

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, and parents
- 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 engagement

Pre-AP Program Requirements

Pre-AP For All	Alignment to Course Frameworks (Audit)	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/District has a focus on equity ▪ School/District has a focus on building a more inclusive, diverse AP pipeline ▪ Leadership is willing to have conversations with teachers and community members about equity and access 	<ul style="list-style-type: none"> ▪ Teachers are willing to align daily instruction to Pre-AP frameworks ▪ 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> 	<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 just accountability for students, teachers, and schools, and sees classroom-based value beyond their direct 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 4-day Pre-AP Summer Institute or 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 (Audit)	Assessments	Professional Learning
<ul style="list-style-type: none"> School demonstrates a clear belief in bringing all students to grade-level 	<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 need 	<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: