



Professional Development Webinars

Engaging Students in Contextual Writing for the AP® Statistics Exam

Fall 2020

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Moderator Bio



Mike Houston

T³ National Instructor

Ellwood City, PA

Mike is in his sixteenth year of teaching high school mathematics in Ellwood City, PA. While participating in a TI-Navigator™ Fast-Track in 2007, he learned how technology can effectively cultivate students' wide range of learning styles. During this time, Mike has served as a T³ National Instructor and a contributing author for MathForward™.

Panelists' Bios



**Robin Levine-
Wissing**

T³ Regional Instructor

Kirkland, WA

Robin Levine-Wissing taught high school mathematics for 42 years. She taught AP* Statistics since the course began in 1996. Robin has been a reader and table leader at the annual reading of the AP exams. She has been presenting TI technology workshops since 1993 and College Board AP workshops since 2000. Robin co-authored an AP Statistics Test Prep book in 2006. She currently teaches statistics online for the University of California Riverside Extension Program as well as working as an interim administrator and teacher in the Northshore School District outside of Seattle.



Tracy Watson

T³ National Instructor

Malvern, AR

Tracy has been teaching Geometry, AP* Statistics, and AP Computer Science at Benton High School in Arkansas for the past 6 years. Previously, she taught college mathematics courses for over 15 years. She has been an AP Calculus Statistics reader for two years which was the best PD for teaching AP Statistics. She was introduced to the graphing calculator as a teaching assistant in graduate school and hasn't turned back. As a T³ National Instructor, she enjoys sharing with teachers across the country the appropriate use of technology in the classroom.

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Agenda

- Welcome & introductions
- "Multiple Choice Practice" Activity
- "The Class Quiz" Activity
- "The Test Prep Reflection" Activity featuring Question 1 from 2005

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Expected Outcomes

I Can:

- I can see the benefit of having students discuss all answer choices for multiple choice questions.
- I can see the benefit of students working together to present a solution to a free response question.
- I can understand the value of students reflecting on the student samples to gain an understanding of a grading rubric.

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