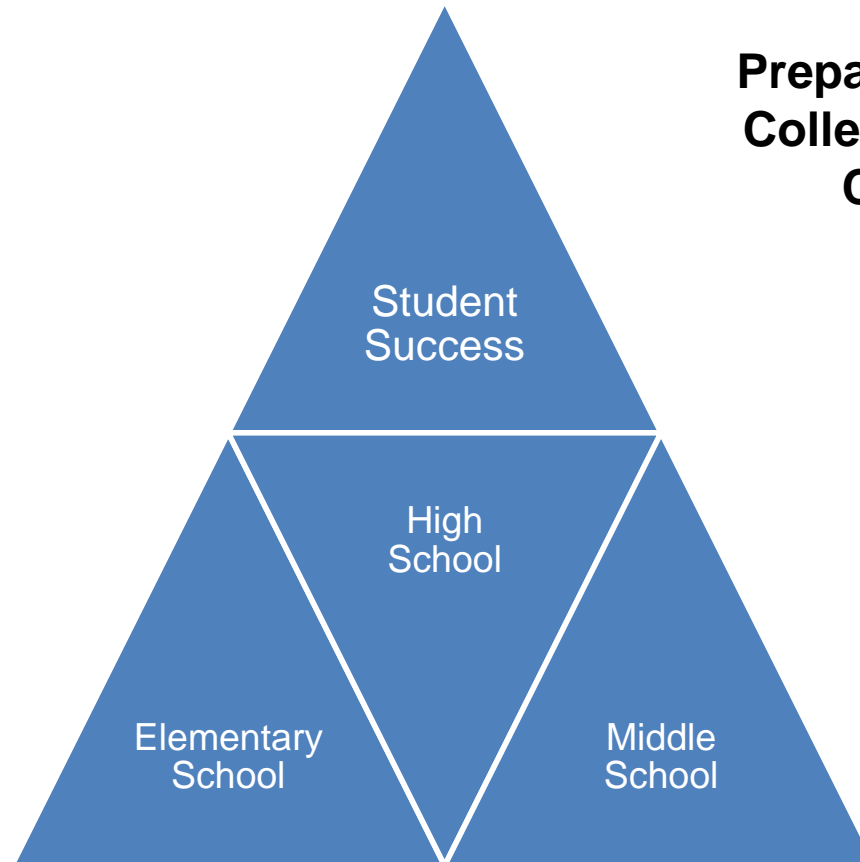


USING VERTICAL TEAM STRATEGIES TO SUPPORT AND IMPROVE YOUR AP PROGRAM

Alison Coker, Advanced Learning Programs Consultant
Trudy Delhey, Social Studies Supervisor



Why Are We Here?



