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ABSTRACT

This transcript reproduces a Department of Education/College Board-sponsored discussion on ways to expand advanced-placement (AP) opportunities in high schools. The deliberations open with a presentation by the associate director of the College Board, who is responsible for the national promotion of pre-AP initiatives. This portion of the document examines a pre-AP model, which is a set of content-specific strategies to build rigorous curricula, promote access to AP for all students, and introduce skills, concepts, and assessment methods to prepare students for success in AP and other challenging courses. The various elements of pre-AP, such as teacher development, are examined. The transcript details the results of AP initiatives in Dallas, Texas, in Lincolnshire, Illinois, in San Diego, California, and in Baltimore, Maryland. Discussions of these programs center on the notion of vertical teaching, the importance of teacher development, and the use of vocational education in middle school. The participants also describe how they developed their pre-AP programs, provide examples of the various elements of these programs, discuss the successes that the programs have engendered, and answer questions from the audience. (RJM)

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TRANSCRIPT OF PROCEEDINGS

UNITED STATES OF AMERICA

DEPARTMENT OF EDUCATION

* * *

A FORUM TO EXPAND ADVANCED

PLACEMENT OPPORTUNITIES:

INCREASING ACCESS AND IMPROVING

PREPARATION IN HIGH SCHOOLS

* * *

PIPELINE FOR SCHOOL REFORM: PRE-AP MODELS

* * *

SAGAMORE HILL

FIRST AND SECOND BREAKOUT SESSIONS

WASHINGTON, D.C.

FRIDAY, FEBRUARY 11, 2000

(THIS TRANSCRIPT WAS PRODUCED FROM A TAPE RECORDING.)

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DEPARTMENT OF EDUCATION
NATIONAL FORUM TO EXPAND ADVANCED PLACEMENT
OPPORTUNITIES
February 11, 2000
SAGAMORE HILL

VOICE: Let me just remind you that this session will be repeated, so, if you would like to attend another one that may not be as full as this, and come back for the next hour, you are certainly welcome to do so.

If you want to stay, please feel free to do so.

I know some of you don't have hand-outs, and, with the interest of time here, why don't I (inaudible) pass those out to you at the end.

I have just a few here in my hand. There may be some on the table. That is, if no one is sitting there and you want to pick those up, you may do so.

I will pass these around to those of you

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1 who don't have (inaudible).

2 VOICES: (Simultaneous conversation.)

3 VOICE: I have schedule the big
4 (inaudible), and so we are going to do everything we
5 can to really cut time (inaudible) consider the less
6 important things and get to the things (inaudible).

7 For that sake, what I am going to do is
8 simply tell you who the other panelists are going me
9 for this presentation.

10 They will tell you about their specific
11 roles and who they work for and what they do as they
12 come up and speak.

13 I am (inaudible). I am an Associate
14 Director with the College Board with responsibility
15 for national promotion of the pre-AP initiatives.

16 Joining me for this discussion is
17 (inaudible), Dan Galloway, Bob Kimmery, and Joan
18 Vinson.

19 Our objectives here with morning is to,
20 one, tell you first of all about our work in our
21 specific pre-AP model and then in the process of
22 doing that, either directly or indirectly, help you

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1 to maybe generate ideas that you could go back and
2 (inaudible) to request funding, as we talk.

3 Thirdly, and most importantly, to save
4 enough time to make sure that we answer those
5 pressing questions that you have about information
6 that we present here or anything related to pre-AP
7 and the whole objective of this conference of
8 expanding AP opportunities for students.

9 With that, let me get started by talking
10 about pre-AP, what it means, and some of the
11 objectives behind that.

12 From the College Board perspective and
13 from what I do, pre-AP is our way of achieving equity
14 and emphasizing excellence for AP (inaudible),
15 opening AP to more and more students, providing
16 opportunities there for more students, to tell you
17 specifically how we define it.

18 In your hand-out, you have these slides.
19 This is what pre-AP is -- a set of content-specific
20 strategies to build rigorous curricula, promote
21 access to AP for all students, introduce skills,
22 concepts, and assessment methods to prepare students

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1 for success in AP and other challenging courses,
2 (inaudible) curriculum, increase academic challenge
3 to all students.

4 Our emphasis with pre-AP is on teacher
5 professional development, and so (inaudible)--or
6 educators, I should say--access these strategies
7 through teacher professional development activity.

8 For pre-AP, there are two specific ones.
9 The first one is Advanced Placement vertical teams,
10 and the other one is building success.

11 So, I would like to spend just a few
12 minutes to talk about both.

13 (Pause.)

14 VOICE: What are AP vertical teams? This
15 is the definition as you see it here.

16 It is a group of educators from different
17 grade levels with emphasis on the middle school.

18 I don't have to go into the reasons why.
19 We heard it yesterday. We heard it even more today,
20 and that's very important.

21 (inaudible) who work cooperatively to
22 develop and implement a vertically (inaudible)

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1 program aimed at helping students acquire the skills
2 necessary for success in Advanced Placement--and
3 maybe I should say Advanced Placement and other
4 challenging courses.

5 But, this is how we define a vertical
6 team, and specifically AP vertical team (inaudible)
7 because it is grounded in the Advanced Placement
8 program.

9 When we see these teams organized, they
10 generally are organized along grades 6 through 12.

11 But, they are (inaudible) organized--that
12 are already organized, rather, that go into the
13 elementary level.

14 There are some that will go to the K
15 level, as well. They'll go the other way. There's
16 no restriction on what the grade level should be and
17 who should participate in (inaudible) vertical teams.

18 These teachers are what I consider
19 problem-solvers. All of the issues relating to
20 expansion that we talked about in the last day and a
21 half (inaudible).

22 These are issues that the teams who are

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1 grounded, who are working cooperatively toward common
2 goals--

3 These are issues that they can resolve.
4 Administrative support is very important, and so that
5 can be (inaudible).

6 But, this is what they are. We currently
7 have teams that are organized in English,
8 mathematics, some in social studies.

9 But, English and math right now are the
10 two major areas.

11 If you look in the brochure that you have,
12 there are a number of resources available to AP
13 vertical teams.

14 Inside you will see pre-AP (inaudible)
15 professional development.

16 For AP vertical teams, one major source
17 for teacher professional development are the
18 conferences and workshops that are provided in the
19 regions.

20 They can be one day. Some have one-day
21 workshops. Others have two-day conferences, pre-AP
22 vertical training is also provided through summer

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1 institutes.

2 There are also a number of publications
3 that are available, and you see them listed in here,
4 specifically for vertical teams.

5 The Advanced Placement math vertical teams
6 tool kit is one.

7 The English vertical teams guide is the
8 other, and on the back you will see what we fondly
9 refer to as the goose guide.

10 It is a guide that introduces the concept
11 of Advanced Placement vertical teams, but it also has
12 models for beginning discussions on how to align
13 curriculum for the disciplines of science, social
14 studies, foreign language, studio art, and music.

15 We are now in the process of developing an
16 AP social studies vertical teams guides (inaudible)
17 ready for the summer for field testing.

18 Then, we hope to have that publication
19 ready for distribution by the summer of 2001.

20 The other pre-AP professional development
21 strategy is (inaudible) building success.

22 In your hand-outs, you have a packet--or a

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1 brochure on building success.

2 It is a two-day workshop, and it-- In
3 that workshop, teachers learn strategies to prepare
4 students for college prep Advanced Placement courses.

5 They learn strategies to help students
6 think--to develop a great understanding about a topic
7 with more depth (inaudible) improve writing skills,
8 and a number of other things that you see listed in
9 that brochure.

10 Of course, you see information again
11 inside about the training that is available.

12 These are two strategies for teacher
13 professional development activity that you may
14 consider as you think about your grant proposals and
15 things that you may write that grant proposal to fund
16 (inaudible) providing access to more students.

17 As I said, we placed emphasis on teacher
18 professional development.

19 Our rationale for that is to give teachers
20 the training to be able to go back to their
21 classrooms and enrich their curriculum (inaudible)
22 objective, to make their classes more challenging for

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1 all students.

2 So, we can do that through the teachers,
3 that what we should see is more and more students as
4 schools continue to send more and more teachers to
5 this kind of training, that we should be providing
6 the opportunity for more and more students to get
7 these pre-AP skills.

8 It is a building process. It does take
9 time.

10 So, you may start your student body or the
11 school student body may do it like this.

12 This is initially for students with pre-AP
13 skills or concern.

14 But, over time, this kind of thing should
15 be happening, such that finally you have teachers--
16 all of your teachers have this kind of training and
17 are able to provide these kinds of opportunities for
18 all of the students in the schools--for the schools
19 in your states.

20 With that, I will now turn it over, I
21 think, to Joan, and we will move into the next
22 discussion.

1 JOAN VINSON: Good morning. I am Joan
2 Vinson, and I am the AP (inaudible) for English in
3 the Dallas Public Schools Advanced Placement
4 Incentive Program.

5 Dallas is a minority majority school
6 district with about 90 percent-- They are
7 (inaudible) African-American and Spanish and Asians,
8 and about ten percent--eight to ten percent white
9 students.

10 For five years now, we have been involved
11 in an incentive program that seeks to prepare more
12 students to take challenging courses and eventually
13 to pass the AP exam to go to college and graduate.

14 This is a study that was done in Texas,
15 and I (inaudible). I may be blocking (inaudible)

16 VOICES: (Simultaneous conversation.)

17 JOAN VINSON: Am I blocking the view now?

18 (Laughter.)

19 VOICES: (Simultaneous conversation.)

20 JOAN VINSON: (inaudible) so I've got to
21 stand somewhere. I'm sorry. (inaudible) if I knew
22 how to use one, it can work better.

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1 (inaudible) I'm sorry. But, this is just
2 to show you where some of the impetus came in Texas.

3 You can see that, with this particular
4 study (inaudible) 1982 to 1998 (inaudible)
5 kindergarten, 95 or 95 percent of them completed 8th
6 grade.

7 That means we made-- We made (inaudible).
8 I know many of you in here aren't as old as I am, but
9 I can remember when (inaudible).

10 We were more of an (inaudible) society
11 (inaudible). So, 95 percent is good.

12 I showed this to say this. If only 72 are
13 graduating from high school--and this is just five
14 years ago--36 are going to college and only 18 of
15 those were expected to graduate, we need to work from
16 here to here, which is what we were saying or you
17 heard over and over again.

18 Yes, we need to go all the way back to
19 kindergarten, but we have made some progress, and we
20 need to move students here.

