



**2003 AP[®] NATIONAL
CONFERENCE**

Final Program

**July 18–21, 2003 Los Angeles, CA
Westin Bonaventure Hotel and Suites**

SAVE
THE DATE!

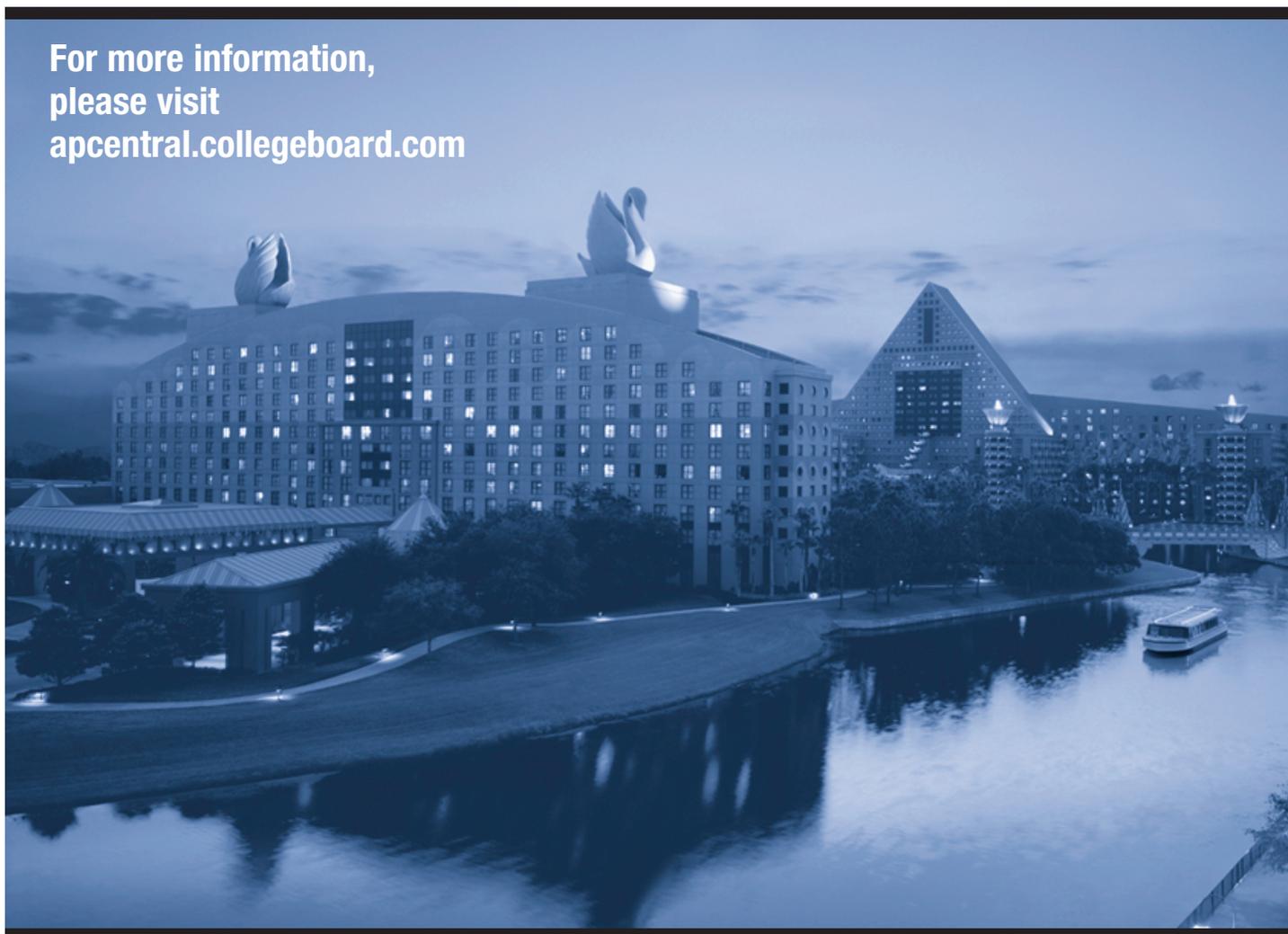
Join us for the
**2004 AP[®] NATIONAL
CONFERENCE**

July 15–19, 2004

Lake Buena Vista, Florida

Walt Disney World Swan and Dolphin

For more information,
please visit
apcentral.collegeboard.com



THE COLLEGE BOARD: EXPANDING COLLEGE OPPORTUNITY

The College Board is a national nonprofit membership association whose mission is to prepare, inspire, and connect students to college success and opportunity. Founded in 1900, the association is composed of more than 4,300 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[®], and the Advanced Placement Program[®] (AP[®]). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit www.collegeboard.com.

ABOUT THE CONFERENCE

The Second Annual AP® National Conference is a national gathering of the AP and Pre-AP® communities, including teachers, secondary school administrators, college faculty, and others.

Thank you for joining our growing community of both new and experienced professionals. The four-day program will contribute to your professional development and help you successfully plan, build on, and expand your school's AP program.

The College Board is an authorized provider of the IACET Continuing Education Unit (CEU). The International Association for Continuing Education and Training (IACET, 1620 I Street, NW, Suite 615, Washington, DC 20006) is a nonprofit organization. One (1) IACET CEU is equal to ten (10) contact hours of participation in an organized continuing education experience.



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AP® ACCESS AND EQUITY INITIATIVES

EQUITY POLICY STATEMENT

The College Board and the Advanced Placement Program® encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be given consideration for admission to Advanced Placement courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student populations.

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Dear Colleague:

We are delighted to welcome you to the Second Annual AP® National Conference (APNC). The conference steering committee and College Board staff have put together an exciting and varied program. The APNC is designed to provide you with proven strategies for developing, strengthening, and improving your AP courses. The techniques you learn will serve you and your students well. The first APNC in Chicago was a great success, with more than 1,500 people attending productive and enjoyable conference workshops and plenary sessions. We were impressed by the dedication that these educators brought to the conference and look forward to forging an annual dialogue among the members of our professional community.

The AP Program has grown over the past decade, with a 250 percent increase in the number of students taking AP Exams since 1992. The program's success is due to the efforts of education professionals such as you—the teachers, AP Coordinators, principals, and counselors who encourage students and prepare them for college-level work in high school. Yet the real measure of the program is not the number of test-takers, it is the excellent education you provide to each of our students. To continue to serve them, we must constantly evaluate what we do and strive to improve the content of our courses while increasing access to all the students willing to take on the AP challenge.

How can a district build an AP program that will reach all of the students who can benefit? What resources should science teachers use to stay on top of the latest developments in their fields? Which strategies work best for preparing native Spanish speakers for the AP Spanish Literature Exam? How can middle and high school English teachers cooperate to prepare students for college-level reading and writing assignments at an early age? Sessions at the APNC will address these and other crucial questions as we work to ensure that the AP Program increases in quality as it expands.

Pre-AP® professional development, which offers vertically articulated strategies for middle and high school teachers, is instrumental in preparing students for demanding high school classes. To improve communication and serve the professional development needs of all those involved in AP, we are incorporating the Pre-AP National Conference into the APNC. We hope this will help you learn more about the excellent offerings Pre-AP can bring to your school.

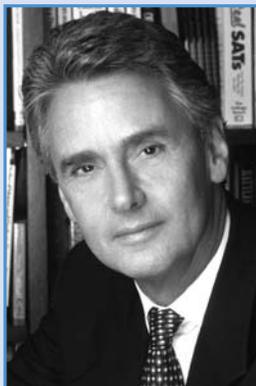
The APNC is the only national conference that focuses on providing complete strategies for middle and high school teachers and administrators involved in the AP Program. Join us in Los Angeles for this exciting opportunity to share ideas and experiences, and to enrich your students' academic lives.

Gaston Caperton

President
The College Board

Peter Negroni

Senior Vice President
K-12 Education
The College Board



Dear Colleague:

It is a pleasure to welcome you to our Second Annual AP National Conference. We intend to create a forum for all members of the AP and Pre-AP communities nationwide to learn from each other, strengthen professional ties, and gain a better sense of how they can help students prepare for college success.

This is an opportunity for you to learn the latest about AP and Pre-AP, to ask questions and get answers, and to have your views heard and your experiences considered.

This year's APNC will feature more than 125 breakout sessions, including discussion sessions with each AP Development Committee, open forums with the executive directors of the AP Program, and presentations by the content editors for AP Central™. You can also expect breakout sessions describing resources to assist in securing funding for AP and Pre-AP development, sessions on how to find informational and content resources, and sessions addressing specific topics of the AP course descriptions—such as confidence intervals in AP Statistics, or the changes to the AP Spanish Literature required reading list. There is something for teachers and administrators of every background and experience level.

The weekend will begin on Friday, July 18, with one-day, preconference workshops for both new and experienced teachers in all the AP subjects. Postconference workshops, on the afternoon of Sunday, July 20, and on Monday, July 21, will offer training in Pre-AP classroom strategies for teachers, Pre-AP articulation strategies for teachers and administrators, and AP training for administrators and coordinators.

Both the pre- and postconference workshops and the main conference breakout sessions will be led by “the best of the best”—seasoned AP and Pre-AP workshop consultants, experienced AP Readers, AP Development Committee members, and other teachers and administrators who are experts in the content and pedagogical practices of their fields. We look forward to your participation in the sessions—your questions, your comments, and best practices that you can share with your colleagues.

Sincerely,

The AP National Conference Steering Committee

Dr. Akua Anokye, English, Arizona State University, Phoenix, AZ
Ms. Elizabeth Austin, Middle School English, San Marcos Middle School, San Marcos, CA
Ms. Yvette Beck, Calculus, Herbert H. Lehman High School, Bronx, NY
Ms. Barbara A. Brooks-Barker, English/Pre-AP, Florin High School Elk Grove, CA
Mr. Robert Cannon, Biology, University of North Carolina at Greensboro, Greensboro, NC
Ms. Krista Dornbush, U.S. History/Pre-AP Social Studies, Laguna Beach High School, Laguna Beach, CA
Mr. Daniel Galloway, Administration, Adlai E. Stevenson High School, Lincolnshire, IL
Mr. Michael Henry, U.S. History, Prince George's Community College, Largo, MD
Mr. Danny Lawrence, English, The Career Center, Winston Salem, NC
Ms. Patsy W. Mueller, Chemistry, Regina Dominican High School, Wilmette, IL
Dr. Milagros J. Ojermark, Spanish, Diablo Valley College, Pleasant Hill, CA
Mr. Bernard A. Phelan, English, Barrington High School, Barrington, IL
Mr. James P. Spellicy, Economics, Lowell High School, San Francisco, CA
Mr. Jerry J. Stefl, Art, School of Art Institute of Chicago, Chicago, IL
Mr. Ben Tucker, Administration, University of California, Office of the President, Oakland, CA
Mr. Paul G. Weaver, AP Coordinator, Plano Senior High School, Plano, TX
Mrs. Betty A. Wonderly, Biology, The Hockaday School, Dallas, TX





PRECONFERENCE SESSIONS

THURSDAY, JULY 17, 2003

5–8 p.m.