**Prepare Students for
College, Career, and
Community**

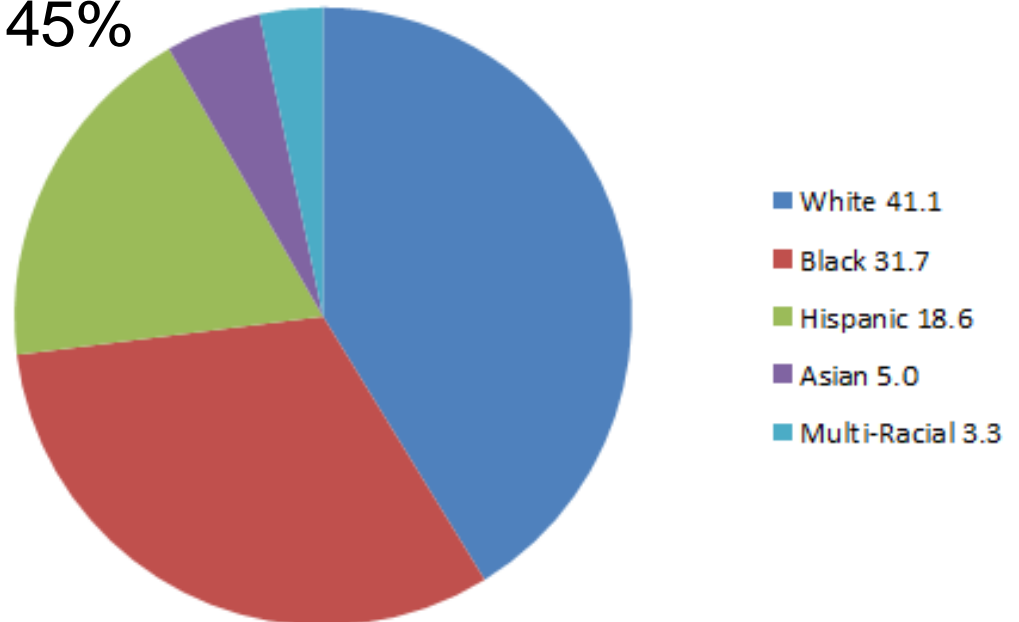
Vertical Strategies for Success Plan

	Elementary School	Middle School	High School
#1 Expectations			
#2 Professional Development			
#3 Vertical Experiences			
#4 Communication & Collaboration			
Resources & Key People			
Road Blocks & Roundabouts			

Cobb County Facts and Figures



- **Total Number of Schools 112**
- **Enrollment 109,760**
 - 24th largest in United States
 - 2nd largest school system in Ga.
- **Free or reduced lunch 45%**
- **Student Population**



Cobb County AP Statistics



- 2004: 2,501 students / 4,342 Exams
 - 2008: 5,986 students /10,974 Exams
 - 2013: 7,815 students /14,764 Exams
-
- Minimum student of 6% growth each year
 - Minimum of 7% growth in number of tests administered each year

Cobb AP Scores remain above state and national levels

Collegeboard's Equity and Access Statement

- Give all willing and academically prepared students the opportunity to participate in AP
- Eliminate barriers
- Provide all students with access to academically challenging work **BEFORE** they enroll in AP classes

What can we do to support our students and teachers?



