GLOBAL TEACHING PROJECT

MISSISSIPPI PUBLIC SCHOOL CONSORTIUM FOR EDUCATIONAL ACCESS

ADVANCED STEM ACCESS PROGRAM

2023-24 SCHOOL HANDBOOK

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Welcome

The Global Teaching Project (GTP), along with the Mississippi Public School Consortium for Educational Access (Consortium), is proud to welcome you to our Advanced STEM Access Program, which brings blended, Advanced Placement (AP)® coursework to rural public school districts throughout Mississippi.

The Advanced STEM Access Program, now in its 7th year, has made significant impacts in the state. The Program has served hundreds of students throughout Mississippi and has increased the number of public schools offering AP Physics 1®, its inaugural course, by 50% from levels prior to implementation of the Program.

The Advanced STEM Access Program provides comprehensive support for schools implementing its blended AP® model, including: digital access to world-class subject-matter experts, in-class teachers in every classroom, MS-based/AP-certified Supervisory Instructors, textbooks and other online resources, college-student tutors from leading universities around the country, and residential preparatory programs at Mississippi State (MSU), the University of Mississippi (UM), Delta State, Jackson State, and Millsaps College.

With these supports in place, the Global Teaching Project, together with the Consortium, aim to raise the level of academic rigor among Mississippi students and provide them a path to high achievement and post-secondary success.

Matthew J. Dolan
CEO and Founder, Global Teaching Project

OUR MODEL: HOW IT WORKS

great teaching by extraordinary teachers

By leveraging technology, we provide comprehensive, blended courses in advanced high school subjects taught by skilled and experienced teachers, and offer an innovative solution for schools and school districts seeking to initiate, enhance, or expand AP® course offerings.

Comprehensive, digital courses led by subject-matter experts

We work with prominent educators from around the world, with deep, substantive expertise in their field of study. These lead teachers provide instruction primarily via asynchronous video as well as through periodic live sessions.
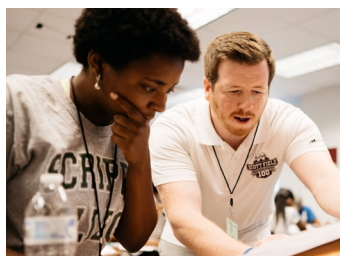
On-site teachers + AP® Supervisory Instructors

We work with schools to identify on-site teachers to implement the blended curricula with the support of experienced, in-state, AP®-certified Supervisory Instructors. Supervisory Instructors create and administer the course's online platform, prepare weekly lesson plans, and provide academic and pedagogical support to on-site teachers.

Physical textbooks, online resources, and digital devices

Students and on-site teachers are provided extensive online resources, textbooks, and workbooks—essential tools in rural areas where internet access is limited. Computer Science students also are provided Chromebooks or similar devices for their exclusive use during the school year.

College-student Tutors from Leading Universities

We pair college STEM majors from leading universities—including University of Mississippi, University of Virginia, Yale, Harvard, Stanford, and MIT—with participating schools to serve as tutors. Tutors work with students in-person at residential programs and throughout the year via videoconference, assisting them with coursework and serving as peer mentors.

University-based residential, preparatory programs at flagship state institutions

