



GLOBAL TEACHING PROJECT



AP STEM ACCESS PROGRAM 2024-25 SCHOOL HANDBOOK

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Welcome

The Global Teaching Project (GTP) is proud to welcome you to our AP STEM Access Program, which brings blended, Advanced Placement (AP)[®] coursework to rural public school districts throughout Mississippi.

The AP STEM Access Program, now in its 8th year, has made significant impacts in the state. The Program has served hundreds of students throughout Mississippi and has increased the number of public schools offering AP Physics 1[®], its inaugural course, by 50% from levels prior to implementation of the Program.

The AP STEM Access Program provides comprehensive support for schools implementing its blended AP[®] model, including: digital access to world-class subject-matter experts, in-class teachers in every classroom, Mississippi-based, AP-certified Supervisory Instructors, textbooks and other online resources, college-student teaching assistants from leading universities around the country, and residential preparatory programs at Mississippi State (MSU), the University of Mississippi (UM), Delta State University (DSU), and Jackson State University (JSU).

With these supports in place, the Global Teaching Project aims to raise the level of academic rigor among Mississippi students and provide them a path to high achievement and post-secondary success.

Matthew J. Dolan

CEO and Founder, Global Teaching Project

OUR MODEL: HOW IT WORKS

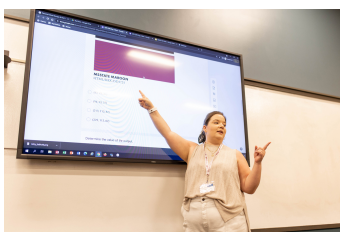
great teaching by extraordinary teachers

By leveraging technology, we provide comprehensive, blended courses in advanced high school subjects taught by skilled and experienced teachers, and offer an innovative solution for schools and school districts seeking to initiate, enhance, or expand AP[®] course offerings.



Comprehensive, digital courses led by subject-matter experts

We work with prominent educators from around the world, with deep, substantive expertise in their field of study. These lead teachers provide instruction primarily via asynchronous video as well as through periodic live sessions.



On-site teachers + AP[®] Supervisory Instructors

We work with schools to identify on-site teachers to implement the blended curricula with the support of experienced, in-state, AP[®]-certified Supervisory Instructors. Supervisory Instructors create and administer the course's online platform, prepare weekly lesson plans, and provide academic and pedagogical support to on-site teachers.



Physical textbooks, online resources, and digital devices

Students and on-site teachers are provided extensive online resources, textbooks, and workbooks—essential tools in rural areas where internet access is limited. Computer Science students also are provided Chromebooks or similar devices for their exclusive use during the school year.



College-student Teaching Assistants from Leading Universities

We pair college STEM majors from leading universities—including University of Mississippi, University of Virginia, Yale, Harvard, Stanford, and MIT—with participating schools to serve as teaching assistants. TAs work with students in-person at residential programs and throughout the year via videoconference, assisting them with coursework and serving as peer mentors.



University-based residential, preparatory programs at flagship state institutions

We partner with prominent universities to host residential programs throughout the year to strengthen students' substantive foundations and essential study skills. These immersive programs also provide opportunities for high-achieving students to build community with each other.



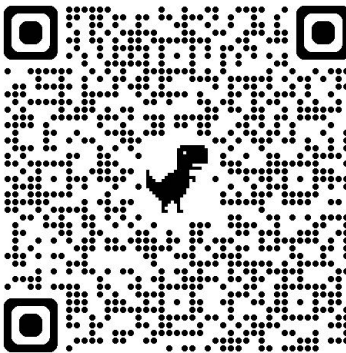


Expectations for our Partner Schools

GTP's goal for the AP STEM Access Program is to equip promising high school students with the substantive knowledge and rigorous academic discipline necessary for post-secondary success. **To do so, GTP expects the following from our partner schools:**

