

Spring Seminar 2018 at TCU

AP Physics 1

Course Description:

Participants in any of John's sessions should be prepared to bring back to their campuses multiple laboratory activities that can be easily integrated into the AP Physics classroom. Participants are strongly encourage to bring a smart phone if they have one and either technology or old fashioned pencil-and-paper to make notes about what they experience. Participants, please be prepared to be asked by John in advance of the session which topics you would like to "see more lab" on so that I can best serve your needs.

Instructor Bio: John Frensley as taught all levels of AP Physics since 2006. Since 2014, John has also presented one-day, two-day, and week-long workshops for AP Physics 1 and AP Physics 2. John's workshops always include a heavy lab component; John believes that AP Physics success begins with a strong presence of laboratory activities in the classroom. As John has had much experience working in and with low-economic schools, John's labs emphasize the use of equipment that is inexpensive to acquire.

AP World History

Course Description:

Teachers will:

Learn strategies for "getting to the end" before the exam

Develop insights into teaching effective Short Answer Question, DBQ and Long Essay responses

Learn Multiple Choice strategies to communicate to their students

Receive digital materials and methods from a veteran APWH leader

Instructor Bio: Jay Harmon is a veteran teacher of AP World History, AP United States History and AP European History and has participated in AP exam essay readings in each of those courses. He was part of the leadership at AP World History readings from its beginning. He is a former member of the AP World History Test Development Committee and was an AP consultant to the College Board for 17 years, leading AP workshops in the U.S., England, Germany and Panama. Jay's website, ap.harmonhistory.com, is a popular resource for AP History teachers.

Over his 36 years in the classroom he has taught in large public schools and small private schools and currently teaches at Houston Christian High School.

AP Spanish Language and Culture

Course Description:

This session will review the content and format of the AP Spanish Language and Culture exam, and provide teachers with resources and strategies to help students show their top proficiency level on the test in May.

Topics will include the following:

Goal setting and motivation

Explore ways to help students set and achieve goals for their AP performance

Multiple choice portion

Understanding the exam: Participants will identify the learning objectives measured in the multiple choice portions of the test.

Strategies for success: Participants will and gain strategies to develop the critical reading and listening skills required for success on the multiple choice section.

Free response writing

Understanding tasks and scoring: Participants will review the tasks and scoring guidelines for email response and the persuasive essay tasks.

Strategies for success: Participants will explore activities and strategies to building writing skills, especially argumentation.

Free response speaking

Understanding and scoring: Participants will review recent tasks and scoring guidelines for the conversation and the cultural comparison.

Strategies for success: Develop students' conversational and presentational speaking skills through thematic activities that integrate the communicative mode while building argumentation skills.

Prior to the session:

Participants who taught the course last year should review their 2017 Instructional Planning Report, available through your professional account.

Participants who did NOT teach the course last year, but are teaching it this year, should request a copy of this report from the AP coordinator (only available if students took the exam at your school last year).

Instructor Bio: Ann Mar teaches AP Spanish Language and AP Spanish Literature at Alamo Heights High School in San Antonio, Texas. She has worked with the College Board as author and editor of curriculum modules and professional development materials, most recently the online module *Developing Effective Written Arguments*. She has served as a question Leader at the Spanish Language and Culture reading, and as a member of the test development committee. In addition to AP Summer Institutes, she has presented workshops and professional development sessions on portfolio assessment, standards-based planning for learning, and building vocabulary for diverse learners. She is a co-author of *EntreCulturas I*, the Novice level book in the Wayside series for middle and high school Spanish. Mar holds a B.A. in Anthropology from the College of William and Mary and an M.A. in Applied Linguistics from the Universidad Nacional Autónoma de México. In 2015, Humanities Texas honored her with the James F. Veninga Outstanding Teacher of the Humanities Award.