We partner with prominent universities to host residential programs throughout the year to strengthen students' substantive foundations and essential study skills. These immersive programs also provide opportunities for high-achieving students to build community with each other.
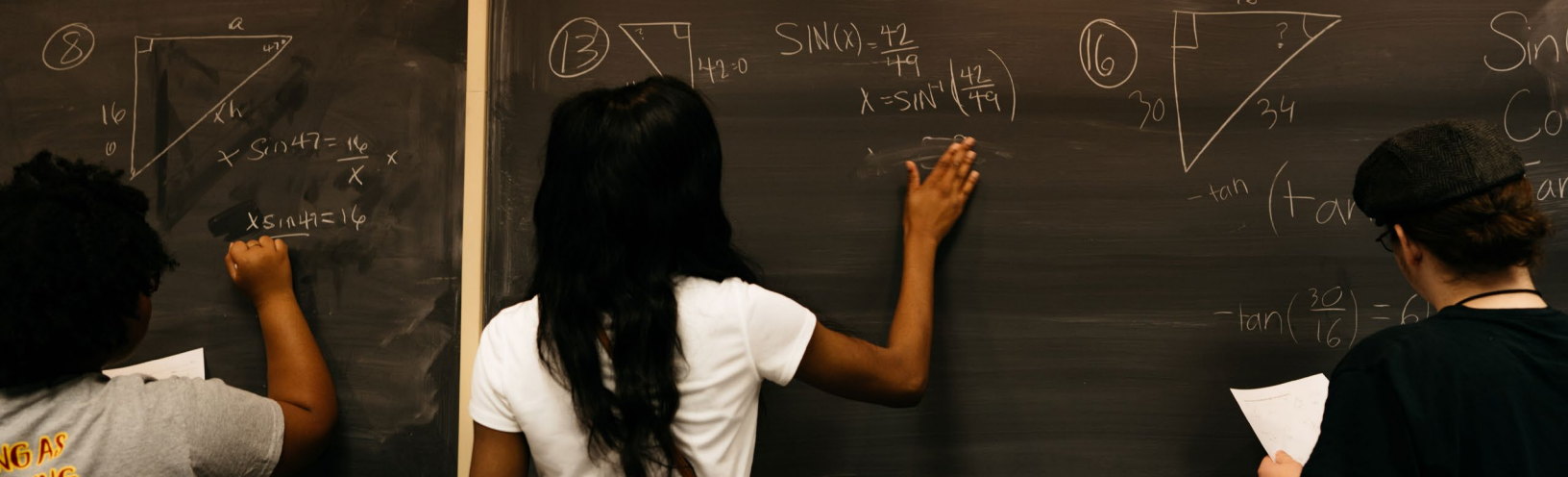
Expectations for our Partner Schools

The Consortium and GTP's goal for the Advanced STEM Access Program is to equip promising high school students with the substantive knowledge and rigorous academic discipline necessary for post-secondary success.

- **Select Students and Provide Class Roster.** Schools select the students to participate in the Program. Schools are the best judge of the best candidates for the program, so we defer to you. There is no pre-set enrollment limit on the size of a class, though all students are expected to have the aptitude and work ethic needed to succeed.

- **Assign a Teacher.** The STEM classes are offered in a "blended" method, which **requires an in-class teacher from the school** to preside over the classroom and implement the lesson plans. Courses are most effective when implemented by an experienced educator with very good classroom management skills. Our extensive resources may be utilized effectively only if students complete assignments and follow lessons.

- **Commit to Using Teaching Assistants Effectively.** Our Teaching Assistants are highly capable and a key component of our classes. It is crucial that schools have a plan on how to use our TAs' effectively (please see this document's section on tutoring guidelines and tips for effective tutoring sessions.

- **Schedule Classes.** Schools must set a time in the regular school day class schedule for the AP classes, which are part of the standard curriculum, and not merely after school or occasional programs.

- **Assign an Appropriate Location for the Class.** Classes should be physically located in a classroom or other *quiet* space exclusively for that class and free from distractions. (For example, having multiple classes in the same space may impede student learning).

- **Designate a Point-of-Contact for the Advanced STEM Access Program.** GTP seeks to be as responsive as possible to our partner schools' needs. Therefore, we ask that every school designate a "point person" to serve as a primary point of contact for GTP.

- **Identify Needed Resources.** The Advanced STEM Access Program is prepared to provide substantial resources, but schools must identify needed technology and educational materials. (Please see this document's section on technology guidelines)

- **Order and Administer the AP Exams.** All students participating in the Advanced STEM Access Program are expected to take the AP Exam. Thus, schools must order, purchase, and administer AP Exams for all students in the program.

- **Award Grades.** Schools award student grades based on each school's own policies. GTP does not directly assign grades to students (see this document's section on grading guidelines).

AP® Calendar (2023-24)

AUGUST – SEPTEMBER 2023

» **Access AP® Registration and Ordering.** Use the access code you received to log in to AP Registration and Ordering - see how. Complete initial setup, and complete the AP Participation Form.

» **Students join Class Sections.** Promptly after classes begin, students should join class sections using the join code provided by their AP® coordinator. **IMPORTANT**: if the In-Class teacher at your school is NOT AP-certified for the course, students will join the Global Teaching Project's Supervisory Instructor's Class Section specifically created for your school. In these schools, the AP® Coordinator will also create an "Exam-Only" Section for this class, and students will also join that Exam Only section in order for tests to be ordered to the school.

» **Review the AP® Coordinator's Manual, Part 1.** Read the 2023-24 AP Coordinator's Manual, Part 1, making note of new processes, deadlines, and fees.