- **Select Students and Provide Class Roster.** Schools select the students to participate in the Program. Schools are the best judge of the best candidates for the program, so we defer to you. There is no pre-set enrollment limit on the size of a class, though all students are expected to have the aptitude and work ethic needed to succeed.
- **Assign a Teacher.** The STEM classes are offered in a “blended” method, which **requires an in-class teacher from the school** to preside over the classroom and implement the lesson plans. Courses are most effective when implemented by an experienced educator with very good classroom management skills. Our extensive resources may be utilized effectively only if students complete assignments and follow lessons.
- **Commit to Using Teaching Assistants Effectively.** Our Teaching Assistants are highly capable and a key component of our classes. It is crucial that schools have a plan on how to use our TAs' effectively (please see this document's section on tutoring guidelines and tips for effective tutoring sessions).
- **Schedule Classes.** Schools must set a time in the regular school day class schedule for the AP classes, which are part of the standard curriculum, and not merely after school or occasional programs. **For schools that are on a block (semesterly) schedule, the class *must* take place in the spring semester.**
- **Assign an Appropriate Location for the Class.** Classes should be physically located in a classroom or other
quiet space exclusively for that class and free from distractions. (For example, having multiple classes in the same space may impede student learning).
- **Designate a Point-of-Contact for the AP STEM Access Program.** GTP seeks to be as responsive as possible to our partner schools' needs. Therefore, we ask that every school designate a “point person” to serve as a primary point of contact for GTP.
- **Identify Needed Resources.** The AP STEM Access Program is prepared to provide substantial resources, but schools must identify needed technology and educational materials. (Please see this document's section on technology guidelines)
- **Order and Administer the AP Exams.** All students participating in the AP STEM Access Program are expected to take the AP Exam. Thus, schools must order, purchase, and administer AP Exams for all students in the program.
- **Award Grades.** Schools award student grades based on each school's own policies. GTP does not directly assign grades to students (see this document's section on grading guidelines).

Instructions for AP[®] Exam Registration and Ordering



STEP 1 - Obtain the "School Code":

If your school has not yet received a school code from College Board, you will need to visit schoolcode.collegeboard.org or call College Board School Code Control helpline at 609-771-7091 to receive one.

STEP 2 - Add an AP Coordinator:

If your school needs to add a new AP Coordinator, you must send an email to request that an Administrator be added as AP coordinator (signed by principal) to apexams@info.collegeboard.org. More info on this is available [here](#).

STEP 3 - Obtain an "Access Code" for AP Registration and Ordering:

School must obtain a separate access code for the 2024-2025 school year. More info can be found regarding this code [here](#).

STEP 4 - Complete AP Participation Form:

In your AP Dashboard, in AP Registration and Ordering, there should be a "Settings" tab which has the AP Participation Form. You must complete this form.

STEP 5 - Complete Course Audit Process for Class:

Complete the Course Audit process for the class. Participating schools must register to audit the AP[®] course, or renew previously authorized courses. More info on Course Audit is available [here](#).

Follow the steps of the Course Audit process to add an "Online Provider"; for GTP, the online provider is "Booneville School District Online"

Contact the College Board Helpline for Course Audit for additional assistance:
1-877-274-3570

2nd Semester schools must complete this step promptly to avoid any late fees (College Board)

STEP 6 - Create Exam Only Sections:

Create an "exam-only" section for students to join. Information on how to do so is available [here](#).

(NOTE: THIS STEP MUST BE COMPLETED BEFORE STEP 8 (JOINING GTP'S CLASS SECTIONS))

Doing so will create a join code that should be shared with all students.

Instructions continue on next page.

Instructions for AP[®] Exam Registration and Ordering (Continued)

STEP 7 - Have students create College Board My AP Accounts so they can join class sections.

Share the join code with students so that they will be able to join the exam-only section.

To use this join code, students must create “My AP Accounts” on the College Board website. Instructions are available [here](#).

WARNING: If a student does not join the exam-only section, a school may not be able to order an exam for that student. Therefore, please verify that each student has created an account and joined the exam-only section.

WARNING: A student’s My AP Account is crucial for that student to be able to take the AP Exam. Therefore, it is important that the student has access to his or her account information.

