

**Texas
Middle School Program
for AP* Spanish**

Guide for Program Implementation

2004

The Texas Education Agency

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TABLE OF CONTENTS

TABLE OF CONTENTS	3
FOREWORD	4
ACKNOWLEDGEMENTS	7
PROJECT CONTACT	8
PILOT AND SCALE-UP DISTRICTS	8
MAP OF PILOT AND SCALE-UP SITES	9
PROGRAM OVERVIEW	10
Needs in Texas.....	10
Pilot Project	10
Scale-up	13
Future of the Program	14
POLICIES AT THE DISTRICT AND CAMPUS LEVEL	16
Grading.....	16
Credit	17
IMPLEMENTATION STRATEGIES	20
Program Models and Components.....	20
Establishing Program Goals and Objectives.....	22
Identifying and Supporting Teachers.....	23
Identifying and Recruiting Students.....	25
Program Expectations	27
Parent Involvement.....	29
Roles and Responsibilities	31
Program Funding.....	34
Vertical Alignment, Course Sequences, and Curriculum Development.....	35
Sample Syllabi.....	37
Textbook Selection and Additional Materials	38
Other Class Resources	40
Supplemental Support for Students	40
Administration of AP Exams	41
Evaluation.....	43
SUGGESTED TIMELINE FOR IMPLEMENTATION	46
FREQUENTLY ASKED QUESTIONS	47
SAMPLE RESOURCES	48

FOREWORD

The purpose of the Texas Middle School Program for AP* Spanish is to raise the academic expectations of native Spanish-speaking students and engage them in early preparation for college success. Historically, this group of students has been at high risk for not completing high school. This program is designed to turn these students' first language into an academic asset by allowing them the chance to take advanced courses early and earn college credit in the eighth grade.

The program was originally piloted in seven school districts in Texas. The success of the students participating in the pilot led to a scale-up of the program in 2003 to include an additional 13 sites (see map page 7). To further expand the program, this guide provides information that should help other districts establish the Texas Middle School Program for AP Spanish in their middle schools.

While the administrators and teachers in the original districts have over the last several years created successful, now institutionalized programs, they initially experienced the growing pains normal to most fledgling ventures. This guide, which is based on the wisdom and experience of the early implementers of the program, will help new program staff address key issues and concerns, such as

- Awarding grades or credit for students who complete AP Spanish Language in middle school;
- Addressing skepticism on the part of counselors and other school staff that middle school students can handle the rigor of an Advanced Placement course;
- Finding teachers qualified and willing to teach the AP course in middle school;
- Dissolving resistance to the program by high school Spanish teachers who fear the loss of potential students to the middle school AP program thereby lessening demand for Spanish courses at the high school level;
- Communicating with parents;
- Providing the next level of AP Spanish to participating students; and
- Administering AP exams.

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Despite some initial resistance and seeming obstacles, schools and districts implementing the program have found the benefits to be tremendous. For example, in only the second year of the pilot project, more than 90% of the participating middle school students scored high enough on the AP Spanish Language examination to be eligible for college credit. In addition, pilot districts found that participating students demonstrated

- Increased confidence in themselves and in their academic abilities;
- Fewer disciplinary problems and absences;
- Improved performance in other classes;
- Increased enrollment in other honors and AP courses in high school;
- Enhanced perceptions of college as an attainable, realistic goal; and
- Improved skills that transfer to other test-taking experiences, including the state testing program.

Furthermore, pilot and scale-up districts reported that parents of participating students became more interested and involved in their children's education, and teachers involved in the project felt rejuvenated and more motivated in the classroom.

In the pages that follow, the guide describes the many creative strategies districts can use to implement their programs. Keep in mind that not every strategy will work in every district, and careful planning is essential as poor implementation can do a great disservice to the students this program is designed to help. Knowing the possible problems beforehand can help first-time implementers plan for and address potential barriers. These strategies also will help districts to include all the relevant stakeholders in the development of this unique program.

The guide provides project contact information, an overview and history of the program, key policy issues to address, implementation strategies, and a CD that contains sample resources (referenced in the text by the symbol of a CD player) that districts are free to use and customize to meet local needs. This guide and related materials are also available on the program website at www.teamiddleschoolspanish.org. Good luck!

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ACKNOWLEDGEMENTS

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Special appreciation goes to Evelyn Hiatt, former Senior Director of the Division of Advanced Academic Services at TEA. The program is a product of Ms. Hiatt's vision for improving access to challenging academic opportunities for all students. She wrote the original grant application for the project, saw it through its infancy, and set the course for statewide scale up. We appreciate Evie Hiatt's leadership and hard work in the service of this program.

PROJECT CONTACT

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PILOT AND SCALE-UP DISTRICTS