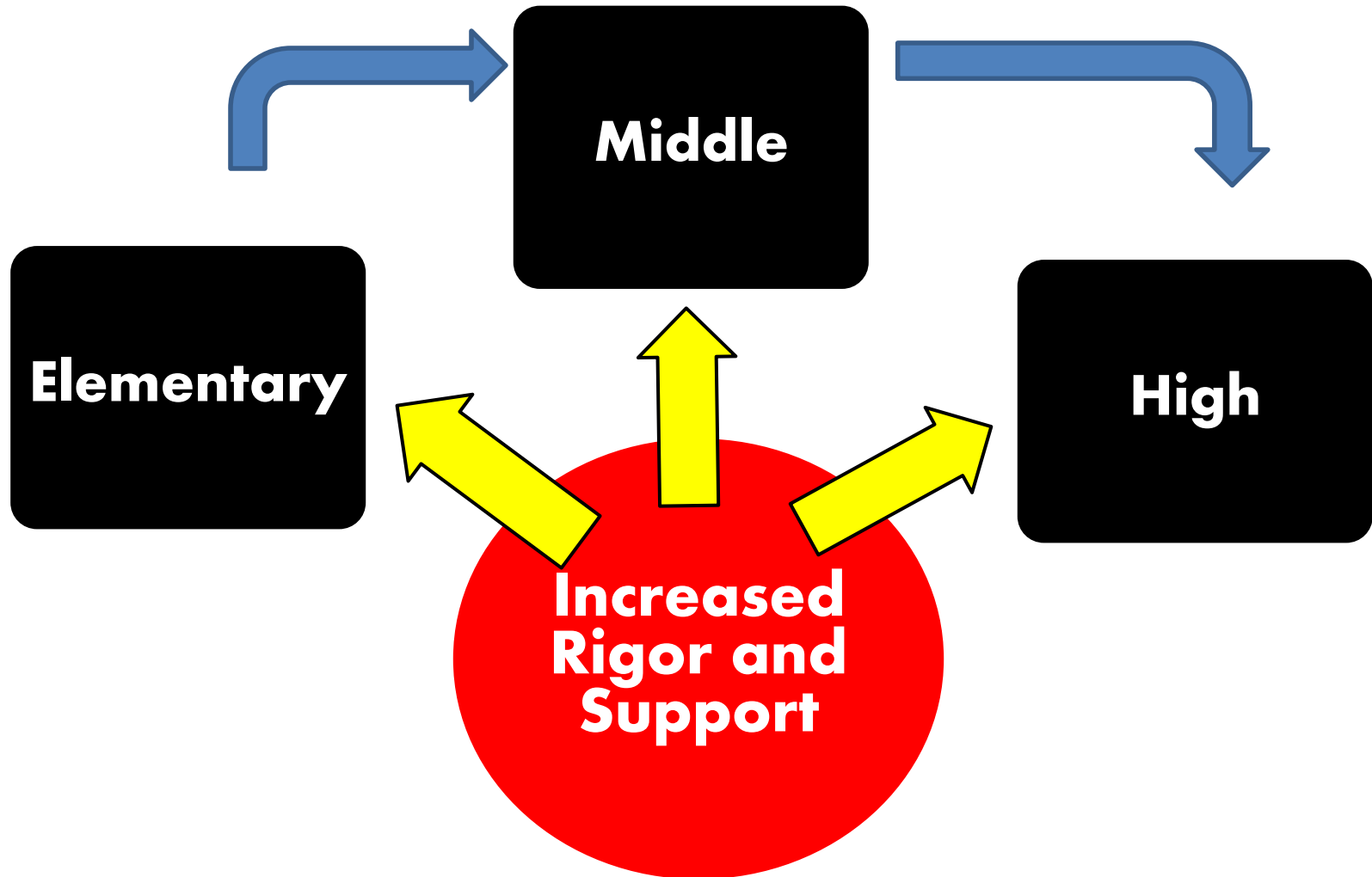
Cobb Strategies for Vertical Success

The Big Four

1. Expectations
2. Professional Development
3. Vertical Experiences
4. Communication and Collaboration

The Big Four #1

Set High Expectations for Each Level





The Big Four #2

Professional Development

- **Provide Vertical Team Training**
 - Setting the Cornerstones for Administrators
 - AP Vertical Teams in ELA /Math/Sci/SS
 - Using Data to Design Instruction (AP Teachers)
 - Pre-AP Effective Thinking Strategies for All Students
- DBQ Training
- Literacy Training
- LBQ Training

The Big Four #3

Vertical Experiences

- **Implement Vertical Teams**
- Setting the Stage
 - Reframe the work
 - PLC
 - Improve on current practices
 - Feeder pattern