STEP 8 - Have students join GTP’s individual class sections - this step must be completed after students join the school’s Exam Only section:

GTP will provide each school with separate join codes so that students can additionally join our supervising instructors’ classroom sections. This will allow us to provide support, such as assistance in the Create Task for AP Computer Science Principles.

Mr. Peagler and Ms. Roberson’s Join Codes for AP Physics 1, AP CSP, and AP Biology are [linked here](#).

WARNING: If students do not join these sessions, GTP will be unable to provide additional support for parts of the test such as the Create Task.

STEP 9 - Order AP Exams:

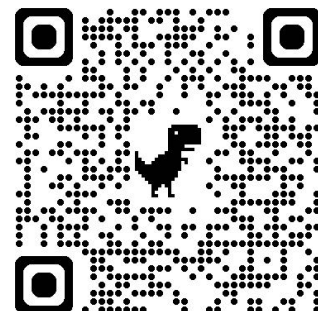
Instructions on ordering AP Exams is available [here](#).

NOTE: For classes with an AP Certified teacher (i.e., a teacher who has attended AP Institute and has been trained on how to create and manage AP Classrooms), it is not strictly necessary that your AP Coordinator follows our guide after Step 4. However, we strongly recommend following the steps of this guide so that we will be able to provide additional support throughout the process.

ADDITIONAL SUPPORT:

More information can also be found in the AP Coordinator’s Manual (<https://apcentral.collegeboard.org/about-ap/ap-coordinators>).

Contact AP Services for Educators (877-274-6474) for further support.



AP[®] Calendar (2024-25)

AUGUST – SEPTEMBER 2024

- » **Access AP[®] Registration and Ordering.** Use the access code you received to log in to [AP Registration and Ordering](#). Complete initial setup, and complete the AP Participation Form.
- » **Students join Class Sections.** Promptly after classes begin, students should join class sections using the join code provided by their AP[®] coordinator.
- » **Review the AP[®] Coordinator’s Manual, Part 1.** Read the [2024-25 AP Coordinator’s Manual, Part 1](#), making note of new processes, deadlines, and fees.

OCTOBER 2024

- » **10/4: Preferred exam ordering deadline.** We also recommend you ensure that student enrollments are completed by this date.
- » **10/15: Deadline for AP Course Audit administrators.** AP[®] Course Audit administrators should renew previously authorized courses by this date. They must correct any inaccuracies or omissions before the release of the AP[®] Course Ledger.

NOVEMBER 2024

- » **11/15, 11:59 p.m. ET: Final exam ordering deadline.** This is the deadline for the AP coordinator to submit the exam order for all full-year and first-semester AP courses, and all exam only sections.

MARCH 2025

- » **3/14, 11:59 p.m. ET: AP Exam order deadline for AP courses that begin after November 15 and changes to fall orders.** Submit any changes to existing exam orders or submit new exam orders by this deadline.

APRIL 2025

- » **4/30, 11:59 p.m. ET: Deadline for AP CSP Create performance task submission.**

MAY 2025

- » **5/5 – AP Biology Exam**
- » **5/8 -- AP Statistics Exam**
- » **5/15 – AP Computer Science Principles Exam**
- » **5/16 – AP Physics 1 Exam**

JULY 2025

- » AP[®] score reports are available to designated colleges, students, high schools, and districts.

<https://apcentral.collegeboard.org/ap-coordinators/calendar-deadlines>





College Board

Contacts & Resources

AP[®] Coordinator Resources

- » Participating schools must have a designated AP Coordinator.
- » Further information about AP Coordinators may be found at <https://apcentral.collegeboard.org/about-ap/ap-coordinators>

Please contact the College Board Educational Testing Service: 1-609-771-7091, for additional information about designating the AP[®] Coordinator and completing the AP Participation Form and Participation Survey. You can also contact AP Services for Educators (877-274-6474) for further support.



