Art History (subject was redesigned in 2015)

Expert College Board® Consultant: John Nici

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All other questions should be directed to Continuing Education.

John Nici has been an AP Art History teacher since 1981, and is recently retired from Lawrence High School in Cedarhurst, New York. He is an adjunct professor at Queens College in Flushing, New York since 1990, teaching specialty courses in Medieval Art, Italian Renaissance and Baroque, and nineteenth century European art. He gives College Board® teacher workshops, and has served as a Question Leader during the reading. He has published two books on art history pedagogy including Barron’s Guide to AP Art History, a third edition forthcoming in August. He has delivered a number of scholarly talks on subjects such as Delacroix and medieval crowns at symposia around the country. In 2004 he was granted the President’s Award for Excellence in Teaching by Adjunct Faculty by Queens College. He has two master’s degrees, one in English Literature and the other in Art History, both earned at Queens College.

Course Description: Every art history teacher fully understands the burden of material placed on the student, and how that burden overwhelms even the most intrepid adolescent. Teachers are often left wondering how to get through the art history curriculum so that a student has a chance on this particularly grueling examination. The workshop will meet that need. It will target things like teacher pacing, and efficient classroom lessons. Special emphasis will be placed on the redesigned examination. First we need to learn about all these unfamiliar images ourselves, and then we will put them together into cogent lessons.

Pre-assignments: Teachers should bring flash drives and one solid lesson to share with others. You may be asked to demonstrate this lesson.
For three years, Joe Greenawalt has been a pilot teacher for the College Board helping to develop and implement the new Advanced Placement Computer Science Principles course. For this new course, Joe works with a National Science Foundation funded project named CS Matters of Maryland as a lead teacher developing and testing curriculum. In that role, he led professional development for teachers training to teach Computer Science Principles. Joe is a Computer Resource Teacher at North Point High School in Maryland.

Joe has been an AP Computer Science A exam reader for several years. He has had other professional titles including ECS facilitator, technology coordinator, network administrator and principal. He has a Master of Science in Computer Science and is currently pursuing a Master of Science in Cyber Security. He is married, the father of two and has two grandchildren.

Course Description: You will be provided with the tools you need to implement an effective AP Computer Science Principles course. During this training, teachers will explore the computational thinking practices and the components of the curriculum framework, including the big ideas, enduring understandings, learning objectives, and essential knowledge. Participants will understand how to use activities that organize the course content to develop students’ proficiencies in the skills identified by the curriculum framework. In addition, participants will work on a course plan that will help them decide how they will teach the skills and content of the AP Computer Science Principles course.

Click here for a detailed agenda and daily assignments

Pre-assignments:

- Read pages 1 - 5 of the AP Computer Science Principles Curriculum Framework.
- For each of the six computational practices described on pages 4 and 5, briefly describe what students are doing when they are using each of the six computational practices.
Diane Halm, B.A, B.S., M.Ed., is currently in the last phase of the Ph.D. program in the department of Learning and Instruction at University at Buffalo. Her focus is on engagement through writing. A former ELA secondary educator, she has taught Writing & Thinking 100, freshman composition, at Niagara University since 2001. Professor Halm has rated Advanced Placement English Language exams for the last 10 years, and, as a certified AP Consultant, has assisted both new and seasoned AP ELA teachers prepare for the task during one-day workshops and NU’s AP Summer Institute. She is a past member of Niagara’s Faculty Learning Community, focusing on excellence in teaching and learning, and presented her research findings on student engagement at the International CCTL conference, hosted by Niagara University in 2014. Based on research made possible by grant money from NU, she also conducted a workshop on the importance of teacher feedback at the Lilly Spring International Conference in Bethesda MD last May, as well as one on the impact of revision on student writing and learning at the Gulf Coast Conference on Writing, held in Destin FL last June.

Course Description: As one of the largest AP exam constituencies, English Language and Composition students rely upon experienced and emergent AP teacher/scholars like you. By the end of the week, each participant will have:

- examined appropriate nonfiction texts and innovative approaches to teaching them
- identified the skill sets demonstrated in successful college student writers and investigated assignments that hone these skills
- unpacked the AP exam, examined its relationship to the course, and discussed effective preparation activities
- interrogated the definition of “text” as that which includes more than the traditional and static print text, thereby finding a more prominent role for visual and digital texts
- queried your feedback mechanism and the interplay between grading, assignment goals, and revision
- explored the efficacy of targeted “grammar,” usage, and syntax instruction about such topics as rhetorically accurate verbs and concise sentences; and
- designed or redesigned a course syllabus with an assignment sequence that elucidates your goals and enables students to hone the language power upon which they will build in college.

College credit option students ONLY - Pre-assignments: Each student will compose an essay in which you examine some aspect of teaching nonfiction writing, such as offering constructive feedback, explicating specific genres, working with archaic texts, the worth of revision, the purpose of small/large group discussion etc. You will need to employ at least six (6) resources. Three of the references should be peer reviewed journal articles; the others can be documentaries, learning aids, assignment models, etc., many of which can be culled from ERIC. The text should carefully conform to APA requirements. The goal of your paper is to add to your colleague’s knowledge base using applicable theory, evidence-based research, and models. We will refine this assignment on the first day of the institute. Essays should be submitted via hardcopy in class on day four. Please bring THREE copies and be prepared to discuss your work.
Scott Horton has been a social studies teacher at Williamsville South High School since 1994. He began teaching Advanced Placement American History in 1998 and has served as a reader of the U.S. history exam since 2003. In addition, Mr. Horton has taught courses in the history department at Buffalo State College since 2001. He has served in a variety of roles in Williamsville including assistant coach for the varsity ice hockey team, senior building representative for the Williamsville Teachers Association, and advisor to clubs including Guitar Club, Model U.N. and Chess Club. He lives in Getzville with his wife and two sons who are both graduates of Williamsville South.

Course Description: Over the course of four days we will investigate the new structure of the AP United States History course with its new emphasis on historical thinking skills and thematic learning objectives. Participants will engage in a variety of activities to deepen their understanding of the redesign model of American History. In addition, participants will be exposed to lesson models that meet the parameters of the redesign course and will be given the opportunity to adapt their own best practice lessons into the new course. We will discuss the new grading models as they were utilized in the national exam scoring and have a chance to practice using the new scoring rubrics for essays. The course should benefit both new and experienced teachers alike and is designed to be geared to the needs of participants.

Pre-assignments: Participants should bring not less than 2 lessons that they will have the opportunity to modify to meet the new course requirements.