The Big Four #3

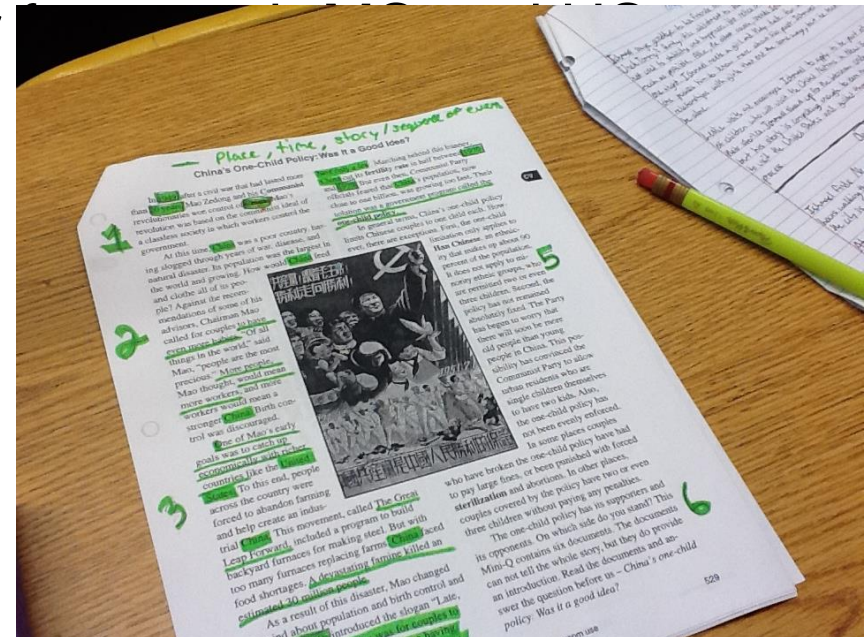
Vertical Experiences

- **Exam Data Through a Vertical Lens**
- Readiness (all 8th grade students)
 - Summary of Answers and Skills Training
 - Utilizing Data for Instruction
 - High School access to feeder school Readiness data
- PSAT (all 10th grade students)
 - Summary of Answers and Skills Training
 - Individual School and County Level Data
- AP Potential

The Big Four #2

Professional Development

- **Provide Literacy Training**
- Literacy TA
- Middle and High School Teacher Training
- 1 Advanced Content teacher
- Train the trainer model
- Two year cohort
- Any subject area
- Online resources



The Big Four #2 Professional Development

Literacy Training

- **LiteracyTA.com**
- Elementary and Secondary resources
- Lessons
- Working with non-fiction
- Working with fiction
- Writing Skills
- Speaking and Listening

Working with Non-Fiction



Comprehension

Support students with accessible reading and writing skills that improve comprehension of main ideas and increase retention of critical content knowledge.

BV

Building Vocabulary Skills
Develop knowledge of key vocabulary and critical concepts.

PA

Prompt Analysis Skills
Analyze a writing task and use it to set a purpose for reading.

PK

Prior Knowledge Skills
Activate and build prior knowledge with reading, speaking, and writing activities.

CR

Comprehension Reading Skills
Read actively, make inferences, visualize and summarize main ideas.

SW

Summary Writing Skills
Write summaries that account for the main ideas or central arguments in a text.

RE

Revising and Editing Skills
Strengthen writing and improve writing skills through engaging writing workshops.



Analysis

Move students forward with analytical reading and writing skills that promote higher-level thinking and the close examination of ideas both written and spoken.

VA

Visual Analysis Skills
Learn how to analyze and interpret visuals like graphics, photographs, and diagrams.

OI

Organizing Information Skills
Visually represent ideas and make connections with graphic organizers.

AR

Analytical Reading Skills
Read deeply, examine rhetorical choices, analyze arguments and text structure.

EE

Examining Evidence Skills
Examine how evidence is used in arguments.



Synthesis

Bring it all together with rhetorical analysis, synthesis, and research writing skills. Learn effective ways to read and write with multiple non-fiction sources.

WS

Writing with Sources Skills
Analyze what is said and done in a text and articulate complex ideas through writing.

WP

Writing Process Skills
Follow a clear process for in-class timed writing and take home process essays.

RA

Rhetorical Analysis Skills
Investigate the text and the author with rhetorical analysis skills.

The Big Four #3

Vertical Experiences

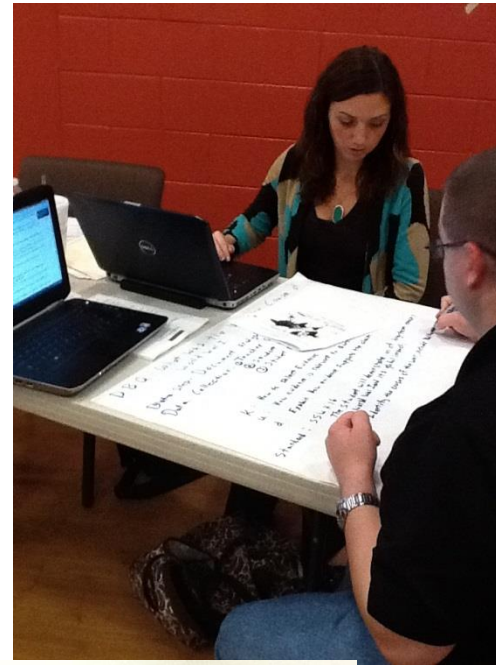
- **Walk K-12 Classrooms**
- 4 Core Subject Areas
- Rigor
- Higher Order Questioning
- Engagement
- Alignment of Curriculum