21 So, this is what our program is trying to
22 focus on is moving things from there to there, and

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1 these were our goals.

2 Increase the number of high school
3 graduates who are academically prepared to enter
4 college and stay there until they earn a degree.

5 Many kids go, as you saw in this
6 transparency here, but about half of them earn a
7 degree.

8 To motivate more young people to
9 (inaudible) science and math, especially in grade 7
10 through 12, which are the grades that our program
11 encompass, and to increase the number of students who
12 pass AP exams.

13 I want to say that, and I may say it again
14 (inaudible) constantly. We are not talking about
15 teacher AP English or AP science or AP math to 8th
16 graders.

17 We're talking about skills working along a
18 continuum so that they are academically prepared to
19 take those AP courses and to be successful.

20 We found that the key is the teacher, and
21 that the teacher needs training.

22 As (inaudible) said and I have heard

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1 repeatedly, one of the things that you want to look
2 at as you write grants or as you work on programs for
3 your districts, your states, your schools, is to get
4 teachers trained.

5 They like the training. The College Board
6 training is wonderful (inaudible) very receptive to
7 that.

8 So, we come up with this whole idea of
9 vertical teams, which was the core of what we are
10 doing in Dallas.

11 But, don't be nervous. I am not going to
12 show you all the things.

13 I do have a hand-out that has some of
14 these core ones that I will give you.

15 Advanced Placement is not an isolated
16 course. There are skills that need to be taught
17 (inaudible) planned program.

18 It is based on cooperation--cooperation
19 among teachers on vertical teams.

20 The first time I talked about this to a
21 friend of mine in New York, (inaudible) thought it
22 was hilarious.

1 She said: Vertical teaming and vertical
2 teams. But, she did have a point: What are you
3 talking about? What's the difference between
4 horizontal teams?

5 But, 20 years ago, there was a mentor of
6 mine who taught English, and he said: We're teaching
7 the same thing to these kids repeatedly. There's
8 something that we need to do to keep from teaching
9 the same thing repeatedly (inaudible) in English,
10 different authors, different stories, but we're
11 teaching the same thing and we're not getting the
12 skills.

13 So, we require our teachers to go to
14 College Board training, and they have to go to two
15 summer institutes two years.

16 Then, they go to two-day institutes, and
17 then after that (inaudible) they can go to a summer
18 institute or a two-day but not both.

19 We have many teachers who want to go to
20 both. They are very much interested in getting
21 training.

22 But more than that, once they get the

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1 content (inaudible) vital.

2 Our teachers have to meet at least once a
3 month, and that's hard, and we're aligned by school.

4 There are non-high schools in Dallas that
5 are (inaudible) 22. Nine high schools (inaudible)
6 middle schools.

7 Getting middle school teachers to a high
8 school for a meeting at the end of the day with
9 everything else that goes on sometimes isn't easy.

10 Districts-- Dallas said (inaudible)
11 sometimes isn't easy, but we have managed to make
12 sure that these vertical teams go on in addition to
13 other training.

14 You have to have an agenda. You don't all
15 sit around and say what are we going to talk about
16 today, because it will turn into a gripe session.

17 So, there must be a planned agenda.
18 Teachers need to be-- They need to buy into the
19 program.

20 They need to have some (inaudible). You
21 need to take volunteers. You need not take--and I
22 can say this as an old English teacher--all of the

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1 old English teachers in the department, because there
2 needs to be somebody who is very much interested in
3 innovative approaches to teaching kids, and they must
4 represent every grade level.

5 Here is a sample of agendas that we worked
6 up as far as what we do in vertical teaming, that I
7 gave them at the beginning of the semester so that we
8 have some focus.

9 We know we are going to meet. We know
10 what we are going to target.

11 We know what skill it is that we are going
12 to be looking at.

13 You see up there a benchmark. One of the
14 things that we saw a need for once we got into this
15 program was developing benchmarks.

16 We came up with this little booklet, and
17 there are some people in here. We went to outside
18 sources along with some of the people in our
19 district.

20 We came up with--this is English--
21 different skills--categories that we need to
22 concentrate so that, as we move from 7th through 12th

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1 grade, there were skills that we were concerning
2 ourselves with and not just courses.

3 Let me talk to you just a little bit about
4 that.

5 You have heard much about the need for
6 students to take algebra in the 8th grade, pre-
7 algebra in middle school.

8 (Pause.)

9 JOAN VINSON: The make-up of the vertical
10 teams in this particular program starts with an AP
11 teacher and moves down through 7th grade.

12 The AP teacher, because that person gives
13 the AP exam, but the AP teacher also as the head of
14 the vertical team to work on or to help enumerate the
15 skills that need to be broken down.

16 Now, math has an ideal set-up just because
17 it is math. A child cannot decide in 10th grade,
18 after having taken only pre-algebra: I am going to
19 go to school to major in engineering.

20 I mean, there is just not the background.
21 In order to take calculus, unless there's some double
22 blocking, you have to start early.

1 As part of the team, the team's
2 responsibility is to get students in there early
3 enough.

4 We need to go out and seek students who
5 have potential and not keep it with all of the bright
6 students who don't necessarily require much of our
7 teaching (inaudible).

8 We need to teach kids. We need to seek
9 them out. We need to put them in place, and this is
10 what it looks like for math.

11 Well, science, which is another one of the
12 areas that we work with, there's a little less
13 straight and narrow.

14 There are some students who may or may not
15 take all of these things. They may just decide they
16 are going to take biology and then Advanced Placement
17 biology.

18 So, we don't have quite the continuum and
19 all the more reason that we need to have (inaudible)
20 skills in these vertical teams, that we are looking
21 at that we are going to work on.

22 Well, English is just English.

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1 (Laughter.)

2 JOAN VINSON: (inaudible) take English 1,
3 English 2, English 3. Okay, you're a smart kid, and
4 we'll put you in AP Language. You've been a part of
5 the student council here.

6 Mom says: I want my kid in AP English.
7 What about the skills? What about the skills?

8 (Pause.)

9 JOAN VINSON: One of the elements that we
10 have on this benchmark (inaudible).

11 (Pause.)

12 JOAN VINSON: (inaudible). There's a lot
13 at the convention here. (inaudible).

14 VOICES: (Simultaneous conversation.)

15 (Laughter.)

16 JOAN VINSON: I am sorry. Well, let me
17 just say this quickly. This is from the 1999 test.
18 This was a poem that was on the 1999 literature test.

19 It is about the Vietnam Memorial. These
20 are questions about that test. Just look at the
21 first two questions. Just look at them.

22 If you are a test-taker, you know that

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1 these are mind-boggling things here.

2 (inaudible) you have to do a lot of
3 reading. But, if you were taking a test and you were
4 teaching students the skills of taking tests, you
5 would say go for that number 37.

6 The question is short. It refers you to a
7 particular line. That should be one that you should
8 be able to do.

9 But, what if the kid only knows allegory
10 as a definition, or what if they can give you a
11 definition but personification but they can't apply
12 it.

13 These are skills you have to teach kids.
14 These lines that you see here, I put this in front of
15 my class.

16 I said: How many of these words would you
17 have trouble with?

18 Most of them said: This.

19 They are in the 12th grade. They cannot
20 all have them in the 12th grade. We have to align
21 curriculum.

22 We have to be determined--concerned with

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1 these skills.

2 This is what one vertical team has done.
3 They went out, and they took these particular terms
4 and they determined where they are going to introduce
5 them, there they are going to develop them, where
6 they are going to apply them, where students need to
7 be able to master them, and so you do have a vertical
8 team.

9 As you look at what you want to do with
10 this money, it's all wonderful and great to say: I
11 am going to have vertical teaming.

12 But, please plan for--allow for some time
13 for vertical teachers to get together.

14 They need that release time. They need to
15 meet. They need to determine what it is that they
16 want to do.

17 Very quickly, I am on my way to my seat.
18 We are having some success in Dallas.

19 We are having a lot of success.
20 (inaudible) In 1995, this program started, and this
21 is how many people we have in those classes now
22 compared to this.

1 So, there is some success. Last one.
2 These are the number of students taking exams, and I
3 am proud to say 700 of them passed it last year.
4 Thank you.

5 (Applause.)

6 VOICE: (Simultaneous conversation.)

7 DAN GALLOWAY: My name is Dan Galloway,
8 (inaudible) Illinois (inaudible) Chicago.

9 I am going to share with you (inaudible)
10 success story of my school in its AP program.

11 (inaudible) brief overview of the school.

12 (Pause.)

13 DAN GALLOWAY: (inaudible) last year. You
14 can add 250 students to this, so we are at 3800
15 students (inaudible) 4500 (inaudible), 275 certified
16 staff, over 180 support staff.

17 We still hire over 30 new teachers every
18 year.

19 VOICE: Nine through 12?

20 DAN GALLOWAY: Nine through 12, right.

21 (inaudible) When I came in in the Fall of '77,
22 Stevenson High School had two AP classes--AP Art and

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1 AP Spanish Literature, because we had two teachers
2 who were very passionate about that.

3 Principals (inaudible) didn't really care
4 much, because they kind of let them do their own
5 thing.

6 We have since grown, and I don't have the
7 data as far back, but in 1992, we gave 676 AP exams
8 to 339 students (inaudible) honor grade score of 81
9 percent; 81 percent had three or higher on the exam.

10 Since then, we come up here to 1999
11 (inaudible) last seven years, the school population
12 has increased somewhere between 50 and 60 percent
13 (inaudible) levels have increased over 130 percent.

14 So, people can say: Oh, sure, you are
15 getting more kids in here and more exams because
16 you're seeing more kids in school.

17 Well, it's double the amount of kids that
18 we're getting as far as percentage increase.

19 (Pause.)

20 DAN GALLOWAY: What I want to share with
21 you is how we got it that way. What has contributed
22 to the increase in enrollment in our Advanced

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1 Placement courses. (inaudible)

2 Keep you in suspense a little longer,
3 right? (inaudible). What has contributed to our
4 growth, all right?

5 First of all, we have added courses.
6 Simply adding courses. We have added music theory,
7 art, history, statistics, (inaudible).

8 Next year, we are adding AP human
9 geography. (inaudible) increase enrollment. That's
10 pretty plain and simple.

11 But, that's the easiest way to do it, but
12 it's not always going to help you accomplish what you
13 want to accomplish.

14 The second thing that we did is to ease
15 the restrictions--less restricted placement for
16 teachers, which as resulted for us in enrollment
17 increases (inaudible) accelerated (inaudible).

