

2021 Advanced Placement® Psychology

About the AP® Psychology Summer Institute

This five-day workshop is designed for both new and experienced AP Psychology instructors. It will include course content, planning, and a variety of teacher resources that can be used in a wide range of educational settings (e.g., traditional, block, online, blended, flipped, online, and hybrid). A guide to scaffolding instruction for material that students can learn independently, and learn independently with some support (e.g., instructor or supplied video), and material that requires the highest level of teacher support. The workshop will highlight the broad themes which link the distinct units together into a strong understanding of the discipline. Particular attention will be devoted to effective teaching strategies to support the content and build success on the AP exam, including the multiple-choice and the essay (free response) portions. Participants will develop a strong understanding of how the free-response questions are graded and learn specific practical techniques to prepare students for this portion of the exam effectively. For each of the course units, new materials, including demonstrations, hands-on activities, labs, review materials, critical thinking exercises, formative assessments, summative assessments, and strategies for difficult topics will be provided. Projects and activities that build content and develop scientific attitudes and skills, including critical thinking, problem-solving, and literacy, will also be examined. This interactive conference will provide teachers with the opportunity to share ideas, activities, questions, and best practices. The virtual APSI will include both synchronous and asynchronous learning each day.

Course Objectives

- The fundamental goal of an institute is to provide an overview of a college-level introductory course in psychology with an emphasis on demonstrations, labs, activities, instructional methods, assessments, and Units 2, 3, and 4 Overview: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations, material and student engagement.
 1. Participants will understand the College Board's mission statement and how it affects the development of an AP Psychology Course, including an emphasis on equity.
 2. Participants will understand and develop best practices related to the online College Board resources, including AP Classroom, Exam results evaluation, and AP Community.
 3. Devise or improve a curriculum that will include the nine units outlined in the AP Psychology Course Description, emphasizing developing a scope and sequence for the participant's school.
 4. Participants will develop an integrated understanding of the broad themes that link the distinct units together into a strong discipline knowledge.
 5. Participants will leave prepared with new demonstrations, activities, assessments, active learning strategies, tips, resources, and effective instructional techniques.
 6. Participants will have effective strategies for the AP Psychology exam's separate components, including both the multiple-choice and the essay (free response) portions. Participants will develop a strong understanding of how the free-response questions are graded and learn specific practical techniques to prepare students for this portion of the exam effectively.
 7. Participants will have access to additional resources (e.g., review materials, websites, blogs, discussing groups) available to psychology teachers.

The institute participants will leave excited about the prospect of teaching AP psychology, knowledgeable about the discipline and its subfields, and armed with specific ideas and practical information for lectures, demonstrations, discussions, and other activities.

Tentative Agenda

Below is a brief overview of the agenda. Please note that this is not a detailed agenda, and only a couple of the specific activities, assignments, assessments, projects, and demonstrations are listed. The schedule does not contain all the specific areas within each content unit. The institute will include methods of effective teaching strategies for both content and skills related to the course. Each day will also focus on a set of "tools" for the effective teaching of AP Psychology.

Daily Sessions

Day One

- *Tools for teaching AP Psychology*
 - Strategies and Pedagogical Tools: Identify and explain various instructional strategies and tools, in addition to AP Classroom, that teachers can incorporate in their lesson plans to teach the content and skills in the CED
 - Textbook Selection
 - Pacing guide
 - Supplemental Resources and Technology
- *Tools for teaching vocabulary*
- Introduction and Overview of AP Psychology
 - AP Psychology Course and Exam Description (CED): Discuss each section of the CED and make connections to the Curricular Requirements
 - Course Scope, Sequence, and Calendar Creation: Outline the instructional plan by Unit and Topic in an academic calendar
 - AP Audit and Course Syllabus including equity and access discussion
 - Opening Activities

Unit 1 Overview: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations

- Unit 1 - Deep Dive
- Differentiated instruction and scaffolding of curriculum

Day Two

- *Tools for assessment (formative and summative)*
 - Instructional Strategies
 - AP Classroom Resources: Discuss examples of how AP Classroom can be utilized to develop each skill/practice using example student data provided by the College Board and develop lesson plans that reinforce topic and skill connections
- *Tools for teaching AP Psychology*
 - Strategies and Pedagogical Tools: Identify and explain various instructional strategies and tools, in addition to AP Classroom, that teachers can incorporate in their lesson plans to teach the content and skills in the CED
- Units 2 and 3 Overview: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations
- Differentiated instruction and scaffolding of curriculum