The Big Four #3

Vertical Experiences

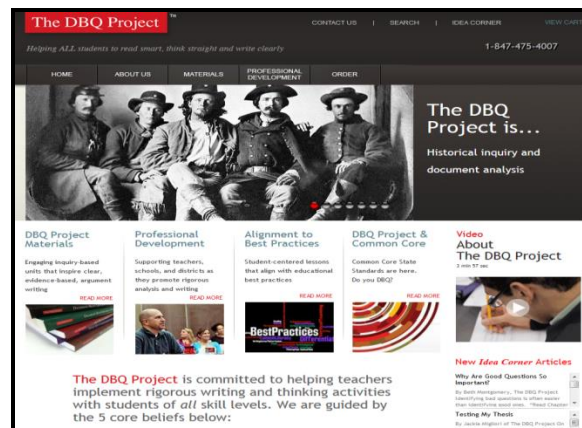
Implement Lesson Study



The Big Four #3

Vertical Experiences

Guarantee Academically Challenging Work for All Students



- Implementation of DBQ lessons in all social studies classes
- Mapping historical thinking skills and DBQ lessons
- Adding LBQ to the vertical mix

The Big Four #3

Vertical Experiences

Guarantee Academically Challenging Work for All Students

- The Aztecs: Agriculture or Human Sacrifice? * (Mini-Qs in World History Volume 2)
 - Latin American Independence: Why Did the Creoles lead the Fight? (Mini-Qs in World History Volume 3)
 - How did the Versa... Help Contrib... (Mini-Qs in World History Volume 3)
 - The Soviet Union; What Textbooks Emphasize? (Mini-Qs in World History Volume 3)
 - Why Did Islam Spread So Quickly? (Mini-Qs in World History Volume 2)
 - Female Workers in Japanese Silk Factories: Did the Costs Outweigh the Benefits? (Mini-Qs in World History Volume 2)
 - Early Jamestown: Why did so many colonists die? (Mini-Qs in American History Volume 1)
 - The Georgia Colony: Were the reasons for the settlement, as stated in the Charter of 1732, a success or failure? (Cobb DBQ)
 - North or South: Who killed Reconstruction? (Mini-Qs in American History Volume 1)
 - The Battle of Gettysburg: Why was it a turning point? (Mini-Qs in American History Volume 1)
 - Why did the Japanese bomb Pearl Harbor? (Mini-Qs in American History Volume 2)
- Teachers are expected to implement three DBQ lessons per course.**
- Accelerated Learning**

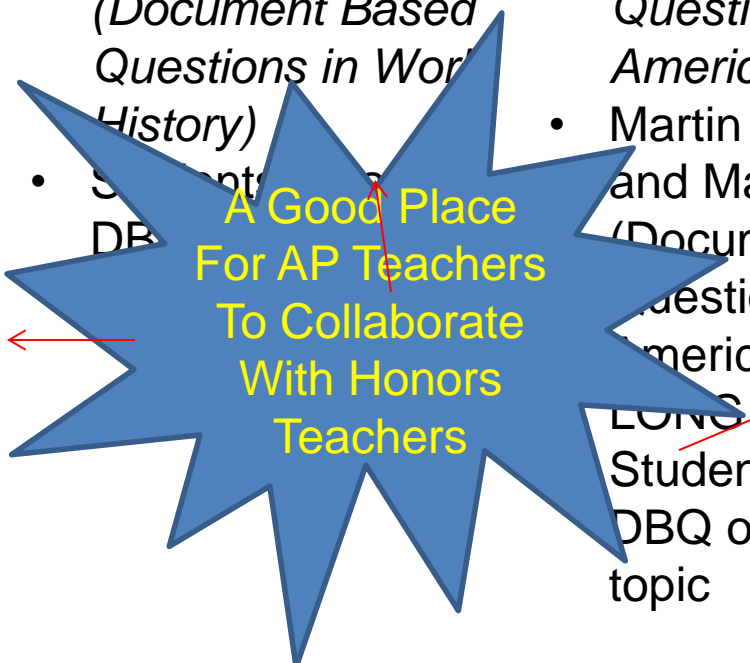
<ul style="list-style-type: none">• How Should We Remember Toussaint L' Ouverture? (Mini-Qs in World History Volume 3)• What Were the Underlying Causes of World War I? (Document Based Questions in World History SHORT VERSION)• Students create a DBQ on a selected topic <p>6</p>	<ul style="list-style-type: none">• Gandhi, King and Mandela: What Made Non-violence Work? (Document Based Questions in World History SHORT VERSION)• Female Mill Workers in England and Japan: How Similar Were Their Experiences? (Document Based in World History SHORT VERSION)• Students create a DBQ on a selected topic <p>7</p>	<ul style="list-style-type: none">• How Free Were Free Blacks in the North? (Mini-Qs in American History Volume 1)• The Enlightenment Philosophers: What was their Main Idea? (Mini-Qs in World History Volume 3)• Students create a DBQ on a selected topic <p>8</p>
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The Big Four #3