18 Many of our AP courses have-- When we
19 looked at it (inaudible) rather arbitrary enrollment
20 restrictions, we (inaudible).

21 (inaudible) concurrently. For example, we
22 said to be in AP european history, you had to be in

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1 accelerated English and have an A in world history,
2 and you couldn't have taken world history in summer
3 school.

4 Let's throw in a few other things, okay,
5 (inaudible), so we have relaxed that a little bit.

6 (inaudible) arbitrary (inaudible). What
7 is the basis for this?

8 So, we have relaxed that some, and we have
9 increased enrollment of AP european history by 107
10 (inaudible).

11 (inaudible) go back here and point out
12 (inaudible) result of our increased enrollment,
13 relaxing some of our entrance criteria, are we
14 getting lower percentages of honor grades?

15 No, we're higher. We're the highest we've
16 ever been. We've increased 130 percent our
17 participation in AP.

18 Our honor grades are higher than they have
19 ever been, and the most number of scores on our exam
20 is five.

21 The second highest is four. The third
22 highest is three all the way down. So, we still have

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1 some room to grow in that.

2 (inaudible) look at our data and say: Oh,
3 fantastic. I told my administrative team
4 (inaudible).

5 I said: One could look at our data here
6 and say: We've done a great job, you know. Pat
7 yourself on the back (inaudible).

8 (inaudible) I'm not saying that. When you
9 look at this, you see that we are still missing a lot
10 (inaudible).

11 (inaudible) 81 percent honor grades and
12 the national trend is 60-something percent, Illinois
13 (inaudible).

14 (inaudible) five, then four, then three.
15 You can count the number two's on two hands, number
16 one's on the one hand on 1600 exams.

17 (inaudible) so we need to see what we can
18 do. So, we have expanded our efforts here in the
19 area of (inaudible) criteria.

20 What is the criteria--entrance criteria
21 for all of our AP courses and getting more kids into
22 the pre-AP courses during our freshmen year.

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1 There are some things that we have done to
2 do that -- placement testing summer school. We have
3 placement tests in English, math, foreign language,
4 based on skill development, skill acquisition in
5 those subjects.

6 (inaudible) California. (inaudible) on
7 any of those. Placement tests that our teachers and
8 the teachers in the middle schools have jointly
9 created.

10 Like as was mentioned before, our
11 teachers-- We're a one high school district, and we
12 are the district. We are the world, okay?

13 We do not have-- We have seven junior
14 highs, middle schools that feed into us, all the
15 separate boards od education, separate curriculums,
16 separate identities.

17 We have become masters of articulation.
18 We articulate with our center schools better than any
19 K-12 district I have ever seen.

20 Those districts, unfortunately, people
21 assume articulation is going to happen, because we're
22 a K-12 district and we'll know what the expectations

1 are.

2 We can't take that for granted. We can't
3 assume that. We have to go out and be proactive. We
4 have to make that happen.

5 So, we have curriculum, articulation,
6 councils for every subject area including home
7 economics, to math, to English, music, computer,
8 everything.

9 These people meet four times a year, and
10 much like Joan said, they have agendas, they have
11 objectives, and they plan and they develop the scope
12 (inaudible) sequence of the curricula in each subject
13 area.

14 They develop time lines for skill
15 acquisition in those areas, and together they plan,
16 develop a placement test on the skills for students.

17 Then, students take those placement exams
18 in February (inaudible), and they get a score.

19 If they don't like that score, they can
20 retest. They can review on their own every test in
21 the summer.

22 They can get a tutor on their own and

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1 retest in the summer, or in the summer we provide
2 enrichment course (inaudible) program, if you will,
3 in math, English, and foreign language--several
4 foreign languages, so the students, if they want to
5 move to a higher level, (inaudible) enroll in that
6 course, retake that placement test.

7 We'll teach them, enrich them, and they
8 will be able to move up to a higher level.

9 When students enter our high school, they
10 enter a college preparatory level. We used to have
11 six levels (inaudible), and the bottom one, which was
12 (inaudible).

13 But, we now have two levels, and that is
14 (inaudible) college prep, because, when you come to
15 our school, we're going to prepare you for college.

16 We have our expectations on you, and then,
17 if you are in Advanced Placement, we consider that
18 honors (inaudible).

19 (inaudible) accelerated (inaudible), but
20 that's just some subjects only, not all of them, so
21 essentially two levels.

22 Articulation with pre-AP junior high

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1 school teachers. I think I have talked about the
2 junior high school teachers.

3 (inaudible) articulation efforts, we go
4 down to the third grade. Our curriculum teams go
5 down to the third grade teacher through the 12th
6 grade AP teacher in English, for example.

7 (inaudible). One thing I can say about
8 these teams, we all know what staff development is in
9 many schools.

10 I understand that staff development is
11 getting better and getting more germane to teachers'
12 needs, and such, and it's not (inaudible) somebody
13 talks for a day or an hour (inaudible) you always do.

14 But, in our articulation teams I talked
15 about, we emphasize staff development in those teams
16 as well.

17 Many times, our teachers in the third
18 grade or the sixth grade, seventh grade on up through
19 high school, will meet in staff development
20 activities to talk about assessment, inclusion,
21 strategies, techniques, those types of things.

22 Also, our teachers--our pre-AP teachers

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1 and (inaudible) high school and our AP teachers meet
2 as a team.

3 For example, our AP foreign language
4 teachers are on a team with all of the teachers in
5 the Spanish 3, the Spanish 2, the Spanish 1, all the
6 way down.

7 As Joan showed, they have determined what
8 skills are going to be identified and taught in each
9 of the years.

10 We do the same thing in math and English,
11 as well.

12 Of course, sequencing and alignment. One
13 of the things that we did that helped us increase
14 enrollment is we took a look at the sequencing and
15 alignment of our courses.

16 We actually found that there were some
17 barriers there. We found that, by students following
18 a certain path, we were ensuring that they would not
19 be in an AP course.

20 We removed those barriers. For example,
21 foreign language, we have the AP foreign language
22 course set up such that half of the class that was in

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1 preparation for it graduated before they could take
2 the exam.

3 In math, we found that the way we were
4 sequencing students towards statistics kept 50
5 percent of the students from participating in that
6 statistics course.

7 We found that our English curriculum, by
8 senior year, was so divergent we were actually
9 encouraging kids to go in different areas than AP.

10 In art-- Anybody teach art in here--fine
11 arts? Oh, good, then I am only going to offend one
12 person.

13 No, I say this in good faith, but our art
14 teacher, when I looked at the AP art program in 1992,
15 or even before that, and looked at it again in, like
16 1997, I said: Chris, I remember coming here in 1977
17 and you had one AP art class, and it's like 1996 now
18 and there's still one AP art class. Art school has
19 grown like double. Everything else has gone-- Why
20 aren't there more kids that can take AP art?

21 Oh, Dan, you don't understand. Art kids
22 are, you know-- If they got into AP art and just

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1 didn't get their decent grade, whatever, he said,
2 that would crush their egos. Then, maybe, they would
3 not want to go to art school.

4 I said: (inaudible). These kids are
5 going to do fine.

6 So, we've got three AP art classes now,
7 and no egos have been crushed.

8 (Laughter.)

9 DAN GALLOWAY: Anyway, that's another area
10 to look at, how you are sequencing and aligning. I
11 am going to end by just highlighting a few things
12 that I know where we have put our efforts and our
13 dollars as a district, and you may be interested in
14 putting your efforts and dollars, and that's in
15 articulation and planning and staff development in
16 those articulation teams, teacher training and
17 support--training and supporting AP teachers and
18 training and supporting teams--articulation teams.

19 It is one thing to put a group of teachers
20 together and say: You know, you're going to work as
21 a team.

22 Well, what does that mean? Okay, if you

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1 are going to work as a collaborative team, there are
2 some skills and some knowledge that you need. You
3 put teachers together and say: Work. Well, that's a
4 group.

5 But, the teams work differently than the
6 groups. Summer bridge programs, okay. That's
7 another area.

8 Again, the articulation teams of AP and
9 pre-AP courses and reviewing the scope of sequence of
10 your curriculum.

11 (inaudible) Again, we have seen explosive
12 growth in AP. It's been-- It hasn't just happened.

13 It's been by design. It's been by some
14 concerted efforts that we have made.

15 Yes, we are very successful right now.
16 There will be five schools in the world that give
17 more AP exams than we do.

18 We could sit back and say: Hey, we're
19 great. But, we're not. We're sitting back and we're
20 saying: Look at this data. We've got so much more
21 room to grow. There's so many kids that we're not
22 getting. We've got to do more. Give more kids

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1 opportunities for AP.

2 So, thank you, and good luck to you, and I
3 will be here afterwards if you have any questions.

4 Thank you.

5 (Applause.)

6 (Pause.)

7 VOICE: While they are passing that out
8 (inaudible), but I want to thank Dave Berry who is
9 standing at the back there for doing a hand-out for
10 me that you may already have picked up.

11 There is a whole article on the Dallas AP
12 Incentive Program that you will find at the stands
13 where the College Board materials are.

14 So, thanks, Dave.

15 (Pause.)

16 VOICE: (inaudible) handing out to you an
17 article written by David Runzel who is a writer for
18 Teacher Magazine and for (inaudible), describing the
19 (inaudible) program.

20 So, it is not my purpose this morning in
21 ten minutes to be able to describe to you the
22 (inaudible) program.

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1 But, what you are going to read when you
2 read this article is the first page is really a short
3 story.

4 In that article--or in that story--David
5 talks about the experience of Maseer (inaudible), who
6 is an Ethiopian student immigrant to Hoover High
7 School in San Diego.

8 It is a story about Maseer and three of
9 his fellow students at Hoover High School who
10 (inaudible) tutorial.

11 I should tell you Hoover High School is
12 one of the poorest schools in San Diego County, if
13 not (inaudible) poor sections (inaudible) if not in
14 all of California.

15 Hoover has many, many immigrant students,
16 because it is a port of entry school.

17 Maseer and the two Somali students who are
18 described and also the Haitian student are all
19 immigrants and all first-generation college-goers.

20 (inaudible) targets low-income students,
21 first-generation college-goers. Those are the
22 students who primarily make up the 40,000 students

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1 that we serve now throughout the world.