Day Three

- *Tools for teaching AP Psychology*
 - Strategies and Pedagogical Tools: Identify and explain various instructional strategies and tools, in addition to AP Classroom, that teachers can incorporate in their lesson plans to teach the content and skills in the CED
- *Tools for assessment (formative and summative)*
 - Instructional Strategies
 - AP Classroom Resources: Discuss examples of how AP Classroom can be utilized to develop each skill/practice using example student data provided by the College Board and develop lesson plans that reinforce topic and skill connections
- Units 3, 4, and 5 Overview: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations
- Differentiated instruction and scaffolding of curriculum

Day Four

- *Tools for teaching AP Psychology*
 - Strategies and Pedagogical Tools: Identify and explain various instructional strategies and tools, in addition to AP Classroom, that teachers can incorporate in their lesson plans to teach the content and skills in the CED
- *Tools for assessment (formative and summative)*
 - Instructional Strategies
 - AP Classroom Resources: Discuss examples of how AP Classroom can be utilized to develop each skill/practice using example student data provided by the College Board and develop lesson plans that reinforce topic and skill connections

- Assess and Reflect: Practice interpreting data within the Instructional Planning Report to identify student strengths and weaknesses and reflect on implications for instruction
- Units 6 and 7 Overview: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations
- Differentiated instruction and scaffolding of curriculum

Day Five

- *Tools for teaching AP Psychology*
 - Strategies and Pedagogical Tools: Identify and explain various instructional strategies and tools, in addition to AP Classroom, that teachers can incorporate in their lesson plans to teach the content and skills in the CED
- *Tools for assessment (formative and summative)*
 - Instructional Strategies
 - AP Classroom Resources: Discuss examples of how AP Classroom can be utilized to develop each skill/practice using example student data provided by the College Board and develop lesson plans that reinforce topic and skill connections
 - Assess and Reflect: Practice interpreting data within the Instructional Planning Report to identify student strengths and weaknesses and reflect on implications for instruction
- Units 8 and 9 Overview: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations
- Differentiated instruction and scaffolding of curriculum
- *AP Exam Review*
- *Post AP Exam Instruction*

Unit Overviews: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations

- AP Psychology Exam
 - Review materials
 - Exam expectations
 - Multiple choice strategies
 - FRQ Strategies
 - Techniques for giving detailed and specific feedback on FRQs
- Post AP Exam activities
- Psychology beyond the classroom
- Electronic Resources

What to bring for a Virtual APSI:

Items you will need for the week:

- A laptop computer or tablet
- A copy of your school's academic calendar
- If possible, a copy of the textbook you will be using and any supplemental materials
- If possible, please consider bringing a favorite lesson, review, assessment, demonstration you have found useful in the classroom, even if the idea was created for a different subject that you are willing to share. The exchange of ideas is key to continued growth in the field.

Instructor:

Nancy Fenton, MA, teaches AP Psychology at Adlai E. Stevenson High School in Lincolnshire, Illinois, and online for the Center for Talent Development at Northwestern University. She has taught AP[®] Psychology since 2006 and has served as a reader for the AP[®] Psychology exam since 2008, a table leader since 2017, and a College Board consultant since 2014. In 2020, she was one of two teachers who provided daily live YouTube AP[®] Psychology review sessions on the Advanced Placement YouTube Channel of the College Board. She earned her BA in History and Secondary Education at Northeastern Illinois University and an MA in Psychology at National Louis University. She also earned a second MA in curriculum and instruction with a technology focus. Ms. Fenton was awarded the 2013 American Psychological Association (APA) Teachers of Psychology in Secondary Schools (TOPSS) Excellence in Teaching Award for dynamic teaching and commitment to the advancement of psychology and has presented at regional conferences for AP Psychology teachers. She has previously served as a member of the TOPSS board. She has worked on numerous APA initiatives, including the National Standards for High School Psychology Curricula's performance indicators and several TOPSS Psychology Unit Lesson Plans. Nancy Fenton is the co-author of two editions of the review book AP[®] Psychology All Access with Jessica Flitter. She has served on the high school educator advisory board for the 2nd, and 3rd editions of the Myers-Dewall AP

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Psychology textbook worked on several other AP® psychology textbooks. She writes for the blog Books for Psychology Class with co-bloggers Jessica Flitter and Laura Brandt. She is the co-author of the iScore5™ Psych app created for AP® Psychology students to prepare for the exam. Nancy Fenton also teaches AP United States Government and is the co-author of the Crash Course AP® United States Government and Politics review book.