Pre-AP@Math High School

Course description:

The building of mathematical knowledge and understanding can be a complex and daunting endeavor for high school math students. This seminar focuses on the concepts and skills that are most essential for college and career readiness. Participants will delve into the content and activities appropriate for Pre-AP high school courses. Topics and activities will include using multi-representational approaches to examine problems algebraically, graphically, numerically, and verbally. Time will be spent modeling and selecting appropriate strategies for teaching linear through trigonometric functions. In addition to a constant focus on content rich mathematics, time will be dedicated to adapting AP Free-Response questions. Many concepts will be introduced by using games, puzzles, and other activities. Through these activities, teachers will use scaffolding techniques that will help lead students to a deeper level of math understanding. Throughout the day, we will be constantly assessing how we can help our students build conceptual understanding, build procedural fluency, and acquire the tools needed for making, testing, refuting, and supporting mathematical arguments.

Please bring a graphing calculator.

Instructor Bio: Dickie Thomasson graduated from the University of Arkansas at Monticello with a BSE in mathematics and a minor in English. He received his MSE in Secondary Education from the University of Arkansas and an Administrator's Certificate from the University of Central Arkansas. Dickie has taught mathematics for 40 years in grades 6 through college in public schools in Arkansas. He is currently teaching at Prairie Grove High School (about 10 miles west of Fayetteville.) This year he is teaching Algebra I, Precalculus, and Advanced Placement Calculus AB. Mr. Thomasson is active in the Arkansas Council of Teachers of Mathematics having served as membership chairperson, treasurer, and president. Dickie was the recipient of the Presidential Award for Excellence in Mathematics and Science Teaching in 2001. He is a College Board endorsed consultant and presents at one-day and two-day AP and Pre-AP conferences as well

as conducting summer institutes. Dickie has presented at summer institutes at the University of Arkansas, the University of Tulsa, University of Texas El Paso, University of Texas Rio Grande Valley, Texas A&M International University, TCU and Rice University. One of his favorite things to do each summer is being a Reader for the AP Calculus exams. Dickie presents workshop sessions at the local, state, national, and international levels. He was an original participant and trainer for the Arkansas Math Crusades and is a national trainer for the National Math and Science Initiative (formerly LTF®.) Dickie has presented AP Calculus 2-Day follow-ups and Mock Exam trainings for NMSI. Mr. Thomasson was the math content director for the Arkansas Initiative for Math and Science during the 2008-2009 school year.

AP Human Geography

Course description:

This one-day workshop will emphasize the strategies, skills and content needed to ensure student success on the Advanced Placement Human Geography Qualifying Test in May. In addition, each teacher will receive copies of the 2016 Population Reference Bureau's Population Data Sheet, an essential component for mastery of all seven themes of the APHG curriculum. Current case studies, practical lesson plans and research projects based on those global statistics will be addressed during the workshop.

Instructor Bio: Susan Hollier taught Advanced Placement Human Geography, World Geography, and Honors World History at The Woodlands High School for 17 years. She consults for the College Board in Advanced Placement Human Geography and Pre-Advanced Placement World Geography, and is a National Training Leader for SoapStone, as well as having served as a reader for the Advanced Placement Human Geography Qualifying Test. She served on the TEA Lighthouse AP/TEKS Document Writing Team for Social Studies. Susan is a 2002 recipient of the Distinguished Teaching Achievement Award from the National Council of Geographic Education and is listed in Who's Who in American Teachers. Her classes have received national recognition for winning the National NewsBowl Current Events Competition and placing in the National Geography Olympiad. She is the World Affairs Council Houston's 2004 International Educator of the Year, a recipient of the Coca-Cola Scholars Joseph B. Whitehead 2006 Educator of Distinction Award and the 2007 Nobel National Society of High School Scholars Educator of Distinction Award. She has served as the K-12 Curriculum and Instruction Committee Member of the NCGE Executive Planning Board and was selected to present at the Inaugural International Symposium on Territorial Geography in Seoul, Korea and at the 4th International Conference on Geographic Naming and Geographic Education in Seoul. The Marshall Legacy Institute selected her as the 2010 Joan Wismer Award recipient in Washington, DC. In 2011, Ms. Hollier received the Texas A&M University Inspiration Award for Exceptional Secondary Education. Ms. Hollier holds a BS degree from Louisiana State University.