REGISTRATION

SPONSOR EXHIBITS

FRIDAY, JULY 18, 2003

7:30–8:30 a.m.

CONTINENTAL BREAKFAST

8:30 a.m.–3:30 p.m.

Workshops for Both New and Experienced Teachers

The Preconference is devoted to providing teaching workshops. The curriculum and grading session will be integrated into a full-day workshop. These sessions concentrate on specific subject area topics and offer excellent curricular assistance for both experienced and new AP teachers. Sessions focus on the goals, structure, content, suggested methodology, bibliography, and degree of curricular flexibility required to start or improve an AP course or program. Sessions will also focus on the examination and the grading process—providing information on reading the AP Examination, reviewing student exams, the grading process, the development of the exam, an exam content overview, and student preparation strategies.

WORKSHOP	CONSULTANT	SCHOOL, CITY, STATE
Art History: New	Cheryl A. Hughes	Alta High School, Sandy, UT
Art History: Experienced	Robert Coad	Hamilton High School Humanities Magnet, Los Angeles, CA
Biology: New	Joan M. Rasmussen	West Windsor-Plainsboro High School South, Princeton Junction, NJ
Biology: Experienced (1)	Peggy O'Neill Skinner	The Bush School, Seattle, WA
Biology: Experienced (2)	Robert E. Cannon	University of North Carolina at Greensboro, NC
Calculus AB: New (1)	Judith Broadwin	Jericho High School, Jericho, NY (retired)
Calculus AB: New (2)	Maria Perez Randle	Bishop Kenny High School, Jacksonville, FL
Calculus AB: Experienced (1)	Sharon Cade	Oregon Episcopal School, Portland, OR
Calculus AB: Experienced (2)	John Jensen	Rio Salado College, Tempe, AZ
Calculus BC	Tom Becvar	Saint Louis University High School, St. Louis, MO
Chemistry: New	Marian DeWane	Centennial High School, Boise, ID
Chemistry: Experienced	Bill Bond	Snohomish High School, Snohomish, WA
Computer Science	TBA	TBA
Economics	George Davis	Oak Ridge High School, Oak Ridge, TN
English Literature: New (1)	Lance Balla	Snohomish High School, Snohomish, WA
English Literature: New (2)	Danny R. Lawrence	The Career Center, Winston-Salem, NC
English Literature: Experienced (1)	Rebecca McFarlan	Indian Hill High School, Cincinnati, OH
English Literature: Experienced (2)	Nancy Potter	Newport High School, Bellevue, WA
English Language: New	Lawrence Scanlon	Brewster High School, Brewster, NY
English Language: Experienced (1)	Bernard A. Phelan	Barrington High School, Barrington, IL
English Language: Experienced (2)	Jewel Kamita	Capistrano Valle High School, Mission Viejo, CA
Environmental Science	Nita Ganguly	Oak Ridge High School, Oak Ridge, TN
European History: New	Carol Pixton	Polytechnic School, Pasadena, CA
European History: Experienced	Robert Blackey	CSU San Bernardino, San Bernardino, CA
French Language	Mona Mulhair	Las Lomas High School, Walnut Creek, CA
French Literature	Renee White	The Greenhill School, Addison, TX
German Language	Mary Farquhar	Lowell High School, San Francisco, CA
Government and Politics: Comparative	Daniel Devitt	Menlo School, Atherton, CA
Government and Politics: U.S.	Peter Pew	Hart High School, Newhall, CA
Human Geography	Christopher Hall	Woods Cross High School, Woods Cross, UT
Latin	James E. Updegraff	The Bishop's School, La Jolla, CA
Music Theory	Nancy Scoggin	Joshua High School, Joshua, TX
Physics B and C	Martin Kirby	Hart High School, Newhall, CA
Psychology: New	Alan Feldman	Perth Amboy High School, Perth Amboy, NJ
Psychology: Experienced	Donald C. Leach	George Washington High School, San Francisco, CA
Spanish Language: New	Ken Stewart	Chapel Hill High School, Chapel Hill, NC
Spanish Language: Experienced	Milagros Ojermark	Diablo Valley College, Pleasant Hill, CA
Spanish Literature: New	Gilda Nissenberg	Dr. Michael M. Krop High School, Miami, FL
Spanish Literature: Experienced	Bonnie T. Bowen	Ventura College, Ventura, CA
Statistics: New	Dave Bock	Ithaca High School, Ithaca, NY
Statistics: Experienced	Roxy Peck	California Polytechnic, San Luis Obispo, CA
Studio Art: New	Jerry Stefl	School of Art Institute of Chicago, Chicago, IL
Studio Art: Experienced	Joann M. Winkler	Clinton High School, Clinton, IA
U.S. History: New (1)	Krista Dornbush	Laguna Beach High School, Laguna Beach, CA
U.S. History: New (2)	Michael R. Hicks	Willow Glen High School, San Jose, CA
U.S. History: Experienced (1)	Michael Henry	Prince George's Community College, Largo, MD
U.S. History: Experienced (2)	Tracey Wilson	Conard High School, West Hartford, CT
World History: New	William Zeigler	Valhalla High School, El Cajon, CA
World History: Experienced	Ellen Bell	Bellaire High School, Bellaire, TX



CONFERENCE SESSIONS

FRIDAY, JULY 18, 2003

7:30 a.m.–8 p.m.

REGISTRATION

7:30 a.m.–5 p.m.

SPONSOR EXHIBITS

5–6 p.m.

OPENING SESSION

PLENARY SPEAKER—JONATHAN KOZOL

SATURDAY, JULY 19, 2003

7 a.m.–7 p.m.

REGISTRATION OPEN

7 a.m.–5 p.m.

SPONSOR EXHIBITS

7–8 a.m.

CONTINENTAL BREAKFAST

8–9 a.m.

PLENARY SPEAKER—RACHAEL WORBY

9:15–10:45 a.m.

CONFERENCE SESSIONS

**Questions and Suggestions
for the AP® Executive Directors**

Subject: General

Trevor Packer, The College Board, New York, NY
Kim Tilton, Educational Testing Service,
Princeton, NJ

The executive directors of AP® from the College Board and Educational Testing Service will answer questions from the audience and hear concerns about and suggestions for the improvement of the Program.

AP North and South of the Border

Subject: Administration

Bob DiYanni, The College Board, NY
Michael Hogan, American School of Guadalajara
Pat Parisi, St. Clement's School, Toronto

AP experts from Canada and Mexico will share their stories of success in very different kinds of schools.



JONATHAN KOZOL

EDUCATOR AND BEST-SELLING AUTHOR

In the passion of the civil rights campaigns of 1964 and 1965, Jonathan Kozol moved from Harvard Square into a poor black neighborhood of Boston and became a

fourth-grade teacher in the Boston public schools. He has devoted the subsequent three decades to issues of education and social justice in America.

Death at an Early Age, a description of his first year as a teacher, was published in 1967 and received the 1968 National Book Award in Science, Philosophy, and Religion. Now regarded as a classic by educators, it has sold more than two million copies in the United States and Europe.

His 1995 book, *Amazing Grace: The Lives of Children and the Conscience of a Nation*, described his visits to the South Bronx of New York, the poorest congressional district of America. Praised by black and Hispanic leaders and children’s advocates and theologians all over the nation, *Amazing Grace* received the Anisfield-Wolf Book Award in 1996, an honor previously granted to the works of Langston Hughes and Dr. Martin Luther King, Jr.

Despite the severe political conservatism of the 1990s, *Amazing Grace* became a national bestseller. In a front-page review, the *Washington Post* described the book as “devastating” in its portrayals but “as good as a blessing” in its tribute to the courage of the mothers of the poor. *Amazing Grace* has since joined *Savage Inequalities* and *Death at an Early Age* as required reading at most universities and is part of the curriculum for future teachers and religious leaders.

Kozol has been called by the *Chicago Sun-Times* “today’s most eloquent spokesman for America’s disenfranchised.” But he believes that children speak most eloquently for themselves; and in this beautiful book, so full of life, we hear their testimony.

Kozol received a summa cum laude degree in English literature from Harvard University and was awarded a Rhodes Scholarship to Oxford.



RACHAEL WORBY

MUSIC DIRECTOR AND CONDUCTOR

An inspiring and charismatic presence on the conductor’s podium, Rachael Worby enjoys a strong and growing reputation in the music world. Acclaimed as a skilled communicator, Ms. Worby is renowned for her work with orchestras of all sizes and her versatile command of musical genres, from symphonic, operatic, and pops, to light classics and twentieth century. A talented and dedicated orchestra builder, she is cred-

ited with the remarkable growth of the organizations under her leadership.

In her 21 years as a conductor, Maestra Worby has achieved highly successful results with everything in which she has been involved. In her ongoing work as Music Director of the venerable Wheeling Symphony Orchestra in West Virginia and the nationally acclaimed Pasadena Pops Orchestra in California, she has expanded their concert seasons, developed new programs, increased audience attendance, and brought national and international attention to the orchestras. As founder of the five-year-old annual American Music Festival in Cluj, Romania, she created a growing international series committed to the presentation and preservation of American music.

Admired for her dynamic energy and tireless perseverance, Maestra Worby performs worldwide as a guest conductor. Recent international guest engagements include the Barcelona Symphony Orchestra, the Irish Chamber Orchestra, the Transylvania Philharmonic, the London Philharmonic Orchestra, and the Adelaide Symphony Orchestra.

