2020 Advanced Placement® Psychology

About the AP® Psychology Summer Institute
This four-day workshop is designed for both new and experienced AP Psychology instructors and will include course content, planning, and a wide variety of teacher resources that can be used in a wide range of educational settings (e.g., traditional, block, online, blended, flipped). 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 for supporting the content and building success on the AP exam 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 which will effectively prepare students for this portion of the exam. For each of the units of the course, 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 the development of 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.

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 resources that the classroom teacher can use in their classroom to increase both student mastery of the material and student engagement.

1. Participants will understand the mission statement of the College Board 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 with an emphasis on developing a scope and sequence for the participant’s school.
4. Participants will develop an integrated understanding of the broad themes which link the distinct units together into a strong understanding of the discipline.
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 separate components of the AP Psychology exam 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 which will effectively prepare students for this portion of the exam.
7. Participants will have access to a wide variety of 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 agenda also does not list all of 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 effective teaching of AP Psychology.

*College Board, AP, Advanced Placement and the acorn logo are registered trademarks of the College Board. Used with permission.*
Day One

- Tools for teaching AP Psychology
- Introduction and Overview of AP Psychology
  - AP Psychology Course Framework - CED
  - Course Scope and Sequence and Calendar Creation
  - AP Audit and Course Syllabus
  - Opening Activities

Unit Overviews: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations
- Unit 1 - Deep Dive
- Unit 2

Day Two

- Tools for teaching AP Psychology
  - Textbook Selection
  - Supplemental Resources
- Tools for assessment (formative and summative)
  - Instructional Strategies
  - AP Classroom Resources

Unit Overviews: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations
- Unit 3
- Unit 4
- Unit 5

Day Three

- Tools for teaching difficult vocabulary

Unit Overviews: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations
- Unit 6
- Unit 7
- Unit 8

Day Four

- Tools for making psychology come alive

Unit Overviews: Activities, Assignments, Assessments (formative/summative), Projects, Demonstrations
- Unit 8
- Unit 9
- 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
- Textbooks, textbook supplements, teacher’s resource manuals, test banks, and other support materials will be available for inspection.
- Electronic Resources

What to bring:
Items you should bring during the week include:
- A laptop computer or tablet
- Comfortable clothes and shoes for walking in the summer heat
- A light sweatshirt or sweater in case you get chilly in the AC.
- A copy of your school’s academic calendar.

*College Board, AP, Advanced Placement and the acorn logo are registered trademarks of the College Board. Used with permission.
• If possible, please consider bringing a favorite lesson, review, assessment, demonstration or simulation 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, M.A., 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. She earned her BA in History and Secondary Education at Northeastern Illinois University and an MA in Psychology at National Louis University as well as a second MA in curriculum and instruction with a technology focus also from National Louis University. 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 and has worked on numerous APA initiatives including the performance indicators for the National Standards for High School Psychology Curricula, 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 Myers-Dewall AP Psychology textbook, worked on several other AP psychology textbooks, and writes for the blog Books for Psychology Class. She is the coauthor of the new iScore²™ Psych app created for AP® Psychology students to prepare for the exam.