Pilot Districts

Austin Independent School District

Brownsville Independent School District

Irving Independent School District

McKinney Independent School District

Tyler Independent School District

Valley View Independent School District

Ysleta Independent School District

Scale-up Districts

Aldine Independent School District

Canutillo Independent School District

Comanche Independent School District

Fabens Independent School District

Garland Independent School District

Harlandale Independent School District

Hidalgo Independent School District

Houston Independent School District

Los Fresnos Consolidated Independent School District

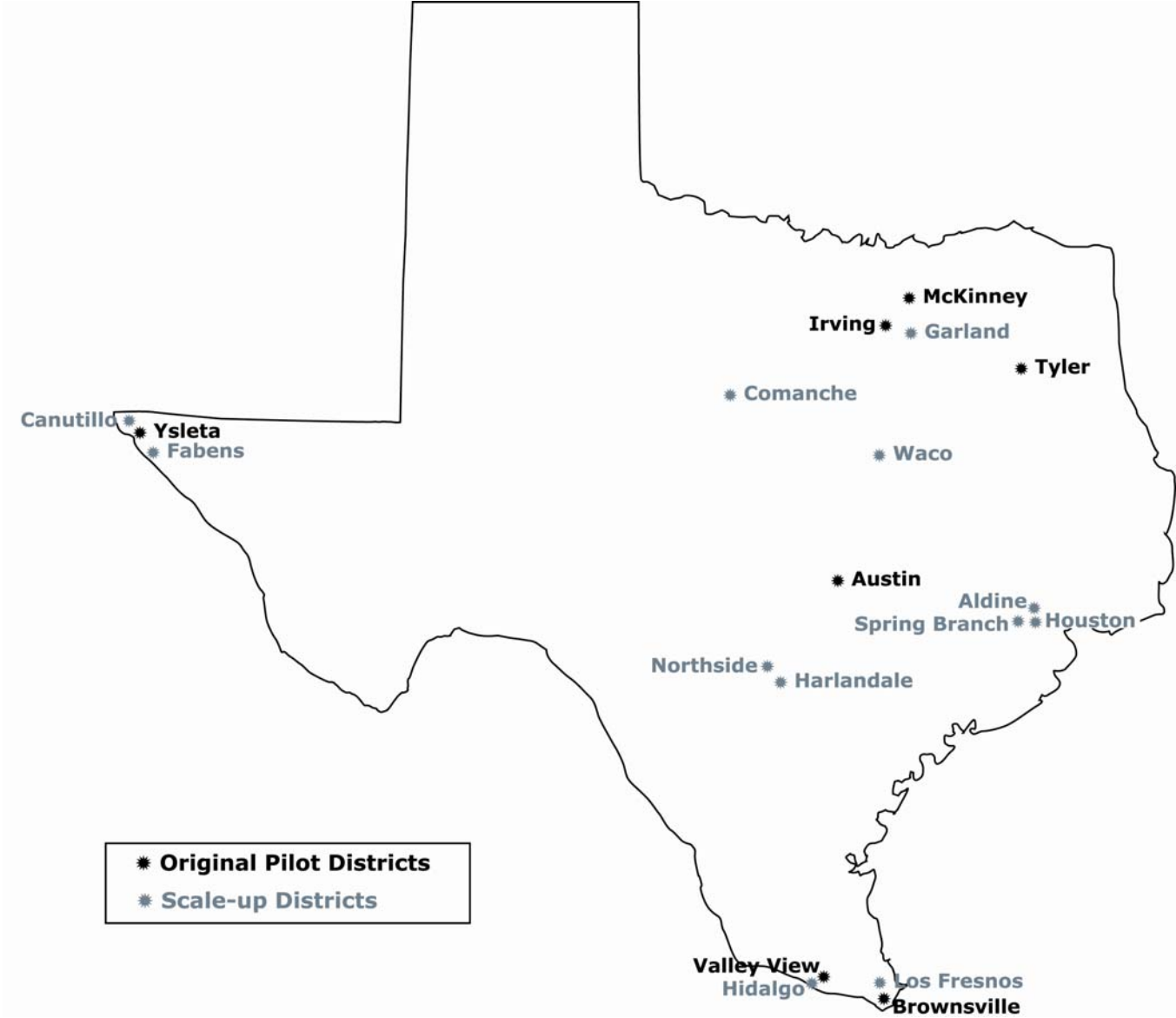
Northside Independent School District

Spring Branch Independent School District

Tyler Independent School District

Waco Independent School District

MAP OF PILOT AND SCALE-UP SITES



PROGRAM OVERVIEW

Needs in Texas

Research shows that the rigor of the academic coursework a student undertakes in high school is the primary predictor of access to and success in post-secondary education. This finding is especially true for students from economically disadvantaged and ethnic minority backgrounds.¹ Thus, the inclusion of low-income students, particularly those of ethnic and racial minority groups, in advanced-level courses has become a nationwide issue. In Texas, the concern is even more pressing as the state's current student population is over 50% minority and almost 50% of students are at the poverty level. If Texas policymakers are to continue raising the educational bar for all students, they must also expand their efforts to find new ways to increase student interest in and access to challenging courses, including Advanced Placement (AP) courses, and convince educators and parents that the students have the potential not just to participate but to excel in challenging academic tasks.

Pilot Project

In 2000–2001, the Texas Education Agency (TEA) received a grant from the U.S. Department of Education to implement the Texas Middle School Program for AP Spanish. The project was designed to encourage the teaching of Advanced Placement Spanish Language at the middle school level for native Spanish speakers who were also identified as economically disadvantaged. The goal was to promote student success and self confidence and support student aspirations and preparation for college.

¹ Adelman, C. (1999). *Answers in the tool box: Academic intensity, attendance patterns, and bachelor's degree attainment*. Washington, DC: National Institute on Post-secondary Education Libraries and Lifelong Learning (ED/OERI). Also, Horn, L. & Carroll, C.D. (2001). *High school academic curriculum and the persistence path through college* (NCES 2001-163.) Washington, DC: U.S. Department of Education, National Center for Education Statistics.

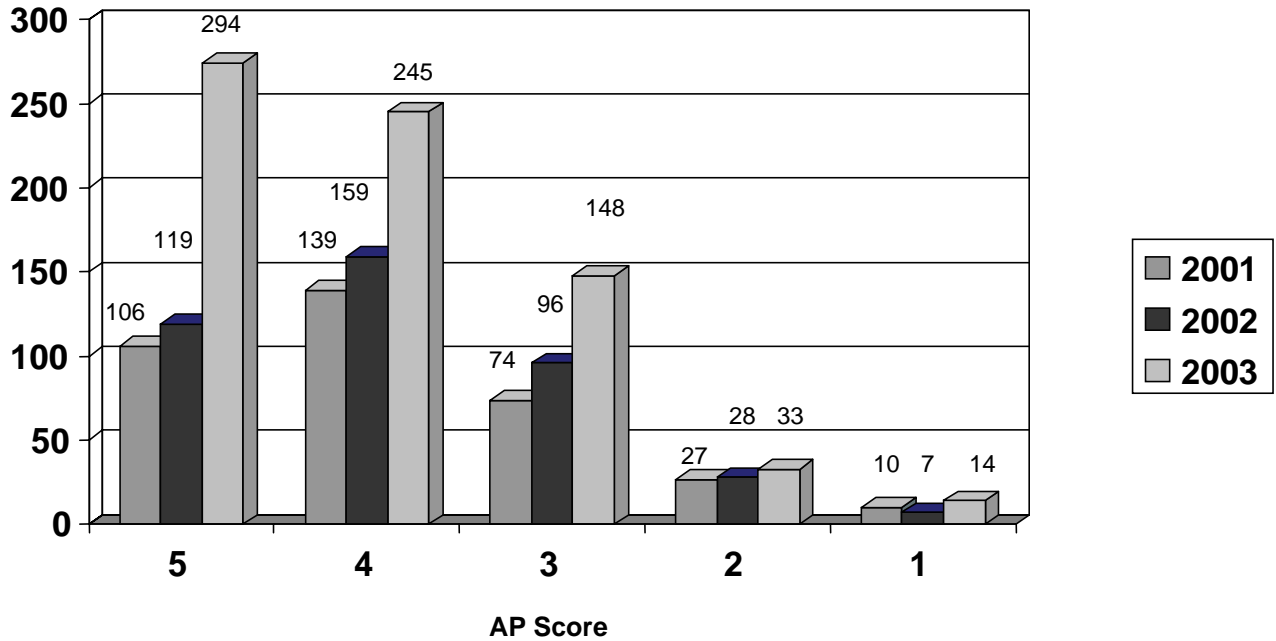
Seven school districts that met the grant criteria applied to participate in the pilot project, and all received funding from TEA, establishing programs in seventeen middle schools across the state. These pilot districts varied greatly in resources, student population, size, and location with Austin ISD by far the wealthiest and largest participating district and Valley View ISD the smallest district serving the most economically disadvantaged student population.

Staff at the Public Policy Research Institute at Texas A&M University conducted an external evaluation of the pilot and collected and analyzed the results of the project during the spring and summer of 2002. They gathered information from schools and districts, teachers, students, and parents. In addition to an analysis of student performance on the AP Spanish Language examination, the evaluation included teacher, parent, and student surveys. The project findings are outlined below.

In May of 2001, 356 students² in the participating pilot schools took the AP Spanish Language examination and did extremely well. On a scale of one to five with one being the lowest, 89.6% of students received a score of three or above, making them eligible to receive college credit for the course at most colleges and universities. In fact, only ten students received scores of one, and only 27 received scores of two; while 74 received threes, 139 received fours, and 106 received the highest score of five. (See Figure 1.) Additionally, over three-hundred of the students who took the AP Spanish Language examination in 2001 enrolled in the AP Spanish Literature course in high school. In May of 2002, a second cohort of four-hundred middle school students took the AP Spanish Language examination and more than 90% received scores of three or above. In 2003, 734 students took the exam and 687 of them received a score of 3 or above. Thus, almost 94% of participating students were eligible for college credit, with 294 of those students receiving the highest score possible!

² Only eleven of the original 367 students who began the program did not complete it.

Number of Students



Participating districts: Austin, Brownsville, Irving, McKinney, Tyler, Valley View, and Ysleta.

Additionally, over the course of the pilot project, district administrators and teachers reported that absenteeism and disciplinary infractions by participating students declined; students’ overall grades improved; and, upon entering high school, these students increasingly enrolled in honors, Pre-AP/AP, and Pre-International Baccalaureate/IB classes.