Born in Nyack, New York, Rachael Worby began her music studies at the age of five in piano. In addition to classical music, she has an extensive background in blues, jazz, rock, and folk music. She received her bachelor of music in piano performance from the Crane School of Music at the State University of New York at Potsdam. She studied musicology and conducting on the graduate level at Indiana University, and completed her doctoral course work in musicology at Brandeis University. Formal conducting studies began in 1976 with Jacques-Louis Monod, and a grant from the Martha Baird Rockefeller Fund in 1982 enabled her to further her studies under Max Rudolph and Otto Werner-Mueller. In 1994 she received a presidential appointment to the National Council of the Arts, on which she served for four years. In 1990 she was nominated for an ACE Award for two programs she created, narrated, and conducted for the Disney Channel.

9:15–10:45 a.m.

MEET THE DEVELOPMENT COMMITTEE

Breakout Sessions in Art History, Biology, Calculus, Chemistry, Computer Science, English, French, Government & Politics, Music Theory, Spanish, U.S. History, and World History. Committee members will discuss how exams are developed, common errors, and how teachers can prepare students for AP.

Committee	Presenters
ART HISTORY	Eric Frank , Occidental College, Los Angeles, CA Cheryl Hughes , Alta High School, Sandy, UT
BIOLOGY	Robert E. Cannon , University of North Carolina, at Greensboro, NC Joan Rassmussen , West Windsor-Plainsboro High School South, Princeton Junction, NJ Dan Wivagg , Baylor University, Waco, TX
CALCULUS	David M. Bressoud , Macalester College, St. Paul, MN Maria Perez Randle , Bishop Kenny High School, Jacksonville, FL Larry Riddle , Agnes Scott College, Decatur, GA
CHEMISTRY	Annis Hapkiewicz , Okemos High School, Okemos, MI James Spencer , Franklin & Marshall College, Lancaster, PA
COMPUTER SCIENCE	Judith Hromcik , Arlington High School, Arlington, TX Robert (Scot) Drysdale , Dartmouth College, Hanover, NH
ENGLISH	Janice Edgeron Hudley , United States Military Academy, West Point, NY Phyllis Wright , Las Cruces High School, Las Cruces, NM
FRENCH	Mona Mulhair , Las Lomas High School, Walnut Creek, CA Jean-Pierre Piriou , University of Georgia, Athens, GA
GOVERNMENT & POLITICS	Kristin Parris , Western Washington University, Bellingham, WA Rebecca Small , Herndon High School, Herndon, VA
MUSIC THEORY	Jane Piper Clendinning , Florida State University School of Music, Tallahassee Patricia Price , High School for the Performing and Visual Arts, Houston, TX
SPANISH	Michael Carlo , Princeton High School, Princeton, NJ Joseph Chrzanowski , California State University: Los Angeles F. William Forbes , University of New Hampshire, Durham, NH Rita Goldberg , St. Lawrence University, Canton, NY
U.S. HISTORY	Roger Grant , Clemson University, Clemson, SC Barbara Harbour , Pershing High School, Detroit, MI
WORLD HISTORY	Sharon Cohen , Walter Johnson High School, Bethesda, MD Peter N. Stearns , George Mason University, Fairfax, VA

SATURDAY, JULY 19, 2003

(Continued)

Reaching Your School's AP Potential™: Creating a Warm Climate for AP

Subject: Administration, Coordination

Mel Fuller, Texas Center for AP/IB Initiatives,
Austin, TX

Jim Karg, East Rochester Middle School,
East Rochester, NY

Penny Sommers, Los Angeles United School
District, Los Angeles, CA

Paul Vandenberg, Southern High School,
Harwood, MD

Schools and districts have pursued several strategies to encourage students and educators to work together to prepare for AP and college opportunities. The CollegeEd™ course, the PSAT/NMSQT® Summary of Answers, and AP Potential™ are three new services offered by the College Board to answer this need. A growing number of high school administrators are using these tools to encourage and foster AP participation. This session will provide detailed information about each of these emerging resources.

Preparing the Underprepared and Underrepresented in the AP Social Science Courses

**Subjects: Social Studies,
Equity & Access**

Estrellita J. Dukes, Chicago Public Schools,
Chicago

How do we inculcate intellectual habits in students who are not labeled "gifted and talented"? This presentation will emphasize hands-on activities that teachers can utilize in social science classes to facilitate the success of all students entering the AP Program in social studies.

Problem-Based Learning Units in Environmental Science

Subject: Science

Dean Goodwin, Kimball Union Academy,
Meriden, NH

Susan Postawko, Environmental Verification
and Analysis Center, University of Oklahoma,
Norman, OK

Members of the AP Environmental Science Development Committee will describe an effective, lab-anchored approach to teaching.

Teaching the Concept of Economic Efficiency

Subject: Social Studies

Fekru Debebe, Educational Testing Service,
Princeton, NJ

Clark Ross, Davidson College, Davidson, NC
A member of the AP Economics Development Committee and a member of the ETS test-development staff will suggest strategies and methods for introducing this important, basic concept to students. The presenters will explain the concepts of allocative and production efficiency, and suggest strategies for teaching these concepts to students.

Ten-Year Trends in the AP Arts Program

Subject: Fine Arts

Howard Everson, The College Board, New York, NY

Robert Lazuka, Ohio State University, Athens, OH
Pamela Paulson, Perpich Center for Arts
Education, Golden Valley, MN

Alice Sims-Gunzenhauser, Educational Testing
Service, Princeton, NJ

Members of the College Board's Academic Advisory Committee for the Arts will investigate participation and performance trends in the AP Arts Program and examine how it promotes equity and diversity while maintaining academic excellence.

The College's Role in Preparing AP Teachers

Subject: Administration

Sue Teele, University of California: Riverside, CA
(moderator)

Carmen Benchoff, University of California:
Riverside, CA

Mary Ellen Gruendyke, University of California:
Riverside, CA

Sharron Heinrich, The College Board, San Jose, CA
Stephen C. Teele, University of California:
Riverside, CA

A panel representing the University of California: Riverside Extension's Certificate in Teaching Advanced Placement will describe the evolution of the certificate program from a weeklong summer institute to a 17-quarter unit certificate program. The certificate offers course work that discusses the history and foundations of AP, instructional design and management of AP courses, methods for developing AP teachers as leaders at their school site, in-depth content courses, and a culminating seminar that includes developing a portfolio on ways to blend content knowledge with pedagogical knowledge.

The Multiple-Skills Level AP Classroom

Subject: Equity & Access

Edward Borges, Archbishop Riordan High
School, San Francisco, CA

Attendees will acquire strategies, lesson plans, and materials useful in creating and conducting AP classes with students at multiple skill levels. In line with the College Board's Access & Equity Program, this session will be particularly useful for teachers who teach in urban settings with ethnically and/or racially diverse student bodies. Particular emphasis will be placed on reading and writing approaches and techniques for AP humanities classes.

What is Pre-AP®?

Subject: Administration, Pre-AP

Teri Marshall, Saint Mary's Hall, San Antonio, TX
Linda Schlosser, The College Board, New York, NY

Attendees will receive a general overview of Pre-AP® professional development, which will be especially relevant to teachers and administrators unfamiliar with Pre-AP.

10:45–11:15 a.m.

COFFEE BREAK IN PASADENA ROOM

11:15 a.m.–12:30 p.m.

CONFERENCE SESSIONS

AP Student Advice to Teachers

Subject: General

Members of the College Board Advisory Panel on Student Concerns
The College Board Student Advisory Panel will hold its annual summer meeting at the AP National Conference. The students invite AP teachers to visit with them for a conversation about their recent experiences with the AP Program.

A Laboratory Session on the Fundamental Theorem of Calculus

Subject: Mathematics

David Bressoud, Macalester College, St. Paul,
MN

Maria Perez Randle, Bishop Kenny High School,
Jacksonville, FL

This session will explain an exercise that has a student find the numerical and graphical relation between an area and the function that encloses the region.

SATURDAY, JULY 19, 2003

(Continued)

**Achieving Excellence in an
Inclusive AP Government Program**

Subject: Social Sciences

Lori Dumerer, R.L. Turner High School, Carrollton, TX
Participants will learn how to engage students with shared reading, Socratic seminar, silent debate, and student-initiated polls.

Using AP Central™: Overview of the Site

Subject: Interdisciplinary

Ed Nothnagle, Donna DeSoto, and Stephanie LaCroix, The College Board, New York, NY
Meet the staff from AP Central™, the online home for AP professionals and the Pre-AP program, as they give an overview of the site and the rich resources it provides. Learn how to register and personalize your online experience while you find the most up-to-date information about the courses, the exams, and AP Program research, including free-response questions and summary reports for each year's administration. Participate in an interactive search for reviews of classroom resources and professional development opportunities in your discipline.

APES Takes a Swim:

**The Possibilities of Using a High School
Oceanography Course to Fulfill the
Requirements of AP Environmental Science**

Subject: Science

Angela Morrow, University of Northern Colorado, Greeley, CO

One of College Board's newest AP courses, AP Environmental Science, is a flexible, interdisciplinary course that can be taught within an oceanography course. School systems that already have a commitment to teaching oceanography may be hesitant to commit further resources to an additional environmental science course. This presentation describes how an oceanography course can meet the objectives of AP Environmental Science.

**AP Music Vertical Teams
as Tools for Curriculum Structuring**

Subject: Administration, Fine Arts

Sterling P. Cossaboom, Southeast Missouri State University, Cape Girardeau, MO

Blaise Ferrandino, Texas Christian University, Fort Worth, TX

This presentation promotes the application of AP Music Theory and AP Music Theory Vertical Teams concepts to curricu-

lar development and restructuring by school districts. The Jackson School District in Missouri will be employed as a model for implementation.

**Physics Instruction
and Web Technology**

Subject: Science

Dolores Gende, Holy Innocents' Episcopal School, Marietta, GA

Research shows that students can improve their conceptual understanding of physics and their problem-solving skills with the use of Web technology. The presenter will demonstrate several Web-based tools available for physics teachers, including sites that feature interactive problem-solving, virtual laboratory experiments, and "physlets" (physics-related JAVA applets).

**The AP World History
Core Scoring Method:
Assessment and Teaching Tool**

Subject: History

Sharon Cohen, Walter Johnson High School, Bethesda, MD

Peter Stearns, George Mason University, Fairfax, VA

Members of the AP World History Development Committee will analyze the analytical goals of the course and discuss how the test's unique scoring tool is applied at the reading to achieve agreement and consistency among readers and how it is being used in classrooms to teach students to think historically and organize historical writing.