AP[®] Course Audit Resources

- » Participating schools must also register to audit the AP[®] course, or renew previously authorized courses. If the In-Class teacher at your school is NOT AP-certified for the course, you must follow the steps of the Course Audit process to add an “Online Provider”; in our case, the online provider is “Booneville School District Online”.
- » Further information about AP Course Audits and Administrators may be found at <https://apcentral.collegeboard.org/courses/ap-course-audit/explore-by-role/school-administrators>

Please contact the College Board Help Line for Course Audit for additional assistance: 1-877-274-3570.





Grading Guidelines:

Participating schools have full discretion regarding the grades awarded to students on their report cards.

AP® courses challenge even the brightest students. As a consequence, even high-achieving students who have earned excellent grades in the past often receive scores on homework, quizzes, and tests that are considerably lower than their typical scores, particularly early in the year.

Participating schools have full discretion regarding the grades awarded to students on their report cards. Nonetheless, GTP encourages schools to implement grading policies that reward students for taking on the challenge of rigorous AP® subject matter, and not policies that deter students from taking AP® courses.

Accordingly, GTP recommends that schools adopt grading policies that are not rigidly linked to scores received on tests and assignments. Instead, GTP suggests that schools award grades that reflect the effort students are putting into the courses—as evident in class attendance, the completion of assignments, and active participation in class and tutoring sessions.

As experienced educators, GTP’s Supervisory Instructors simply suggest that final grades should reflect the effort that students are putting into their work and the considerable amount they are learning, not what they have yet to master.

For example, for AP Physics 1, our Supervisory Instructors suggest that schools award grades based, in part, on the percentage of online assignments they complete, which may be computed readily. Also, because the online assignments used for the course permit an unlimited number of attempts on each assignment, students would not be penalized for struggling, but rather, provided an incentive to persevere in seeking correct answers.

Similarly, for AP Computer Science Principles, our Supervisory Instructors suggest that students should receive a completion grade based on the percentage of Code.org assignments completed.

Supervisory Instructors will send In-class Teachers their students’ scores and completion percentages regularly throughout the year. The Supervisory Instructors also will assist with any interventions and support necessary for individual students.



Tutoring Session Guidelines

College-student Teaching Assistants are a vital part of the AP STEM Access Program. To ensure the tutoring sessions are productive, In-Class Teachers are strongly encouraged to do the following:

- » Assemble students in a quiet room where they will be the only students in the room.
- » As the In-class Teacher, please join the students for the session.
- » Have the students seated at tables or desks, with their textbooks, writing implements, and paper—that is, ready to work.
- » Have a large video screen to display the and the virtual whiteboard that the teaching assistant will use. Have a camera and microphone system set up, and make sure that all students are visible in the picture. Alternatively, have students log into their own computers with cameras on (teaching assistants have trouble tutoring to blank screens!).
- » Test the equipment beforehand to make sure that the connection is good and ready to go when the students come into the room.
- » Have the students prepared to give a brief summary of what they are working on, and prepared to ask questions.
- » Please send the TAs questions that the students wish to go over at least one day before the tutoring sessions. Also, the students should attempt those questions themselves before the tutoring session. Doing so will make the tutoring sessions far more effective.



Tips for Effective Tutoring Sessions

Set up regular communication with your TA.

Your teaching assistant will be much more productive and capable of helping your students if he or she understands how class is going and whether or not the course is on schedule.

Prepare for the tutoring sessions.

- Encourage your students to write down questions ahead of time. In many cases, students may be a little reluctant to share their struggles with a new person. By asking them to write down their questions ahead of time, students will have topics ready for discussion.
- If your students are meeting as a whole group, make sure that they are arranged so that the teaching assistant can easily see and hear everyone.
- If your students are logging on to individual devices, go over procedural practices before the start of the meeting: when to mute/unmute, always keep your camera on, take turns speaking, etc.
- If you do not have adequate technology in your classroom for the live sessions, please let us know! We can help you find a solution so that you and your students can fully benefit from the interaction with the teaching assistant.

Utilize the teaching assistant for more than reviewing content.

