



TEACHERS'  
CHOICE

*In need of Pre-AP<sup>®</sup>/AP<sup>®</sup> training but could not attend an APSI?*  
*Assigned to teach an AP<sup>®</sup> course and don't know where to turn?*  
*Want to have an AP<sup>®</sup> mentor all year long?*



CONFER  
MENTORING

Since 2010, the **Confer<sup>®</sup> Mentoring** Program, a flipped approach to professional learning, has provided training, mentoring, and classroom support for Pre-AP<sup>®</sup> and AP<sup>®</sup> teachers by matching them with experienced and recognized master teachers who have strong track records of success in the classroom. These Catalyst<sup>™</sup> Mentors are current or former College Board<sup>®</sup> presenters and/or readers who understand Advanced Placement<sup>®</sup> -- the course, the exam, and the strategies. See 2016 teacher testimonials on the reverse side of this flyer.

**Just a few of the Confer Mentoring Program components and benefits:**

- CerV matches a Catalyst Mentor with a cohort of 8-15 Pre-AP or AP teachers in an English, Math, Science, Social Studies, or World Language course. **Personalizing instruction.**
- From the beginning of the school year to the end, each Catalyst Mentor provides one to two monthly 90-minute webinars (total of 10) with the cohort, providing guided training in a collaborative setting. In addition, because each teacher has individual needs and concerns, the mentor provides five individual, one-to-one conferences. **Building a community of ongoing support and feedback.**
- Catalyst Mentors create customized year-long Pacing Plans, built on proven, subject-specific content and supported by timelines, action items, and milestones that new and veteran teachers may use for lesson plans and pacing. **Scaffolding skills through a comprehensive plan.**
- Catalyst Mentors supply and explain their ready-to-use materials, including slide presentations, activities, and handouts galore for immediate implementation. In addition, national publishers provide complementary textbooks (print version or e-books) and other ancillary materials as they do with the acclaimed summer institutes. **Providing resources for years to come.**
- A proprietary software system provides a platform for Catalyst Mentors and their teachers to document attendance, monitor progress, and complete goals, objectives, and task. **Tracking progress.**
- For \$850, teachers earn 30 hours of Continuing Professional Education credits in the comfort and convenience of their own homes. No costs associated with travel or subs. **Saving precious time and money.**
- Texas teachers or their schools receive a reimbursement up to \$450 through TEA's Teacher Training Reimbursement Program. **Training that works and is recognized for working.**

For more information, contact:  
Deborah E. Louis, Ph.D.  
Center for Educational ReVision  
214.941.8529  
deborah@educationalrevision.org  
[www.educationalrevision.org](http://www.educationalrevision.org)



A Program of Center for Educational ReVision<sup>®</sup> CPE # 902120



Registration Ends  
October 17  
[www.educationalrevision.org](http://www.educationalrevision.org)  
Don't Delay!

**Survey Results from 2015-2016 Confer® Teachers  
Arizona, Florida, North Dakota, Pennsylvania, Texas  
May 2016**

2015 – 2016 Cohorts				
<ul style="list-style-type: none"> <li>• AP® Biology</li> <li>• AP Environmental Science</li> <li>• AP Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• AP Calculus AB</li> <li>• AP Human Geography</li> <li>• AP U.S. History</li> </ul>	<ul style="list-style-type: none"> <li>• AP Chemistry</li> <li>• AP English Language and Composition</li> <li>• AP World History</li> </ul>	<ul style="list-style-type: none"> <li>• AP Physics 1</li> <li>• AP English Literature and Composition</li> </ul>	<ul style="list-style-type: none"> <li>• AP Psychology</li> <li>• AP Spanish Language</li> </ul>

**Need a class not on this list, CONTACT US!**

*"I really loved that this training helped us address the difficult concepts throughout the year in a way that is progressive and that helps us keep track of the curriculum of instruction."*

*"I truly enjoyed this course. It was spread out enough throughout the year to where it was not overwhelming. I also enjoyed that we followed along a course outline close to what we should have had going on in our own classes. It was a convenient way to collaborate with other AP Calculus teachers and professionals. Since everyone in our class was from the same district, we also got to spend some time checking in with each other and discuss[ing] how our year was progressing. Without this program, a lot of the collaboration among our own AP Calculus team would not have happened."*

*"[My Mentor] was very professional and thorough in her approach. She was a constant resource throughout the [year]."*

*"I loved the guidance and collaboration with other teachers. My mentor taught me how to connect with AP students and how to support their academic needs."*

*"[The program] helped me to address how to write FRQ's, and I didn't have to worry about finding childcare for my kids."*

*"The method of interaction was fun, informative, and substantial. [My mentor] is amazing at his craft. He is a true scholar and an awesome teacher."*

*"[This type of training] is more helpful and resourceful during the year as we encounter new issues with the students."*

*"I can only say positive things about [my mentor]. She was helpful, responsive, had great ideas, was patient and stayed away from micromanagement."*

*"I like how we met online and could have a presentation from [our mentor] and could chat together. It was nice to be able to talk. I've had a course where we had text-chatting and I did not like that. This was almost like being there in person."*

*"I liked the fact that the teacher got to interact with a mentor on a long term basis, and adjustments and feedback [could] be made over the course of the year. I also enjoyed having access to all the materials and activities you would typically find during an APSI but spread throughout the year. I very much enjoyed the [one-to-one] phone conversations with him during the mentorship."*

*"[My mentor] was a TERRIFIC mentor. She was very enthusiastic about the topics that we covered; she was very thorough and was even able to share a lot of her lessons and ideas that have helped her students have success. I like that it's on-going. An APSI is great, but doesn't provide the same level of support that the [Confer™] program did."*

*"I appreciated [my mentor's] collegial approach to the coursework--treating teachers as professionals, honoring our time, and allowing us to use his resources and knowledge as we saw fit."*

*"I learned that the key to academic success is establishing a good relationship with my students and to diversify my instruction to ensure students' participation and engagement."*

*"It gave me direction throughout the year."*