**The Theory of Evolution as
a Unifying Concept in Biology**

Subject: Science

Joan Rasmussen, West Windsor-Plainsboro High School South, Princeton Junction, NJ

Dan Wivagg, Baylor University, Waco, TX

Evolution is central to our understanding of biology. This session will focus on how biology teachers can provide an inclusive environment to those students who do not view evolution as central to biological studies.

Preparing Students for the Document-Based Question in History

Subject: History

Michael Henry, Prince George's Community College, Largo, MD

Warren Hierl, The Career Center, Winston-Salem, NC

Gordon Mork, Purdue University, West Lafayette, IN

Preparation of students for the document-based question on the AP History Exams should start before they become "AP students." A panel of presenters will share strategies and materials for teaching the document-based question.

How to Build a Successful Honors Math Program

Subject: Mathematics

Corine Barney, **Tracey Meade**, **J. Michael Shaw**, and **Gary L. Taylor**, Davis High School, Kaysville, UT

The panel will address the dynamics of structuring a challenging math program that incorporates both growth and measurable success. AP math courses and the integration of preceding courses and Pre-AP strategies will be discussed.

Just Graph It!

Subject: Social Sciences

Peggy Pride, St. Louis University High School, St. Louis, MO

Alene Zimmer, Katy Independent School District, Katy, TX

An AP Economics Development Committee member and a table leader for the Reading will teach methods for aiding students in drawing and analyzing correctly labeled graphs, as required on the AP Economics Exam.

Opening Doors:

Encouraging Underrepresented Students to Enroll and Succeed in AP Classes

Subject: Equity & Access

Eileen Dibler, **Jack M. Dibler**, **Sandra Friedman**, and **Norm Schwartz**, High Point High School, Beltsville, MD

Four AP teachers from a culturally diverse, urban high school outside of Washington, D.C., will share their successful methods for encouraging underrepresented students to enroll and succeed in AP English, Chemistry, U.S. History, and Calculus classes.

Preparing for the Reading Portion of the AP French Language Exam

Subject: Foreign Languages

Renee White, Greenhill School, Dallas, TX

The presenter will share reading techniques that include Pre-AP strategies that are designed to help AP French Language students handle previously unseen texts with more confidence.

Preparing Students for AP Spanish Language and Literature

Subject: Administration, Foreign Languages

Yvonne Greenberg, Diego High School, San Diego, CA

This session will investigate administrative and classroom methods for preparing native Spanish speakers at the middle school and early high school levels.

States and Districts Workshop: Federal Support for the AP Program

Subject: Administration

Beth Baggett and **Edith Harvey**, U.S.

Department of Education, Office of Innovation and Improvement, Washington, D.C.

Evelyn L. Hiatt, Texas Education Agency, Austin, TX

As the AP Program has grown, more districts and states are securing federal AP Incentive Program (APIP) funding for exam fee waivers, professional development, virtual schools, and other initiatives. This presentation will address recent changes in the laws governing and procedures for obtaining federal grants for AP and Pre-AP programs.

Supporting AP Computer Science Teachers through New Partnerships

Subject: Computer Science

Owen Astrachan, Duke University, Durham, NC

Gail Chapman, The College Board, New York, NY

Chris Stephenson, University of Waterloo, Waterloo, Ontario

Fran Trees, Drew University, Madison, NJ

Representatives of the ACM K-12 Education Task Force and the AP Computer Science Ad Hoc Committee will outline a unique new partnership aimed at improving support for AP Computer Science teachers. They will discuss two major projects: the JETT (Java Engagement for Teacher Training) project, and the Web Repository project.

Teaching the New AP Studio Art Portfolio: 3-D Design

Subject: Fine Arts

N. Dana Collins, Illinois Community College, Ogelsby, IL

An AP Studio Art Reader will present a series of images that depict three-dimensional work produced in college-level foundation courses.

Teaching Reading through Syntax: Beyond Grammar to a New Language Landscape

Subject: English

Bernard A. Phelan, Barrington High School, Barrington, IL

This session will focus on a difficult issue: how do we, as middle school and high school teachers, address reading in our classrooms? Participants will explore the architecture of language and a syntactic basis for teaching reading. Issues of grammar, composition, and rhetoric will also inform the discussion.

The Meaning of a Confidence Interval

Subject: Mathematics

Madhuri S. Mulekar, University of South Alabama, Mobile, AL

A member of the AP Statistics Development Committee will illustrate the meaning of confidence interval, demonstrate a classroom activity for teaching it, and discuss wrong as well as correct interpretations of the computed confidence interval.

The World at Our Fingertips

Subjects: English, Social Sciences

Joy Gorence and **Barden Keeler**, Gulf Coast High School, Naples, FL

The session models an innovative approach to teaching AP courses to ninth-grade students, combining AP Human Geography with English I Honors. An interdisciplinary approach to research techniques, comprehensive critical reading, expository writing, and media technology provides students with a solid foundation for enrollment in additional AP courses.

SATURDAY, JULY 19, 2003

(Continued)

Fractals, Fermat's Last Theorem, Newtonian Laws of Motion, Landscape Gardening, Romantic Poets and Painters: An Interdisciplinary Approach to Teaching Tom Stoppard

Subjects: English, Interdisciplinary Learning
Danny Lawrence, The Career Center, Winston-Salem, NC

Arcadia, an ideal cross-disciplinary study, allows mature students to explore philosophical questions in math, science, history, art, and literature. This session will introduce the play and suggest ways of incorporating a cross-curricular approach.

Tools for Effective AP Vertical Teams®

Subjects: Administration, Pre-AP
Tommie Sue Anthony, University of Arkansas at Little Rock, Little Rock, AR

This session will present strategies for creating an AP Vertical Team, crafting a common vision, building consensus, conducting effective meetings, building support, and planning for slumps. Ten years of experiences will be shared.

Using Essential Questions to Build Toward Sophisticated Understanding

Subjects: English, Foreign Literature
Joyce Tucker, Guilford High School, Guilford, CT
Using the techniques introduced in this session, AP English and AP Foreign Literature students will develop enhanced understanding about characters and their relationships to family and society.

Avoiding Common Mistakes in AP Chemistry

Subject: Science
Annis Hapkiewicz, Okemos High School, Okemos, MI
A member of the AP Chemistry Development Committee will suggest ways to help students disabuse themselves of misconceptions that lead to common mistakes.

12:30–1:30 p.m.

LUNCH IN PASADENA ROOM

1:30–2:45 p.m.

CONFERENCE SESSIONS

AP Spanish: An Inclusive Approach

Subject: Foreign Languages
Maria Carmen Benchoff, University of California, Riverside, CA
Alba Martin, John W. North High School, Riverside, CA
The language learning activities demonstrated in this session are based upon the new AP Spanish Literature curriculum and designed to reach all students, starting at the middle school level, and lead them through the Literature course.

Changes to the New SAT® and How the Essay Section Will Be Scored

Subject: General
Brian A. Bremen, University of Texas at Austin, TX
This session will explain modifications that will be made to the new SAT to be administered starting in March 2005. Topics will include the new test question types, the new essay, and new topics covered. This session will explain the holistic scoring method that will be used to score the essay and the qualification requirements and training of the essay readers. Some time will also be spent highlighting the related changes to the 2004 PSAT/NMSQT.

AP Credit and Placement Policies: A Survey of 500 Colleges and Universities

Walt Jimenez and **Andrew Wiley**, The College Board, New York, NY
Attendees at this session will be presented with an overview of the results of a recent survey, conducted by the College Board, of AP credit and placement policies in academic departments at 500 U.S. colleges and universities. While not an exhaustive survey—policy information was collected from a selection of institutions and for 15 of the 34 AP Examinations—the data collected will illuminate the ongoing discussion regarding AP credit and placement policies. The survey is but a first step in a larger effort by the College Board and the AP Program to collect and provide up-to-date credit and placement policy information to interested members of the AP community.

A Close Look at the AP Music Theory Exam: Implications for Teaching

Subject: Fine Arts
Jane Piper Clendinning, Florida State University School of Music, Tallahassee, FL
Patricia L. Price, High School for the Performing and Visual Arts, Houston, TX
Members of the AP Music Development Committee will suggest strategies for preparing students for the exam.

A.Pluribus Unum

Subject: Social Studies

Andrew Conneen and **Daniel Larsen**, Adlai E.

Stevenson High School, Lincolnshire, IL

Participants will gain insight into the possibilities and benefits of consolidating both AP Government & Politics courses into one yearlong course.

Active Learning in the AP Economics Classroom

Subject: Social Sciences

David Anderson, Centre College, Danville, KY

The AP Central Economics content editor and author of *Favorite Ways to Learn Economics* and *Cracking the AP Economics Exam* will explain and demonstrate brief exercises that turn students into economic decision makers and provide the type of education that lasts.

AP Calculus BC Online:

Professional Development for Teachers and Instruction for Students

Subject: Mathematics

James R. Choike, Oklahoma State University, Stillwater, OK

This session will describe an online teacher professional development and student instructional program in AP Calculus BC.

Using AP Central: Teaching Resources for Social Studies, Music, and Arts Courses

Subjects: History, Social Studies, Fine Arts

Lawrence Charap and **Donna DeSoto**, The College Board, New York, NY

Meet with the content editors from AP Central, the online home for AP professionals and the Pre-AP program, as they give an overview of AP Central and delve into the rich resources available for the following courses: U.S. History, European History, World History, Government & Politics: U.S., Government & Politics: Comparative, Psychology, Microeconomics, Macroeconomics, Human Geography, Art History, Studio Art, and Music Theory.

Overcoming AP Exam Administration Challenges

Subject: Coordination

Marcy Miller, Westfield High School, Chantilly, VA

Kathryne Sanders, Providence High School, Charlotte, NC

Karen Schulz, Newport High School, Bellevue, WA
AP Coordinators often have to improvise when confronted with the logistical burdens of large AP Exam administrations.

Issues such as testing off-site, training proctors, and accommodating disabled students will be addressed in this session. The panel will share tips and techniques for solving these and other problems.

Creating a Framework that Supports Expanding AP Participation

Subject: Administration, Equity & Access

Ann Barr, Guilford County Schools, Greensboro, NC
Representatives of the Guilford County, North Carolina School District will discuss its "Organizational Capabilities Framework," designed to dramatically and equitably increase AP enrollment.