AP US History (new teachers)

Course Description:

The redesigned, redesigned, redesigned course is off and running! Let me give you a little guidance on how best to prepare your students to get 3s, 4s and 5s with 3 months until the APUSH EXAM! Come to TCU in February and I will help you with this Exam Prep Seminar that will focus on how to approach the final stretch both in your classroom (curriculum/skills) and review sessions. We will look at in-class SKILL building activities that you can do on a daily bases along with ideas on how to help prepare your students for the AP US History Redesigned test. This is my 14 year teaching APUSH and 10th year as a Reader/Table Leader and I have some insight on how best to approach the 4 sections of this test (Multiple Choice, Short Answer Question, Long Essay and DBQ). So bring an enthusiastic attitude to TCU in February and we will participate and discuss how best to approach the AP US History test in May.

Learning Outcomes - Participants will:

Be given multiple strategies to help with in-class skill building along with help creating review activities that can be used after school and on the weekends.

Student Supply List

Please bring a personal laptop/tablet, jump drive, 1 subject notebook or composition notebook, pens/pencils.

Instructor Bio: Michael Hjort just finished his 20th year of teaching Social Studies, 14th year teaching AP US History and is in his 10th year as an AP Reader and Table Leader in Louisville, KY/Tampa, FL reading and scoring the APUSH essays. Michael currently teaches 3 sections of AP US History, is the Social Studies Department Chair and UIL Academic Coordinator at Rouse High School in Leander, TX. He has been a College Board consultant since 2013, presenting one-day conferences, two-day conferences, and one-week AP Summer Institutes. Michael turned in his tennis coaching whistle to coach the UIL Social Studies team in 2015 (District Champions 2015, 2017; Region Champions 2017, 4th place at State 2017).

Michael Hjort has been the Gilder Lehrman National History Teacher of the Year Award Nominee (2014 - 2018), 4A District 25 – Fall Varsity Tennis Coach of the Year, HEB Humanities Texas Outstanding Teaching of the Humanities Award Nominee (2013-2016), Leander ISD Educational Excellence Foundation Student Teacher Academic Recognition Award Winner (2014 – double nominee and 2012), Coaching Hall of Fame Inductee Tolleson Union HS – Golf (2009), CEAI National Educator of the Year Runner-up (2006), National Honor Roll's Outstanding American Teacher (2005/2006), Teacher of the Year Tolleson Union HS (1998 – 1999 & 2004 - 05), Who's Who Among American Teachers (2002, 03, 04, 05) Disney Teacher of the Year nominee (2002 – 2004) West Valley Region Golf Coach of the Year (1997 & 1999), Tolleson HS Excellence in Education Award (1999 – 2004). Michael Hjort has been married to his wife Kristy for 24 years with his oldest child managing a local restaurant and his daughter is attending Texas A&M.

AP US History (experienced teachers)

Course description:

This course will cover both the content and pedagogy necessary for reviewing for the AP U.S. History Exam. Focus of the course will be on the new time periods in AP U.S. History, analysis of the Historical Thinking Skills, and breaking down the writing requirements for the new redesign Exam. Discussion of teaching strategies will be divided equally between strategies for improving student success on the AP Exam and the content necessary to create an engaging and successful course. Teaching strategies will focus on the development of critical thinking skills, document analysis, and writing skills. Participants will also explore classroom resources, including online and multimedia resources. This will be an interactive session, so please bring your questions for the instructor.

Instructor Bio: John P. Irish teaches AP U.S. History, American Studies, and Advanced Topics in Humanities Honors courses at Carroll Senior High School in Southlake, Texas. He is a nationally certified consultant in AP U.S. History for the Southwestern Region of the College Board and serves as a Question Leader for the AP U.S. History Exam. He is currently the co-Chair of the College Board AP U.S. History Test Development Committee, which is the group responsible for creating the new exam, overseeing continuing changes to the curriculum, and developing / presenting trainings for teachers across the country at state and national venues. He has published a new series of workbooks on the Historical Thinking Skills for the redesigned AP History courses, all three titles (e.g., U.S., World, and European History) are published by Norton. He is the editor and founder of the independent press, A Bit O' Irish Press, which is in the process of publishing a five-volume Collected Writings of Fitz-James O'Brien. Mr. Irish holds a B.A. in Political Science and Philosophy from Southern Methodist University, he also has a M.A. in Philosophy and a M.L.S. in Humanities from SMU. He is currently working on a Doctorate in Humanities from SMU. His doctoral dissertation research is on how early 19th century American Gothic literature and art responded to the philosophical debates of the time, with particular attention to the works of Fitz-James O'Brien, the Irish Poe. He is a member of the American Historical Association, Society for History Education, and the Organization of American Historians.

AP Biology

Course Description:

“Hands-on” is the theme of this AP Biology workshop, designed for both the new and experienced AP teacher. Participants will learn how to increase student performance and student engagement in the AP Biology classroom by using kinesthetic modeling. Topics include data analysis, signal transduction, action potential, immune cell activation, cell respiration, photosynthesis, and exam review strategies. Free response scoring and online and kinesthetic formative assessment tools will be emphasized as well. Intense examination of the AP Biology curriculum framework will assist participants in targeting their instruction for improved student performance.

Instructor Bio: Melissa Eddy is an AP Biology presenter who has taught the course for 26 consecutive years at McAllen Memorial High School, which is also her alma mater. Her teaching experience also includes 15 years as an adjunct instructor at South Texas College, and 15 years of Biology Pre-AP instruction. In addition to presenting to teachers in New York, Washington, D.C., Chicago, Fort Worth, and Kazakhstan, Melissa is an AP Biology exam reader, and a presenter for National Math & Science Initiative. As the AP Campus Coordinator at her school, she manages advanced instruction and curriculum at the Pre-AP and AP levels for all courses. Her peers awarded her the “Campus Teacher of the Year” and “District Secondary Teacher of the Year” awards in May 2017. Melissa has lived in “deep” South Texas for most of her life, and is well-versed in instructional strategies for the English Language Learner (ELL). She uses the flipped/blended classroom model and enjoys developing new student-centered learning activities.

AP Physics 2

AP® Physics 2: 1-Day Session – Laboratory Learning Objectives (LO’s)

Every AP Physics 2 exam includes one laboratory free response question in addition there are laboratory based multiple choice questions. This workshop concentrates on laboratory science practices 4 and 5: Planning and implementing a data collection strategy, perform data analysis, and evaluation of evidence.

Topics will include the following:

- What are the laboratory learning objectives?
- How have the lab LO’s been tested on the exam?
- Which labs should be covered in class?
- What resources are needed to perform these labs?
- Hands on time performing sample labs.

What participants should bring:

- A good attitude!
- The willingness to work and share with others.
- Calculator
- Laptop is helpful but not necessary.
- A lab, demonstration, or teaching tip to share.

Instructor Bio: Chris was an aerospace engineer with Bell Helicopter before becoming a teacher. He taught 10 years as a physics teacher at L.D. Bell High School in Hurst, TX, where he was teacher of the year, and 10 more as the AP Physics Lead Teacher for Dallas ISD, where he was the recipient of the O’Donnell Texas AP Teacher Award. Before joining Haltom High School, Chris was as a Regional Director at the National Math and Science Initiative. Chris is the author of two McGraw Hill books: “5 Steps to a 5 - AP Physics 2” and “500 AP Physics 2 Questions to know by test day”. Chris continues to work with students and train teachers from across the country.

AP English Language and Composition

Course description:

Even though rhetorical analysis is designated as the focus of only one of the free response questions on the AP English Language and Composition Examination, rhetorical analysis sits at the center of everything students encounter on the test: the multiple-choice questions and the synthesis and argument questions, as well as the so-named rhetorical analysis prompt. On February 10, participants will learn to use a one-page guide to rhetorical analysis that can help their students succeed on all aspects of the examination. The session will use the released exam from 2011, one of the most challenging yet accessible recent tests, to provide specific material for this hands-on day of instruction and discussion.

Instructor Bio: David Jolliffe is professor of English and Curriculum and Instruction at the University of Arkansas, where he is the initial occupant of the Brown Chair in English Literacy. Jolliffe began his involvement with the Advanced Placement program in 1992, serving as a reader for the English Language and Composition Examination. After serving as a table leader and question leader, he became chief reader for AP English Language and Composition, serving a full term in that capacity in 2003 through 2007 and filling out the term of the late Gary Hatch, who had succeeded him as chief reader, in 2010 and 2011. He was a member of the AP English Test Development Committee from 1999 through 2003. Jolliffe is an active consultant and workshop-presenter for the College Board. A native of West Virginia, Jolliffe began his career as an educator at Triadelphia High School in Wheeling, WV, and then at Wheeling Park High School, where he taught both English and theatre. Jolliffe has also taught at Bethany College (his undergraduate alma mater), West Virginia University (where he earned his M.A.), the University of Texas (where he received his Ph.D.), the University of Illinois at Chicago, and DePaul University. He moved to University of Arkansas in 2005 to inaugurate the work of the Brown Chair, whose mission is to promote a stronger emphasis on reading and writing for Arkansans in all walks of life. Jolliffe is the author or editor of 14 books and more than 40 articles on the history and theory of rhetoric, the teaching of writing, and the preparation of writing teachers, the most recent of which is his text, co-authored with Hephzibah Roskelly, *Writing America: Language and Composition in Context*.

AP Environmental Science

Course Description:

Participants will engage in hands-on activities to prepare for the upcoming 2018 AP Environmental Science exam. Strategies will include games, digital review resources, anchor charts, study cards and choice boards. Differentiation and engagement will be the focus of this session to ensure high student learning outcomes

Instructor Bio: Elisa McCracken is a College Board Consultant in the Southwestern Region where she has conducted workshops throughout Texas, Colorado, California and Illinois. She has been teaching high school science for 12 years and introduced the AP Environmental Science program at Brandeis High School in San Antonio, Texas 10 years ago. Elisa was selected as the 2014 Brandeis High School Educator of the Year in recognition of the growth and success of the AP Environmental Science program. Currently, Elisa is serving as the Academic Dean at Brandeis High School. Elisa has co-authored the teacher's edition for the second edition of Environmental Science for AP by Friedland and Relyea. In addition she has co-authored the second edition of Strive for a 5 published by BFW. Elisa serves as a reader for the AP Environmental Science Exam. She is passionate about challenging students to become environmentally aware and to use that knowledge to make a positive difference in the world. Elisa holds a B.S. in Genetics from Texas A&M University and a M. Ed. in Education Leadership from Lamar University.

AP Literature

Course description:

Share/practice strategies in preparation for AP Literature free response questions (Q1, Q2, Q3)

Poetry, Passage, and Meaning of the Work

Incorporation of other mediums to analyze:

Film – *The Graduate/Forrest Gump*

Art – *Guernica*

Nature – *Symbolism as we walk TCU campus*

Lyrics - *Roll Away Your Stone*, Mumford and Sons

Various images and objects and nuances.

Writing ideas to help students write/think inventively:

Improvisation - both verbal (*human thesaurus*) and written (*analysis of a poem based on title only*)

Formulating original ideas (the 4th idea is the best)

Teaching bad habits by writing a purposeful “1”

Active voice and vivid verb choice describing action film clips –*Troy* or the mundane

Sidewalk chalk of your stock Q3 quote

Creating your own Q2 – *Dracula*, Van Helsing

Pastiche assignments of authors – *Hemingway*

and other ideas I remember by the time I see you.

*Please arrive with own ideas you think are most effective. You don't have to share, but if I run out of material, we are going to have to watch *Titanic* twice.

Instructor Bio:

Scott Chalk – Alumni of TCU (1993) and teaches TAG AP English III and IV/Creative Writing at Westwood High School – Austin, Texas

Have taught all levels of English from inclusion to current acronymic status.

