less than three years of experience and is focused on the transition from high school to postsecondary education. Participants leave this workshop with a better understanding of the college admissions and enrollment process and the needs and challenges of student and parents pursuing educational options after high school.

Each participant is provided with a Workbook containing a combination of information, activities, and resources. Each workbook section contains methods and materials to support the school counselor as the college adviser. Excerpts from the College Board's *College Counseling Sourcebook: Advice and Strategies from Experienced School Counselors* are provided as supplemental materials.

### **Workshop Agenda**

#### **Welcome and Introductions**

#### **Session I: The Role of the Counselor**

#### **Session II: Planning and Searching**

*Break*

#### **Session III: Testing**

#### **Session IV: Applying to College**

*Lunch*

#### **Session V: Paying for College**

#### **Session VI: Resources**

#### **Session VII: Going Forward**

### **Workshop Authors**

**Lauri Benton** is the lead school counselor at Columbia High School in Decatur, Georgia.

**Nadine Maxwell** is the former coordinator of guidance services for Fairfax County Public Schools in Virginia.

### **Financial Aid Basics for School Counselors**

This half-day workshop is intended to provide participants with a better understanding of the school counselor's role in the financial aid application and eligibility process. The workshop assists school counselors in identifying tools that they can use in helping students and families move through the financial aid process. This workshop also helps counselors understand the concept of need-based financial aid; the application and eligibility process that helps millions of students share billions of dollars in scholarships, grants, loans, and student employment; and the role of the school counselor as a partner in helping students make informed enrollment decisions.

Workshop goals:

- Increase understanding of the financial aid application and eligibility process
- Provide counselors with tools and resources to help students and families

### **Workshop Agenda**

**History**

**Counselor's Role**

**Financial Aid Process**

**How Admissions Works**

**Special Issues for Counselors**

**Tools and Tips**

## **Internet Fundamentals and Presentation Design Technology for Counselors**

This workshop is a half-day experience for school counselors that will provide them with technology skills to be used with their school community. Using collegeboard.com and myroad.com as examples, counselors will learn about and familiarize themselves with various features of Internet usage so that they can help their students use the Internet for career and college decision making. Other elements that will be taught in the workshop include an integration of Microsoft Office with the above-mentioned Internet sites to produce newsletters and presentations for students and parents. For example, the PowerPoint presentation that the College Board provides for PSAT/NMSQT and/or SAT preparation will be used to learn functions of PowerPoint, and news from collegeboard.com will be included in either a presentation or student/parent newsletter.

### **Workshop Agenda**

#### **Section 1: The Internet**

The purpose of this section is to familiarize participants with the basics of Web browsers and Internet fundamentals so they can download a file to work on in the next section.

#### **Section 2: Downloading Files**

In this part of the workshop, participants will take the 2004–2005 Financial Aid Night and perform basic PowerPoint tasks and customize it for a financial aid night at their school.

#### **Section 3: Demonstration**

The purpose of the section is to introduce participants to the functions and tools of PowerPoint.

#### **Section 4: Working on the PowerPoint Presentation**

In this section, participants will work on the presentation that they have downloaded so they can take it back to their schools for a financial aid night.

### **Workshop Author**

**Bob Turba** has served as the chair of guidance services at Stanton College Preparatory School, a public magnet school in Jacksonville, Florida, for the past 20 years. He has also served as the school's computer network administrator. Before that, he was a guidance counselor at Wantagh High School on Long Island, New York, for 11 years and in various

public and private positions for four years prior. Professional activities include serving as the state representative from Florida as the state representative for the College Board's Southern region; the technology chair on the University of North Florida Department of Counseling and Educational Leadership grant-writing team for the Transforming School Counseling Initiative, sponsored by the Educational Trust and funded by *Reader's Digest* and DeWitt Wallace; and chair of the NACAC (National Association for College Admission Counseling) Media, Marketing and Technology Committee. Turba has made presentations at AP summer institutes; College Board, SACAC (Southern Association for College Admission Counseling), and NACAC regional and national conferences; and other state and national conferences. Articles that have featured him and his technological interests include the April 1999 issue of the *College Choice Report*; the *Journal of Technology in Counseling* at [http://jtc.colstate.edu/vol1\\_1/advocacy.htm](http://jtc.colstate.edu/vol1_1/advocacy.htm); the April 2000 and 2001 NACAC's *Journal of College Admission*; the October 2002 *Education Week*, "Bits and Bytes of Guidance"; and the February 2003 *Teacher Magazine*, "Click Here for Guidance." He holds a B.A. from Duquesne University, Pittsburgh, Pennsylvania, and an M.Ed. from the University of Pittsburgh, and he has completed course work toward an Ed.D. in educational leadership. His Cyber Guidance Web site is at <http://cyberguidance.net>.