Teacher survey responses indicated that participating in the project was a positive teaching experience. Seventy-two percent (72%) of the teachers felt they “always” or “often” received the administrative support they needed to participate successfully. All of the teachers reported increased parental participation and noted that their students demonstrated increased self confidence.

The participating middle school students also responded positively about their experiences in the project. Of the 256 students who completed the survey, only

1% “never” liked being in the AP class, and 96% would recommend the class to a friend. Ninety-four percent (94%) of students indicated that their parents were pleased with their participation. Most felt their grades had improved, and 95% felt they could be successful in college. Some students reported that the course opened doors that didn’t seem to exist before, and college attendance had become an option that they previously might not have considered.

Surveyed parents were similarly positive. Ninety-five percent (95%) of the 161 parents surveyed felt that their child was doing better in school, and 98% noticed an improvement in their child’s self esteem. Nearly all of the parents indicated that they wanted their other children to participate in advanced courses in middle school. Most of the parents, 74% and 63% respectively, reported that they played more active roles at their child’s school and felt the school personnel showed them more respect as a result of their child’s participation in the project.

Scale-up

Building on the success of the pilot program, TEA applied for additional funding from the U.S. Department of Education’s Advanced Placement Incentive Program in 2002 to scale up the project to more Texas schools. All Texas school districts received applications and sixty-five campuses submitted proposals for evaluation. Priorities for selection of the new project districts included highest percentages of economically disadvantaged students, number of students to be served by the program, geographic representation based on Education Service Center regions, size of the district, and existing middle school Languages Other Than English (LOTE) services. Based on reviews of applications by educators, TEA selected thirteen districts to participate. These districts represented the diversity of Texas regions, from the Panhandle to East Texas.

To facilitate the development of the new programs at the scale-up sites, the original seven pilot school districts agreed to act as mentors to the new districts.

TEA provided planning grants, professional development for teachers and administrators, and a draft implementation guide. As a requirement for the TEA grant, scale-up districts were required to offer an AP Spanish Literature course by the tenth grade for students who took AP Spanish Language in middle school.

By the fall of 2003, fifteen additional programs at middle schools across the state were up and running. This scale-up, combined with the rapid expansion of the program in the original pilot districts, brought the total number of active programs in Texas to 42 campuses in 19 districts, serving approximately one-thousand students annually.

Future of the Program

The Texas Middle School Program for AP Spanish did not disappear with the end of the federal grant. In fact, the program has been so successful at participating schools that all of the original districts offer or plan to offer the program at their other middle schools, even though grant monies have expired.

To help further expand the success of the program across the state, TEA has developed some rich resources for program implementation that capture what was learned from the initial experiment and several years of trying new and different approaches. This project implementation guide and CD of sample resources offers a comprehensive blueprint for getting a middle school program for AP Spanish up and running and should help districts develop a thorough plan for program implementation that addresses potential problem areas. In addition, TEA has provided program training to Advanced Academics and English-as-a-Second-Language (ESL) or LOTE staff at the regional education service centers to serve as a resource for districts and schools interested in the program. A DVD with an introductory video about the program can be used with parents, school staff and board members, and the community. TEA also hosts a program website available at www.teamiddleschoolspanish.org.

One of the lessons learned about the program through the pilot and project scale-up is that there is no single formula for success. Early implementers of the program represented a diverse range of communities across the state—large, suburban, metropolitan, small, and rural—all serving high percentages of native Spanish speakers. These districts tailored the program guidelines and recommended approaches to their own unique situations. As the population of native Spanish speakers continues to grow, our hope is that middle schools across the state will recognize the tremendous value of the program and use these resources to create a middle school program for AP Spanish tailored to their own local needs and contexts.

POLICIES AT THE DISTRICT AND CAMPUS LEVEL

Among the key implementation issues that all districts need to address are grading and credit policies related to participation in the Texas Middle School Program for AP Spanish. Districts should closely examine existing local policies concerning the award of student grades and credits to determine whether or not these policies should be modified to support the program. **The key issue to keep in mind is that, with few exceptions, policies that can promote or hinder the success and impact of the program are policies that are determined at the local level.** Hence, the involvement of key administrators in revising and shaping policy in support of the program is critical. Districts involved in the pilot and scale-up programs implemented a number of different policies examples of which are referenced below and on the Sample Resources CD.

Grading

Pilot districts implemented various grading policies for their AP Spanish Language middle school courses. Some based grades on overall class performance, while others based grades solely on students' performance on the AP examination. Additionally, some districts awarded grades based on pre-existing policies for students in honors and/or gifted-and-talented classes. Calculation of GPA is another local issue. Determining grading policy for the Middle school program for AP Spanish is a local process decided through careful planning and consideration.

Sample policy

AP exam scores will be assigned grades as follows:

- *A score of 3 earns an 86*
- *A score of 4 earns a 93*
- *A score of 5 earns a 100.*

Credit

Many districts implementing the program will not previously have faced the issue of awarding high school credit for classes taken in middle school. Districts will need to examine existing board policies and study the curriculum requirements for the AP Spanish Language course. Some of the pilot districts award four or six credits for participation in the middle school AP course, while others award middle school students one high school credit and a grade based on AP exam scores. (See Sample Resources for more examples.) How districts ultimately decide to award high school credit for the course will vary widely.

There are no TEA requirements in rule or law that dictate how districts award credit. However, it should be noted that Texas Administrative Code §74.26 states that “a course must be considered completed and credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course or the grade levels at which proficiency was attained.” In revising existing policy or developing new policy, it is important to note that the AP Spanish Language course addresses the Texas Essential Knowledge and Skills (TEKS) for Spanish IV. Unlike the TEKS in the other subject areas, the TEKS for languages are not different at each level; rather, they are based on proficiency levels of the same skills. Thus, successful completion of AP Spanish Language (or Spanish IV) automatically ensures that students have met the TEKS objectives for Spanish I, II, and III.

Some districts will have existing policies that require students participating in the program to acquire credit by exam for each level of Spanish skipped using the two state-approved tests (the Texas Tech or UT Austin Credit By Examination), or a locally developed board-approved test. Other districts might use validation policies similar to those for home-schooled students to award automatic credit for lower levels of Spanish skipped. In cases where local policy requires participating

students to take additional exams to acquire credit after they have already been enrolled in the AP course, districts might want to consider revising the policy to address the fact that TEKS objectives for Spanish IV are met through participation in the AP course.

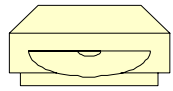
In examining local policy, it is also important to remember that students are taking a high-school (and college-level) course and the amount of credit students may earn for the course should take into account the rigorous curriculum provided to middle school students through this program. It is recommended that districts examine board policies relative to determining student class rank to ensure that courses taken in middle school, such as AP Spanish Language, are included in the calculations for class-rank purposes. Courses for which credit is awarded in grades 9–12 and courses designed for grades 9–12 but completed before grade 9 should be recorded for graduation purposes on the student’s official high school

Sample policy

A district may offer courses designated for grades 9–12 in earlier grade levels. A course must be considered completed and credit must be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course or the grade level at which proficiency was attained. The academic achievement record will reflect that the student has satisfactorily completed the course(s) at earlier grade levels than grades 9–12 and has been awarded state graduation credit(s). [TAC 74.26]

Academic Achievement Record (AAR.) All courses the student completes must be entered regardless of outcome [19 TAC §74.26(b)]. Existing policy outlining requirements for identification of valedictorian and salutatorian designations also need to be evaluated so that all courses completed, including the middle school AP course, are included in consideration for these awards. Addressing these issues with initial implementation ensures that participating students receive the

credit and recognition they deserve for their accomplishments and prevents future potential disputes and problems.



Board Policy Statement
Credit Policy Memos 1, 2

IMPLEMENTATION STRATEGIES

Program Models and Components

Each district should develop an implementation model and strategies that best fit the unique needs of the student group that the Middle school program for AP Spanish serves. In the pilot and scale-up projects, districts used three basic models with varying degrees of success. Regardless of the model the district used, all the sites included several key components in their programs.

Extracurricular Model. In this model, the AP Spanish Language class met two times each week in two-hour blocks outside of regular school hours. The district that employed this model encountered many problems associated with student attendance, student attitude toward the course, and credit for coursework. The district found that many students were reluctant to attend an after-school academic program, so absenteeism was high. The demands of homework, studying, and the content level of such a rigorous course after students had already completed a full academic schedule affected student attitudes toward the course. Additionally, the district found that making decisions about awarding high school credit was difficult because the instruction took place after the regular school day.

Itinerant-teacher Model. In this model, a high school Spanish teacher was enlisted to teach the AP Spanish Language course at the middle school, requiring the teacher to travel between the middle and high schools. This model proved beneficial insofar as it allowed middle school campuses that did not have a qualified teacher to offer the class. This model also provided a link to the high school Spanish language program due to the assignment of the teacher and his/her assigned course responsibilities. However, disadvantages included the following:

- Time allotment for the Spanish teacher to travel between schools led to scheduling complications. Each school that needed the teacher was dependent on the other school's schedule.
- Students did not always have access to the teacher when they needed assistance because the teacher was often on the other campus.
- Parents had difficulty in meeting with the teacher to discuss student progress in the program due to the dual-campus assignment.

Expanded-classroom Model. In this most commonly used implementation model, qualified middle school Spanish teachers taught the AP Spanish Language middle school class in addition to other teaching assignments. This model allowed teachers to be available to offer additional support to participating students, including tutoring and test preparation. Districts experienced fewer problems with this model, although it became the middle school teacher's responsibility to ensure that a smooth transition in language courses at the high school took place for these students.

Key Components. Whichever model was used, all the pilot and scale-up programs had in common some key elements in their program design that were essential for the success of the program. These key program components were:

- Creation of a local **leadership team** to implement the program that included middle school and high school teachers, administrators, and counselors;
- Commitment to provide **vertical alignment** in course curriculum and offerings that led to a **Pre-AP course** in seventh grade;
- Development of an intensive **summer institute** for enrolling students that provided program orientation and an introduction to Advanced Placement; and
- Provision of an option for participating students to take **AP Spanish Literature by tenth grade.**

Establishing Program Goals and Objectives

Setting goals and objectives for local programs will help direct the implementation and growth of the program and provide measures of program success. The sample objectives below are modeled on TEA's goals for the scale-up project and could serve as a foundation for local program goals.

1. At least x (*number*) students will complete the AP Spanish Language class in middle school.

Schools should offer the course to as many students as is feasible.

Aligning Spanish offerings in sixth and seventh grade with AP Spanish Language course requirements will increase the number of students prepared for the course in eighth grade.

2. Students who participate in the AP Spanish Language course in middle school will take the AP Spanish Language exam at the end of the eighth grade.

All students will benefit from preparing for and taking the AP examination, even those who do not receive high scores. It is recommended that all students enrolled in the course take the exam. For a discussion of subsidies for examination fees for qualifying students, see the section entitled Program Expectations.

3. At least 75% of those students will receive a three or above on the AP Spanish Language examination.

Data from the pilot and scale-up districts shows this to be an achievable objective. In fact, the majority of students participating in the course so far have received 4s and 5s on the examination.

4. At least 75% of the students enrolled in AP Spanish Language in middle school will enroll in AP Spanish Literature by tenth grade.

Many pilot and scale-up districts have created a two-year AP Spanish Literature course option beginning in ninth grade with students taking the AP Spanish Literature exam in tenth grade. As a variation on this, another pilot district designed a Pre-AP Spanish Literature course for ninth-

graders. If this option is considered, different course numbers should be assigned for accurate PEIMS reporting so that students receive two credits for the courses taken.

Districts also need to develop additional goals and objectives that address the unique needs of their program. Examples from pilot districts include the following.

1. Hold intensive training sessions for students during the school day and in after-school programs. Summer institutes should be designed for students to increase preparation for and provide practice in test-taking skills for the AP Spanish Language examination.
2. Inform all middle school students about the benefits of the AP Spanish Language program to increase enrollment in the AP program at both the middle school and high school levels.
3. Disseminate information and develop publications about the advantages of the program to educate parents, students, community members, and staff about the program's success and potential benefits.
4. Apply and use technology to increase knowledge and gain understanding of the Hispanic culture.
5. Vertically align the curriculum for Spanish and LOTE courses at all grade levels not only to provide a foundation in the language in early grades but to enhance the instructional options for high school students.

Identifying and Supporting Teachers

Identification. Teacher selection is instrumental in determining the success of the program. Without talented Spanish teachers assigned to this program, the pilot project would not have achieved the high level of success that each district documented. Selected teachers should have advanced content knowledge—they should speak, read, write, and comprehend Spanish at advanced levels—and be flexible enough to adapt the traditional high school level AP Spanish Language

course to the learning styles and abilities of middle school students. Much of the student success experienced by pilot districts can be directly attributed to the selected teacher's willingness to develop the program at his/her respective campus. Program teachers should be passionate about improving educational opportunities for their students and should provide a strong academic focus with high expectations for the course. Assigning a reluctant or unwilling teacher to teach the course may have a negative effect on program implementation and, worse, negatively affect students' attitudes about learning languages or taking AP courses.

Support. Schools and districts implementing the program should provide professional development opportunities for identified teachers in order to support the AP Spanish Language program for middle school students. Participation in the AP Spanish Language Summer Institute, available through the College Board,³ should be mandatory for teachers assigned to the course and recommended for other teachers in the school/district Spanish program. It provides valuable information for new teachers teaching the AP Spanish Language course for the first time and insight into the course expectations for alignment with the courses leading up to middle school AP. Additional professional development opportunities should also be available for middle school AP teachers. For example, many teachers in the pilot and scale-up program participated in intensive Spanish language summer programs as well as in the American Council on the Teaching of Foreign Languages (ACTFL) and Texas Foreign Language Association (TFLA) conferences and workshops.

AP Spanish Language teachers may also benefit from extra planning time to prepare for the rigorous course. Vertical teaming opportunities with Spanish program teachers from the middle and high schools will allow teachers to plan, develop, and adjust the curriculum. Scheduling assignments should take into account that AP teachers may devote extra time to working with students,

³ See <http://apcentral.collegeboard.com/teachers/development/>.

including one-on-one tutoring, Saturday sessions, and preparing and teaching the summer program for incoming students.

Additional ways to support middle school AP teachers include strategies for informing other staff members about the program, such as at staff orientation or through vertical team planning. Celebrating the program publicly on the school website, announcements, school board reports, and presentations to other teachers, staff, and community members will also serve to support the teacher in his/her efforts.

Identifying and Recruiting Students

Pilot and scale-up districts used several different methods and/or combinations of methods to identify and recruit students for participation in their programs.

Identification. For the purpose of the pilot project and scale-up grant, student eligibility for participation was determined by home language [native Spanish speakers or Limited English Proficient (LEP) students] and financial need. Home language surveys and English-as-a-Second-Language (ESL) class rosters can be useful in identifying potential students.

Selection. After identifying a pool of eligible students, some pilot districts used placement testing and other criteria to select students for the program. Districts employed existing published instruments as placement tests—the most commonly cited example was *Prueba de ubicación*—or developed their own tests.

Additionally, a set of possible testing questions can be found in the TEA publication, *Español para el hispanohablante*.⁴ Whichever placement test was used, district administrators and teachers determined specific score requirements

⁴ After the original free distribution to authorized institutions, additional copies of this publication may be purchased from the TEA Publications Distribution Office. See <http://www.tea.state.tx.us/publications/>. Most of the information included in this publication can be found online at the Texas Languages Other Than English Center for Educator Development. See <http://www.sedl.org/loteced/>.

for acceptance into the program. The American Council of Teachers of Foreign Languages (ACTFL) proficiency guidelines (<http://www.actfl.org>) and the LOTE TEKS (www.tea.state.tx.us/teks/index.html) may be useful tools for new districts when determining desired proficiency levels and skills for students in the program.

Additionally, some districts used other sources and criteria for selecting students for participation in the program, including:

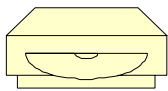
- Teacher and/or counselor referrals;
- Grades in the student's most recent Spanish class, or passing the Pre-AP Spanish class; and
- Passing all Texas Assessment of Knowledge and Skills (TAKS) areas tested to date.⁵

Selection criteria and screening processes should not be so rigorous as to exclude large groups of students who would benefit from the course. Keep in mind that even students who would get a 1 or 2 on the AP exam would still benefit greatly from having participated in the course, and some colleges and universities offer credit for a score of 2.

Recruitment. Once they identified prospective participants, pilot and scale-up districts determined that students and their parents needed further information about the program to understand the benefits, requirements, and challenges of taking the course before enrolling. Most pilot districts developed brochures and pamphlets and held meetings for qualified students and their parents to introduce them to the program. Some districts developed permission forms or applications for students and parents to submit before acceptance into the course.

⁵ Note: Districts should be aware that since implementation of the AP Spanish Language course is geared to middle school LEP students and native speakers of Spanish, TAKS scores may not be the best indicator of the students' academic abilities, especially if the students were assessed in English and not in Spanish.

Districts should consider beginning recruitment efforts for the program in the early grades. Possibilities include presentations on the program at orientation sessions in fifth and sixth grade, or earlier, to inform students and their parents about the program and create interest and demand. Additionally, building student, parent, and community awareness of the program through newspaper articles and awards ceremonies, and creating displays on school grounds and making announcements about program activities and accomplishments will also serve to heighten interest in the program.



Program Brochures 1, 2 (Spanish, English)

AP Course Description and Contract (Spanish, English)

Benefits of AP Program (Spanish, English)

Parent Letter (Spanish, English)

Application for Admission to Pre-AP/AP Program

Program Expectations

Performance expectations for students participating in the AP Spanish Language middle school course are high, and many students interested or qualified to participate in the program will not have encountered such demanding academic challenges in their previous schoolwork. Thus, it is important to provide both students and their parents with an understanding of the rigor and demands of the course, as well as to establish student expectations for participation. It is especially important that parents and students understand the requirement that participating students take the AP Spanish Language examination at the completion of the course. Districts should also think about developing guidelines for determining if students are not meeting program expectations and for exiting the course.

Signed Agreements. Some pilot districts created course participation agreement forms that students, parents, teachers, counselors, and principals had to sign. Some of these forms provided outlines of student, parent, and teacher

expectations. One course agreement that a pilot district developed articulated the following student expectations.

Students must:

1. Learn, analyze, synthesize, and manipulate knowledge and skills.
2. Think critically.
3. Budget time effectively and efficiently, as students should expect homework daily.
4. Develop effective study skills.
5. Develop advanced content-area vocabulary.
6. Utilize community and industry resources.
7. Develop multimedia and oral presentation skills.
8. Maintain a passing grade in the AP course.

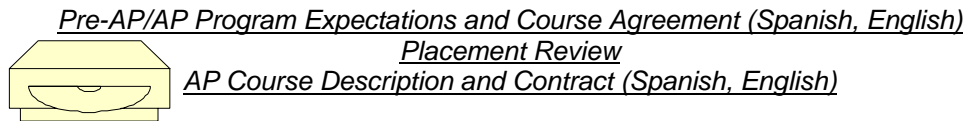
In addition, parents agreed to familiarize themselves with course requirements, support their child in organizing his/her study time, and notify the teacher of any concerns. Teachers agreed to teach the course at a college-preparatory pace and to notify students and parents if student work was unsatisfactory.

If students were at any point during the course at risk of failing, some districts sent home a placement review form to notify parents and give students the option of exiting the course.

Exam Taking. Pilot and scale-up districts were challenged with communicating to students and their parents the participation requirement that students enrolled in the AP Spanish Language middle school course take the examination for the course at the end of eighth grade. If students are allowed to opt out of taking the exam, or if teachers feel pressured to allow only students who they predict will do well to take the exam, many of the important benefits of the program will be lost.

While there is a fee for taking the AP exam, students who are identified as economically disadvantaged may be eligible for discounted test fees through the College Board and the Texas Advanced Placement/International Baccalaureate

Incentive Program. For additional information about College Board fee reduction policies, see the AP Central website, <http://apcentral.collegeboard.com>. The Advanced Academics Services page on the TEA website will link to current information on the Texas AP/IB Incentive Program. If the fees are not waived or reduced for participating students, districts have the option to pay the remaining portion of the fees for students.



Parent Involvement

Parental support is critical to student success in the Middle school program for AP Spanish. Many districts reported that parents were the primary motivators for participating students and helped to keep their children enrolled and interested in succeeding in the program. Making successful initial contacts with parents and maintaining communication and involvement is a key issue in program implementation. Some of the strategies for informing and engaging parents are outlined below.

Communications in Spanish and English. Because participating students are identified as native Spanish speakers, their parents often speak only Spanish or limited English. Thus, providing information about the program to parents by providing written documents and conducting face-to-face meetings in both Spanish and English is critical. Provide letters, brochures, and other documents that outline the program requirements, explain benefits of student participation, and communicate grading and curriculum expectations and other requirements for students and parents in both languages. Having translators present at project meetings is another strategy for increasing parent comfort and empowerment. Because some parents previously may have had limited involvement at the school because of language or other issues and might possibly feel uncomfortable about

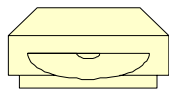
coming to meetings, some districts initially contacted parents by phone or home visits. The key is to make parents comfortable, engage them in the idea of the program, and find creative ways to involve them in program activities with their children and with other parents.

Introductory, Counseling, and Progress Reporting Meetings. Face-to-face introductory sessions for parents and students in which the AP Spanish Language teacher, along with administrators and counselors, provide information about the AP program, explain the details of program participation, and answer parent questions should be arranged prior to student enrollment in the course. Most pilot and scale-up districts arranged additional meetings for parents to discuss progress and address questions and concerns as the course got underway, at the mid-term, and as students prepared for the AP exam in May. One district arranged a meeting at which counselors met individually with parents and students to design four-year plans. These activities provided opportunities for the parents to meet program staff and other parents. This helps to build “community” around the program.

Additional Workshops on College Applications and Financial Aid. Many parents of participating students may not be familiar with higher education and requirements for college. To encourage and support student aspirations and preparation for post-secondary education, many programs included workshops for students and their parents on college selection, the application process, and sources of scholarships and financial aid. Some districts even arranged visits to local colleges and universities.

TEA distributes videos to each middle and high school counselor that explain the importance of post-secondary education and the availability of financial aid. These videos are from the GEAR UP program and are available in English and Spanish. Districts are encouraged to use these informational videos with students and parents in planning for post-high school educational experiences.

