



Brownsville Independent School District

Agenda Category: General Function

Board of Education Meeting: 06/24/2026

Item Title: Advanced Placement Program PD
High School AP Teachers and
Administrators

X Action
Information
Discussion

BACKGROUND:

Andrew Sharos is an educator, author, speaker, and consultant. Andrew is still a practicing educator, now entering his 20th year at Leyden High School. Andrew's students achieved AP scores with a 4.45 average and a 100% pass rate in back-to-back years. The College Board has acknowledged these scores as the highest in the state of Illinois. In 2018, Andrew was named the winner of College Board's "Distinguished Service Award," given to a forceful spokesperson for educational and societal goals.

As part of their professional development, teachers will analyze recent AP data using an assessment protocol to guide their instructional decisions in both the classroom and the program for the 2026-2027 school year. This professional learning experience will be an invaluable tool in preparing their students for the 2027 AP Exams. Participants in last year's training rated this presenter highly.

FISCAL IMPLICATIONS:

Local and Categorical Funds: \$15,000.00

RECOMMENDATION:

Recommend approval to use Andrew Sharos, Village Project Consulting LLC, for a professional learning experience for Advanced Placement teachers and administration for a maximum of \$15,000 for the 2026-2027 school year based on district needs and funding.

Dr. Roni Louise Rentfro

Submitted by: **Principal/Program Director**

Approved for Submission to Board of Education:

Recommended by: **Asst. Supt./Exec. Dir.**

Dr. Alda T. Benavides, Interim Superintendent

Approved by: **Chief Officer**



Design Thinking in the AP Classroom

w/Andrew Sharos



We are envisioning this as the next evolution of our AP PD sequence in Brownsville ISD:

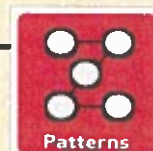
- Year 1: Building the AP Classroom
- Year 2: Strengthening the AP Classroom
- Year 3 (proposed): Design Thinking In the AP Classroom

The focus shifts from implementation of AP systems to **Instructional redesign grounded in student voice and data-driven reflection.**

Core Concept

Teachers will be trained in a structured process to:

- Collect and value authentic student feedback
- Analyze student voice using a consistent, systematic protocol
- Apply design thinking principles to refine AP instruction, assessments, and classroom systems
- Improve instructional and student learning outcomes through continuous reflection



Key Components Discussed

Design Thinking Framework for AP Instruction

01

- Apply a structured cycle (Empathize → Define → Ideate → Prototype → Test)
- Use this cycle to guide instructional reflection and redesign in AP classrooms



Student Voice Integration

02

- Develop structured systems for collecting student feedback
- Include:
 - Student surveys and/or interviews
 - Classroom-based feedback protocols
 - Student panels with targeted questioning (“fire questions” approach)
- Ensure student voice directly informs instructional decisions

Data Analysis & Reflection Process

03

- Incorporate a systematic note-taking/analysis structure (aligned with Andrew Sharos’ methodology)
- Focus on identifying patterns in student feedback to guide instructional priorities

Instructional Redesign Activities

04

- Tabletop collaborative redesign activity for AP teachers
- Teachers use student feedback to:
 - Adjust delivery methods
 - Revise classroom policies and routines
 - Improve assessments and instructional pacing

Train-the-Trainer (TOT) Model

05

- This PD will function as a TOT experience
- Teachers will learn not only what to do, but how to facilitate the process with their own students
- The goal is to ensure this model can be implemented consistently across AP classrooms and campuses.



Follow-Up Work/Next Steps

- Develop question banks for classroom use
- Create a structured student panel protocol (including sampling strategies across class periods)
- Build a consistent analysis/reflection template for teacher use
- Consider drafting session structures for the full PD sequence (multi-day rollout)

Big Picture Vision



This work positions AP teachers to systematically use student voice as instructional data, allowing them to continuously refine teaching practices and improve AP student outcomes through an intentional **design thinking** process.