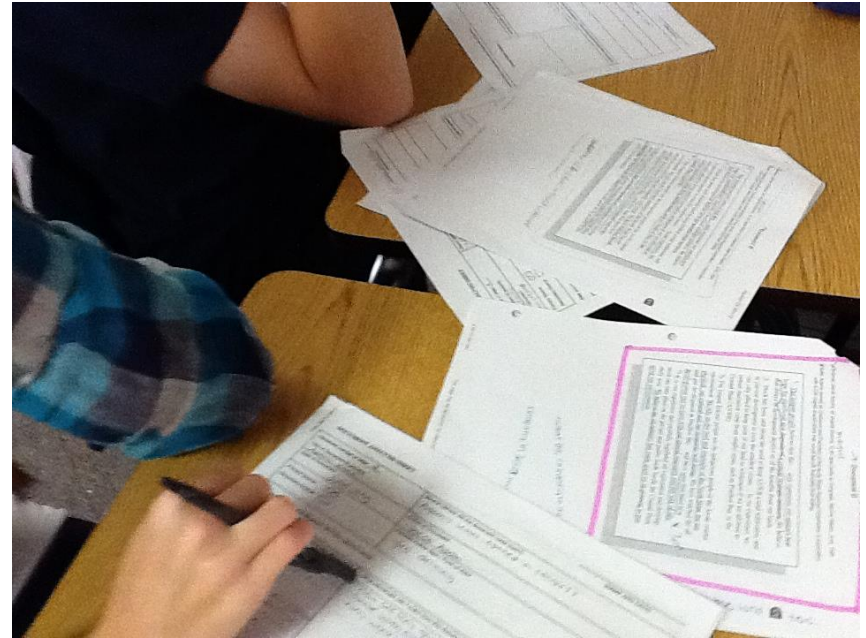
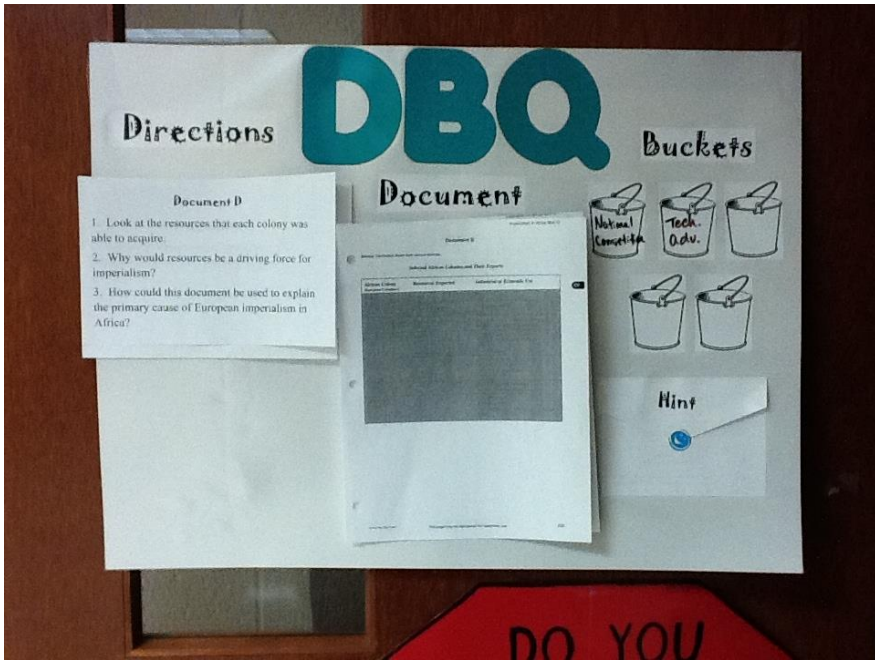
Vertical Experiences