Pre-AP English

Course Description:

Teachers will practice strategies and techniques to promote critical thinking, critical reading, and critical writing with an eye toward the skills needed in AP and college-level courses.

Topics will include the following:

Thematically linked poetry, nonfiction, and fiction

Strategies for analysis of those texts

Writing prompts from the analysis/topics of the texts

Strategies for writing to the prompts

What participants should bring:

Pens or pencils

Highlighters

Laptops are permitted but not required

Instructor Bio: Ann Jackson teaches high school and middle school English at Home Run Ministries in Kingwood, TX. She taught all levels of English for 33 years in Texas and Louisiana public schools; additionally, she served as department chair and vertical team leader in Crosby, TX. An endorsed College Board consultant for over 20 years in one- and two-day workshops and summer institutes, Ms. Jackson has also written workshop material for the College Board and has served as a mentor to new consultants. She was twice recognized as Crosby High School's Teacher of the Year and is a recipient of the Goldin Foundation Excellence in Education Award. Ms. Jackson received both her Bachelor's degree in English Education and Master's degree in Supervision and Administration from Louisiana State University in Baton Rouge.

Pre-AP MS Math

Course description:

Mathematical Modeling for Students Who Don't Like Models

Many students enrolled in Pre-AP middle school math classes have developed a fantastic ability to follow the steps they are given and apply those steps to solving routine math problems. Often it is that very ability that has enabled them to be successful in a Pre-AP math program - but that ability often gets in the way of students' deep understanding of mathematics.

In this course we will examine strategies for helping students who thrive on following procedures learn to look more deeply at the underlying mathematics of those procedures. We will use models to teach the understanding that is the foundation of procedural fluency so that your students will be better prepared to address the Mathematical Practices for AP Calculus. These models are often foreign to us as secondary math teachers but are worth exploring so we can support our students' understanding of the procedures they use so well.

Instructor Bio: Seth Hickman began in education in Bryan, Texas, teaching Algebra 1. Since then he has worked in North Carolina, New Mexico, and in Burleson, Texas. In Burleson, Seth taught at Centennial High School, was an instructional coach for the school district, and was a K-12 Math Curriculum Coordinator. He is currently the Secondary Math Curriculum Coordinator for Burleson and teaches a section of 6th Grade Math in Burleson's Math Demonstration Classroom.

How do you begin to train a child to write and LOVE writing? How do you juggle a small group of students, while ensuring that your other students are engaged in enriching literacy center activities? Participants in this Early Childhood workshop (geared towards new teachers or new to Early Childhood) will learn how to plan interesting fine motor skill activities to build important finger muscles that are needed to begin writing. We will also explore ways to incorporate daily writing opportunities that will help students learn the value of written expression and how to evaluate where students are and where they need to go in the writing process. Managing effective small groups and centers can be a challenge. We will examine ways to ensure that these literacy blocks are effective.

Elementary Education ELA (Pre-K – 2)

Course description:

How do you begin to train a child to write and LOVE writing? How do you juggle a small group of students, while ensuring that your other students are engaged in enriching literacy center activities? Participants in this Early Childhood workshop (geared towards new teachers or new to Early Childhood) will learn how to plan interesting fine motor skill activities to build important finger muscles that are needed to begin writing. We will also explore ways to incorporate daily writing opportunities that will help students learn the value of written expression and how to evaluate where students are and where they need to go in the writing process. Managing effective small groups and centers can be a challenge. We will examine ways to ensure that these literacy blocks are effective.

Instructor Bio: Jennifer Bearden is a Pre-Kindergarten teacher at Lily B. Clayton Elementary in Fort Worth. Jennifer has taught in Fort Worth ISD since 2011. During her time in Fort Worth ISD she has also taught upper elementary grades as well as Kindergarten. Prior to her time in Fort Worth, Jennifer taught in Waxahachie ISD and DeSoto ISD. Jennifer graduated from Hardin-Simmons with a degree in Interdisciplinary Studies with a specialization in Reading and an endorsement in Early Childhood Education in 2000. She is ESL and GT certified. She has participated in training with groups and professionals such as Capturing Kids Hearts, Empowering Writers, Lucy Calkins, and the National Math and Science Institute to name a few. Inspiring children to love learning and watch them light up when they are successful is what energizes Jennifer to continue teaching. Jennifer lives in Fort Worth and has been married to Corey for 17 years. They have two children, Nathan (12) and Kate (10).

