

AP[®] ANNUAL CONFERENCE 2011 Daily Connection

SHARING KNOWLEDGE. MOTIVATING STUDENTS.

Educators' Success as Important as Soldiers', Author Says

Success in the battles ahead will hinge not on bombs and battleships, but on intellectual capital, author and youth advocate Wes Moore said to educators gathered at the opening plenary session.

"It is tantamount to our nation's security and standing in the world that you accomplish your goals — as important as our military's success," he said. "I'm standing in a roomful of people who are genuinely my heroes."

Moore spoke of the broad responsibilities and rewards for educators and mentors. He also recounted the specific people whose influence put him on a path to success: Moore is a Rhodes Scholar and a decorated military veteran.

His book, *The Other Wes Moore*, chronicles key events and people who influenced his life and those who shaped that of another man named Wes Moore, who is now serving a life sentence in a Maryland prison. For the author, his mother's sacrifice to send him to military school helped set a course of discipline and maturity. For his counterpart, his brother's life in the drug trade and fatherhood at an early age set a difficult stage.

Expectations are shaping young people's lives, for better or for worse, Moore said. "People cared about me in a way I didn't even care about myself, and that made all the difference."



Wes Moore

■ TODAY'S HIGHLIGHTS



Calvin Mackie
Plenary Session: AP[®] District Awards
2 p.m.

MOSCONE CENTER WEST
Third Floor Ballroom

Teacher Advocacy:
Your Voice, Your Cause, Your Time
5:15 p.m.

MOSCONE CENTER WEST
Third Floor Ballroom

AP[®] Studio Art Exhibit

Moscone Center West

Exhibit Hall



Gaston Caperton

A Note from Gaston

Dear Friends and Colleagues,

It's always a treat to be part of the AP[®] Annual Conference, one of the most special times of the year for us at the College Board, and we're off to a great start. We heard an inspiring presentation by youth advocate and

author Wes Moore, and celebrated the work of more than 30 AP Studio Art students. I hope you'll take the time to see the exhibit and enjoy the work of these talented young people.

Our day began early Thursday with breakfast at the Equity and Access Colloquium, where Eddie Rodriguez, co-founder of Rewarding Achievement (REACH), discussed his efforts to make AP accessible to more students. Administrators and teachers then participated in workshops on critical subjects such as raising expectations for rural, high-poverty and high-minority population schools; the importance of school leadership; and expanding access to AP. The plenary featured remarks from Charles B. Adams, who's doing admirable work as head of The SEED Public Charter School in Washington, D.C, an urban, public, college-preparatory boarding school. The colloquium was a great success from start to finish, and I am confident each of you who attended left with additional tools and skills for encouraging student involvement.

As many of you know, this will be my final AP Annual Conference as president of the College Board. It has been an honor to be a partner of yours for more than 12 years. When I started working at the College Board in 1999, the AP Program was far smaller in its scope, with a narrower curriculum and fewer students and teachers. Since then, we have increased the rigor of the exams and expanded the AP curriculum to cover more than 30 subjects. We have accomplished all of this as a team, with the College Board and the AP community working toward a common goal: preparing students for college and for life. I know that our team will carry this momentum forward, continuing the tradition of innovation and excellence that has made AP one of the most trusted names in all of education.

I want you all to know how much I appreciate and respect the work of the entire AP community in improving American education. It is not easy to say good-bye, but I am eager to see what the future holds for the College Board and AP. Thank you for making my last AP Annual Conference so special.

A handwritten signature in black ink that reads "Gaston".

WELCOME RECEPTION



Chicago's Holistic Approach Increases Access and Performance



More CPS students are taking and succeeding on AP Exams.

By purposefully recruiting more students to take Advanced Placement Program® (AP®) courses, Chicago Public Schools (CPS) has simultaneously expanded access and increased performance, leading the nation's largest school districts. CPS is one of four districts being honored today for their achievements.

From 2008 to 2010, CPS has:

- increased student participation in AP from 10,994 to 13,252 students (a 10 percent annual increase);
- increased the percentage of AP students earning scores of 3 or higher — from 28 percent to 30 percent;
- increased the percentage of traditionally underserved minority AP students earning scores of 3 or higher — from 16 percent to 19 percent; and
- achieved a larger increase than any other district in the U.S. in the number of traditionally underrepresented minority students earning a score of 3 or better on at least one AP Exam. In 2010, 718 more of these minority students earned a score of 3 or better than in 2008.

How has CPS achieved such impressive results? "In the past few years, we've tried to remove the idea of gatekeepers, and we've gotten counselors more involved in recruiting students for AP," said Mark Klimesh, director of Advanced Placement® for the district. "Our faculty and staff have worked hard to inform students and parents of the rewards and challenges of taking AP classes. Through those efforts, we've increased the number of students taking the courses and the exams."

Another key to increasing the number and diversity of students in AP courses has been offering courses that are appropriate to each particular school, Klimesh said. Some courses seem a little less intimidating, he said, to students and parents who are just warming up to the idea of college-level rigor in a high school classroom. Courses in world languages, as well as psychology and human geography, have drawn large numbers of students.

In addition to explicit outreach to students and parents, the district also has worked to support teachers, through summer institutes and other professional development opportunities. One strategy has been to develop small cohorts of teachers, with more experienced teachers working with newer ones.

One of the goals in Chicago is to implement AP as a holistic program, not just as individual courses, which has meant beefing up the courses students take prior to AP to be sure teens are ready for the challenges ahead. "The whole idea is to promote more of an AP and college-going culture in the school," Klimesh said, "to have this be part of the conversation and environment."

"We are a large urban district with a significant number of parents who never went to college," he said, "but when Coordinators and counselors talk with them about how to prepare for the future and how AP can help, they want to do what's best for their children."

QUESTION OF THE DAY

What is the best advice you've given or received regarding education?



Don't presume to know what children can or will become. We are not prophets. Our job is to educate them, nurture them, support them and show them the possibilities.

Penny Parker
Baltimore, Md.



There's a famous Navajo leader, Chief Manuelito, who said, "Education is the ladder to meet all of our needs."

Shannon Allison Shonto, Ariz.



The idea that college was critical – that it was a necessity. I always knew I was going to college, but it really hit home in 10th grade when my English teacher said it was a necessity, not an option.

Kevin Oates
Riviera Beach, Fla.



My dad's best piece of advice was not to limit myself, and seize opportunities when they're presented to me, or else I'll live my whole life regretting it.

Jordan Santana
Bloomington, Calif.

Video Highlights Decade of Progress

College Board President Gaston Caperton was recognized at the opening plenary session in a short video celebrating the success of AP® and his leadership. "When I came to the College Board more than a decade ago, we had big dreams for this program," Caperton said. "It's taken you — the teachers, administrators, counselors and others — to make those dreams come true. I want to thank each and every one of you."



SEED Leader: Effort Is What Counts



Charles B. Adams

Students should be judged on their efforts, not on their current ability, said Charles B. Adams, head of The SEED Public Charter School in Washington, D.C. "Smart is something you become, not something you are."

Adams spoke as part of the Equity and Access Colloquium on Thursday to a full house of educators who wanted to learn more about reaching traditionally underserved students. The attitudes, skills and relationships among the adults in a school are the most important factors in a student's academic success, Adams said. SEED students have responded to adults' enthusiasm and optimism; of the school's 173 graduates, 60 percent have graduated from or are persisting in college.

Adams said opportunities for an excellent education changed his life, and his work at SEED reflects his appreciation. "I want to live a life of purposeful reciprocity," Adams said, "and give to these students some of what was given to me."