Guarantee Academically Challenging Work for All Students

- Classical Athens and Han China: How Great were the Differences?
(Document Based Questions in World History)
- The Aztecs: What Should History Say?
(Document Based Questions in World History)
- Students create a DBQ on selected topic
- What Was the Most Important Consequence of the Printing Press?
(Document Based Questions in World History)
- Students create a DBQ on selected topic
- How Democratic was Andrew Jackson?
(Document Based Questions in American History)
- Martin Luther King and Malcolm X
(Document Based Questions in American History)
- Students create a DBQ on selected topic

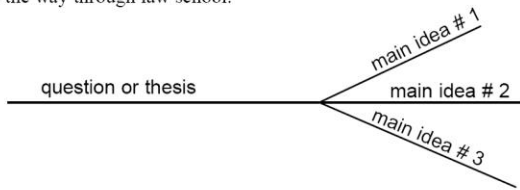


A Good Place
For AP Teachers
To Collaborate
With Honors
Teachers

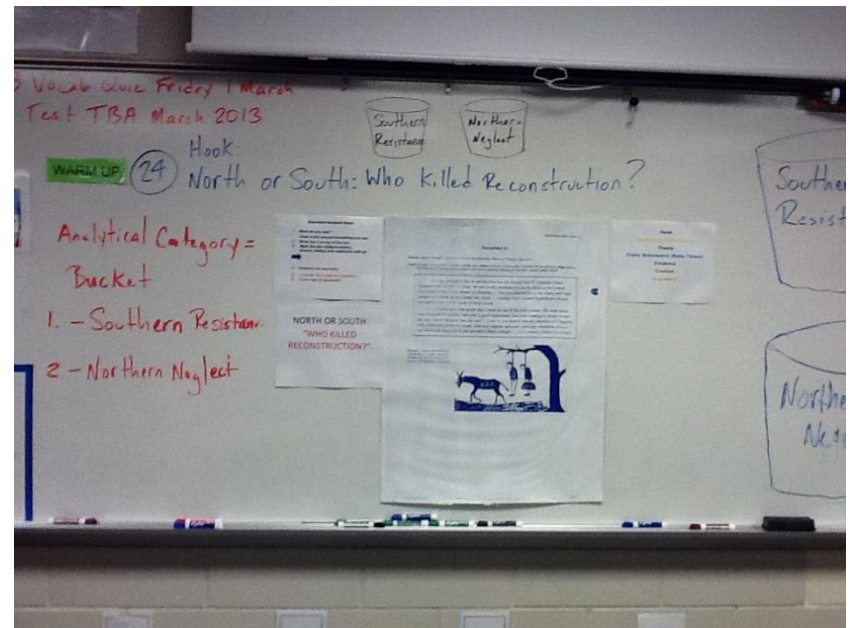
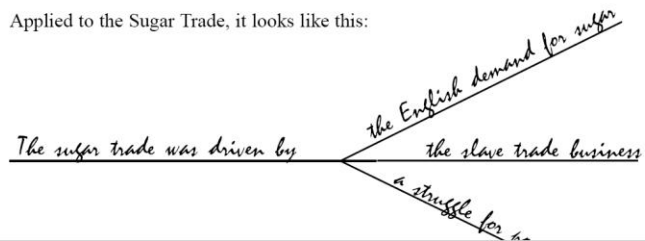


Organizing Device #1: The Chickenfoot

The simplicity of the Chickenfoot is its strength and has carried at least one person we know all the way through law school.



