

AP: A Program, Not a Course

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Establish a Foundation



Educate • Inspire • Transform

- Understand the purpose
- Identify schools
- Identify external partnerships
- Professional Development
- Incentives through expectations
- Secure funding source

Understand the purpose



- To increase opportunities for students
- To increase teacher ownership
- Create a systems approach for an AP program
- Create a student culture of acceptance of course rigor
- Make the program sustainable
- Make this a model for other schools

Identify Schools

- Large system – select schools that have few AP courses and get principal's support
- Smaller system – secure principal's support
- Single HS system – secure principal's support

Build Awareness . . . of program



- Ownership from the Principal
- Awareness of teachers
- Awareness of counselors
- Informational meetings
- Brochures, banners & power-points

Identify Students

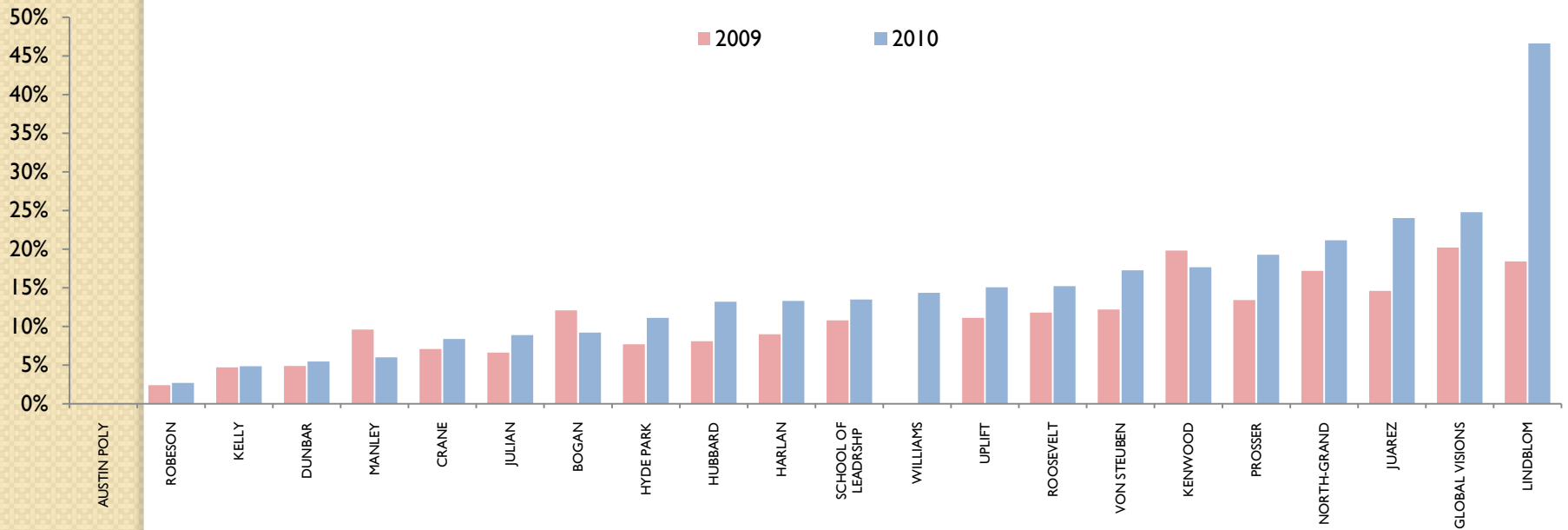
- Access & Equity
- Counselor support and knowledge
- CPS AP Forecast
- AP Parent Night
- AP Enrollment (21 schools)

2009 = 1,961 students

2011 = 2,803 students

Trend Analysis: AP Enrollment

**Growth in AP Enrollment at CAPE Schools
2009-2010**



School	% change 09-10
AUSTIN POLY	0%
ROBESON	0%
KELLY	0%
DUNBAR	1%
MANLEY	-4%
CRANE	1%
JULIAN	2%
BOGAN	-3%
HYDE PARK	3%
HUBBARD	5%
HARLAN	4%
SCHOOL OF LEADERSHIP	3%
WILLIAMS	14%
UPLIFT	4%
ROOSEVELT	3%
VON STEUBEN	5%
KENWOOD	-2%
PROSSER	6%
NORTH-GRAND	4%
JUAREZ	9%
GLOBAL VISIONS	5%
LINDBLOM	28%

Teacher Training & Support

- Content specific - universities
- Course alignment/sequencing
- Vertical teams –pre-AP
- CollegeBoard
- Implementing “Best Practices”
- Virtual Science Labs
- Webinars

Student Support

- After school tutoring
- Summer program
- Online communication
- Incentives
- Transportation
- College connection

Academic Support

- Resources
 - Textbooks
 - Webcam / Webinars
 - Lab supplies
 - Calculators
 - Technology
 - College Board website

Motivate to Maintain: to sustain

- Keep lines of communication open
- Provide training to support AP and pre-AP teachers
- Teacher input
- Parent....
- Share data
- Recognize and share successes

Outcomes for Instruction

- Math teams identified 20-25 essential skills students need to master before leaving Algebra, Geometry, Alg. II, pre-cal.
- English teams identified types of writing assignments with a focus on argumentative and persuasive.
- Science teams focused on designing inquiry based labs, student writing,

Impact on Instruction

- Teacher discuss strategies and best practices to meet outcomes
- Levels of questioning
- Rigorous assignments
- Level of assessment
- Pre-AP alignment
- Proper course sequencing

Look at the big picture: The essential question- what are the skills, learning concepts, learning experiences and cognitive experiences that students need to bring with them to be successful in the AP course?