Other Strategies. Creating opportunities for parents to communicate with each other (e.g., parents calling parents) and to volunteer and participate in meeting planning or awards ceremonies is another strategy for increasing parent involvement. In arranging parent activities, programs should address childcare, refreshments, and transportation needs. Some districts allocated Title I funds to cover childcare for parents and arranged for school vans or local cab companies to get parents to program meetings.



Program Brochures (Spanish, English)

Benefits of AP Program (Spanish, English)

Pre-AP/AP Program Expectations and Course Agreement (Spanish, English)

Roles and Responsibilities

Middle School Teachers. To maximize program success, teachers selected to teach the program, as well as other participating staff where appropriate, should:

- Familiarize themselves with the AP program and requirements;
- Evaluate scheduling needs to determine instructional duties;
- Understand the differences between teaching middle school and high school students;
- Adapt the high school curriculum so that it is appropriate for middle school students;
- Create new materials as necessary to meet the needs of middle school students and enhance the writing requirements of the curriculum;
- Team with high school and middle school Spanish teachers to align the curriculum; and
- Familiarize themselves with teaching native Spanish speakers and develop strategies to engage them in the AP content.

High School Teachers. Some high school Spanish teachers might initially be resistant to the idea of the Middle school program for AP Spanish and feel that the program “steals” some of the students they traditionally teach in the upper grades. For new districts developing the AP Spanish Language program, building supportive relationships with high school staff by creating Spanish language vertical teams is critical.

Pilot and scale-up districts regularly shared data with high school Spanish teachers to illustrate student capabilities and the fact that participating students were prepared for the AP Spanish Literature course in high school. Despite some initial resistance, many districts reported that most high school teachers became advocates for the program. As high school teachers realized that more students would enroll in AP Spanish Literature courses and that the participating students would be academically prepared for the challenge of such courses, their resistance to the program was replaced with an endorsement.

Counselors. Because counselors play such important roles in advising and guiding students and because many parents contact counselors first when they have concerns or questions about their child’s education, the importance of including counselors at both the middle and high school levels in program development and implementation cannot be emphasized enough. Counselors should become essential members of the AP project team. Their responsibilities will range from assisting teachers in the identification of students for the program to encouraging younger prospective students to enroll in Pre-AP Spanish course sequences. Additionally, high school counselors can help participating students design a full college-preparatory program in high school and should be included in program development from the outset.

Early involvement of counselors is important for other reasons as well. In most cases the students who participate in the Middle school program for AP Spanish are not the typical students identified early for college-preparatory courses.

Counselors will have to overcome some skepticism about the students' abilities before placing them in a class normally reserved for high school juniors or seniors. Keeping the counselor informed of student progress throughout the course will be important in modifying his/her attitude about what these students can do. If it is not possible to work with both the middle and high school counselors together, be sure to have either a supportive counselor or another advocate begin discussions with both the high school counselor and the registrar.

Administrators. Securing administrative support for the program is essential to the immediate success, as well as to the long-term sustainability, of the Middle school program for AP Spanish. Middle school and high school principals should be involved from the outset in the development of program goals and objectives to provide support for class scheduling, grading and credit issues, extra planning time for AP teachers, vertical team meetings, study sessions, tutoring, special field trips for students, AP exam administration, and redesigning high school course options. Pilot and scale-up districts in which administrators were involved in planning and implementation and kept informed of student progress toward program goals and objectives reported more success and acceptance of their programs.

Strong administrative support should be evident from the beginning of the program. The success of participating students largely depends on a **collaborative effort between administrators, teachers, support staff, and parents.**

Administrators and counselors might use student success in Spanish to encourage students to enroll in Pre-AP courses in other disciplines. Librarians can start ordering more sophisticated reading material in Spanish and organize book clubs in which students can meet to discuss their work. Spanish and English teachers might select one book to read both in Spanish and in English translation and hold a joint class on language and culture. All of these options are possible if administrators clearly show their commitment to the program.

Other Personnel. Based on the experiences of the pilot and scale-up districts, it is recommended that additional staff be involved in program implementation as these individuals can figure prominently in the process. Additional staff include:

- LOTE/bilingual coordinators;
- textbook coordinators;
- PEIMS coordinators;
- registrar; and
- academic deans.

Program Funding

Districts are encouraged to seek out multiple funding sources to support their programs and to write the program into regular campus and district budgets and campus improvement plans. Options for funding include federal, state, and local sources. Examples include, but are not limited to, Title I and Title III monies, and gifted-and-talented funding.

Districts and schools can also take advantage of some funding from the Texas AP/IB Incentive Program for exam fees and other program support. Funding sources include:

- Awards for every student who scores a three or above on the AP examination;
- Reimbursement for teacher training for the AP Spanish Language and Literature courses if the AP middle school Spanish teacher also teaches AP in high school; and
- Reimbursement for AP textbooks.

For additional information on incentive programs and guidelines see the Advanced Academic Services page on the TEA website.

In budgeting for the program, districts will want to consider the following program costs.

- Teacher
- Textbook purchase, if not using state-adopted textbooks
- AP instructional materials
- Other instructional materials
- Tape/CD players or language lab
- Classroom incidentals not covered by regular school budget
- College Board training for the teacher
- Additional professional development
- Summer programs for students
- Guest speakers/program evaluators
- Field trips and awards
- Travel to conferences

Vertical Alignment, Course Sequences, and Curriculum Development

Districts interested in implementing the Middle school program for AP Spanish should include Spanish in vertical alignment activities. Administrators, teachers, counselors, curriculum specialists, and others will need to develop a coherent Spanish curriculum across grade levels that includes middle school AP Spanish Language. This planning will help to ensure vertical alignment in Spanish instruction across courses and grades by restructuring course offerings at both the middle and high school levels. Thus, teachers at the middle and high schools need to work together to develop and implement a coherent Spanish curriculum across the district and to provide the appropriate support for native Spanish speakers moving through the program.

Rethinking Pre-AP Spanish in the Lower Grades. To prepare middle school students to take the college-level AP Spanish Language course in eighth grade, districts should examine local Spanish programs available at the elementary and

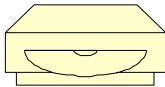
middle schools. Districts should consider aligning the curriculum to implement a Pre-AP Spanish program. Most pilot districts created a Pre-AP course sequence for native Spanish speakers in the sixth and seventh grades, while some extended this offering to fifth-graders. Pre-AP courses are not mandatory in order to implement the eighth-grade Middle school program for AP Spanish, but districts are encouraged to start such programs to provide a stronger foundation for students.

Placement in High School Courses. Districts should be prepared to offer an array of Spanish courses at the high school for those students who successfully complete the AP Spanish Language course in the middle grades.

AP Spanish Literature should be available to successful students in ninth or tenth grade. (This is especially important because some colleges won't accept AP credits that are over five years old, so students who take the AP Spanish Language course in eighth grade could need additional opportunities to gain college credit.) While some high schools may already offer AP Spanish Literature, additional sections of the class may have to be added to accommodate demand or offered earlier to provide students in the program with a more immediate follow-on course to AP Spanish Language. Districts may also consider offering the AP Spanish Literature class over two years to tailor the course to the needs of younger, native Spanish-speaking students. Some possible options for districts to consider include offering a Spanish V honors course or Spanish V Pre-AP course that could include some of the AP Spanish Literature content that students can take in ninth grade and then continue with the Spanish V AP Spanish Literature course in tenth grade. The district may designate the course with any local course title, but the PEIMS numbers should be unique in order for the students to receive two high school credits. If the district offers the first half of Spanish V AP Literature in ninth grade and the second half in tenth grade with the same course number, the student will receive only half of the credit per year for a total of only one credit instead of two credits.