Further Adventures in the Amusement Park

Subject: Mathematics

David Bressoud, Macalester College, St. Paul, MN
A member of the AP Calculus Development Committee will talk about where and why students had difficulty on the 2002 AB2/BC2 "Amusement Park" question. The presenter will propose several ideas for using this problem as a jumping off point for classroom projects.

Interdisciplinary AP Options: Integrating Two AP Classes into One

Subjects: English, History

Linda Davey and **Peggy Syers**, Rio Rancho High School, Rio Rancho, NM

This session will encourage teachers to try a team-teaching model for AP history and English classes across two years. Lesson plans, syllabi, primary documents, and materials that link classes together will be provided.

Multiculturalism in the U.S. History Survey

Subject: History

Roger Grant, Clemson University, Clemson, SC

Barbara Harbour, Cass Technical High School, Detroit, MI

Uma Vankateswaran, Educational Testing Service, Princeton, NJ

Members of the AP U.S. History Development Committee will address the ways in which race and gender issues have become a fundamental part of college-level surveys, while examining their inclusion in the AP Exam.

Preparing Middle and Early High School Students for AP-Level Writing

Subject: English

James Lindsay, Highland Park High School, Dallas, TX

Participants will learn strategies to help students plan and write concise, thoughtful essays that maintain an elevated style in a timed testing situation.

Regression and Inference: The Hypothesis Test and What It Measures

Subject: Mathematics

Michael Allwood, The Brunswick School, Greenwich, CT

An important AP Statistics topic is the linear regression t-test. This session will include a description of how students are expected to present the analysis on the AP Statistics Exam. Bring your TI-83.

Setting Standards for the New AP Spanish Literature Exam

Subject: Foreign Languages

David Baum, Educational Testing Service, Princeton, NJ

Joseph Chrzanowski, California State University: Los Angeles

William Forbes, University of New Hampshire, Durham, NH

Rita Goldberg, St. Lawrence University, Canton, NY

The panel will report on the process used to set initial standards for the newly revised AP Spanish Literature Exam. As part of a college comparability study conducted in 2002-03, a version of the exam was administered in colleges and universities. The exams were graded by both the participating college professors and AP Readers. Then, the grades assigned by college professors were compared to those assigned by AP. Results from the study were used to set AP Spanish Literature grades. Information is relevant to placement/credit policies.

States and Districts Workshop: Approaches to Achieving Equity

Subject: Administration

Demaree Michelau, Western Interstate Commission on Higher Education, Boulder, CO

Wanda Monthey, Maine Department of Education, Augusta, ME

Kathleen Plato, Washington State Department of Education, Olympia, WA

The panel will address approaches to achieving equity in education across large areas and populations.

SATURDAY, JULY 19, 2003

(Continued)

Using AP Magnets to Compete with IB and Dual-Enrollment Programs

Subject: Administration

Ted Czupryk and **William Husfelt**, A.C. Mosley High School, Lynn Haven, FL

A.C. Mosley High School has developed an attractive "AP magnet" program to offer a distinctive alternative to the new IB program at another school in its district. The presenters will describe the program and suggest ways it can be implemented at other schools.

Using Visual Studio .NET in the Computer Science Curriculum

Subject: Computer Science

Debbie Carter, Lancaster Country Day School, Lancaster, PA

Roseann Krane, Monte Vista High School, Danville, CA

Pat Phillips, Craig High School, Janesville, WI

Brian Scarbeau, Lake Highland Preparatory School, Orlando, FL

Alfred C. Thompson II, Bishop Guertin High School, Nashua, NH

Attendees will learn the advantages of using Microsoft® Visual Studio .NET as the primary programming environment for AP Computer Science and for beginning-level programming classes.

Writing Analytical Essays for the AP Latin Exams

Subject: Foreign Languages

Susan Bonvallet, The Wellington School, Columbus, OH

Shelley Haley, Hamilton College, Clinton, NY

Working backward from the AP Latin essay rubric, attendees will develop and refine strategies for teaching analytical writing.

Teaching Physics After the AP Exam

Subject: Science

Vincent Pereira, Dwight-Englewood School, Englewood, NJ

This session will present a number of advanced Physics topics that can be taught in the weeks between the AP Exam and the end of the school year.

Guided Inquiry Instruction in Chemistry

1:30–5 p.m.

Subject: Science

Rick Moog and **James N. Spencer**, Franklin & Marshall College, Lancaster, PA

Learning theory and classroom research suggest that students generally experience enhanced learning when they are actively engaged and when they are given the opportunity to construct their own knowledge. The focus of this three-and-one-half-hour workshop will be a hands-on demonstration of a guided inquiry approach to instruction using small groups. Students use prepared materials to guide them to the discovery of chemical principles and an understanding of the methods scientists use to refine and test models. The workshop will also include a brief description of the pedagogic basis of the guided inquiry method of instruction and of student responses and performance.

Registration will be limited to 50 participants. If you wish to preregister for Guided Inquiry Instruction, please register in person at the conference registration desk.

3–4:15 p.m.

CONFERENCE SESSIONS

"But I Found It on the Internet": A Guide to Searching and Evaluating Web Sites

Subject: Interdisciplinary Learning

Joyce Herr, Tascosa High School, Amarillo, TX

This session will provide practical tools to help teachers and students conduct meaningful Internet research.

Accessing Text for History

Subject: History

Krista Dornbush, Laguna Beach High School, Laguna Beach, CA

Darlene Pope, Jefferson Middle School, San Gabriel, CA

Building on techniques from the Building Success in English and Social Studies Workshop, this session will address textual analysis in varying levels of the history classroom.

AP and IB: Prospects and Possibilities for Cooperation

Subject: Administration

Mark Bach, APEX Learning, Seattle

Bob DiYanni, The College Board, NY

Janet Glancy, Naples High School, Naples, FL

Participants will learn how AP and IB can be reconciled in a school's curriculum and get information about current AP and IB collaborative initiatives.

AP Calculus Topics that Filter to Pre-AP

Subject: Mathematics

Stacey McMullen, AP Strategies, Inc., Dallas

Actual AP Calculus Exam free-response questions will be revised in this session to reflect calculus topics appropriate to Algebra I and II, geometry, and precalculus. Participants will receive four lessons ready for classroom use!

Using AP Central: Teaching Resources for Math and Science Courses

Subjects: Mathematics and Science

Susan Kornstein and **Ed Nothnagle**, The College Board, New York, NY

Meet the content editors from AP Central, the online home for AP professionals and the Pre-AP program, as they give an overview of AP Central and delve into the rich resources available for the following courses: Calculus AB, Calculus BC, Statistics, Computer Science A, Computer Science AB, Biology, Chemistry, Environmental Science, Physics B, Physics C–Mechanics, and Physics C–Electricity & Magnetism.

AP German: Hinter den Kulissen

Subject: Foreign Languages

Truett Cates, Austin College, Sherman, TX

Thomas A. Lovik, Michigan State University, East Lansing, MI

AP German Development Committee members will describe how the test is constructed and evaluate free-response samples from the 2003 administration.

AP Psychology: Plans to Make Fans!

Subject: Psychology

Alan Feldman, Perth Amboy High School, Perth Amboy, NJ

James Freeman, University of Virginia, Charlottesville, VA

Members of the AP Psychology Development Committee will present lesson plans and teaching models to prepare students.

Teachers of Color: Invitation to a Conversation

Subject: Administration, Equity & Access

Eddie Carson, Central Arkansas Christian High School, North Little Rock, AR

Phyllis Caruth, Central High School, Little Rock, AR

Linda Maples, Earle High School, Crittenden, AR

Ann Robinson, University of Arkansas at Little Rock, Little Rock, AR

Jaime Rollans, Mills University Studies High School, Little Rock, AR

This workshop is for those seeking to increase the number of teachers of color in their Pre-AP and AP classrooms. Mentors and mentees from Arkansas will share their experiences from a program designed to develop teaching and mentoring talents.

Balancing Tragedy with Comedy in the Classroom

Subjects: English, Foreign Literature

Brendan Kenny, Austin Independent School District (ret.), Austin, TX

Representing both tragedy and comedy in the literature classroom provides a balanced approach for students. This session will examine definitions and characteristics of tragedy, while appreciating comedy's structure and its contribution to literature.

Cards, Cartoons, and Crafts: Hands-On Methods for Teaching Programming Concepts

Subject: Computer Science

Robert Parker, Flintridge Preparatory School, La Cañada Flintridge, CA

The presenter will demonstrate how abstract concepts in computer science, such as data structures and classes, can be introduced to students using tangible, everyday objects.

Controversy and Context as Introduction: Teaching the Art History Survey

Subject: Fine Arts

Eric Frank, Occidental College, Los Angeles, CA

The AP Art History course, like the discipline itself, has undergone fundamental shifts in emphasis over the last three decades. Historical contextualization is increasingly privileged over formal analysis and identification. In this session, a member of the AP Art History Development Committee will suggest pedagogical methods to help teachers adjust to this transformation.

Developing Thesis Statements in AP Humanities Classes

Subjects: English, History

Michael Henry, Prince George's Community College, Largo, MD

Frazier O'Leary, Cardozo High School, Washington, D.C.

This session will examine thesis construction in AP English Literature and AP U.S. History classes. It will identify components of a good thesis statement in both disciplines, suggest some techniques for thesis construction, and discuss similarities and differences in the construction process in the two subject areas.

Double Your AP Enrollment in Four Years

Subject: Administration, Equity & Access

Von Mansfield, **Sue Mosel**, **Sue Tantilto**, and **Pam Tucker**, Homewood-Flossmoor Community High School, Flossmoor, IL

Want to increase your AP enrollment, especially among diverse students? Representatives of a suburban Chicago district will share their strategies, which can be replicated almost anywhere.

Innovative Lessons for AP Economics Classes

Subject: Social Sciences

John Morton, The National Council on Economic Education, Scottsdale, AZ

Steve Reff, AP Economics Teacher, Pueblo High School, Tucson, AZ

Economics teachers often try to cover too much material in too much detail, losing sight of the importance of fundamental skills. If students understand basic economic concepts, they have the tools necessary to perform well on the AP Economics Exams. This session will demonstrate multiple forms of alternative interactive learning, using basic concepts to prepare students for the AP Exams.

Making Inference Make Sense

Subject: Mathematics

Dave Bock, Ithaca High School, Ithaca, NY

How can we help students understand statistical inference? This session will present a framework for preparing students to deal with inference concepts, and then lead them through the specific methods in a way that makes sense to them.