2 But, I think, when you read about Maseer,
3 what he is attempting to do in his tutorial--and
4 David Runzel, the writer got dragged into this
5 because the tutor didn't show up on time, and David
6 was the adult on call--so Maseer asked David to help
7 him find two examples of dramatic irony from
8 Chauser's Canterbury Tales (inaudible).

9 David was dragged into this, and he
10 describes his experience at trying to walk these
11 students through--

12 First of all he said: I can't help you
13 with this. I haven't read it in 20 years.

14 That wasn't good enough. They said: We
15 have to do this. You're going to help us.

16 (Laughter.)

17 VOICE: So, what happened was David was
18 the tutor on call, and I think this really colored
19 his whole interpretation of the (inaudible) program.

20 These were immigrant students, and it
21 happens in San Diego that we have, in this particular
22 school, a number of immigrant students.

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1 I think, for me--and I am a former high
2 school principal and AP teacher--many of our students
3 become immigrants when they tackle rigorous
4 curriculum for the first time.

5 So, Maseer's experience is very similar to
6 a lot of the students that we target, whether they
7 are students in rural Kentucky or Virginia or rural
8 California, or inner city schools throughout the
9 United States.

10 So, this is a program that started 20
11 years ago, and I want to talk with you about what we
12 have learned today and I think if I help inform some
13 of the work you are going to do as you structure your
14 (inaudible) grants.

15 (Pause.)

16 VOICE: First of all, we view our teaming
17 structure as a district structure and I would like
18 you to think about that as you think about assisting
19 your schools, that what is the district focus as
20 well.

21 But, the key piece in this structure is
22 the Avid teacher, and the Avid teacher is recruited

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1 from the ranks of the academic teachers on campus.

2 When this program started in 1980, it was
3 founded by an AP teacher, Mary Catherine Swanson.

4 She is described in the article that you
5 have. She's also written up in the AP yearbook that
6 you have in your materials.

7 So, it was started by an AP teacher at a
8 school whose population changed almost overnight,
9 going from a (inaudible) culture to a very large
10 number of impoverished kids coming to the school
11 through court-ordered bussing.

12 So, a key component is the Avid elective
13 teacher. This is a piece of the school support
14 structure that we use.

15 So, the question is, if you decide to
16 offer a support structure to broaden that pre-AP
17 pipeline, what would the curriculum look like for
18 this class?

19 What happened was the teacher suggested
20 that she do this class. The principal said: Fine,
21 go ahead.

22 She had to develop a curriculum for the

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1 class, which now is formalized and it's used in 900
2 middle schools and high schools throughout the United
3 States.

4 But, a question for you is can we broaden
5 pipeline by offering this course structure like Avid.

6 A key component is the Avid elective
7 class.

8 When she started the program, she felt
9 woefully inadequate to deal with the needs of kids
10 who were coming to her who needed help in biology.

11 They needed help in social science. They
12 needed help in foreign language.

13 She was one teacher, so she immediately
14 recruited some of her graduates to come back into the
15 program to work with her.

16 So, another question. What is the role of
17 peer professionals in our AP efforts to broaden that
18 pipeline?

19 Mary Catherine recruited college
20 students--her own graduates from Claremont High
21 School.

22 So, we now train thousands of tutors all

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1 over the world every year to work in the Avid
2 elective class.

3 That's another piece of the structure.
4 These tutors work at both middle level and high
5 school.

6 They're not required to do both, but they
7 often stretch across both campuses, and that's an
8 important articulation piece.

9 So, those are two key components of the
10 structure. We trained administrators.

11 If we don't have administrative
12 (inaudible) site level, obviously we don't offer the
13 support structure.

14 So, the question you have to ask is what
15 kind of commitment do we need from administration at
16 the district level and at the site level in order to
17 do this.

18 Without real support, it isn't going to
19 happen.

20 Subject area teachers--and this is where I
21 think the concept of vertical teaming is a little
22 different for us--we work with interdisciplinary

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1 teams on each campus, at the middle level, and high
2 school.

3 The administration and the Avid elective
4 teacher lead this site team, and they focus on issues
5 on campus of access and equity and excellence for
6 kids. What are the barriers? How can we remove
7 them?

8 I used to say-- I was a principal in high
9 school of 3500 students. Trying to get the
10 departments to work together is like moving glaciers.
11 Very difficult to get folks to work together.

12 So, if you can unite this group and get
13 them to focus on what are the issues and how are our
14 kids doing, and let's disaggregate the (inaudible),
15 then you're going to make some real changes.

16 We've trained these folks at summer
17 institutes every summer.

18 Then, families at the middle level and
19 high school. What are the experiences that families
20 need as their students move forward?

21 So, this is a look at the teaming
22 structure that we use. A key component for us is the

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1 district or regional support.

2 We require that there be somebody at the
3 district level who is articulating between these
4 groups, helping to get tutors, facilitating the
5 articulation process between the site teams.

6 We have found-- It has been our
7 experience that, if you don't have that, we do not
8 get the kind of success that we're looking for.

9 We also, in California, have 11 regional
10 centers that provide ongoing Avid teacher workshops,
11 tutor trainings, training for administrators, site
12 team conferences, and we ask that our district
13 directors do the same thing.

14 Any kind of support structure we have
15 found that's going to articulate between middle level
16 and high school needs somebody at the district or
17 regional level to wear that hat to identify what the
18 problems are and to move people forward. Otherwise,
19 never the twain shall meet.

20 What are the lessons that we've learned?

21 (Pause.)

22 VOICE: This is after looking at 20 years

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1 of the program, lots of research--by the way, which
2 is on our Web Site, which is in the materials--list
3 of materials that you have.

4 What does it take to make students--move
5 students forward and help them benefit academically?

6 We find we need both systemic and
7 curricular support. We train our Avid teachers in a
8 particular curriculum (inaudible).

9 We train our subject area teachers in that
10 (inaudible) curriculum. That alone is not enough.

11 They need to work the system. I could ask
12 you (inaudible) if you have ever had trouble with
13 your own system.

14 You know we all have. Our own kids have
15 run up against it. They need an insider, somebody to
16 work the system for them.

17 We also have found that there must be a
18 district or regional focus on college prep, 6 through
19 12.

20 If we have a pool of kids coming from a
21 middle school who are eager, they have had the
22 preparation for middle school and these kids are low

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1 income--

2 Many minority students, if they get to the
3 high school and we've got barriers, then those kids
4 are get shoveled off, as Gerald Tirozzi said, the
5 general courses.

6 We found that kids benefit from a support
7 class that focuses on rigor, using writing, inquiry,
8 and collaboration.

9 Research tells us it works well for kids.
10 They have learned how to do school, but it requires
11 training, and it requires ongoing support for the
12 teachers, because we are asking teachers to play a
13 new role.

14 We're asking an English teacher, a science
15 teacher, social science teacher, to teach this
16 support class.

17 That requires training. It is a real
18 different role for them.

19 We have found that tutorials have to be
20 structured. They cannot be homework help sessions,
21 and they must be within the regular school day.

22 Do tutorials two days a week minimally,

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1 sometimes three. Initially, (inaudible) but now we
2 have discovered they must learn the inquiry process
3 and they must take kids deeper in the material.

4 Actually, David Runzel, who is described
5 in your articles, is the perfect tutor. He couldn't
6 remember the Canterbury Tales.

7 So, what did he do? He had to ask the
8 kids a lot of questions that forced them to go to
9 their material and go deeper into the material.

10 (inaudible) academic peer group. Very
11 important, especially for low-income minority
12 students as they move through the process.

13 As they move up the pipeline, they've got
14 to have a group to identify with along the way, to
15 reinforce.

16 Studies on our program show that they
17 develop a new peer group based on academics.

18 We know the emphasis on study skills,
19 organization, test-taking, time management, all of
20 which is taught in that elective class, is important.

21 It has to be connected to academics, and,
22 when kids come to tutorials, they have to bring

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1 questions from their academic classes.

2 There needs to be the connection to their
3 subject area classes.

4 Finally, explicit teaching of the hidden
5 curriculum. We explicitly teach--and David describes
6 this in his article--to low-income kids what many
7 high-income kids get at home.

8 In other words, if you've got a problem
9 with a teacher, how do you deal with it?

10 We train kids how to do that. If you
11 don't think you have been treated fairly, how will
12 you handle that?

13 If you did poorly on a test, how do you
14 get the make-up? When are the (inaudible), all these
15 things that a lot of kids don't find about. This is
16 the hidden curriculum.

17 Increased time to study more deeply, and
18 accountability, works really well for the kids. They
19 have to bring their notes.

20 They have to go to tutorials (inaudible).
21 Everyday daily contact with that Avid teacher. Kids
22 say it is like having your mom or dad at school who

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1 went to college.

2 (Pause.)

3 VOICE: (inaudible) teachers. This is
4 what we found benefits teachers. (inaudible)
5 involved in the support structure.

6 They learn to work the system. They feel
7 powerful. They know the curriculum, but they now
8 learn to work the system, so they don't feel like
9 they are victimized the same way the kids are.

10 They can make a difference. They get
11 initial staff development. That seems to have worked
12 for them.

13 But, more importantly or equally important
14 is the ongoing support. You can't do the one shot
15 summer institute.

16 You've got to have the six coordinated
17 workshops during the year and the psych team
18 sessions.

19 Focus on results. AP teachers are
20 typically the academic folks in the school who get
21 the focus on results.

22 We found Avid teachers like to focus on

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1 results, too, when they find out that 80 percent of
2 their kids--which is our national average--
3 (inaudible).

4 That's a great incentive for them.
5 Another key piece is they get to work with a group of
6 kids over a period of year.

7 They stay with those kids. They own them.
8 They're their kids. (inaudible) two or three years
9 at the middle level. Four years at the high school,
10 moving through together.

11 Accountability -- we certify our sites.
12 (inaudible). They know whether or not they are
13 really doing Avid.

14 Administrators seem to like this. We have
15 (inaudible) essentials that we certify with, and
16 folks seem to like that reinforcement.

17 We do it every year. In site team work,
18 people find out what's going on in the other
19 departments.

20 That increases their understanding of how
21 the school works.

22 The increased leadership -- that requires

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1 training. You have to be able to work with adults as
2 well as kids.

3 Some teachers are wonderful with kids, but
4 they have trouble working with adults.

5 So, we look for people who can do both.
6 So, what you think about a support structure, you've
7 got to think about do we want to emphasize the
8 district or regional approach?

9 How do we want to train teachers, and I
10 think a key piece is what role can college students
11 play in this endeavor as we try to move more kids
12 through the pipeline?