### **MyRoad™**

MyRoad™ (myroad.com) is a Web-based guidance program designed to take into account the personal and individual nature of the major, college, and career planning process. This half-day workshop is designed to provide school counselors, career counselors, and guidance administrators with training in the use of MyRoad's in-depth college and career planning features for students and MyRoad's unique student management tools for counselors. Participants will build expertise in the use of this online program through hands-on training and case studies that utilize MyRoad to achieve specific guidance standards and goals.

#### Workshop goals:

- Developing a strong grasp of MyRoad's features and content and how to navigate the MyRoad Web site and Counselor's Corner
- Developing proficiency in training new users in accessing and navigating the Web site
- Learning tangible, real approaches for troubleshooting MyRoad technical issues
- Exploring and defining approaches for implementing MyRoad with middle school students

#### **Workshop Agenda**

**MyRoad: Functions and Features**

**Overview of the Student Experience**

**Counselor's Corner**

**Working with MyRoad: Technical Aspects**

**NOSCA: School Counselors Navigating the Legal and Ethical Issues of Postsecondary Transitions**

This one-day workshop uses case studies to help participants improve their knowledge and understanding of the ethics of equitable programs, malpractice in academic advising, legal requirements governing educational records, the legal and ethical practice of writing letters of recommendation, the impact of dual relationships, the responsibilities of professional distance, the complications of confidentiality, and minors' rights to privacy.

Workshop goals:

- Increase understanding of the complicating factors that impact the work of school counselors when counseling minor students
- Increase the knowledge of the ASCA ethical codes and the law
- Increase the understanding of the complexities of areas such as confidentiality
- Stimulate self-examination of one's values/philosophies on equity issues and ethical decision making
- Increase school counselor's responsibilities toward equitable practice in serving all students, especially those traditionally underserved

General themes:

- How the school setting complicates the school counselor's work
- Who is the school counselor's consumer, customer, and client
- How the competency of minors and their developmental levels dictate how the school counselor will function
- How the community and institutional standards influence the school counselor's work
- The elements of negligence
- ASCA codes that require school counselors to deliver equitable programs
- Situations in which students' opportunities are intentionally or unintentionally adversely stratified
- Practices that inhibit all students' opportunities to participate fully in rigorous academics
- Equitable practices that are inclusive of all students, especially those students traditionally underserved
- The ethics of professional relationships
- ASCA codes that require school counselors to avoid dual relationships when possible
- Why school counselors can be sued for negligent malpractice
- Ethical questions regarding letters of recommendation
- The basics of the Family Education Rights and Privacy Act
- Ethics of gift taking

**Workshop Agenda**

**Introductions, Objectives, and Guiding Principles**

**Section 1: Complications of Working with Minors**

- STEPS

**Section 2: Equity of Services**

- Case 1
- Case 2
- Case 3

*Break*

**Section 3: Equity of Services, continued**

- Case 4
- Case 5

*Lunch*

**Section 4: Advocacy in Academic Advising**

- Case 6
- Case 7

**Section 5: Professional Distance/Dual Relationships**

- Case 8

*Break*

**Section 6: Letters of Recommendation**

- Case 9

**Section 7: Gift-Taking from Postsecondary Institutions**

- Case 10

### **Workshop Author**

**Carolyn Stone, Ed.D.**, is an assistant professor and co-program leader in the College of Education and Human Services in Educational Service and Research-Counselor Education at the University of North Florida (UNF). Prior to coming to UNF, she spent 22 years with the Jacksonville, Florida, public schools as an elementary and high school counselor, middle school teacher, and supervisor of guidance services. Her areas of research include legal and ethical issues in working with minors in schools and school counselors as leaders and advocates for student achievement. She writes a regular column on legal and ethical issues for *ASCA School Counselor* magazine and is the author of numerous articles and books on school-counseling-related legal and ethical issues.

**NOSCA: Use of Data as a Tool for Systematic Change for School Counselors**

This one-day workshop is for practicing school counselors. Participants will learn how to access, analyze, disaggregate, cross-tabulate, and chart longitudinal data directly linked to student achievement through the use of data sources such as national databases; state, district, and school report cards; and outside sources such as College Board reports. Additionally, participants will learn how to assess their current programs and services to begin the process of developing a data-driven school counseling program.

Workshop goals:

- Understanding how the College Board’s commitment to equity can be promoted by learning to use data skills
- Understanding the importance of accessing and analyzing data from multiple sources, such as the federal government, the state, the district, and the school
- Gaining basic skills to analyze, interpret, and use data from multiple sources
- Understanding how to use data to link school counseling to student achievement

General themes:

- Developing a mind of inquiry to promote equity
- Using data to identify inequities in student achievement
- Accessing national, state, district, and selected College Board reports as well as school data sources
- Using data appropriately to create urgency for change
- Using data to link school counseling to the mission of schools
- Using data and the skills of accountability to link school counselors to student achievement
- Using data elements to identify student needs
- Reading and interpreting school performance report cards as a starting point to understand student need
- Learning how to disaggregate, cross-tabulate, and chart longitudinal data to measure student achievement
- Using inquiry to decide what additional data is needed to provide an incisive picture of student need in a school

## **Workshop Agenda**

### **Section 1: Developing a Mind of Inquiry**

(Competency 1)

1. Develop a mind of inquiry to promote equity.

The purpose of this section is to understand how the use of inquiry is an essential skill in creating an incisive data picture reflective of student need. Focus is also given to the use of inquiry as a critical skill in becoming a self-reflective practitioner for equity.

### **Section 2: Using Multiple Data Sources to Promote Equity**

(Competencies 2 and 3)

2. Use data to identify inequities in student achievement.
3. Access national, state, district, and selected College Board reports as well as school data sources.

This section focuses on the skill necessary to search out and access data sources at the national, state, district and building level such as performance report cards. It also examines data sources such as College Board data reports as part of the overall data picture of a school.

*Break*

### **Section 3: Understanding the Power and Appropriate Use of Data**

(Competency 4)

4. Use data appropriately to create urgency for change.

This section focuses on the power and appropriate use of data to promote equity and accountability. Identified gaps in access, achievement, and attainment can be used to create urgency for change and promote systemic transformation.

### **Section 4: Using Data for Accountability**

(Competency 5)

5. Use data to link school counseling to the mission of schools.

This section focuses on how data can be used to demonstrate positive growth in students' achievement and attainment. Linking the work of all educators to student achievement through concrete measures is a clear demonstration of accountability.

*Lunch*

**Section 5: School Counselors and the Use of Data**

(Competency 6)

6. Use data and the skills of accountability to link school counselors to student achievement.

School counselors are noticeably absent from the educational reform movement. To be viewed as competent professionals capable of contributing to student achievement, school counselors must demonstrate new skills that empower them to meet accountability mandates. This section emphasizes the importance of using data as part of the new transformed role of school counseling and the associated skills.

**Section 6: Data Elements**

(Competency 7)

7. Use data elements to identify student needs.

The use of data elements allows school counselors to create an incisive picture of the needs of all students. Data elements are also linked to policies, practices, and procedures that govern schools and impact the culture and climate of the learning environment. This section presents data elements and demonstrates how to use multiple data elements to direct systemic change.

*Break*

**Section 7: Data Skills**

(Competencies 8, 9, and 10)

8. Read and interpret school performance report cards as a starting point to understand student need.
9. Learn how to disaggregate, cross-tabulate, and chart longitudinal data to measure student achievement.
10. Use inquiry to decide what additional data is needed to provide an incisive picture of student need in a school.

Specific skills such as disaggregating, cross-tabulating, and charting longitudinal data are essential to demonstrate the value-added worth of school counselors and school counseling programs. This section teaches participants how to use these skills through experiential activities with actual data sets.

## **Section 8: Summary**

This section focuses on summarizing and assessing skill development.

### **Workshop Author**

**Vivian V. Lee, Ed.D.**, is the higher education school counselor specialist at the National Office for School Counselor Advocacy of the College Board. A former teacher, secondary school counselor, director of guidance and counseling, and full-time counselor educator, she continues to teach school counseling as a lecturer at the University of Maryland at College Park. She is involved with the Education Trust's Transforming School Counseling Initiative, serving as a trainer, and she has published articles and book chapters in developing school counseling programs, conflict and violence resolution, and group counseling.

## **Fall Counselor Workshops**

More than 200 Fall Counselor Workshops (FCWs) are conducted around the country during September and October. These workshops provide thousands of school counselors with updates on College Board programs and services for the 2005–2006 school year. This information enables counselors to provide an array of services to students in an effective and efficient manner. Every school is sent a calendar of workshops in a separate mailing. To register for a Fall Counselor Workshop near you, go to [www.collegeboard.com/meetings](http://www.collegeboard.com/meetings).

## **Workshop Agenda from 2005–2006**

College Board Program Updates for 2005–2006

- National Office for School Counselor Advocacy
- PSAT/NMSQT, SAT, Advanced Placement Program (AP), and CSS/Financial Aid PROFILE®
- MyRoad access to all PSAT/NMSQT students
- AP Course Audit preview
- Reactions to the first year of the new SAT
- Counselor's Connection Web developments
- Services for Students with Disabilities