Because participating students finish the AP Spanish offerings earlier in high school, schools also may want to consider offering additional advanced courses in Spanish, such as Spanish for Business Purposes, Spanish for Medical Personnel, or Spanish for Communications. Students could also study an additional language in preparation for college. Keep in mind that placement of participating students in high school courses may be tied to district grading and credit policies.

Course Sequences. As a result of the program, pilot districts redesigned Spanish course offerings at both the middle and high school levels for both native and non-native Spanish speakers. See examples of course sequences offered at pilot districts in Sample Resources.

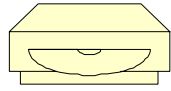


Progression of Spanish Courses 1, 2
Middle and High School Course Sequences
Spanish Language Course Options at Middle School
Course Listing Handbook Changes
Placement in High School
Board Policy Statement
Credit Policy Memos 1, 2

Sample Syllabi

The College Board provides sample syllabi for the AP Spanish Language course (<http://apcentral.collegeboard.com>), and teachers will want to create their own syllabi using these and other resources. When developing curriculum, be sure to use the TEKS for LOTE Level IV as a guide. Since the AP Spanish Language course and exam were specifically developed for non-native Spanish speakers, some pilot districts created a syllabus that is geared to younger, native Spanish-speaking students. Supplementing the writing portion of the curriculum is very important as this is the weakest language skill area for many students. Thus, the local curriculum should address all phases of the writing process. Sample syllabi

that some districts used for Pre-AP and AP courses are included in the Sample Resources. Also, see a sample rubric for scoring the writing portion of the AP curriculum.



Sample Pre-AP Syllabus

Sample AP Syllabi 1, 2

Sample Technology-based Lesson Plans

Writing Rubric

Textbook Selection and Additional Materials

Textbooks. Listed below are examples of some of the textbooks and other materials pilot schools used in their middle school AP Spanish Language programs. Even though some districts may choose to use the same (non-adopted) textbooks that are used for high school AP Spanish Language, it may not be possible to buy these texts for use in middle school using designated district textbooks funds (since they were not designated for use in middle school). In those cases, middle schools should determine the best source for the purchase of textbooks for the middle school program. Additionally, the policy for reimbursement for non state-adopted textbooks for AP is explained in the TEA correspondence included in Sample Resources.

At the state level, textbooks are available for Spanish IV, though these texts are not specifically designated for AP courses. During the last textbook adoption, the following books were approved for Spanish IV-VII: *Abriendo paso* (Heinle & Heinle), *Tesoro literario* (Glencoe McGraw-Hill), and *Galeria de arte y vida* (Glencoe McGraw-Hill). Any of these books may be selected for use in Spanish IV-VII. Textbooks submitted specifically for the Spanish IV AP Language adoption beginning with the 2005-06 school year are *Abriendo paso* by Pearson Education, Inc. and *De Paseo* by Thomson Learning/Heinle. With approval from the State Board of Education, these books will be available for adoption at no cost to the district. The book selected by new project districts for the Middle school

program for AP Spanish will depend on the textbook districts adopt for each respective level.

Another option new project districts may wish to consider when making textbook selections is choosing a different level text designated for students who are native speakers (from textbook adoption lists.) *Tu mundo* and *Nuestro mundo* published by McDougal Littell or *Sendas literarias* published by Heinle & Heinle may meet district program needs. These texts are considered level I and II books.

Additionally, most of these publishers provide native speaker supplemental materials that accompany textbook adoptions. When ordering these texts, districts may wish to consult the PEIMS division at the local district to select the appropriate PEIMS number to reference in the textbook request. Because these books are designated level I and II books and the class is a level IV course, districts will be required to pay for the books.

A final option for consideration in textbook selection is to choose a text for a Spanish IV AP that is not on any adoption list. TEA textbook division has established a waiver process to facilitate reimbursement for these books. If selecting this option for textbook selection, it is recommended that districts contact the TEA textbook division for clarification of this process.

Additional Materials. Additional materials some pilot districts used included:

- McDougal Littell’s *Tu mundo* and *Nuestro mundo* audio CDs, transparencies, tests, videos, and workbooks;
- AMSCO’s textbooks and workbooks for first-, second-, and third-year Spanish;
- Longman’s *AP Spanish—Preparing for the Language Examination*;
- Teacher’s Discovery’s *Spanish Accents Workbook*;
- Barron’s *AP Spanish*;
- College Board’s CD-ROM for AP Spanish Language; and

- College Board’s previously released AP Spanish Language exams and practice tests (<http://www.collegeboard.com/ap/apcd/html/apspanm.html>) and “Acorn” books.⁶

Additional textbooks and materials used by pilot districts are included in Sample Syllabi on the Sample Resources CD.



Reimbursement for Non State-Adopted AP and IB Textbooks

Teaching Resources

Book Order Request 2003–04

Books Ordered 2002–03

Other Class Resources

In addition to textbooks and workbooks, program developers should ensure that participating students have access to resources necessary for success in the AP Spanish Language course and exam. For example, tape recorders with headsets should be available to students, as they are required for the examination. Students should have access to such equipment on a regular basis for completing the listening requirements related to the course and to build their confidence and efficacy in using it. The supply of audio-listening equipment should be sufficient to accommodate the number of students enrolled. Scheduling time at campus language labs should also be evaluated.

Supplemental Support for Students

In addition to a summer preparatory workshop or institute for incoming middle school students, participants may wish to consider offering additional supplemental support for students participating in the AP Spanish Language

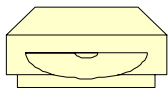
⁶ The “Acorn” books include information about AP examinations and sample syllabi specific to each AP course.

course. For example, most pilot districts offered after-school tutoring and/or Saturday academies. Districts also offered additional support and interventions for struggling students. Transportation and parent permission should be considered when planning for these activities.

Summer Institute. These intensive introductory workshops for students can be designed to introduce students to the AP course, expectations, materials, and standards; to gather baseline information about student knowledge; to provide practice on key grammar issues; to provide exposure to Spanish literature and cultural activities that will be a focus of the course; and to begin to build class identity and spirit.

Mentors and Guest Speakers. Many districts supplemented their programs by including student tutors from the high school (ideally former participants in the course), mentors from local colleges, and guest speakers to speak on the importance of Hispanic language and culture and the rewards and advantages of being bilingual.

Field Trips and Awards Ceremonies. Many pilot and scale-up districts provided extra incentives and rewards for their middle school AP Spanish Language students to make them feel part of an elite group. For example, some schools arranged special field trips, and some districts designed AP Spanish Language middle school tee shirts for the class.



Sample Summer Institute Syllabus and Lesson Plan
Permission Form to Attend Tutoring Sessions (Spanish)

Administration of AP Exams

Many middle schools will not have previously administered an AP examination but will become involved in the process through the development of the AP Spanish Language program at their schools. Pilot districts reported that middle

school students who took the exam at the high school administration said they felt uncomfortable and intimidated. Therefore, it is recommended that middle schools apply to the College Board to administer the AP exam. By doing so, middle schools can receive TEA campus awards for students who receive scores of 3, 4, and 5 on the exam. If middle schools elect to have students test at the high school administration and do not have a unique number code, the high school campus will receive the campus examination incentives.

It cannot be emphasized enough that schools new to exam administration should start investigating the requirements and steps in the process early. A detailed exam administration guide is available at AP Central (<http://apcentral.collegeboard.com/>). This guide provides a timeline for preparation and information on all aspects of AP exam administration. AP Central registration is free. It is recommended that school program staff create a log-in password when they register so that all sections of AP Central, especially discipline-specific testing information which is not available to parents and students, are accessible. Other key steps in the process include the following.