13 You've got to have a place to put them,
14 and the structured class like Avid is a good place to
15 do that.

16 So, thank you very much. I appreciate
17 your attention.

18 (Applause.)

19 VOICE: Oh, I'm sorry. On our Web Site.
20 These slides are on our Web Site (inaudible).

21 If you can't find them, just hit the E-
22 Mail and say: Rob, I can't find the slides. The E-

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1 Mail will come to me.

2 (Pause.)

3 VOICE: Good morning. My name is
4 (inaudible), and I am Principal of Eastern Technical
5 High School in Baltimore, Maryland.

6 I'm the speaker here to give you hope,
7 because (inaudible) numbers of students who are
8 taking AP exams.

9 There's a little bit of a story behind
10 that. I'd like to share that with you just for a
11 couple of minutes.

12 Eastern Tech High School is in a very
13 urbanized area (inaudible), and it also has the
14 lowest socioeconomic demographics (inaudible).

15 A lot of that is because the downsizing of
16 manufacturing (inaudible), and that's happened all
17 over our country (inaudible).

18 (inaudible) became international
19 (inaudible) economy. A lot of people who were blue
20 collar people lost their jobs.

21 There's a very big disconnect between the
22 skill (inaudible) and the economy of today, and

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1 that's where Eastern Tech sits, right in that dynamic
2 in terms of how are we going to get students ready
3 for the new economy.

4 It all revolves around what was talked
5 about at the first session this morning -- high rigor
6 and standards for all students--and I emphasize "all
7 students."

8 Back in 1991, when I was appointed
9 Principal of Eastern Tech, less than five percent of
10 our graduates went on to college. We were a school
11 of 1150, 9 through 12.

12 Now, we are a school of 1400. But, to
13 give you a sense of how you get to the AP, you have
14 to start somewhere with what is academic rigor. What
15 does it mean?

16 How do you deliver a curriculum, and how
17 do you assess to ensure that students are meeting
18 standards?

19 Back in '91, we had a lot of courses
20 called vocational this and vocational that,
21 vocational math and vocational science.

22 The only problem was, when we looked at

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1 our state examinations, our students were (inaudible)
2 unsatisfactory in those tested areas.

3 One of the first things we did as a
4 leadership team is we restructured the whole
5 curriculum.

6 We got rid of the word "vocational." We
7 put in an academic program, and we layered career
8 majors with contextual settings with high academics.

9 Where we were offering nine sessions of
10 consumer math, vocational math, we got rid of all
11 those (inaudible) and we put in mathematics and
12 calculus.

13 We did our science through physics. We
14 put a straight college-prep curriculum in.

15 My first graduating class in '92, eight-
16 tenths of one percent met the University of Maryland
17 course entrance requirements.

18 Last year's graduating class in 1999, 78
19 percent of the graduates met the University of
20 Maryland course education requirements.

21 How did that happen? It happened by
22 putting in place an individual career action plan for

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1 every student.

2 The school is organized around ten career
3 majors, and you will be receiving a copy of this
4 booklet that gives you greater details.

5 I would also ask you to check our Web
6 Site, EastTech.org, because there's a lot of
7 information on the site about the operation and the
8 organization of the school.

9 When a student comes to Eastern Tech, they
10 are given a four-year schedule. Imagine that?

11 The choice is taken away, basically. If
12 you tell us you want to go into engineering, these
13 are your courses over four years.

14 If you want to go into culinary arts
15 (inaudible) restaurant management, these are your
16 courses.

17 That builds academic rigor for all
18 students.

19 The other key is, in terms of the vertical
20 integration, how do you work with your middle
21 schools?

22 This was a tremendous problem for us,

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1 because we were bringing in students from 19
2 different middle schools.

3 We're a large school district, 108,000
4 students, and when you are bringing in students from
5 all these different middle schools, it's tough enough
6 to figure out what you're bringing in from one middle
7 school, let alone for 18 or 19 in terms of what does
8 this grade mean.

9 That's when we got into a lot of
10 articulation work with our middle schools.

11 We invite all the middle school teachers
12 by (inaudible) area to our school.

13 One of the nice things about being a
14 technical high school, we have a wonderful student-
15 operated restaurant, so we have the enticement of a
16 good lunch if you will come over and learn about what
17 it means to do honors, gifted and talented, and
18 Advanced Placement work.

19 We have students address the teachers from
20 the middle schools. We have art teachers talk to
21 them.

22 Then, we actually (inaudible) quality

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1 looks like, and we show them reports, and we show
2 them essays so that they have a sense of what good
3 is.

4 That is part of the biggest issue we are
5 struggling with in public education. What is good in
6 terms of assessment?

7 That's only going to happen if you do that
8 outreach (inaudible) talked about.

9 A couple of the hand-outs that give you
10 more specifics about that is the one that's
11 suggestions for middle school teachers.

12 This basically talks to the teachers, also
13 the students, and says: This is what we're talking
14 about when we're talking about a student going into
15 an honors class, a gifted and talented class, an AP
16 class.

17 We also ask them (inaudible) discipline to
18 recommend students and some of the things they should
19 be looking for.

20 You also have that hand-out there. It's
21 important that we're speaking the same language.

22 If we are truly going to be held

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1 accountable for some (inaudible) standards, we ought
2 to be working from the same game plan.

3 Then, the other hand-out talks about
4 summer requirements. We give students summer work
5 requirements in these areas and projects and contact
6 people that they can have support throughout the
7 summer as they work on these projects.

8 We have found this to be very helpful, and
9 to give you some numbers, once again, these are low
10 numbers.

11 Three years ago, we had zero students
12 taking Advanced Placement courses, and last year we
13 had 80 with a 68 percent pass rate of threes, fours,
14 and fives.

15 So, it's hard work, and you really need to
16 reach out. You have to deal with the culture.

17 There are a lot of parents I talk to.
18 They really want the A's and B's. They're not so
19 concerned about the higher-level courses.

20
21 (End Tape Side A.)

22 (Tape Side B.)

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VOICE: So, these are all part of a culture that you have to work through, and you have to work through (inaudible).

Money is an issue. How do you pay for the test? Now, if you're Title I and you can get money, as mentioned by Dr. Tirozzi, that's one thing.

We do not let money get in the way of the students. We have corporate sponsor that will fund the tests (inaudible).

There's ways to work around that if money is the issue. We don't find money to be the issue.

We find the hard work to be the issue. We have a professional development school at one of our universities where we're preparing the next cadre of teachers.

Basically, we had them do some research with our students. You know, why don't you want to take AP, or why don't you want to get into (inaudible) courses?

You know the answers. You worked with students.



1 The issue is how do you convert them over
2 to show them the reason for doing (inaudible)
3 rewards, and things of that nature.

4 So, I would invite you to look through
5 this information and material, and I know we're a
6 little bit short on time.

7 You might want to have some questions, so
8 I'll stop at this point. Thank you very much.

9 (Applause.)

10 VOICE: We have about five minutes for
11 questions. I apologize for that, but it is very
12 difficult for five people to talk about their
13 projects or programs with enthusiasm, that you see
14 that we have, and do that effectively and give you
15 information of substance in ten minutes.

16 So, with that, your questions. Yes?

17 VOICE: Why do you find it necessary to
18 have honors (inaudible) Advanced Placement, or what
19 advantage that (inaudible) three levels give you, or
20 are (inaudible)?

21 VOICE: Actually, the AP and the gifted
22 and talented are one and the same in most courses,

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1 but it's a designation that our school system has in
2 terms of how we work out point values for different
3 rigors of the different courses.

4 VOICE: Other questions.

5 VOICE: (inaudible) hand-outs to go
6 around?

7 VOICE: If you need the last hand-out, see
8 me at the end of the session. I have some extras of
9 them.

10 VOICE: There may be some others that you
11 didn't get, so, if you did not, check with each one
12 of us, and we can share those with you.

13 Other questions? Well, if there are no
14 further questions, we thank you for coming, and I
15 think the next session will start at 11:00.

16

17 (End Tape Side B.)

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OPPORTUNITIES

Thank you for coming to this session on Pre-AP models. I'm Mondy Raibon and joining me for this presentation, Rob Gira, Dan Galloway, Bob Kemmery and Joan Vincent. They will each tell you about their particular areas, what they do, the organizations that they work for, as they go through their presentations. We're minimizing formalities to get right into the presentations because our time is so limited. So, with that, we have about three specific objectives we want to make sure we cover.

One, to talk about what it is we are doing and our specific Pre-AP models.

Secondly, hopefully, help you generate ideas, either directly or indirectly, as you think about grants and funds and writing those grants, activities that you may include in those grants, and

Thirdly, to make sure that we have enough time left to answer those questions that you have

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1 about the information that is presented. So, with
2 that, we'll get started. There are handouts for our
3 various presentations, and I think we probably have
4 enough here. If you have any questions about these,
5 feel free to ask us about them after the session.

6 My area is Pre-AP and I'd like to start
7 simply by defining it as we see it from the College
8 Board. This is an initiative of the College Board
9 now, a national initiative, and its objective is to
10 improve access to advanced placement for all
11 students. This is how we define Pre-AP, as a set of
12 content specific strategies to build rigorous
13 curricula, promote access to AP for all students,
14 introduce skills, concepts and assessment methods to
15 prepare students for success in AP and other
16 challenging courses, strengthen curriculum and
17 increase the academic challenge for all students.

18 We place emphasis for Pre-AP on teacher
19 professional development and, so, for educators to
20 access these strategies, they do that through teacher
21 professional development activities, and there are
22 two specific ones that I want to talk about.

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1 The first is advance placement vertical
2 teams and the other one is building success.

3 This is how we define AP vertical teams.
4 We're very specific about the kinds of putting AP
5 here because these teams and what they do, these
6 things that they do are all anchored in the advance
7 placement program and are strategies and skills that
8 we find in the AP program. It is, as you see, a
9 group of educators who represent different grade
10 levels. It's very important to have the middle
11 school participation there. They're from a given
12 discipline, they work cooperatively to develop a line
13 curriculum to help students develop the skills they
14 need for success in advance placement classes and
15 other challenging classes. We see these vertical
16 teams generally organized across grade levels 6
17 through 12 and, as I said, they can be organized for
18 every AP discipline that we have. These teachers are
19 problem solvers. They set their own goals as it
20 relates to the definition here, as it relates to
21 improving access and then all of the things that are
22 required for them to accomplish their goals. They

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1 decide what those things are and develop their
2 strategy for doing so. So, I see these teachers as,
3 or these team members, as problem solvers.

4 In the brochure that you have, the Pre-AP
5 brochure that you have, if you look inside, there are
6 a number of resources available to AP vertical teams
7 and to provide training for those teams. It's this
8 brochure here. If you look inside, you'll see a
9 section there on teacher professional development.
10 AP vertical team training is provided throughout all
11 of the college board regions, either in one-day
12 workshops, in some cases, two-day conferences. There
13 are also consultants who go to schools and work with
14 schools and teachers in those schools to provide
15 assistance with AP vertical team training. And then
16 summer institutes is another means of teachers'
17 acquiring this professional development. We have
18 developed several AP vertical team publications and
19 you see them listed inside the advance placement
20 vertical team toolkit, the English vertical teams
21 guide, and if you look on the back you'll see what we
22 refer to as the goose guide. It is an introduction

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1 to AP vertical teams and what that concept means.
2 And then there are models in that publication for
3 science, social studies, foreign languages, studio
4 art and music theory. You can get these
5 publications. Teachers get them generally through
6 the workshops and conferences that they attend. But,
7 you can also call your regional offices and those
8 offices are listed on the back to get information
9 about those publications, as well as the training
10 that is provided.

11 The other source of training is building
12 success. Building success is a two-day workshop. In
13 that workshop, teachers learn strategies that help to
14 prepare students again for college prep and advance
15 placement work, strategies to help them develop
16 critical thinking skills to improve their writing.
17 On your table, again, you have the building success
18 brochure and there is information provided there
19 about that workshop and exactly what it provides.
20 This workshop, again, has consultants who are
21 specifically trained to provide the teaching
22 professional development workshops to teachers. You

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1 can access that training or, at least, the
2 consultants again through your college board regional
3 offices, and I think those offices are listed on that
4 brochure, as well.

5 As I said earlier, we place an emphasis
6 with Pre-AP on teacher professional development,
7 because we feel that if we can give teachers, all
8 teachers, the strategies for raising the bar, if you
9 will, for students, for enriching the curriculum in
10 their schools for developing strategies and
11 activities to challenge students more, then that is
12 certainly a way we can have an impact on expanding
13 the number of students who are being prepared for
14 advance placement courses. So a school, in doing so,
15 the schools in your state may take the approach of
16 sending teachers to these workshops and conferences.
17 But each year they should be sending more and more
18 teachers, where you are providing exposure for
19 students to these Pre-AP skills to more and more
20 students, and this is the kind of effect you should
21 have. Each year you should see more and more
22 students getting this exposure, finally, to the point

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1 students are getting these skills or that you find
2 these skills being provided throughout the curriculum
3 in the school, no matter where they go.

4 So, as you think about grants that you may
5 write for funding, teacher professional development
6 certainly is an important one. Attached to that
7 handout that is entitled Pre-AP Initiative are also
8 some guidelines, the very last page, are some
9 guidelines for you to keep in mind as you think about
10 using building success in AP vertical teams as an
11 activity for funding through your grant proposals.
12 With that, I think our next speaker will be Dan, and
13 we will move on from there.

14 Thank you, Mundy. I'm, as I said this
15 morning, one of the success stories that you are
16 going to hear about and as I tell you about the
17 school that I am from. I am Dan Galloway. I'm
18 principal of Stevenson High School in Lincolnshire,
19 Illinois. And this is last year's data. This year
20 we are now 3,850 students, still growing to 4,500,
21 275 certified staff, 180 support staff and still
22 hiring over 30 new teachers every year. We're north

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1 suburban Chicago, Illinois, and I'm going to share
2 with you some information to show exactly where we
3 are regarding advance placement.

4 Here's some data that shows you kind of
5 where we have been and where we are today. 1992, you
6 see we had 676 AP exams written. Last year, we had
7 1,611, and you can say, well, Dan, sure that happens
8 when you have your enrollment growing. And I say,
9 well, yes, but since 1992 our enrollment has
10 increased 50-60%, while our AP participation has
11 increased over 130%. So, what I want to share with
12 you today is what have we done to increase AP
13 participation at our school, because there are some
14 very specific things that we've done.

15 The easiest thing to do is add AP courses.
16 We added music theory, art history, statistics,
17 environmental science, psychology. We had many AP
18 courses in the subject areas and, for one reason or
19 another, we just didn't have this one or that one.
20 So, as I talked to the departments and some teachers
21 in the departments, I tried to build an interest
22 there, and they ultimately offered those courses, and

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1 now we have them. But, that hasn't been a major
2 force to get us where we are today at all.

3 One of the major forces is this one here:
4 relaxing some of those arbitrary entrance
5 requirements that we had for AP courses, which has
6 resulted in more and more students being able to
7 enroll in our Pre-AP courses.

8 How have we done that? Basically, the
9 last or the next two here, placement testing and
10 summer school. We have an articulation in Pre-AP and
11 junior high school teachers. We have teams of
12 teachers that teach middle school and high school
13 that meet on a regular basis on our articulation
14 teams. These teachers plan the scope and sequence of
15 the course. They determine the skill level
16 development of the students in each subject area and
17 plan and articulate the placement test. They create
18 it together. When you have the middle schools and
19 the high schools together determining the objectives
20 and the scope and the sequence of the curriculum
21 through middle school and into high school, and they
22 develop the placement test based on the mutually

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1 determined objectives that they have, students take
2 those placement tests in 8th grade, or after 8th
3 grade, and then determine what course they're going
4 into in high school, and, then if they do not like
5 the way that they scored on those exams, they can get
6 tutoring and retake the exams on their own. They can
7 get books and study on their own. Or they can enter
8 our summer school program where we have enrichment
9 courses in every single one of the subject areas. We
10 have placement exams in math, English, and four
11 different foreign languages, and they can take a
12 bridge program in the summer in any of those areas,
13 and they can increase their skills.

14 We have two levels at Stevenson High
15 School, essentially, and that is college preparatory
16 and advance placement. When you enter school, it is
17 our expectation that we are going to prepare you for
18 college. We are going to start you here. These are
19 our expectations. We used to have six different
20 levels with expectations way up here and way down
21 there. Now when we come in, our expectations are up
22 here for everyone. If you are not performing well,

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1 we have the enrichment courses in the summer school.
2 We also have enrichment courses, mandatory tutoring
3 and those type of things going on during the school
4 year.

5 We also articulate with our Pre-AP
6 teachers. Our advance placement teachers in high
7 school articulate with the teachers of the
8 prerequisite courses, and they sit on teams, and they
9 plan, again, specific activities, assessments,
10 strategies that they are going to do with their
11 students from freshman, sophomore, junior up until
12 they take their course senior year in AP or if it's a
13 junior AP course. One of the things that we have
14 done with AP courses is that they're not all for
15 seniors, they're not all for juniors. We actually
16 have some AP courses that we allow sophomores to go
17 into. Because, we have relaxed our requirements, I
18 had a freshman boy one year ask me "can I take AP
19 psychology?" I said, "well, gee, that's a course we
20 reserve for juniors and seniors." "Well I'm real
21 interested in it and I've done a lot of reading on
22 Howard Gardner, and I've read some of his books and

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1 things and I'd really like to take it." So we
2 thought, okay, fine, his parents supported him and he
3 was a pretty high achieving kid. We let him take AP
4 psychology as a freshman. He sat in the class with
5 seniors and got a 4 on the exam. So, if students are
6 interested, they're motivated and they do have some
7 history of achievement, we'll let them in there. I
8 want to make sure I get all the information in here
9 that I want to get.

10 Going on to the last thing that we've done
11 here. We've looked at our course sequence in our
12 alignment. We found that there are some courses
13 where we were actually precluding students from
14 taking an AP course, or taking an AP exam, the way
15 that they were aligned. For example, in foreign
16 language, we noticed that the way that they had the
17 AP language course designated, half of the kids
18 graduated before they could take the exam and we've
19 changed that. We looked at math. We found that the
20 way that the courses were sequenced kept 50% of the
21 students from moving toward AP statistics. In
22 English, we found that we were so divergent in the

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1 senior year that we actually were encouraging
2 students to move away from the AP course. In art,
3 our art teacher was too sensitive about his students'
4 egos being shattered to really work toward advancing
5 participation in that program. So, if I could
6 summarize, and I know I'm speaking quickly here, but
7 we went so over last time. Where we have focused our
8 dollars and our time and our attention and, I don't
9 know if these are areas where you'd want to, but in
10 the area of articulation efforts, articulation
11 planning, whether it be with our high school teachers
12 in grades 9-12 or whether it be with teachers from
13 6th or 7th grade through high school, our English
14 articulation committee goes down to the 3rd grade.
15 They articulate down that far. We've focused time
16 and attention on teacher training and support. I
17 mentioned that our articulation teams worked together
18 with our AP teams in high school. In those meetings
19 of those groups, we also have staff development where
20 they get staff development on best practice in the
21 area of teaching assessment, activities and such.
22 Our summer bridge programs, summer enrichment

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1 programs, tutoring programs during the year, those
2 are areas where we focused a lot of time and money.
3 Also, training of teachers for the AP courses. One
4 of the things that I tell our AP teacher is that I
5 don't want them to get a big head. You are not the
6 AP teacher. Just because you teach AP U.S. history,
7 for example, or you teach AP Spanish, you are not THE
8 AP teacher. All of the teachers who teach ahead of
9 you AP teachers as well, and you remember that. And
10 you work with them on teams and you collaborate
11 together and we set times and schedules up for that.
12 They must meet so many times a year, they must have
13 an agenda, as you'll hear Joan talk about in Dallas
14 as well. We've also focused our time and attention
15 (I don't about how much money) on reviewing of the
16 scoping and sequence of our curricula. We've sat
17 down with our directors of instruction in the area's
18 department heads, and I've asked them to take time
19 and look at the sequencing of their subjects. And
20 that has paid off handsomely.

21 So, in closing, that is what has
22 contributed to our success. We have certainly

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1 expanded the opportunities for kids to take AP
2 courses. As I said, we've gone from a 50-60%
3 enrollment growth to 130% here. And I tell our
4 administrators, our counselors, and our teachers that
5 you could look at this data and say, wow we've done a
6 great job. It's been fantastic. We've arrived.
7 We're there. We're doing wonderful things for kids.
8 And I tell them one could say that, but I'm not
9 saying that. We are not there. We cannot sit down
10 and pat ourselves on the back. There are still many
11 kids that we are missing. When you look at this
12 achievement data here, we have 89% of our kids
13 getting honor grades. We've expanded these
14 opportunities to all these kids. Back here, when we
15 were sorting and selecting, we were 81% honor grades.
16 Now we're 89%. Where we've done even higher. Our
17 average score on the AP score was 4, and we've got a
18 lot of area to improve in there. So, we're going to
19 continue our efforts in that area, and I'm out of
20 time. So, I will yield the floor next to, will this
21 be Joan?