- Our teaching assistants are more than happy to review and remediate your students. If this is what is most needed in your classroom, feel free to ask the teaching assistants to review certain material.
- We encourage you to work closely with your TA so that you can utilize them to teach new content or simulate a lab/activity when appropriate.
- An idea: perhaps you have a group of students who are ready to move on to a new topic, while others in the class are struggling with current material. You could ask your TA to introduce a new concept or review material while you work individually or in a small group with the struggling students.

Ultimately, there is no single perfect procedure for utilizing your teaching assistant. Try a few scenarios and see what works best for you and your class.



Residential Programs: Guidelines and Expectations

The Global Teaching Project’s residential, university-based review programs are an important way for students and teachers to come together, learn substantive content, and participate in enriching and meaningful academic and non-academic opportunities. These learning experiences motivate and inspire students to push themselves academically, and to build community with other high-achieving students throughout the state.

In order to ensure that all participants have a productive and enriching experience, students are required to observe the following guidelines:

Hotel or Dormitory Stay:

- » At the designated “lights-out” time, remain inside your room; chaperones are responsible for ensuring their students remain inside their rooms and do not wander the hallways or hotel after the lights-out period begins.
- » Remain inside the hotel or dormitory after returning from dinner or any outside evening activity. To ensure the safety of all participants, this rule must be strictly observed.
- » Ordering food to the hotel or dormitory is not permitted unless specifically allowed by your chaperone; if permitted by chaperones, chaperones are responsible for picking up the food from the hotel lobby or dormitory entrance.
- » Be respectful of other hotel guests at all times. For example, no loud noises in the hallways, especially at night.
- » Alcohol and drug use, and the use any illegal substance, is strictly prohibited.

On-Campus and Off-Campus Activities:

- » Always travel to and from activities in the designated vehicle to which you are assigned.
- » When participating in an off-campus activity, remain with your group at all times and do not wander off; chaperones are responsible for making sure students are accounted for at all times.
- » If you are feeling unwell at any time, please notify your chaperone or Global Teaching Project staff so we can assist you.
- » Be courteous to staff, college students, and any other people you meet during the activities on and off-campus. They are all there to support you.

Following these guidelines will help to ensure that all participants remain safe and healthy throughout the program, and can make the most of this opportunity.



Technology Guidelines

Participation in our courses require several key technology components. A large video screen with built-in or external videoconferencing technology (e.g., camera, microphone) is necessary for the classroom, coupled with a reliable internet connection. In addition, for certain courses, students should have access to a designated laptop or Chromebook with internet capability.

Each school is asked to assess the equipment currently available on-site. Once that is done, we will work with you to ensure that your teachers and students have access to the technology they need to succeed in their coursework.

Contact Us

Matthew Dolan, *Chief Executive Officer*

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Contact with inquiries regarding general GTP information.

Kiran Ghia, *Chief Strategy Advisor*

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Contact with inquiries regarding Collegeboard sign-up, registration, exam ordering, or general GTP information.

Seger McGuire, *Director of Operations*

seger.mcguire@globalteachingproject.com

Contact with inquiries regarding administrative matters, reimbursements, classroom supplies (student Chromebooks, textbooks, lab supplies); Teaching Assistant scheduling and logistics, or other related concerns.

Oso Ifesinahchukwu, *Director of Engagement*

oso@globalteachingproject.com

Contact with inquiries regarding student engagement, Teaching Assistant communication, or other related concerns.

Nicole Roberson, *Educator Liaison and Supervising Instructor*

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Contact with inquiries regarding In-Class Teacher Professional Development, general teaching questions and concerns, educator materials or the AP Biology course.

Dane Peagler, *Supervising Instructor*

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Contact with inquiries regarding the AP Physics 1, AP Statistics, or AP Computer Science course.

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Contact with inquiries regarding the AP Physics 1 course.



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twitter.com/mattdolangtp



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company/globalteachingproject](http://www.linkedin.com/organization-guest/company/globalteachingproject)

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