SATURDAY, JULY 19, 2003

(Continued)

Open the Doors: Pre-AP in Middle School

Subject: English

Nancy Schaefer, Benton Middle School, Benton, AR
Participants will learn strategies and activities that help students increase skills, explore new ideas, take intellectual risks, and relate what they learn in the classroom to what they experience in life.

Poetas y Poemas del Siglo de Oro

Subject: Foreign Languages

Michael Carlo, Princeton High School, Princeton, NJ
A member of the AP Spanish Development Committee will explore strategies and activities for teaching poetry from the *Siglo de Oro*. Poems written by Quevedo, Sor Juana, and Góngora will be highlighted.

Preparing Urban Public School Minority Students for the AP Calculus Exam

Subject: Mathematics and Equity & Access

Julian Dias, Morgan Park High School, Chicago, IL

This session will address the unique challenges in teaching AP Calculus to underrepresented minorities in urban public schools.

Scoring the Free-Response Section of the AP Human Geography Exam

Subject: Social Studies

Patricia Gober, Arizona State University, Tempe, AZ

Barbara Hildebrant, Educational Testing Service, Rosedale, NJ

Gregory Sherwin, Adlai E. Stevenson High School, Lincolnshire, IL

Members of the AP Human Geography Development Committee will explain how the exam is scored, point out common student mistakes, and suggest related teaching strategies.

States and Districts Workshop: Crunching the Numbers

Subject: Administration

Rick Morgan, Educational Testing Service, Princeton, NJ

Sallie L. Wilson, California Department of Education, Sacramento, CA

This session will address large-scale analysis of AP Program data, as well as data collection and analysis required to plan fee waivers for underserved students.

Teaching the New Studio Art Portfolios: 2-D versus Drawing

Subject: Fine Arts

Joann Winkler, Clinton High School, Clinton, IA
This session will clarify subtle distinctions between AP 2-D Design and AP Drawing. Curricula, instruction techniques, and portfolio requirements will be addressed.

Vertical Integration of Graphing Skills

Subjects: Mathematics, Science

Cheri Smith, Yale Secondary School, Abbotsford, British Columbia

A sequence for introducing graphing skills through middle school and high school (grades 6–10) will be presented in this session. A series of laboratory activities suitable for accomplishing this in middle school and high school science classes will be provided.

What I (Think I) Know About Poetry

Subject: English

Deborah Shepard, Lincoln High School, Tallahassee, FL

Participants will learn “tried-and-true” strategies that help students gain a deeper understanding of poetry, and follow a project that begins with an informal response and concludes with a multimedia presentation of original student work.

Teaching a New AP Comparative Government & Politics Course

Subject: Social Sciences

Kristin Parris, Western Washington University, Bellingham, WA

Jean Robinson, Indiana University, Bloomington, IN

Rebecca Small, Herndon High School, Herndon, VA

Members of the AP Government & Politics Development Committee and the AP Central content adviser for government will discuss a more thematic and conceptual approach to teaching introductory Comparative Government & Politics, using a range of countries as examples, rather than case studies.

4:30–5:15 p.m.

**PLENARY SPEAKER—
CHAUNCEY VEATCH**



2002 National Teacher of the Year; educator, mentor, and motivator, Thermal, CA

2002 National Teacher of the Year Chauncey Veatch will tell us about his unique strategies for helping students dream big and achieve big as they reach for academic and personal success.

5:30–7 p.m.

RECEPTION

SUNDAY, JULY 20, 2003

8 a.m.–6:30 p.m.

REGISTRATION OPEN

8–8:30 a.m.

**CONTINENTAL BREAKFAST
IN PASADENA ROOM**

8 a.m.–12 noon

SPONSOR EXHIBITS

8:30–10 a.m.

CONFERENCE SESSIONS

**Questions and Suggestions
for the AP Executive Directors**

Subject: General

Trevor Packer, The College Board, New York, NY
Kim Tilton, Educational Testing Service, Princeton, NJ

The AP executive directors from the College Board and Educational Testing Service will answer questions from the audience and hear concerns about and suggestions for the improvement of the Program.

Virtual Schools and the Culture of AP

Subject: Administration, Equity & Access

Clair Baldus, The Belin-Blank Center, University of Iowa, Iowa City
Rosanne Malek, Iowa Department of Education, Des Moines, IA
Linda Pittenger, Director of the Kentucky Virtual High School, Frankfort, KY

Representatives of two innovative, online “virtual AP academies” will describe their programs and depict how distance learning can change equity and access to AP on a statewide scale.

**Using AP Central: Teaching Resources for
English and Foreign Language Courses**

Subjects: English, Foreign Languages

Lawrence Charap, Danell Jones, and Stephanie LaCroix, The College Board, New York, NY

Meet with the content editors from AP Central, the online home for AP professionals and the Pre-AP program, as they give an overview of AP Central and delve into the rich resources available for English Literature & Composition, English Language & Composition, Spanish Language, Spanish Literature, French Language, French Literature, German Language, Latin: Vergil, and Latin: Literature.

**Building Success in Mathematics: Teaching
Numeracy to All Students**

Subject: Mathematics

Guy Mauldin, Science Hill High School, Johnson City, TN

This session will introduce mathematics teachers of grades 5–10 to strategies they can use in their classrooms, regardless of their math subject area or the previous preparation of their students.

MEET THE DEVELOPMENT COMMITTEE

Breakout Sessions in Economics, Environmental Science, European History, German, Human Geography, Latin, Physics, Psychology, Statistics, and Studio Art. Committee members will discuss how exams are developed, common errors, and how teachers can prepare students for AP.

Committee

Presenters

ECONOMICS

Dennis L. Placone, Clemson University, Clemson, SC
Peggy Pride, St. Louis University High School, St. Louis, MO
Clark Ross, Davidson College, Davidson, NC

ENVIRONMENTAL

Dean Goodwin, Kimball Union Academy, Meriden, NH

SCIENCE

Susan Postawko, University of Oklahoma, Norman, OK

EUROPEAN HISTORY

Steven Mercado, Chaffey High School, Ontario, CA
Gordon Mork, Purdue University, West Lafayette, IN

GERMAN

Truett Cates, Austin College, Sherman, TX
Thomas A. Lovik, Michigan State University, East Lansing, MI

HUMAN GEOGRAPHY

Patricia Gober, Arizona State University, Tempe, AZ
Gregory Sherwin, Adlai E. Stevenson High School, Lincolnshire, IL

LATIN

Susan Bonvallet, The Wellington School, Columbus, OH
Shelley Haley, Hamilton College, Clinton, NY
John Sarkissian, Youngstown University, Youngstown, OH

PHYSICS

Stephen Eshleman, Upper Darby High School District, Drexel Hill, PA
Martha Lietz, Niles West High School, Skokie, IL
J. Patrick Polley, Beloit College, Beloit, WI

PSYCHOLOGY

Alan Feldman, Perth Amboy High School, Perth Amboy, NJ
James Freeman, University of Virginia, Charlottesville, VA

STATISTICS

John Diehl, Hinsdale Central High School, Hinsdale, IL
Madhuri Mulekar, University of South Alabama, Mobile, AL

STUDIO ART

Robert Lazuka, Ohio University, Athens, OH
Jerry Stefl, Carl Sandburg High School, Orland Park, IL

SUNDAY, JULY 20, 2003

(Continued)

Going Global with AP

Subject: Administration

Bob DiYanni, The College Board, New York, NY

George Ewonus, The College Board, Kelowna, British Columbia

AP is spreading worldwide, including international workshops, conferences, and institutes, as well as university recognition. The presenters will describe these initiatives, especially new initiatives in East Asia.

Open Q&A for AP Coordinators

Subject: Coordination

Mary Mindel, Dulaney High School, Timonium, MD

Elizabeth Rodenhizer, Choate Rosemary Hall, Wallingford, CT

Paul Weaver, Chair, Plano Senior High School, Plano, TX

A panel of experienced AP Coordinators will moderate an open discussion in which Coordinators can ask questions and share answers and best practices.

Remember the Ladies:

The Role of Women in U.S. History

Subject: History

Jeanne Kish, The Center for Learning, Westlake, OH

Group activities, lesson modeling, and samples of classroom lessons in this session will help explore the role of women in U.S. History, from colonization to the Civil War.

State Science Standards & AP Biology Performance

Subject: Science

Howard Everson, The College Board, New York, NY

Peggy O'Neil Skinner, The Bush School, Seattle, WA

Topics such as evolution, genetics, and heredity are dealt with differently by state science standards. This session will analyze the influence of these standards on students' performance on the 2000 AP Biology Exam.

The Road to Calculus: The Unbeaten Path

Subject: Mathematics

Audrey Schneider, James Ford Rhodes High School, Cleveland, OH

Middle School Presenter, TBA

In this session, middle school and high school math teachers will explore rigorous, mathematically sound hands-on activities that involve and excite students. Participants

will engage in activities that develop elementary ideas conceptually, graphically, and symbolically, with an emphasis on written and oral communication.

High School–College Articulation and the AP French Program

Subject: Foreign Languages

Mona Mulhair, Las Lomas High School, Walnut Creek, CA

Jean-Pierre Piriou, University of Georgia, Athens, GA
Administrator Presenter, TBA

High school teachers, university faculty, and administrators will discuss in this session the content of the AP French Language and Literature courses and how these exams align with their college courses and curricula. It will be a great opportunity for articulation between AP teachers and university faculty.

Advanced Placement and No Child Left Behind

Subject: General

Thomas Corwin, Associate Deputy Undersecretary, U.S. Department of Education, Office of Innovation and Improvement

OII administers 25 discretionary programs that support and disseminate information on approaches to improving elementary and secondary education. The presenter will discuss how AP fits within the framework of the No Child Left Behind Act, the groundbreaking elementary and secondary education legislation enacted by Congress at the beginning of 2002. Particular attention will be paid to the challenges and opportunities that No Child Left Behind offers for AP courses and Pre-AP programs.

10–10:30 a.m.

COFFEE BREAK IN PASADENA ROOM

10:30–11:45 a.m.

CONFERENCE SESSIONS

Add More Descriptive Chemistry to Your Curriculum

Subject: Science

Ann Levinson, Chicagoland Jewish High School, Morton Grove, IL

Attendees will participate in hands-on experiments that enhance students' knowledge of descriptive chemistry and hear ideas on how to introduce chemical reactions to their students.