22 I'm going to start talking as I come up

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1 because I'm long winded and they are going to
2 assassinate me here today I think. I'm Joan Vincent
3 and I am the lead teacher with the Dallas Advanced
4 Placement Incentive Program. If you have not picked
5 up one, these are available at all of the college
6 board stands, and we have them here for you, if
7 there's not one on your desk or your table. And,
8 also, there is another handout that is available that
9 should be on your table that says: Concept of
10 Vertical Teams.

11 You've heard this repeatedly for the last
12 couple of days, and you've heard some very
13 inspirational and informative people say it, better
14 than I can in 15 seconds or less. But, I wanted you
15 to look at a graphic that shows we need to do more to
16 help students go to college and graduate. We're
17 doing a pretty good job in keeping them in elementary
18 and middle school. We're doing a better job than we
19 have been in graduating them from high school, but
20 when they go to college, about half of those
21 graduate. Why do they not graduate? Well, part of
22 the reason is they don't have the skills. It's a

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1 matter of skills.

2 So, in Dallas, we'll start with the
3 results. Dallas has 150,000 students, or more. It
4 is a minority majority district. It's a big urban
5 city district. 22 high schools. And this particular
6 program works with 9 high schools of that 22 and
7 their feeder middle schools. There were many
8 students who were not even aware of what AP meant.
9 And I wish I could tell you they thought it meant
10 Associated Press, but they didn't even think that.
11 They just didn't know, and there are still some who
12 don't know. In the five years of this program, we
13 have reached a lot of students. We have this many
14 now counted and in advance placement courses. We're
15 offering through the program that we work with that
16 this is math, science and English. And, you can see
17 in the red, this is just almost criminal, that in all
18 of Dallas, there were only 312 kids in 1995 (the year
19 before this program began) to take AP exams. In the
20 four years, this is the fifth year of the program, we
21 have kids and passing at about 33%. Now that's not
22 our final goal. But, at least, we have the students

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1 in the classes. We have students taking it.

2 So, what can we attribute this success to?

3 And what were our goals? Number one: to get more
4 people taking the advance placement classes, and I
5 think that must be the goal, or I hope that's the
6 goal of many of you, especially minority and under-
7 served populations. The vertical team is the major
8 instrument that we worked with in doing that. If I
9 were going to tell you things, and I couldn't say
10 anything else. Four things that we've learned with
11 this program is the teacher is key and, as a part of
12 the vertical team, teacher training is vital. We
13 require our teachers to do five years of training.
14 The first two years have to be a summer institute and
15 a two-day college board training. Many of them, most
16 of them, do not complain. They like the training.
17 They find it worthwhile. They use it. Teacher is
18 key. Incentives work. You will see in the article
19 on this program that we offer an incentive to
20 students and teachers and to schools. They do work.
21 They work in business. They'll work for kids. When
22 you work hard, sometimes you want a payoff. Most of

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1 the times, you want a payoff, and it does work for
2 them.

3 They other thing, vertical teaming,
4 working with skills. We look at skills that we can
5 do rather than just meet as a group, as someone has
6 said better than I have. You have to have a
7 collaboration of efforts. We can plan wonderful
8 programs on paper, but in a part of that planning, we
9 have to make sure that teachers are working together
10 toward an end. That end, for this particular
11 program, is taking the advance placement test. On
12 the slide that I just showed you a few minutes ago,
13 you saw that over 2,000 are taking the test. 700 of
14 them are passing with a 3, 4, 5. But we have been
15 told, and we know from students who have come back,
16 kids who sit in the course are benefited, whether
17 they make that 3 or not, just to have access to that.

18 As a part of the vertical team process in
19 identifying skills that we need to look at, the math
20 program lends itself very well to a vertical team.
21 If a student is going to take AP calculus and take an
22 advance placement test, he can't start his junior

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1 year taking Algebra 1. There has to be an alignment.
2 It's not quite that pronounced, especially in
3 English, and not in science either. But in English,
4 everybody can speak English. For most of us, it's
5 out native language, and in English class, you just
6 have to work hard. You don't have to do much of
7 anything as far as skill development. It's not as
8 well defined with courses as it is math, and maybe
9 not even in science. And so, students are sort of, I
10 teach a 12th grade literature class, and that's my
11 third point. I'm coming back to this. The lead
12 teacher is significant. As a lead teacher, I am not
13 just, I'm not an administrator at all. I teach an AP
14 English class, and I work with the AP English
15 teachers in nine schools. So, I have the perspective
16 of having a class of students that I'm trying to
17 prepare, as well as working with other teachers who
18 are doing the same thing. And in my AP class of 30
19 students, there are some who are not prepared. There
20 are some who know vocabulary, but they don't
21 understand how to apply it, how to analyze it, and
22 that's something that we've been working on all year.

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1 But that means that it just can't start in senior
2 English. It has to start some time before then.

3 Part of the vertical team is that they
4 have to meet on a regular basis, they have an agenda
5 for the meeting, and it's not to talk about what the
6 principal hasn't done recently or how many students
7 they have in class. Although, they are tremendously
8 overloaded. They have to be teachers who are willing
9 to work at it. Sometimes, department chairs,
10 especially English department chairs in many schools,
11 are the ones that volunteer for a lot of activities
12 that go on, and they are sometimes too overloaded to
13 do some of the work that needs to be done in making
14 sure that vertical teams are functioning and that
15 they are continuing to work. And there should be
16 members representing at least each grade level. This
17 is in your handout, this particular one I'm going to
18 take it off. This is what I mean by, and this
19 English, since I teach English, this is what I mean
20 by making sure that you have some specific goals. We
21 set up what we call our benchmarks. And we went
22 through and looked at several categories, especially

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1 in English. And the math team did the same thing.
2 Now, teachers know, the teams know, when they meet
3 once a month, their meeting focuses on these
4 particular targets and these particular benchmarks.
5 That has been, believe it or not, not so much a
6 whipping point, but really they are excited about
7 knowing from the beginning what it is they need to be
8 working about. This what I'm talking about with
9 those benchmarks. This is just English. You can do
10 the same thing with science, you can do the same
11 thing with math, but these are skills. Vertical
12 teaming is skill development.

13 As I take my seat, just let me show you
14 one last thing. It needs to be inclusive. There
15 needs to be skill development, have to be sharing of
16 ideas and strategies, because otherwise English 1 is
17 just English 2, it's just like English 3, but with a
18 different textbook. So you have to work on skill
19 development and teacher training. Thank you.

20 I'm Rob Gira, Director of Program
21 Development for the AVID Center.

22 You have an article called AVID Learners

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1 at your table, and it describes the advancement via
2 individual determination program for you. The first
3 page, in essence, is the writer's short story about
4 his indoctrination into the AVID program. You can
5 read about Nassir, who is an immigrant student from
6 Ethiopia, who is in an AVID tutorial with several of
7 his friends at Hoover High School in San Diego, which
8 is in one of the poorer sections of San Diego County,
9 if not in California. And you will read about
10 Nassir's effort to find two examples of dramatic
11 irony from the Wife of Bath's Tale from Canterbury
12 Tales by Chaucer. Like many AVID students, Nassir is
13 a first generation college goer, low income student.
14 It happens that Hoover High School has a large number
15 of immigrant students, because it is a port of entry
16 school in San Diego. But in AVID, we work with
17 programs throughout the world. We're currently
18 working with 900 schools in 13 states. My purpose in
19 talking to you is to offer you some lessons that we
20 have learned from providing a support structure.

21 Any discipline who agrees to teach the
22 elective class at either the middle level or high

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1 school and agrees to take on a group of 30 students,
2 or whatever the number is per class on the campus,
3 and over the years will add more sections of an
4 elective class, that's the support structure on
5 campus during the regular school day for the
6 students. That teacher is very important because
7 that teacher's an insider who knows the academic
8 system on the campus and can help these students
9 navigate the system and help the families navigate
10 the system and lead the site teams, because that
11 teacher with the administration leads the site team,
12 the interdisciplinary site team. That teacher has a
13 curriculum that we provide. It's based on writing,
14 inquiry and collaboration. So, the question for you
15 is, if you decide to offer a support structure, what
16 would the course look like. What kind of training
17 would the teacher need and what kind of curriculum
18 would you use and what would best benefit kids? We
19 found that writing, inquiry and collaboration worked
20 best for our students. You can go to our web site if
21 you want to read the research background on the AVID
22 program. The web site is listed on the brochures.

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1 When you ask students to move quickly
2 through the pipeline, students who do not necessarily
3 have the background, they are going to need some
4 additional support. The class does have a
5 curriculum, but the question for you is: if you do
6 offer a support structure, what will the role of
7 paraprofessionals be and what kind of training will
8 they need? We have found that college students who
9 graduated from your district make the best AVID
10 tutors. They're role models for the kids, they get a
11 specific training that we provide, so that they're
12 not answer givers. You'll see David Rundel's example
13 in the Ad Week article. Unwittingly, he became an
14 excellent AVID tutor because he'd forgotten all about
15 the Canterbury Tales, and he had to ask the kids a
16 lot of questions, and he became a really good tutor.
17 But we train these tutors to use the inquiry method,
18 and they are trained to grade the student's
19 notebooks, to grade them on their note taking.
20 Tutors are another key component. You can't do the
21 AVID program without tutors. But the question for
22 you guys is: what role could paraprofessionals play

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1 as we are developing this pipeline for more students?
2 We also train administrators. We require that we get
3 district and site level administrative commitment to
4 do this support program, something to think about
5 should you decide to do that.

6 Subject area teachers must agree to go
7 through the training so that they understand the
8 purpose of the program and what the kids are going
9 through and what the methodologies are that will help
10 them to get more students through rigorous
11 curriculum. They are going to be faced with students
12 who don't look like their typical AP students, who
13 are going to be coming in AVID students, or whatever
14 students you choose. They are going to be armed with
15 notebooks and note taking techniques and
16 organizational techniques. But teachers will have
17 some things to overcome if their students are
18 entering rigorous curriculum and don't look like
19 their typical students in rigorous curriculum. And I
20 could tell you at Hoover High School, Nassir fits in
21 pretty well, but if you lifted Nassir out and put him
22 elsewhere in San Diego County, he would look quite

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1 different from some of the kids in AP courses
2 elsewhere in the county.