Definition of terms:

- Alignment - is the act of settling on an explicit program design in which knowledge and skills develop systematically, sequentially, cumulatively and purposively toward an overall goal, in this case readiness for AP – college and career.
- Skills – Students use their knowledge and reasoning to be able to do something well, usually gained through training or experience. Examples include- ability to express oneself in writing and orally in a clear and convincing fashion, ability to discern the relative importance and credibility of various sources of information, able to draw inferences and reach conclusions independently, able to use technology as a learning tool, making notes, summarizing, and paraphrasing, mathematical reasoning, and being able to solve multistep problems.
- Concepts, - A broad abstract idea or guiding general principle.
- Learning experiences – Active involvement in a purposely designed activity or exposure to events or people over a period of time that leads to an increase in knowledge or skill.
- Cognitive experiences – Designed activities or exposure that leads to an increase in the five key cognitive strategies (see chart - problem solving, research, interpretation, reasoning, and precision/accuracy).

Instructional Support Program

AP Summary Form

Class objectives were aligned to the level of interactions observed.

Student Interactions

- Number of teacher questions at the knowledge and comprehension level.
- Number of teacher questions beyond knowledge and comprehension to reflect the higher levels of Bloom's Taxonomy (Analysis, Application, Synthesis, Evaluation) / Costa's Levels of Questioning (Level Two Process and Three Output)
- Number of student responses demonstrating use of vocabulary and evidence of understanding of higher levels of learning. (Bloom's Taxonomy Analysis, Application, Synthesis, Evaluation)/Costa's Levels of Questioning (Level Two Process and Level Three Output)
- Number of student initiated questions to clarify their understanding of assigned reading, teacher's lecture, or AP exam requirements.

Class Information

- Number of different students involved in interactions beyond the knowledge level of learning
- Number of students in class
- Number of different students involved in interactions

Mapping Template

Step 1: Identify desired outcomes and results. What does the student need to be able to do, know and understand to be ready for the AP course.

- What should the student eventually be able to do on his/her own?
- What does this look like in a grade 9 or 10 classroom?

Step 2: What learning experiences will help students be able to do this?

- What should the student be able to do with this?
- What does this look like in a grade 9 or 10 classroom?

Step 3: What instruction is needed to equip students to do this?

- What important questions will guide inquiry into the desired outcomes?
- What does this look like in a grade 9 or 10 classroom?

Step 4: Determine what constitutes acceptable evidence of competency in the outcomes and student learning (assessment).

- What evidence will show that students can do this?
- What does this look like in a grade 9 or 10 classroom

Skill Concept Learning Experience Grades:	What are desired Outcomes and Results?	What Learning Experiences will help Students do this?	What Instruction is needed to Equip Students do this?
<p style="text-align: center;">9 Science</p>	<ul style="list-style-type: none"> • Organize data into a table or chart • Differentiation between quantitative and qualitative data • Identify dependent and independent variables • Identify which variable should go on each axis • Plotting a simple set of data • Identify simple trends in data • Labeling the parts of a graph 	<ul style="list-style-type: none"> • Collection of data from a simple experiment and organize, and sort • Observations and descriptions • Observe hypothetical experiments, and determine the independent and dependent variables • Discussion of data to determine appropriate axis • Plotting data on pre set up graphs • Analyzing trends in data and making statements about patterns • Fully labeling the parts of a graph except intervals on axis 	<ul style="list-style-type: none"> • Simple experiments, data collection • Activities allowing students to see different types of phenomena that they can describe subjectively and numerically • Discussion and modeling • Discussion and modeling • Demonstration visually and practice • Small group discussion and analysis • Demonstration and practice

Skill Concept Learning Experience	What are desired outcomes and results?	What learning experiences will help students be able reach desired outcomes?	What instruction is needed to equip students to reach desired outcome?	What constitutes acceptable evidence of competency in the outcomes and student learning (assessment)
9 th Mathematics	Students are able to correctly answer basic algebraic equations within science concepts.	Teacher explicitly provides the algebraic equation that needs to be used to solve the problem.	Within science activities mathematics including algebra will be incorporated in the lessons and labs.	On labs, quizzes, and tests students will be able to correctly answer algebraic equations.

1st Year Results

Course	Total # of students & schools	1 scores	2 scores	3 scores	4 scores	5 scores
PA Language & Composition	535 students 14 schools	302 = 56.4%	152=28.4%	55 3+ scores = 15.1%	23	3
Neighborhood schools	2,369 students	=61.8%		3+ scores = 12.0%		
AP Calculus AB	108 students 6 schools	84=77.8%	7	6 3+ scores = 15.7%	7	4
Neighborhood schools	892 students	1 scores = 86.0%		3+ scores= 9.0%		
AP Chemistry	118 students 6 schools	112=94.9%	3	2 3+ scores = 2.5%	1	0
Neighborhood schools	380 students	1 scores = 83.7%		3+ scores= 10.3%		
AP Biology	175 students 8 schools	167=95.4%	7	1	0	0
Neighborhood schools	865 students	1 scores = 89%		3+ scores = 6.4%		



Questions and Answers

Thank You