Obtaining Site Number and Code for Test. Schools should begin this process as soon as they decide to offer the program. AP Central provides a number to call to obtain a school's site number and code.

Ordering Exams. Schools are required to report to the College Board the number of students that they expect to take the exam and to order the exams well in advance of test administration. The calendar for the exam schedule for the year and the due date for ordering exams are posted on AP Central.

Choosing a Test Administrator. The AP Spanish teacher is not allowed to administer the exam. Most schools have counselors or AP coordinators administer the exam. Because of the technology required for the exam, a second monitor knowledgeable about the equipment is advised for first-time administrations.

Training Test Administrator. There are many time-consuming procedures and logistics that need to be taken into account in administering the exam. Take advantage of the optional pre-administration session so that much of the paperwork can be completed before the actual exam day and consider conducting a practice session for the test administrator. The test administrator will want to become thoroughly familiar with the exam administration guide available at AP Central.

Preparing Students. Students will also need to be familiar in advance with the exam procedures, format, and content.

Evaluation

Districts and schools implementing the program are encouraged to conduct formative and summative program evaluations. This is not only important for mid-course corrections and overall program improvement but also to build evidence in support of the program and its continuation. Districts should consider long-term evaluation of the program from the outset and plan to track participating students' performance through high school and beyond. To facilitate this, districts are encouraged to create a district database of enrollment information to assist in the collection and recording of data and to develop relationships with the appropriate high school staff to facilitate tracking of students after middle school.

Information to collect could include the following.

1. Information about participating students, including age, gender, race/ethnicity, and financial need;
2. Participating students' scores on the AP Spanish Language examination taken in middle school and the AP Spanish Literature examination taken in high school;

3. Student grades, including the years previous to enrollment in the Middle school program for AP Spanish, the year the student takes the AP Spanish Language course, and the years the student is in high school;
4. Attendance and dropout figures;
5. Disciplinary referrals of the students before and during participation in the Middle school program for AP Spanish;
6. Records of courses the students take in high school; and
7. Performance on TAKS.

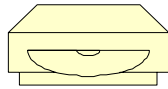
Additional tools for program evaluation could include benchmark testing and AP Spanish Language and Literature practice exams, student and parent surveys, and regular class-level assessments.

Benchmark Testing and AP Practice Exams. The College Board offers released AP practice exams for practice and benchmark testing (<http://www.collegeboard.com/ap/apcd/html/apspanm.html>). These or similar tests can be used to conduct pre- and post-tests to compare student abilities at the beginning of the course with their abilities near the completion of the course as they prepare to take the final examination. AP practice exams can also be used several times throughout the year to benchmark student progress and identify areas for improvement.

Parent Surveys. Some pilot districts surveyed parents of participating students twice during the year—once in the fall and once in the spring. These surveys consisted of questions about parent knowledge of the AP program and the AP Spanish Language course’s benefit to their child. School counselors, then, used the survey results to understand how best to communicate and share information with parents.

Student Surveys. Some districts surveyed students regularly over the course of the year with questions related to general information about the AP Spanish Language course and the students' future plans.

Additional Evaluation Tools. Some districts also used class-level ongoing assessments, such as weekly oral presentations and student research reports. The oral presentations provided excellent practice opportunities for the AP Spanish Language examination. Students also gave presentations at parent meetings—either AP project meetings or parent-teacher association meetings—where they recited poetry in Spanish or provided general information about the program. As part of their research reports, students had to develop brochures on Spanish-speaking countries. These projects gave students the opportunity to learn more about the culture of Spanish-speaking countries and enabled them to improve their research skills and use of technology. Student portfolios are an excellent method of performance-based assessment.



Student Survey (Spanish, English)
Student Program Questionnaire (English)
Parent Program Evaluation (Spanish)

SUGGESTED TIMELINE FOR IMPLEMENTATION

Year 1

Fall/Winter—Planning

- Assess language program in middle schools and high schools
- Identify teachers
- Send teachers to College Board and other training
- Evaluate materials
- Create informational documents
- Create program budget
- Spread the word about the program
- Address grading and credit policy issues
- Obtain AP exam school number and site code and guidebook

Spring—Student selection and program development

- Evaluate and select students
- Contact parents
- Write curriculum
- Order textbooks and audio equipment

Summer—Orientation

- Hold student summer institute
- Conduct public relations campaign
- Arrange orientation meeting for parents
- Collect baseline data on students
- Investigate exam administration

Year 2

Fall/Winter/Spring—Program implementation

- Collect baseline student data for program evaluation
- Monitor class implementation and progress
- Arrange vertical teams release time for middle and high school curriculum alignment
- Schedule parent update meetings
- Order AP exams
- Conduct practice exams
- Redesign course offerings in middle and high school
- Begin student identification for next year

FREQUENTLY ASKED QUESTIONS

Q. Will credit that students earn in middle school on the AP exam count as an advanced measure for the Distinguished Achievement Program (DAP)?

A. Absolutely. Advanced measures are not restricted to grades 9–12.

Q. If the AP Spanish Literature course is offered over two years, what credit would participating students earn?

A. The awarding of credit for participation in the program is a local level policy that must be developed by administrators and approved by local school boards. This is why administrative support for the program is crucial.

Q. How much college credit will students who successfully complete the course and get a 3 or above on the exam receive?

A. How much credit a student receives will depend on the higher education institution. Keep in mind that some colleges and universities won't accept AP credit that is over five years old. However, students who take AP Spanish Literature and get a 3 or better on the exam automatically receive college credit for college courses relative to AP Spanish Language. Thus, it is important to encourage students participating in the middle school AP program to take AP Spanish Literature in high school to ensure that they receive credit for the Spanish Language course.

Q. How does AP Spanish address the language TEKS for Spanish I, II, and III?

A. The TEKS for Spanish I, II, and III are basically the same and only differ in terms of proficiency level. Therefore, because the AP Spanish class is equivalent to Spanish IV, it inherently addresses the TEKS for the previous levels. An intermediate proficiency learner subsumes the skills for a novice proficient learner.

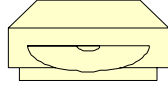
Q. Who is eligible for the program?

A. This is ultimately a local decision, but the program has historically targeted students whose home language is Spanish and who are economically disadvantaged.

Q. How do we select students for the program?

A. This is also a local decision, but a good place to start is with your ESL class rosters.

SAMPLE RESOURCES



The following sample resources, referenced throughout the implementation guide, are available electronically on the website or on the CD in the Implementation Guide binder. You are free to use any of these examples and tailor them to your own needs.

- Board Policy Statement
- Credit Policy Memos 1, 2
- Program Brochures 1, 2 (Spanish, English)
- AP Course Description and Contract (Spanish, English)
- Benefits of AP Program (Spanish, English)
- Parent Letter (Spanish, English)
- Application for Admission to Pre-AP/AP Program
- Pre-AP/AP Program Expectations and Course Agreement (Spanish, English)
- Placement Review
- Progression of Spanish Courses 1, 2
- Spanish Language Course Options at Middle School
- Course Listing Handbook Changes
- Middle and High School Course Sequences
- Placement in High School
- Sample Pre-AP Syllabus
- Sample AP Syllabi 1, 2
- Sample Technology-based Lesson Plans
- Writing Rubric
- Reimbursement for Non State-Adopted AP and IB Textbooks
- Teaching Resources
- Book Order Request 2003–04
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- Permission Form to Attend Tutoring Sessions (Spanish)
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- Parent Program Evaluation (Spanish)