3 Also, training for families is another
4 thing in any support structure and it's got to go
5 middle level through high school. Obviously, you
6 can't start at high school. We've got to start
7 talking with families about what it means to be a
8 scholar at the middle level. What should your
9 child's notebook look like? How can your child
10 interact effectively with teachers, and how can you,
11 as a family, become better consumers of education?

12 The other key piece to think about is: we
13 require some kind of district or regional support
14 working between these programs. And, for you folks,
15 you've got to think about, is that something we want
16 to look at? How are our middle schools and high
17 schools articulating effectively? We have found
18 that, if we don't have that articulation between
19 those sites or regionally, AVID students get to here
20 and then they run into new barriers at the high
21 school level in terms of their placement when they
22 get to high school. So that piece, we require it if

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1 districts are going to implement AVID, they must have
2 someone take the district training to be an AVID
3 district director.

4 Here's what we've found for students.
5 We've found that they need both curricular and
6 systemic support. They need someone working the
7 system for them. A team working the system for them.
8 We know our curriculum is effective, but without the
9 systemic support, ineffective. Our research shows
10 that. If we don't have a district focus on college
11 prep 6 through 12, our kids flounder. It's got to be
12 articulated interdisciplinary 6 through 12. The
13 reason I say regional is that in California we have
14 11 regional centers and they are funded by the state
15 to support AVID. We know the support class must
16 focus on writing, inquiry and collaboration. This is
17 what has worked for us, and it's research based. But
18 we know we must also focus on rigor, that the
19 students must be coming to their tutorials bringing
20 difficult problems from their academic classes. And
21 we teach them levels of questions. We expect levels
22 2 and 3 questions eventually from them. And we know

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1 that tutorials cannot be homework sessions, and they
2 can't be after school. They must be part of the
3 regular school day. That is something to consider.

4 We know our kids benefit from a redefined
5 peer group that they stay with for a number of years.
6 It's very important to get the reinforcement. Kids
7 who, like me, are doing this. Study skills, time
8 management, all important. Explicit teaching of the
9 hidden curriculum. Those of us who've been to
10 college know what it takes to get there. Low income
11 families need explicit teaching about the hidden
12 curriculum. They need more time. We know students
13 benefit from daily and weekly accountability.

14 We know that teachers, and as you think
15 about a support system, that teachers benefit from
16 being involved in both a systemic and curricular
17 approach. Meaning that, if they are working the
18 system, they become empowered and they begin to
19 understand how to solve the barriers on their campus
20 to access equity and excellence. Sometimes, it's
21 easy to just sit back and say I can't do anything
22 about it. We know they have to have initial staff

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1 development. We provide summer institutes, but it's
2 also the ongoing, and we require six AVID workshops a
3 year. And we also require site team workshops. It's
4 got to be ongoing. Focus on results. Pre-AP
5 teachers need a focus on results. Those of you who
6 have been AP teachers (and I was one), it was a great
7 joy at the end of the year to get those results. If
8 we're in the pre-AP business, we also need to provide
9 some focus on results for our pre-AP teachers. They
10 need to be able to see the scoreboard, as well.

11 I'll just say finally that teachers really
12 benefit from working with a group of kids over a
13 period of time. At the middle level, kids stay in
14 AVID for two or three years, and the teachers go with
15 them. At the high school level, four years, same
16 things. These are my kids. I work with them over
17 time. I'm finished. Thank you very much.

18 Good morning. I'm Bob Kemmery. I'm
19 principal of Eastern Technical High School in
20 Baltimore, Maryland. Eastern Tech is a high school 9
21 through 12, 1,400 students. I would like to share
22 with you a perspective in terms of addressing what

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1 Dr. Tirozzi talked about this morning: high
2 expectations, rigorous standards for all students.
3 Because, by very briefly talking a little about the
4 Eastern Tech story, I'll think you'll get a sense of
5 how this works whether it's SAT's you're working on,
6 advance placement, but high performance for all
7 students, with the emphasis on all.

8 Back in 1991, when I was appointed
9 principal of Eastern Tech, we looked at all our data
10 indicators, and we did not like what we saw. We were
11 looking at how we were doing in terms of state
12 mandated tests, how we were doing with the dropout
13 rate, just overall performance indicators. The only
14 problem with looking at the data and talking with
15 the school and community was everybody was pretty
16 much satisfied with where we were, everything was
17 pretty much okay. It didn't matter that our dropout
18 rate was unsatisfactory, our math, our writing
19 performance tests were unsatisfactory. So, it was
20 dealing with this whole idea of working the culture
21 and giving voice to the data to have high standards
22 for all students.

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1 We worked with our leadership teams and
2 our teachers and we came up with a re-defined
3 curriculum of high academic standards. What was
4 formerly a vocational technical high school became an
5 academic technical high school, with all the college
6 prep courses in math, English, social studies and
7 science. Now, that's one thing just to put the
8 courses on the books, it's another thing to work
9 students through the curricula. So we had a lot of
10 hard work ahead of us, but it was something we felt
11 was very important to do. To give you some data, to
12 give you a sense of how dramatic this change has
13 become: the first graduating class that I worked
14 with in 1992, eight tenths of one percent of the
15 graduating class met the University of Maryland's
16 course entry requirements. The class of 1999, 78%
17 met the University of Maryland's course requirements.
18 There is no general track in the school. Hopefully,
19 all students will be prepared for college, but if
20 they're not prepared for college, all students are
21 prepared for a career in today's economy.

22 While we were working with our teachers

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1 and trying to get students to go into higher levels
2 and more challenging courses, it became readily
3 apparent we had to work much more closely with our
4 middle schools. And we are a large school district
5 of 108,000 students, and our high school can pull
6 students in from 19 different schools. So, that
7 really made it somewhat complex in terms of how you
8 are going to work with your feeder system to
9 ascertain what they are doing at these particular
10 levels.

11 Now, Maryland is a state with high state's
12 examinations, and I know many of you have to deal
13 with that. You are either starting it or you've
14 already been dealing with it. So, what you measure
15 becomes very important, and it's important that
16 letter grades equate to performance, and that's what
17 the AP is all about. That's the great thing about
18 the AP. It set's that high standard and you can
19 measure your students against it. But to get to that
20 level you have to give credibility and validity to
21 the courses that are presently in your system. What
22 we're doing is we're working by reaching out to our

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1 middle schools. We invite all the subject area
2 teachers to our school, whereby our teachers talk to
3 them about what it means to do rigorous work, what's
4 a gifted and talented essay, what's a gifted and
5 talented project. There are display stations, so
6 that the middle school teachers can work with the
7 high school teachers, and there're actually some of
8 our high school teachers who present some of their
9 projects.

10 This is all in preparation for getting
11 students to reach higher, to be successful in the
12 advance placement. It cannot take place without this
13 articulation, this vertical articulation that was
14 mentioned by the other speakers.

15 Some of the handouts that you have a copy
16 of talk a little about how we do the outreach to the
17 middle school teachers, and, then, what we send to
18 the teachers in terms of helping us identify students
19 and getting them ready for more rigorous course work.
20 There's also summer assignments for our students who
21 go into the advance placement and the gifted and
22 talented courses. And you have some samples of that.

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1 I would also reference you to our web
2 page, which is EastTech.org, because this information
3 is on the web site, and, if there is any other
4 information that you desire, you could contact the
5 web master at our high school.

6 Working through the culture of your people
7 in your community is critically important in terms of
8 believing and implementing all students can learn and
9 how students can achieve at a high level. And that
10 is really hard work, because I can tell you from four
11 years ago when we had zero students taking advance
12 placement courses to this year where we have 80, with
13 a 68% pass rate at 3, 4, 5, that was a lot of effort
14 and we have a long way to go. And we're committed to
15 it and one of the mechanisms we're working with to
16 help us ensure that more students take AP and are
17 successful is that we made it a part of our school
18 plan. All schools in the state of Maryland, and I
19 would guess most schools across the United States,
20 have school improvement plans. And I noticed that
21 when we had tackled the SAT four years ago and
22 concentrated everybody's energy, the entire school

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1 community, we saw dramatic increases on our SAT
2 scores. We will put that same system in place
3 because that worked for us in terms of state mandated
4 testing. For the last three years, Eastern Tech has
5 been excellent in all state indicators (there are 14
6 indicators). And that only happened because there
7 was buy-in from the community, the faculty, the
8 staff, and we focused our energy on that. One of the
9 great things about this conference is you're going to
10 get an opportunity to write for some grant money to
11 help you move forward with your plan of getting more
12 students into advance placement and helping them meet
13 with success. But I wouldn't minimize to you the
14 importance of selling this to your school community.
15 Yes, you'll have lead teachers and, yes, you'll have
16 quality AP teachers, but what really gets the
17 attention, in my experience, is what the
18 administration of the school, the school improvement
19 team wrapped their arms around and say we value this
20 and we're going to make it work. I would ask you to
21 think about some of these comments because I think
22 it can really help you move your students forward in

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1 terms of success on advance placement. I'm going to
2 stop at this time, so to have an opportunity to have
3 an exchange of ideas and ask some questions. Thank
4 you very much.

5 Voice: We have about 10 minutes left for
6 questions.

7 Q. I can't remember who it was, but you
8 mentioned the summer institute, the summer program
9 for students who didn't test where they wanted to.

10 A (Galloway). Right.

11 Q. Is there a charge on it?

12 A. Is there a charge on it, yes they pay
13 a summer school tuition fee, but we, for students who
14 can't afford it, there's a fee waiver that they can
15 apply for as well. We do work with the counselors of
16 the summer schools, who recommend students for summer
17 school programs. If they aren't signing up, we'll
18 encourage them to sign up. We go after them.

19 Q. Have you seen an increase in the low
20 income and working class students?

21 A. Yes. Our enrollment increase is more
22 in lower income working class group people.

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1 Q. I was just curious. Are you
2 associated in any way with * World Initiative? I
3 know that that is going on in the Chicago area, as
4 well.

5 A. No. We're not associated with that
6 directly.

7 Voice: Other questions? If you have no
8 further questions, join me in thanking the panel.
9 Thank you very much for coming to session. I think
10 we will adjourn from here to lunch.

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