

# 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 Commitments

Pre-AP For All	Alignment to Course Frameworks	Assessments	Professional Learning
<ul style="list-style-type: none"> <li>▪ School is willing to use Pre-AP frameworks and assessments as the foundation for all sections of the course at the school.</li> <li>▪ School demonstrates a clear belief in bringing all students to grade-level.</li> <li>▪ School/District has a focus on equity.</li> <li>▪ Leadership is willing to have conversations with teachers and community members about equity and access.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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>.</li> <li>▪ Teachers are willing to align daily instruction to Pre-AP frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School has structures in place to support teachers in administering Pre-AP assessments (at least one learning checkpoint per unit and all performance tasks).</li> <li>▪ 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.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ School values the opportunity for professional learning and has structures and policies in place to support teacher participation in virtual or in-person professional learning.</li> <li>▪ School leaders and coordinators play a key role in instructional leadership by participating in virtual or in-person professional learning.</li> </ul>

Pre-AP For All	Alignment to Course Frameworks	Assessments	Professional Learning
<ul style="list-style-type: none"> <li>School/District has a focus on building a more inclusive, diverse AP pipeline.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Structures exist for teacher collaboration (PLCs, common planning time, release time).</li> <li>Funding is allocated for instructional materials to work alongside Pre-AP.</li> </ul>	<ul style="list-style-type: none"> <li>Culture of teachers, students, and leaders actively engaging with assessment data to inform instruction and learning.</li> <li>District supports Pre-AP assessments, and possibly replacing district-required assessments that address the same goal.</li> </ul>	<ul style="list-style-type: none"> <li>School has structures in place to support teachers completing at least one Online Scoring Module for performance tasks.</li> </ul>

## Reflections and Next Steps: