

Considerations for Pre-AP Readiness

The following is designed to guide a school or district's thinking around implementing Pre-AP. It is not an exhaustive list, nor a set of requirements.

School / District Attributes:

- The school/district possesses the capability and resources to monitor and support instructional programs to ensure continuous improvement
- The school/district sees Pre-AP as leading a school-wide change effort, which may take 3-5 years
- The school/district utilizes collaborative processes to obtain and maintain buy-in from teachers, school administrators, parents, and community.
- The school/district supports and encourages teachers and students alike, as they learn challenging things
- The school community fosters a growth mindset
- Classrooms are student-centered with teachers as facilitators of student learning and engagement

Pre-AP Program Requirements

Pre-AP For All	Alignment to Course Frameworks	Assessments	Professional Learning
<ul style="list-style-type: none"> ▪ School is willing to use Pre-AP frameworks and assessments as the foundation for all sections of the course at the school ▪ School demonstrates a clear belief in bringing all students to grade-level ▪ School/District has a focus on equity ▪ Leadership is willing to have conversations with teachers and community members about equity and access 	<ul style="list-style-type: none"> ▪ School/District understands and values the approach of the Pre-AP framework (focus, sequence), which may require local curriculum mapping to address all local/state requirements ▪ District supports Pre-AP frameworks, even if they differ from district-required pacing. There is an understanding that Pre-AP is a <i>course</i>, not a <i>curriculum</i> ▪ Teachers are willing to align daily instruction to Pre-AP frameworks 	<ul style="list-style-type: none"> ▪ School has structures in place to support teachers in administering Pre-AP assessments (at least one learning checkpoint per unit and all performance tasks) ▪ Teachers and leaders view assessments as learning tools, not as accountability measures. Assessments are seen for their classroom-based value beyond alignment to local high-stakes assessments. (EOCs, NY Regents, etc.) 	<ul style="list-style-type: none"> ▪ School values the opportunity for professional learning and has structures and policies in place to support teacher participation in either a 4-day Pre-AP Summer Institute or the Online Foundational Modules ▪ School leaders play a key role in instructional leadership by participating in either a 1-day Leadership Workshop or Online Leadership Workshop

Pre-AP For All	Alignment to Course Frameworks	Assessments	Professional Learning
<ul style="list-style-type: none"> ▪ School/District has a focus on building a more inclusive, diverse AP pipeline 	<ul style="list-style-type: none"> ▪ Teachers and leaders understand that Pre-AP provides model lessons that teachers may <i>choose</i> to utilize, but also requires teachers to create their own lessons, leveraging additional instructional materials to respond to student needs ▪ Teachers have instructional support for making strategic adjustments to lessons to address the unique and diverse student needs to allow them to meet the learning goals ▪ Structures exist for teacher collaboration (PLCs, common planning time, release time) ▪ Funding is allocated for instructional materials to work alongside Pre-AP 	<ul style="list-style-type: none"> ▪ Culture of teachers, students, and leaders actively engaging with assessment data to inform instruction and learning ▪ District supports Pre-AP assessments, and possibly replacing district-required assessments that address the same goal 	<ul style="list-style-type: none"> ▪ School has structures in place to support teachers completing at least one Online Scoring Module for Performance Tasks

Reflections and Next Steps: