Art History (subject was redesigned in 2015)

Expert College Board® Consultant: John Nici
Contact email for specific course questions: JohnNici@nyc.rr.com
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.
Computer Science Principles (New course 2016)

Expert College Board® Consultant: Joseph Greenawalt
Contact email for specific course questions: jgreenawalt@gmail.com
All other questions should be directed to Continuing Education.

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.
Economics (as a combined course of Macro and Micro)

Expert College Board® Consultant: Theresa Fischer

Contact email for specific course questions: ecofisch@gmail.com
All other questions should be directed to Continuing Education.

Theresa Fischer has been teaching AP Economics (as a combined course of Macro and Micro) since 1990 at Ridgefield, Connecticut. The course has expanded at the high school from one class of 15 to 5 classes of 100 students for seniors. Theresa has served on the Development Committee for AP Economics and later on the Macroeconomic committee from 2008-2012. She has been a grader and a table leader for the AP Macroeconomics/ Microeconomics exam, the last 12 years. Theresa has been awarded Teacher of the Year in 2010 in her district and was awarded the Northwestern University Secondary Teacher National Award for Excellence. She works with new teachers as a TEAM leader and mentor. She has participated in Federal Reserve Bank Challenge in NYC and Euro Challenge through Moody's Analytics. Her teams have twice won the National title in Euro Challenge. She is an adjunct professor at Fairfield University helping teachers understand economics for their secondary certification.

Course Description: Everyone who teaches economics too often struggles alone with providing an exciting and fulfilling course for their students while assisting them to achieve full credit for the AP Course. Teaching AP Economics is a very unique course and it enables students self-reflect their role in American society and the world. This course will help new and experienced teachers:

1. To prepare to teach AP Economics – Macroeconomics/Microeconomics through an intensive review of curriculum content, textbook evaluations and time management
2. To familiarize with the “degree of difficulty” assignments necessary for student to do well on the AP Examination as well as active learning exercises intended to inspire student participation.
3. To help show “real world” applications of economic concepts
4. To share with participants how the examination is graded and how to prepare students for success of the examination itself.
5. To model participant’s lessons of challenging economic concepts in both Microeconomics and Macroeconomic through fun drills and simulations.
6. To clearly identify for teachers the need to know concepts and models as well as provide guidelines for those activities which will enrich the AP classroom.
7. Lastly to review the common errors of students and where to focus your energies as you enter the classroom in the fall.

Overview: My goal is for each participant to come away better prepared to teach AP Economics (Macroeconomics/Microeconomics). This objective will be achieved through an intensive review of specific content, as listed in the Acorn book, published by the College Board. Lessons on more difficult concepts will be modeled. Participants will study the design of the currently available FRQs and learn the use of rubrics in the grading process. Various texts and ancillary materials will be available for evaluation. We will establish a network of support for teachers seeking help in any content area. I am always energized after a summer institute and I trust that all participants will leave the institute excited to share their experiences with their students.

Pre assignments: Bring laptop, flash drive, a “Best Teaching Strategy”, a lesson their want to share with others, textbook you are presently using or any supplementary materials (or plan to use in the future)
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.

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.
European History (Subject was redesigned in 2015)
Expert College Board Consultant: Shayne O’Connell
Contact email for specific course questions: briarhill4@aol.com
All other questions should be directed to Continuing Education.

Shayne O’Connell: Teacher of European history for 19 years; Reader at AP European reading for 20 years; Table leader at reading 4 years; Essay selection committee at AP European readings; Certified consultant for College Board® in European history 20 years; Conduct one and two day European history workshops 20 years; Presented advanced placement European history summer institutes (about 4 per summer) for 18 years; Consultant for Pre-AP interdisciplinary strategies in English and Social Sciences 18 years; One of the authors of Pre-AP interdisciplinary strategies for English and Social Sciences published by the College Board®; Training by College Board® for the redesign of the AP European test.

Course Description: Participants will explore the Overview of the Curriculum Framework based on the Revised AP European Test. Historical thinking skills will be introduced and discussed and will focus on the following skills: Chronological reasoning, comparison and contextualization, crafting historical argument from historical evidence and historical interpretation and synthesis.

THEMATIC LEARNING OBJECTIVES, which are organized into five major themes: (1) Interaction of Europe and the World, (2) Poverty and Prosperity, (3) Objective Knowledge and Subjective Visions, (4) States and Other Institutions of Power, (5) Individual and Society, will be introduced and discussed.

THE CONCEPT OUTLINE which is the required course content for each historical period. This is a very extensive and complete course outline, which is beneficial to teachers as well as students. The Historical Periods in the Concept Outline will include key concepts, supporting concepts, and historical developments that are required knowledge for each period are presented in an outline: Period 1: c.1450 to c.1648  Period 2: c.1648 to c.1815  Period 3: c.1815 to 1914  Period 4: c.1914 to the present.

The Revised AP European History Exam 2016 will be introduced, explained and discussed at length. Revisions include the following: Section 1 - Part A Multiple choice Questions(approximately 50-55 questions) based on a stimulus; Part B: Short Answer Questions (4 questions) Section 2 - Part A Document Based Question, Part B : Long Essay Question

Participants will have an opportunity to preview sample exam questions and examine sample rubrics for these questions. The agenda will also cover the importance of pacing, methods of essay writing and the use of literature, art and primary sources in the AP Curriculum. Discussion of Textbook selection and additional content specific material to compliment the course are other aspects of the Institute. An overview of how best to use technology, how to review for the exam, what summer reading is suggested, and what post exam activities are available will also be explored. As always in the APSI the sharing of “BEST TEACHING PRACTICES” is another highlight of our week together.

Pre-assignments: Everyone should bring their laptop, a “Best Teaching Strategy”, a supplementary primary source reading for any of the major themes. Please bring a few visuals (graphs, art, cartoons, sources or quotes of approx. 140 words) these may be found on prior exams or in textbooks, etc., we will use these materials to explore the redesigned multiple choice questions.
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.