OCTOBER 2023

» **10/4: Preferred exam ordering deadline.** We also recommend you ensure that student enrollments are completed by this date. See how to submit your order.

» **10/15: Deadline for AP Course Audit administrators.** AP® Course Audit administrators should renew previously authorized courses by this date. They must correct any inaccuracies or omissions before the release of the AP® Course Ledger. Learn more about the AP Course Audit. **IMPORTANT**: If the In-Class teacher at your school is NOT AP-certified for the course, you must follow the steps of the Course Audit process to add an "Online Provider"; in our case, the online provider is "Booneville School District Online"

NOVEMBER 2023

» **11/15, 11:59 p.m. ET: Final exam ordering deadline.** This is the deadline for the AP coordinator to submit the exam order for all full-year and first-semester AP courses, and all exam only sections. For details, go to Ordering Exam Materials.

MARCH 2024

» **3/15, 11:59 p.m. ET: AP Exam order deadline for AP courses that begin after November 15 and changes to fall orders.** Submit any changes to existing exam orders or submit new exam orders by this deadline.

APRIL 2024

» **4/30, 11:59 p.m. ET: Deadline for AP CSP Create performance task submission.** Learn more about digital submission for AP Computer Science Principles.

MAY 2024

» **5/7 – AP Statistics Exam**

» **5/15 – AP Computer Science Principles Exam**

» **5/16 – AP Biology Exam**

» **5/17 – AP Physics 1 Exam**

JULY 2024

» AP® score reports are available to designated colleges, students, high schools, and districts.

https://apcentral.collegeboard.org/ap-coordinators/calendar-deadlines

College Board

Contacts & Resources

AP® Coordinator Resources

» Participating schools must have a designated AP Coordinator.

» Further information about AP Coordinators may be found at
https://apcentral.collegeboard.org/ap-coordinators

» Please contact the College Board Educational Testing Service: 1-609-771-7091, for additional information about designating the AP® Coordinator and completing the AP Participation Form and Participation Survey. You can also contact AP Services for Educators (877-274-6474) for further support.

AP® Course Audit Resources

» Participating schools must also register to audit the AP® course, or renew previously authorized courses. If the In-Class teacher at your school is NOT AP-certified for the course, you must follow the steps of the Course Audit process to add an "Online Provider"; in our case, the online provider is "Booneville School District Online".

» Further information about AP Course Audits and Administrators may be found at
https://apcentral.collegeboard.org/courses/ap-course-audit/explore-by-role/school-administrators

» Please contact the College Board Help Line for Course Audit for additional assistance:
1-877-274-3570.

Grading Guidelines:

"Participating schools have full discretion regarding the grades awarded to students on their report cards."

AP® courses challenge even the brightest students. As a consequence, even high-achieving students who have earned excellent grades in the past often receive scores on homework, quizzes, and tests that are considerably lower than their typical scores, particularly early in the year.

Participating schools have full discretion regarding the grades awarded to students on their report cards. Nonetheless, GTP encourages schools to implement grading policies that reward students for taking on the challenge of rigorous AP® subject matter, and not policies that deter students from taking AP® courses.

Accordingly, GTP recommends that schools adopt grading policies that are not rigidly linked to scores received on tests and assignments. Instead, GTP suggests that schools award grades that reflect the effort students are putting into the courses—as evident in class attendance, the completion of assignments, and active participation in class and tutoring sessions.

As experienced educators, the Consortium's Supervisory Instructors simply suggest that final grades should reflect the effort that students are putting into their work and the considerable amount they are learning, not what they have yet to master.

For example, for AP Physics 1, our Supervisory Instructors suggest that schools award grades based, in part, on the percentage of online assignments they complete, which may be computed readily. completion percentage. Also, because the online assignments used for the course permit an unlimited number of attempts on each assignment, students would not be penalized for struggling, but rather, provided an incentive to persevere in seeking correct answers.

Similarly, for AP Computer Science Principles, our Supervisory Instructors suggest that students should receive a completion grade based on the percentage of Code.org assignments completed.

Supervisory Instructors will send In-class Teachers their students' scores and completion percentages regularly throughout the year. The Supervisory Instructors also will assist with any interventions and support necessary for individual students.

Tutoring Session Guidelines

College-student Tutors are a vital part of the AP® Access Pilot Program.