AP Chemistry

Course Description:

This workshop will focus on helping teachers wrap up the course and prepare students to take the AP Chemistry exam. The focus will be on end-of-year topics, including Kinetics, Equilibrium, Thermodynamics, and Electrochemistry. This session will focus on analyzing past exams for common student misconceptions as well as instructional strategies to develop sound conceptual foundations to circumvent these misconceptions. Participants will gain insight into the exam grading process, as well as strategies for helping students to articulate their understanding of chemistry better in free response questions. Participants will practice writing assessment questions that focus on the particulate nature of matter, gauge conceptual understanding, and align with the revised curriculum framework. Particular attention will be given to the visual representations that appear on the exam. Participants should come prepared to share best practices, collaborate with peers, and challenge their thinking. Participants are encouraged to bring a laptop or tablet, as online simulations and collaboration tools will be utilized.

Instructor Bio: Jamie Benigna has been a Chemistry teacher for 17 years and has taught AP Chemistry for 14 years. He currently teaches at the Roeper School in Birmingham, MI. He has a B.S. in Chemistry (Honors) and a Masters in Teaching from Wayne State University. Jamie was a former co-chair of the AP Chemistry Test Development Committee, served on the Curriculum Development and Assessment Committee, has been a reader for the AP Chemistry exam grading, and has written items for the exams in the revised course. He has been a College Board Consultant for the past 5 years, and he has presented for the Flinn Scientific Foundation Summer Chemistry Workshops and eLearning series. He has presented at numerous conferences, including NSTA and the AP Annual Conference. He received the Teacher of Promise award from the Michigan Science Teachers Association in 2004 and the ACS Division of Chemical Education Central Region Award for Excellence in High School Teaching in 2017. Outside of teaching Chemistry, Jamie is a foodie and avid cook, and he worked on recipe development and food styling for the *VizChef* app that is available for iOS.

AP Calculus AB

Course Description:

Engaging Activities and Strategies for Reviewing for the AP Calculus Exams

Participants will collaborate and engage in review activities for the AP exam including “Order the Free Response”, “5 for 5 Review”, “Free Response Mega Question for Particle Motion”, and scaffolding free response and multiple-choice activities that provide rigorous practice for students while providing strategies to aid struggling students and promote deeper understanding. Materials provided will be ready to use in the classroom.

Instructor Bio: Karen Miksch is the Manager of Mathematics Program Design and Curriculum at the National Math + Science Initiative. Throughout her 32-year teaching career, Karen has taught 8th grade through 12th grade math courses including AB and BC Calculus, and also has experience as a grader and table leader. Karen enjoys time with family and travel, especially trips to Australia to visit her son and daughter.

AP Statistics

Course description:

This AP Statistics institute will highlight topics from all four basic content areas for new and less experienced statistics teachers. The basic content areas are Experimental Design, Descriptive Statistics, Probability, and Inference. Course calendars, statistical labs, project ideas and management, supplemental materials, AP grading, higher level thinking skills required for student success on the exam, and ideas to build your program will be included. Many lessons are ready for the classroom. We will also have the opportunity to do a few interdisciplinary lessons with AP biology. Here is where you get what you need to not only survive, but thrive your first years teaching AP Statistics. Fun, informative, and educational.

Participants should bring a TI-84 or similar calculator, USB drive, and school calendar to gain the maximum benefit from the institute. Post-it notes are handy if you do not wish to write directly on your handouts. Familiarizing yourself with the course content and your textbook is highly recommended.