AP Central—Professional Development Beyond the Web

Donna DeSoto and **Ed Nothnagle**, The College Board, New York, NY

Session participants will learn how AP Central, the official College Board Web site for those interested in the Pre-AP or AP programs, is supporting teachers by expanding the scope of our professional development outreach beyond the Web. Those attending will be involved in the construction of the session through interactive participation as the tools and applications are demonstrated. Participants will receive handouts and information about how they can take advantage of the Web site and related programs to support their own professional development and classroom practice.

Before and Beyond the AP Foreign Language Classroom

Subject: Administration, Foreign Languages

David Baum, Deborah Bischof, and **Kate Rabiteau**, Educational Testing Service, Princeton, NJ

Presenters and attendees will discuss the results of a survey administered to students taking the AP French, German, and Spanish Language Exams. The information given will be relevant to both administrative and pedagogical decisions.

Building an Inclusive AP Social Studies Program

Subject: Social Studies

Sally Farr, Katy Independent School District, Katy, TX

Susan Magill, Katy Junior High, Katy, TX
Yvonne Pittman, Cinco Ranch High School, Katy, TX
Alene Zimmer, Katy Independent School District, Katy, TX

This session will focus on how to recruit members, organize the team for success, and empower the members to become instructional leaders within the AP Social Studies Vertical Team.

Connecting and Communicating: Using Graphic Organizers in Math Class

Subject: Mathematics

Carol Hynes, Leominster Public Schools, Holden, MA
This session will explain how to use graphic organizers to help students make connections between topics and across grades and communicate their mathematical knowledge using numerical, graphical, symbolic, and verbal methods.

Creating AP Success within Modified Block Schedules

Subject: Administration

John Meyer, Walter Heines Page High School, Greensboro, NC

Teachers, administrators, and coordinators will learn how block and modified block schedules may be used to increase both participation and diversity in AP classes.

Integrated Curriculum: Making the Connection

Subject: Interdisciplinary

Amy Asbridge, Tammy Griffith, and **Holli Mitchell**, Adairsville High School, Adairsville, GA

This session will describe key concepts important to all AP courses and provide classroom strategies for teaching them in an integrated way. An AP World History and an AP English Literature teacher will describe how they teach their courses together by combining reading assignments and projects and connecting the two subjects.

Integrating Themes in AP Human Geography

Subject: Social Studies

Patricia Gober, Arizona State University, Tempe, AZ

Gregory Sherwin, Adlai E. Stevenson High School, Lincolnshire, IL

A key integrating theme in human geography is the process of suburbanization. Members of the AP Human Geography Development Committee will demonstrate how the idea of suburbanization can be taught in the classroom, how a free-response question on the 2001 exam was developed around key features of North American suburbanization, and how the question itself was scored.

Multimedia Use in AP U.S. History

Subject: History

Matt Cone, Plano High School, Plano, TX
Matt Tassinari, Palmdale High School, Palmdale, CA
Classroom multimedia techniques will be taught in this session, including the use of songs, digital maps and pictures, and Internet resources for primary documents. Participants will receive a CD-ROM containing useful information.

Providing New Tools for AP Coordinators: A Report from the AP Coordinators' Solutions Group

Subject: Coordination

Trevor Packer, The College Board, New York, NY (moderator)

Panel: AP Coordinator Solutions Group

Representatives of this group will present Web resources that have been developed to streamline and simplify AP Exam administration; the group will also gather suggestions for additional tools the College Board might develop to assist AP Coordinators.

Rate of Change in Pre-AP Mathematics

Subject: Mathematics

James Choike, Mathematics Department, Oklahoma State University, Stillwater, OK
This session will offer a classroom-ready lesson that demonstrates a developmental and multiple-representational approach to introducing rate of change to students.

Responding to the AP Prompt: Techniques to Jump-start the Writing Process

Subject: English

Presenter: Thom Wade, Arroyo Grande High School, Arroyo Grande, CA

Students' essays often falter in predictable patterns. This session will provide tools to help students quickly assess the prompt and construct concise, articulate, content-rich essays. In a workshop setting, participants will engage in exercises that practice these techniques.

States and Districts Workshop: Bringing Pre-AP to a State

Subject: Administration, Equity & Access

Tommie Sue Anthony, University of Arkansas, Little Rock, AR

Ann M. Biggers, Arkansas Department of Education, Little Rock, AR

Ann Robinson, University of Arkansas, Little Rock, AR

This session will describe one state's Pre-AP initiative from legislation to teacher development opportunities. A variety of activities, including a teacher mentorship program and an AP Vertical Teams Academy program, will be discussed.

SUNDAY, JULY 20, 2003

(Continued)

Teaching the Twentieth Century as Part of the European History Survey Course

Subject: History

Steven Mercado, Chaffey High School,
Ontario, CA

Gordon Mork, Purdue University,
West Lafayette, IN

Members of the AP European History Development Committee will share ideas on how to make this topic relevant to today's students.

The EZY Way to Start an APVT in English

Subject: English

Melodie Good, **Diane Kelly**, and **Valerie Mayse**,
Belen High School, Belen, NM

Members of a successful AP English Vertical Team will explain how they fully integrated grades 7–12. Techniques described will include garnering administrative support, writing a manual, ensuring good communication, and proper training.

Training for Thoughtfulness: Interdisciplinary Collaboration

Subjects: English, Science, Administration

Susan Berrend and **Gordon Hultberg**,
Intermountain Christian High School, Salt
Lake City, UT

Teaming up with a colleague on an interdisciplinary project causes both students and teachers to grow and fosters strong critical-thinking skills in the classroom. Focusing on problem- and inquiry-based learning strategies, the presenters will share several examples of teaming science and English units in grades 9–12, give reasons to try it at your school, and suggest where to begin. Handouts will be provided on the Zoo Project (grades 9–10), *Mosquito Coast* novel unit (grades 11–12), and practical ideas.

Tune In to AP Teaching Tips Through Distance Learning

Subject: Administration, Mathematics

David East and **Raychelle Johnson Estep**,
Indiana Academy for Science, Mathematics,
and Humanities, Muncie, IN

The Indiana Academy presents a professional development opportunity that addresses specific problem topics that arise when teaching AP courses and offers in-depth exploration of challenging topics and labs in the AP classroom. Schools or

teachers seeking to enhance their AP program can participate in this opportunity. A sample module from AP Calculus will be presented.

What Are Our R's? Interpreting the Coefficients of Correlation and Determination

Subject: Mathematics

John Diehl, Hinsdale Central High School,
Hinsdale, IL

A member of the AP Statistics Development Committee will explain how the coefficient of correlation and the coefficient of determination can be computed and how the values of each can be interpreted in a way that is appropriate to the context of the analysis.

Writing Is Thinking: Using an Inductive/Deductive Model to Improve Writing in the Social Studies

Subjects: History, Social Studies

Warren Hierl, The Career Center, Winston-Salem, NC

Using examples from U.S. History, this session will explore a highly adaptable model for analytical writing.

Resources for AP Physics Teachers

Subject: Physics

Stephen Eshleman, Upper Darby High School
District, Drexel Hill, PA

Martha Lietz, Niles West High School, Skokie, IL

Members of the Test Development Committee will share resources that high school teachers can use to enhance their classroom instruction. These will include supplementary materials, lab ideas, classroom demonstrations, and professional support as well as Internet resources related to the AP Physics B and C curricula.

12 noon–2 p.m.

LUNCHEON AND CLOSING SESSION

PLENARY SPEAKER—

SARA LAWRENCE-LIGHTFOOT

**FOLLOWED BY A PERFORMANCE BY
THE PASADENA POPS**



SARA LAWRENCE-LIGHTFOOT

SOCIOLOGIST AND AUTHOR

Sociologist Sara Lawrence-Lightfoot is a Professor of Education at Harvard University. She holds a bachelor's degree in psychology from Swarthmore College, studied child development and teaching at Bank Street College of Education, and did her doctoral work in sociology of education at Harvard.

Dr. Lawrence-Lightfoot is a prolific author. She has written seven books, including *Worlds Apart: Relationships Between Families and Schools* (1978), *Beyond Bias: Perspectives on Classrooms* (1979) (with Jean Carew), and *The Good High School: Portraits of Character and Culture* (1983), which received the 1984 Outstanding Book Award from the American Educational Research Association.

Her book *Balm In Gilead: Journey of a Healer* (1988), which won the 1988 Christopher Award for "literary merit and humanitarian achievement," was followed by *I've Known Rivers: Lives of Loss and Liberation* (1994) and *The Art and Science of Portraiture* (1997) (with Jessica Hoffmann Davis), which documents her pioneering approach to social science methodology, one that bridges the realms of aesthetics and empiricism. In her most recent book, *Respect: An Exploration* (1999), Dr. Lawrence-Lightfoot reaches deep into human experience to find the essence of this powerful quality.

In addition to teaching, researching, and writing, she sits on numerous professional com-

mittees and boards of directors, including the National Academy of Education, the Boston Globe, WGBH-FM, and Bright Horizons Family Solutions. She is Chair of the Board of the John D. and Catherine T. MacArthur Foundation.

She received the prestigious MacArthur Prize Award in 1984. In 1993, she was awarded Harvard's George Ledlie Prize, given for research that makes the "most valuable contribution to science" and "the benefit of mankind," and in 1995 she became a Spencer Senior Scholar.

In 1993, Swarthmore University established the Sara Lawrence-Lightfoot Chair. In 1998, she received the Emily Hargroves Fisher Endowed Chair at Harvard University, which, upon her retirement, will be named for her, making her the first African American woman in Harvard's history to have an endowed professorship named in her honor.

PASADENA POPS

The Pasadena Pops Orchestra was founded in 1987 as a nonprofit organization dedicated to the finest musical entertainment. Over the first 12 years of existence and with the hard work of dedicated volunteers, The Pops established itself in the local and surrounding communities, growing its subscription base, volunteers, and its number of annual events. However, with the addition of Maestra Rachael Worby in 1999, The Pops has been transformed from the best-kept secret in Southern California to a nationally renowned orchestra, attracting nearly 40,000 people every year.