To ensure the tutoring sessions are productive, In-Class Teachers are strongly encouraged to do the following:

» Assemble students in a quiet room where they will be the only students in the room.

» As the In-class Teacher, please join the students for the session.

» Have the students seated at tables or desks, with their textbooks, writing implements, and paper— that is, ready to work.

» Have a large video screen to display the tutor and the virtual whiteboard that the tutor will use. Have a camera and microphone system set up, and make sure that all students are visible in the picture. Alternatively, have students log into their own computers with cameras on (tutors have trouble tutoring to blank screens!).

» Test the equipment beforehand to make sure that the connection is good and ready to go when the students come into the room.

» Have the students prepared to give a brief summary of what they are working on, and prepared to ask questions.

» Please send the tutors questions that the students wish to go over *at least one day before* the tutoring sessions. Also, the students should *attempt those questions themselves before the tutoring session*. Doing so will make the tutoring sessions far more effective.

Tips for Effective Tutoring Sessions

Set up regular communication with your TA.

Your teaching assistant will be much more productive and capable of helping your students if he or she understand how class is going and whether or not the course is on schedule.

Prepare for the tutoring sessions.

- Encourage your students to write down questions ahead of time. In many cases, students may be a little reluctant to share their struggles with a new person. By asking them to write down their questions ahead of time, students will have topics ready for discussion.
- If your students are meeting as a whole group, make sure that they are arranged so that the teaching assistant can easily see and hear everyone.
- If your students are logging on to individual devices, go over procedural practices before the start of the meeting: when to mute/unmute, always keep your camera on, take turns speaking, etc.
- If you do not have adequate technology in your classroom for the live sessions, please let us know! We can help you find a solution so that you and your students can fully benefit from the interaction with the teaching assistant.

Utilize the teaching assistant for more than reviewing content.

- Our teaching assistants are more than happy to review and remediate your students. If this is what is most needed in your classroom, feel free to ask the teaching assistants to review certain material.
- We encourage you to work closely with your TA so that you can utilize them to teach new content or simulate a lab/activity when appropriate.
- An idea: perhaps you have a group of students who are ready to move on to a new topic, while others in the class are struggling with current material. You could ask your tutor to introduce a new concept or review material while you work individually or in a small group with the struggling students.

Ultimately, there is no single perfect procedure for utilizing your teaching assistant. Try a few scenarios and see what works best for you and your class.

Residential Programs: Guidelines and Expectations

The Global Teaching Project's residential, university-based review programs are an important way for students and teachers to come together, learn substantive content, and participate in enriching and meaningful academic and non-academic opportunities. These learning experiences motivate and inspire students to push themselves academically, and to build community with other high-achieving students throughout the state.

In order to ensure that all participants have a productive and enriching experience, students are required to observe the following guidelines:

Hotel or Dormitory Stay:

» At the designated "lights-out" time, remain inside your room; chaperones are responsible for ensuring their students remain inside their rooms and do not wander the hallways or hotel after the lights-out period begins.

» Remain inside the hotel or dormitory after returning from dinner or any outside evening activity. To ensure the safety of all participants, this rule must be strictly observed.

» Ordering food to the hotel or dormitory is not permitted unless specifically allowed by your chaperone; if permitted by chaperones, chaperones are responsible for picking up the food from the hotel lobby or dormitory entrance.

» Be respectful of other hotel guests at all times. For example, no loud noises in the hallways, especially at night.

» Alcohol and drug use, and the use any illegal substance, is strictly prohibited.

On-Campus and Off-Campus Activities:

» Always travel to and from activities in the designated vehicle to which you are assigned.

» When participating in an off-campus activity, remain with your group at all times and do not wander off; chaperones are responsible for making sure students are accounted for at all times.

» If you are feeling unwell at any time, please notify your chaperone or Global Teaching Project staff so we can assist you.

» Be courteous to staff, college students, and any other people you meet during the activities on and off-campus. They are all there to support you.

Following these guidelines will help to ensure that all participants remain safe and healthy throughout the program, and can make the most of this opportunity.

Technology Guidelines

Participation in our courses require several key technology components. A large video screen with built-in or external videoconferencing technology (e.g., camera, microphone) is necessary for the classroom, coupled with a reliable internet connection. In addition, for certain courses, students should have access to a designated laptop or Chromebook with internet capability.

Each school is asked to assess the equipment currently available on-site. Once that is done, we will work with you to ensure that your teachers and students have access to the technology they need to succeed in their coursework.

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