Applied to the Sugar Trade, it looks like this:



The Big Four #3

Vertical Experiences

- **Upgrade the Curriculum**
 - College Prep Courses
 - Honors
 - AVID
 - Design your Own Course

The Big Four #3

Vertical Experiences

Upgrade the Curriculum

Middle School

Academic Habits 6, 7, 8

- Costa's Habits of Mind
- Thematic
- Integration of Skills Approach
 - Skills needed for success
 - Note Taking
 - Organizational Skills
 - Literacy
 - Application of Reading Strategies
- Flexible Scheduling Options



The Big Four #3

Vertical Experiences

Upgrade the Curriculum

High School

Quest for Success

- Habits of Mind
- Organizing for Learning
- Rigor: Moving UP
- AP Preparation

Tools for Academic Success

- Support for AP Students
- Study Skills Review
- Interpersonal Skills - Life Skills
- Leadership
- College and Career
- Tools for Academic Success

The Big Four #3

Vertical Experiences

Vertical Experiences Should Begin in Elementary School

- Talent Development
 - Develop higher level thinking skills
 - Provide content area enrichment
 - Models-push in, pull out, collaboration
- Teacher Resources
 - Extension activities
 - RBQs or Research Based Questions
 - Robotics



The Big Four #4

Communication and Collaboration



The Big Four #4

Communication and Collaboration

Communication

- Multiple Stakeholders
 - Students/Parents
 - Teachers/Administrators
 - Internal and external
- Face to Face
- Online
 - Linc
 - Facetime
 - Blackboard

Collaboration

- District level and School Level
 - Horizontally
 - Vertically
 - Cross-disciplinary
 - Joint training



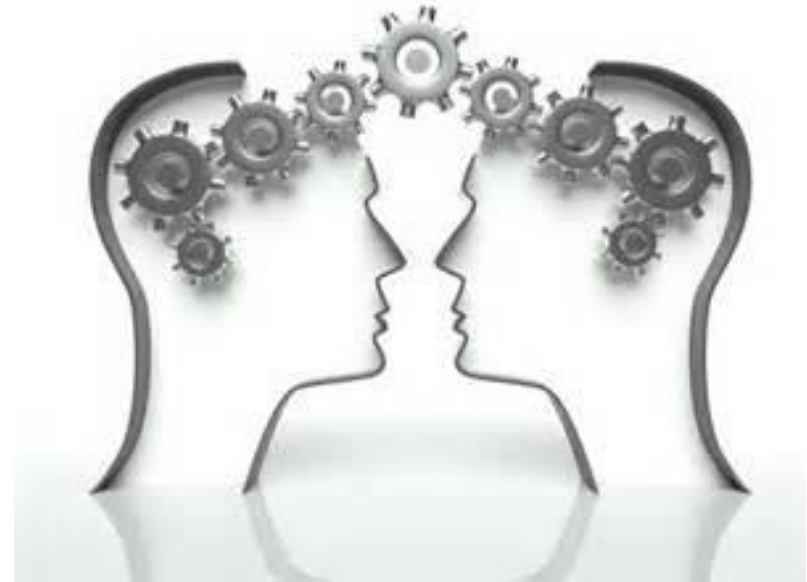
Easy to Implement

- MS and HS representatives meet
- Face Time or other video conferencing
- School Visits (teachers, students, graduates)
- Subject area department chairs meet 6-12
- HS invites MS parents to Advanced Learning Nights
- Advanced Learning nights for 7th -8th grade students
- Class Observations (rigor, vertical alignment, strategies)
- PSAT and ReadiStep SOAS Training
- Implement DBQs, LBQs
- Strategies used within feeder pattern (effective thinking strategies, literacy, etc.)



Your Suggestions:

- What are you doing now?
- What can you do in the future?



What Are The Possibilities For Your School?



Contact Information

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