Unlike all other pops orchestras, the Pasadena Pops is fully independent and is not affiliated with any larger symphonies or orchestras. The first Pops events were held in private Pasadena homes and then later in smaller local venues. In 1994, The Pops expanded their concert series and moved to beautiful Descanso Gardens in La Cañada, California, to accommodate the growing crowds. Descanso Gardens has been home to The Pops summer concert series ever since, and attracts 16,000 subscription concertgoers today.

During the summers of 1999 and 2000, Rachael Worby, highly praised as a guest conductor worldwide and for expanding the Wheeling Symphony Orchestra in West Virginia as its music director, guest conducted three times with the Pasadena Pops Orchestra. There was such an amazing response to Ms. Worby's charisma that The Pops' Board of Directors offered her a permanent position. Ms. Worby accepted the position of Music Director in 2000 with the agreement that she and the Board would significantly expand the organization and develop its community outreach program.

Under her baton and through her energetic leadership, Ms. Worby has more than doubled the total number of annual events, increased subscription concerts, and added new nonsubscription shows. Whether the work is operatic, symphonic, or pop, American, European, light classic, or twentieth century, Ms. Worby's versatile talents lend themselves to creating an unforgettable event out of every music experience. Ms. Worby has also created an extensive education and outreach program that brings music to inner-city schools,

instruction to talented young musicians, and free concerts to the steps of Pasadena's City Hall.

Members of the Pasadena Pops Orchestra are selected from top freelance musicians in Los Angeles, considered the best talent pool in the country. Many members of the orchestra have been playing together since The Pops' inception in 1987. In addition to the considerable talents they lend to Pops events, they are also members of other prestigious Southern California orchestras like the Los Angeles Philharmonic and the Los Angeles Opera, and are often busy recording scores for motion pictures and television.

The Pasadena Pops looks forward to another successful season in 2003. With the vision of Maestra Rachael Worby and the commitment of its volunteers, The Pops aims to continue its growth and secure its place as an internationally recognized orchestra.

POSTCONFERENCE SESSIONS

ONE-DAY WORKSHOPS

MONDAY, JULY 21, 2003

7:30 a.m.–12 noon

REGISTRATION

7:30–8:30 a.m.

CONTINENTAL BREAKFAST

8:30 a.m.–3:30 p.m.

POSTCONFERENCE SESSIONS

AP Coordinator Workshop (for New AP Coordinators):

Steve Meshanko, Educational Testing Service, Princeton, NJ

From school AP registration in the fall to online ordering, the training of proctors, collection of fees, and administration of the AP Exams in the spring—the details for which an AP Coordinator is responsible for can be overwhelming. This workshop will provide a detailed overview of the annual cycle of AP Coordinator responsibilities, moving through each stage step-by-step to help new AP Coordinators become familiar with policies, procedures, and processes. Throughout the workshop, resources will be identified that can provide additional help for new AP Coordinators.

AP Coordinator Workshop (for Experienced AP Coordinators):

Trevor Packer, The College Board, New York, NY

This review of the annual cycle of AP Coordinator responsibilities will focus on changes for the 2003-04 academic year and will emphasize the sharing of solutions and best practices for handling each stage of AP program coordination. In addition, this workshop will address other topics related to sustaining and supporting AP programs, including: How can AP Coordinators work with neighboring schools to reduce the strain on space and staff resources during May? How can AP Coordinators and school counselors foster equitable access to AP courses? What sort of information/materials do AP

Coordinators give to students re: test location, times, materials to bring? How can schools set expectations that the students in AP courses take the AP Exam?

AP Administrator Workshop

Joan T. Cobo, Miami Palmetto, Senior High School, Miami FL, and Kristal Hickman, Southwood Middle School, Miami, FL
(for New Administrators)

Suzy Hagar, Carrollton-Farmers Branch ISD, Carrollton, TX

(for Experienced Administrators)

These meetings are for principals, vice principals, and directors of counseling to help them plan, expand, and manage effective AP programs in their schools and districts. Because of this meeting, participants will understand why AP is a critical component in high-end learning and the connections among PSAT/NMSQT®, SAT®, AP, High School Assessments, and Small Learning Communities. Topics covered in the program include: Equity, Access, and Student Achievement; Teacher Selection and Professional Development; The Changing Role of the Counselor; Pre-AP Programs that Prepare Students for AP Success; and Using Data to Make Decisions.

PRE-AP POSTCONFERENCE SESSIONS

SUNDAY AND MONDAY, JULY 20–21, 2003

July 20 2:30–6:30 p.m.

July 21 8:30 a.m.–4:30 p.m.

INTERDISCIPLINARY

Pre-AP: Building Success™ In English and Social Studies

Krista Dornbush, Laguna Beach High School, Laguna Beach, CA

Rebecca McFarlan, Indian Hill High School, Cincinnati, OH

The purpose of this two-day workshop is to help teachers encourage more students to engage in active questioning, analysis, and the construction and communication

of arguments. The workshop is designed to assist English and social studies teachers cover the reading, writing, and communications skills that are fundamental to advanced work in both areas.

MATHEMATICS

Pre-AP: Building Success in Mathematics

Steve Piekarski, Laguna Creek High School, Elk Grove, CA

Tansel Pope, University of California: Berkeley
The goal of this two-day workshop is to provide all math teachers with strategies that can be used in their classrooms regardless of the area of math or the previous preparation of their students. The focus of the strategies is to give students more opportunities to engage in active questioning, analysis, construction, and communication of mathematics.

ONE-DAY WORKSHOPS

MONDAY, JULY 21, 2003

8:30 a.m.–3:30 p.m.

MATHEMATICS

Pre-AP: Topics for AP Vertical Teams® in Mathematics

Dixie Ross, Pflugerville High School, Pflugerville, TX
Participants in this one-day workshop will see how a Mathematics AP Vertical Team can be centered around and driven by content. 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 Mathematics courses.

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

Landy Godbold, Westminster Schools, Atlanta
The goal of this one-day workshop is to provide mathematics teachers with activities that can be used to help prepare students for AP Statistics. These activities are in two strands, one that deals with univariate data and the other with bivariate data. They are designed to build on topics that are included in the middle school and high

school curricula and can be used as ancillaries to enrich and broaden material that is routinely taught in the core curriculum.

Pre-AP: Strategies in Mathematics—Rate

J.T. Sutcliffe, Saint Mark's School of Texas, Dallas
The goal of this one-day workshop is to discover a critical path that describes the mathematics content, processes, and skills students need to learn to develop a strong concept of rate, especially as a prerequisite for taking AP Calculus. Activities are designed to help teachers in the workshop focus on the essential characteristics of the concept of rate that their students need in developing this concept.

Pre-AP: Strategies in Mathematics—Accumulation

James Choike, Oklahoma State University, Stillwater, OK

The goal of this one-day workshop is to discover a critical path that describes the mathematics content, processes, and skills students need to learn to develop a strong concept of accumulation, especially as a prerequisite for taking AP Calculus. Activities are designed to help teachers in the workshop focus on the essential characteristics of the concept of accumulation that their students need in developing this concept. Accumulation as a rate of

change, accumulation as an area, terminology, and assessment are discussed.

ENGLISH

Pre-AP: Topics for AP Vertical Teams in English

Melinda Greene, Crosby Middle School, Crosby, TX
Participants in this one-day workshop will see how an English AP Vertical Team can be centered around and driven by content. 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 English courses.

Pre-AP: Strategies in English— Writing Tactics Using SOAPStone

Ogden Morse, Joel Barlow High School, Redding, CT
“Writing Tactics Using SOAPStone” is a one-day workshop designed to help middle and early high school English teachers address some of the problems students encounter in their writing. The focus is on certain classroom tactics that allow students to analyze what good writers do and then to apply this knowledge when creating their own texts. In this workshop teachers at any grade level will find activities that can benefit their students. When teachers from all grade levels work together to introduce and reinforce these strategies, students are more likely, over the years, to acquire the habits of mind and the skills of sophisticated writers.

Pre-AP: Strategies in English—Comedy and Tragedy: Balancing the Curriculum

Brendan Kenny, Austin Independent School District (ret.), Austin, TX
We routinely neglect comedy in the AP classroom, and the 6–12 curriculum, because it does not seem to have a purpose other than amusement. Providing a study of comedy’s ability to exert change on our societies and us, gives comedy back its rightful place beside the revered genre, tragedy. This one-day workshop examines key tragedies and their theories and assumes that comedy deserves the same integrity in study. Notably, the workshop provides tools for discussion and analysis of comedy and its power in literature and beyond.

SOCIAL STUDIES

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

Darlene Pope, Jefferson Middle School, San Gabriel, CA

Participants in this one-day workshop will see how a Social Studies AP Vertical Team can be centered around and driven by content. 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 Social Studies courses.

SPANISH

Pre-AP: Strategies in Spanish—Language

Karen Adler, Grandview High School, Aurora, CO
The goal of this one-day workshop is to develop the reading and language skills necessary for the AP Spanish Language course. Vocabulary, sentence structure, and writing and speaking skills will be emphasized. The focus will be on grammar as communicated orally and in writing. Assessment will also be discussed.

Pre-AP: Strategies in Spanish—Literary Analysis

Delia Mendez-Montesinos and Gilda Nissenberg, Dr. Michael Krop Senior High School, Miami, FL
Mary Elena Villalba, Miami Palmetto Senior High School, Miami, FL

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

ADMINISTRATION AND GUIDANCE

Pre-AP: Instructional Leadership Through AP Vertical Teams

Tommie Sue Anthony, University of Arkansas at Little Rock
This one-day workshop is designed for secondary instructional leaders: Board members, superintendents, principals, central office staff, and counselors. In this workshop, participants will learn how Pre-AP professional development (Pre-AP), 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.

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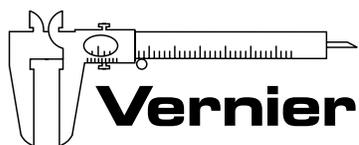
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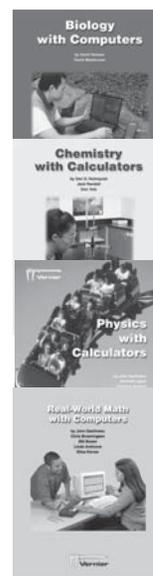
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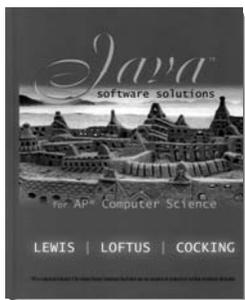
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