Instructor bio: Penny Smeltzer created one of the largest AP Statistics programs in the nation with eleven full classes at Westwood High School in Austin, Texas. She currently serves as the Statistics Content Specialist for the national Math & Science Initiative and teaches AP Statistics for the Austin Peace Academy. Her recognition includes 2015 Presidential Award Finalist, 2011 O'Donnell AP Teacher of the Year, 2010 Intel Teacher of Merit, 2009 Texas Exes Outstanding Teacher, the 2008 national winner of the Siemen's Teacher Award, 2007 District Teacher of the Year, and 2006 Toyota International Teacher Award. Thirteen years experience as an AP Statistics exam grader, grading leader, rubric writer, and current Test Development Committee member keeps her in touch with the focus of the AP Statistics course. Her passion is creating meaningful interdisciplinary lessons with science. Penny presents lively, interactive workshops to teachers in AP Statistics, New Teacher Survival Skills, and Math & Science Integration.

Pre-AP Social Studies

Course Description:

This course addresses ways to scaffold and practice AP skills in Pre-AP classrooms. It will emphasize designing academic conversations in a way that helps students develop writing skills. In this course, teachers will learn how to help students work with primary and secondary source documents, practice vocabulary strategies, respond to a prompt, and hold academic discussions. Teachers will use sources designed for various middle and high school Pre-AP classes.

Instructor bio:

Chad Smith is the AP World History teacher at MacArthur High School in Irving, Texas. As a MacArthur teacher, he has taught on-level, honors, Pre-AP, and AP classes in both US and World History. He also coaches several academic teams, including Academic Decathlon and UIL Current Events. Chad is also an official reader, grader of the free response portion of the AP test, for the College Board and has presented at the AP National Conference.

AP Studio Art

Course description:

This seminar will serve as a think tank for AP art teachers to address questions and concerns related to working with AP studio art students. Unpack the scoring process. Discuss past portfolios and scores. Share successful lessons that yield results. Rework lessons that don't. Bring your questions and concerns. Recharge with art colleagues and head back to your classroom ready to inspire!

Instructor Bio: Libby Rowe is an artist working in photography, sculpture, interactive installation, and performance. Her artwork explores ideas of identity and belonging through self-definitions as informed by social and domestic constructs. Rowe is interested in breaking from traditional presentation strategies for photographs to engage viewers in a more interactive experience as well as the role of the photographic image in relation to other media. Through pink, Rowe explores the sociological, physiological and psychological aspects of femininity using image, object and installations. Rowe's performances were included in the Vertigo Performance Series at the Waterloo Center for the Arts, Fountain Art Fair, New York and at OyG Gallery in Brooklyn, New York. Rowe's current photographic series, Inside/Out and the installation (sub)Division were recently exhibited together at United Photo Industries in Brooklyn New York and were exhibited with Like Panes of Glass at Morlan Gallery in Lexington, KY. Rowe received her BFA from the University of Northern Iowa and her MFA from Syracuse University. Rowe is head of photography and graduate advisor of record at University of Texas at San Antonio. She has experienced ten AP readings and has served as a reader, a table leader, and an exam leader.

Pre-AP MS Science

Course description:

- "Thinking Out Loud" Pre-AP science courses have developed a stigma of learning faster instead of learning deeper for clarity. Concurrently, students lack a conceptual understanding of scientific phenomena which prevents knowledge retention due to the mischance of expressive thinking. In this course, participants will explore ideas to engage students in effective methods of scientific reasoning and visible thinking and learning. Ideas and methods learned in this course will prepare students for AP science curriculum by helping students develop advanced reasoning skills, develop logical explanations, and to engage students in scientific questioning to promote inquiry or investigations.

Instructor Bio: Nastassia Neal began her career in science as a Pharmacology and Neuroscience Research Assistant engaging in the process of asking scientific questions and developing researched arguments and explanations to those questions. Her love for science and learning led her to begin her teaching career in Fort Worth ISD as a secondary Science teacher. She has had the experience of teaching various levels of science courses including middle school science, biology, chemistry, physics, IPC, Anatomy and Physiology, and Earth Science. After leaving the classroom, Nastassia has developed K-12 Science curriculum, presented a variety of professional development sessions on building teacher capacity, and mentored new and experienced teachers in Burleson ISD.