

Advanced Academics: Advanced Placement

COMPONENT #: 2-106-321

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

The purpose of this component is to enable the participant to research, examine and implement the current strategies, teaching techniques and recent trends in the area of Advanced Placement (AP), to include vertical teaming, cultural awareness, and instructional strategies. Upon successful completion of this professional development activity the participant will be able to incorporate into his/her instruction the principles presented in this workshop.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input checked="" type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

Advanced Academics: Advanced Placement

COMPONENT #: 2-106-321

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Infuse practical applications of current research issues in the AP program into the classroom curriculum.
2. Identify and assess the validity of selected data measures to identify students with potential for success in AP.
3. Disaggregate data to identify students with potential for success in AP.
4. Examine AP teaching strategies for the purpose of adaptation to various student achievement levels.
5. Examine various curriculum materials used in order to ensure success in the AP program.
6. Develop skills in analyzing instructional materials presented in the AP program.
7. Develop activities that integrate technology into the AP curriculum.
8. Identify and assess curriculum resource materials that are designed to meet the instructional needs of the students.
9. Ensure that the AP program supports a commitment to equity and excellence in education.
10. Identify and implement the Pre-Advanced Placement (Pre- AP) objectives for each AP course.
11. Develop skills in using the College Board's online resources for AP teachers.
12. Develop strategies for increasing the participation of Exceptional Student Education (ESE), English Speakers of Other Languages (ESOL), and free and reduced lunch students in the AP program.
13. Determine the knowledge and academic skills needed by students to be successful in specific AP courses.
14. Identify strategies that parents can use to help students who are participating in the AP program.
15. Identify strategies that can be used to increase the number of underrepresented students and all students participating in the AP.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Attend and participate actively in the instructor's lectures and presentations on:
 - o Classroom issues and strategies in the Advanced Placement (AP) program (SLO 1-15)
 - o Practical applications of the research in the classroom and techniques for adapting the materials to various levels of student achievement (SLO 1-15)
2. Practice developing instructional materials and integrating the instructional technology into the discipline

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

Advanced Academics: Advanced Placement
COMPONENT #: 2-106-321

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.
2. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- X Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Date Approved: 5/20/2014

Department: Advanced Academic Programs

Name of Author/Position: Ms. Monserrat Paradelo - District Supervisor