GLOBAL TEACHING PROJECT

MISSISSIPPI PUBLIC SCHOOL CONSORTIUM FOR EDUCATIONAL ACCESS

ADVANCED STEM ACCESS PROGRAM
2021-22 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 4th year, has made significant impacts in the state. The Program has served hundreds of students throughout rural Mississippi, and has more than doubled the number of public schools offering the program's inaugural course, AP® Physics 1.

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, aims 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.
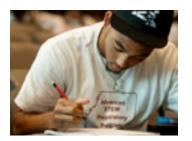
Comprehensive, digital courses led by subject-matter experts

We work with prominent educators from around the world, who have 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 and digital resources

Students and on-site teachers are provided extensive online resources, textbooks, and workbooks—essential tools in rural areas where internet access is limited. Schools are also provided conference microphones, cameras, and TV monitors to facilitate remote learning, and Computer Science students receive 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 Virginia, Yale, Harvard, Stanford, MIT, Scripps, and Clemson—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.

COVID-19 Resources

The emergence of COVID-19 poses great challenges for the educational community, and the world at large. **For the Global Teaching Project, COVID-19 has underscored the importance of robust virtual learning platforms and the importance of investing in our country's rural communities.** GTP remains committed to our mission of bringing high quality education to those who need it most, and we will remain connected through virtual platforms and other means as we work through this crisis. Preparing the STEM workforce of tomorrow matters, now more than ever, and we will rise to the challenge—together.

Immediately after schools were forced to close, we quickly adapted our approach:

» In March 2020, we transitioned our blended program online, conducting daily online instructional sessions to prepare students for the 2020 AP Exams.

» In July 2020, we hosted our 4th annual Summer Preparatory Program, fully online for 5-weeks, consisting of twice-weekly, synchronous instruction and small group tutoring sessions.

We continue to adapt as health guidelines change, and we will work with your school—whether you are in virtual, hybrid, or in-person mode—to create a productive, rigorous course experience for your students. Our flexibility to provide synchronous and asynchronous instruction, along with other wraparound support, enables us to adapt to your school's unique situation. And, our experience through the Spring and Summer has provided us with valuable insights and best practices on implementing effective online learning.

Other Resources:

» Synchronous and Asynchronous instruction provided by experienced educators

» Synchronous Tutoring sessions led by STEM-major college students

» Extensive Professional Development opportunities

» Textbooks, workbooks, online resources, and conference call equipment provided

» Supplemental, live, online programming including guest speakers, college-themed programming

» Individual online tutoring support also available

Expectations

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.

Participating students are expected to have a strong work ethic and sufficient aptitude to succeed in advanced coursework. Students are also expected to attend and participate in class, attend and participate in tutoring sessions, and complete their homework assignments on time. In addition, students are expected to participate in residential programs throughout the year and take the AP® Exam at the end of the course.

In-class teachers are expected to prepare their students to the best of their ability and use all available resources provided to them by GTP. Teachers are also expected to adhere to class schedules and tutoring schedules. Teachers are encouraged to seek support from the Supervisory Instructors whenever necessary.

AP® Calendar (2020-21)

**AUGUST –
SEPTEMBER
2021**

» **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 2021-22 AP Coordinator's Manual, Part 1, making note of new processes, deadlines, and fees.

OCTOBER 2021

» **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 on 11/1. 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 2021

» **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 2022

» **3/15, 11:59 p.m. ET: AP Exam order deadline for AP courses that begin after November 13 and changes to fall orders.** Submit any changes to existing exam orders or submit new exam orders by this deadline.

APRIL 2022

» **5/2, 11:59 p.m. ET: Deadline for AP CSP Create performance task submission.** Learn more about digital submission for AP Computer Science Principles.

MAY 2022

» **5/9 – AP Computer Science Principles Exam**

» **5/11 – AP Biology Exam**

» **5/12 – AP Physics 1 Exam**

JULY 2022

» 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 to organize and administer courses.

» 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 follows 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

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. 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.

» 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 of the tutor.

» 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.

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 requires 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. GTP will work with schools to provide this equipment as necessary. In addition, for certain courses, students should have access to a designated laptop or Chromebook with internet capability.

Each school is asked to maintain equipment. Equipment provided by GTP may be used as each school wishes, but priority must be given to our classes. Beyond conference call equipment, we ask that schools assess other classroom needs, and we will work with you to ensure that your teachers and students have access to the technology they need to succeed in their coursework.

Contact Us

Matthew Dolan
Chief Executive Officer
matt.dolan@globalteachingproject.com

Kiran Ghia
Chief Strategy Advisor
kiran.ghia@globalteachingproject.com

Connect with Us

Facebook
www.facebook.com/globalteachingproject/

Twitter
twitter.com/mattdolangtp

LinkedIn
www.linkedin.com/organization-guest/
company/globalteachingproject

www.globalteachingproject.com & www.educationaccessms.org

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