

Designing an AP Government Program

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- Materials from this workshop will be available online at the following address:
http://govedweb.unomaha.edu/ap_KUEdwards.php



Designing an AP Government Program



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Introductions

Dr. Jody Neathery-Castro earned her Ph.D. from Rice University in 1998.

She is an Associate Professor of Political Science and Women's Studies at the University of Nebraska at Omaha. Dr. Neathery-Castro teaches comparative politics, with a focus on Western Europe.

Dr. Neathery-Castro is currently on leave from teaching as she works on a book - *Language Politics in the Global Economy: Francophonie and Cultural Diversity*.

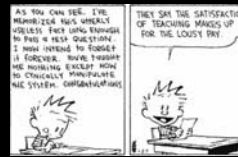
Her political science research is published in *Social Science Quarterly*, *Quebec Studies*, and *The French Review*. Her pedagogical research has appeared in *Academic Exchange Quarterly* and *Metropolitan Universities*.

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Introductions



- What is your name?
- Where is your degree from?
- Where do you teach?
- What do you teach?
- How long have you been teaching AP?
- What do you hope to get out of this workshop?

About the AP Program

The AP Program is a cooperative educational endeavor between secondary schools and colleges and universities. Since its inception in 1955, the Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by the College Board.

The Program's success is rooted in the collaborative efforts of motivated students, dedicated teachers, and committed schools. By participating in the Program, secondary schools make the commitment to organize and support at least one class that is equivalent to a first-year college course.

There are currently more than 110,000 teachers leading AP courses in high schools worldwide. AP teachers are some of the world's finest. The Program is strengthened by their participation in professional development workshops and Summer Institutes and in the annual AP Reading where thousands of AP teachers and college faculty gather at college sites across the United States to score the AP Exams using rigorous guidelines.

<http://www.apcentral.collegeboard.com/program/0,1289,150-0-0-0,00.html>

AP Program Facts

- The AP Program offers 35 courses in 20 subject areas.
- Nearly 60 percent of U.S. high schools participate in the AP Program.
- In 2005, 2.1 million AP Exams were administered worldwide.
- More than 60,000 teachers worldwide attended AP workshops and institutes for professional development last year.
- Over 90 percent of the nation's colleges and universities have an AP policy granting incoming students credit, placement, or both, for qualifying AP Exam grades.
- Not surprisingly, an increasing number of parents, students, teachers, and schools are turning to the AP Program as a model of educational excellence.

<http://www.apcentral.collegeboard.com/program/0,1289,150-0-0-0,00.html>

About the AP Program's Role

The Program does the following:

- Chooses college faculty and AP secondary school teachers who develop college-level Course Descriptions and examinations, and facilitates this development process.
- Administers and scores examinations based on the learning goals described in the Course Descriptions.
- Sends AP Grade Reports to the students, their schools, and their designated colleges.
- Prepares publications, online materials, and other resources to supplement and support the Program's activities.
- Provides conferences, consultants, and curricular materials to help interested schools establish college-level courses.
- Assists schools and teachers in their efforts to prepare students through professional development initiatives such as AP Vertical Teams®.
- Conducts research and strives to develop new services and products that enhance quality education.

<http://www.apcentral.collegeboard.com/program/0,1289,150-0-0-0,00.html>

About College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven 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.

<http://www.collegeboard.com/about/index.html>

US Development Committee

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- Kerry L. Haynie, Duke University; Durham, North Carolina

About ETS

ETS Mission: To advance quality and equity in education by providing fair and valid assessments, research, and related services. Our products and services measure knowledge and skills, promote learning and educational performance, and support education and professional development for all people worldwide.

ETS Vision: To be recognized as the global leader in providing fair and valid assessments, research, and related products and services to help individuals, parents, teachers, educational institutions, businesses, governments, countries, states, and school districts, as well as measurement specialists and researchers.

ETS Values: Social responsibility, equity, opportunity, and quality. We practice these values by listening to educators, parents and critics. We learn what students and the institutions they attend need. We lead in the development of products and services to help teachers teach, students learn, and parents measure the intellectual progress of their children.

http://www.ets.org/portal/site/ets/menuitem.c988ba0e5dd572bada20bc47c3921509/?vgn_extoid=3fabaf5e44df4010VgnVCM10000022f95190RCRD&vgnnextchannel=4ab65784623f4010VgnVCM10000022f95190RCRD

AP Central

AP Central is the official online home for anyone interested in or involved with the Pre-AP or AP Programs®.

General information about the AP Program is available from the webpage listed below. To access the most up-to-date and comprehensive information on AP courses and exams, as well as unique resources and tools, register now!

<http://www.apcentral.collegeboard.com/>

AP Teachers Electronic Discussion

AP Central offers Web-based threaded discussion groups for many AP courses and roles. This feature gives you the ability to post messages online to be viewed by the entire group. These types of discussion groups are sometimes referred to as "list serves." However, because AP Central does not use the LISTSERV® software, we call ours electronic discussion groups or EDGs.

<http://apcentral.collegeboard.com/article/0,1281,149-0-0-7173,00.html>

AP Course Audit

The AP Course Audit was created at the request of secondary school and college members of the College Board who sought a means for the College Board to:

1. *Provide teachers and administrators with clear guidelines on curricular and resource requirements that must be in place for AP courses; and*
2. *Help colleges and universities better interpret secondary school courses marked "AP" on student transcripts*

All schools wishing to label a course "AP" in the 2007-08 school year must complete and return the subject-specific AP Course Audit form, along with the course syllabus, for each teacher of that AP course.

Beginning in the fall of 2007, colleges and universities will receive a ledger of schools that lists the courses authorized to use the "AP" designation at each school.

Pedagogy and Philosophy of Teaching AP



- Should we screen applicants?

Pedagogy and Philosophy of Teaching AP



- Should we screen applicants?
- Should there be prerequisites?

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- Should there be prerequisites?
- Should everyone take the exam?

Equity Policy Statement

The College Board and the Advance 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 considered for admission to AP 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 population. For more information about equity and access in principle and practice, contact the National Office in New York.

Pedagogy and Philosophy of Teaching AP



- Should we screen applicants?
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- Should everyone take the exam?
- Should we sacrifice rigor to pursue access and equity?

Pedagogy and Philosophy of Teaching AP



- Should we screen applicants?
- Should there be prerequisites?
- Should everyone take the exam?
- Should we sacrifice rigor to pursue access and equity?
- Should we teach the students, the subject, or the test?

Priorities in Teaching AP



Thinking about your own role in AP,
prioritize the following issues:

- Developing the Curriculum
- Advocate for the AP Program
- Support from the Administration
- Resources for Subject Content
- Alignment with State/District
- Other (please specify)