

Hawai'i APSI 2026 Agenda



Date: 20-23 July, 2026
Time: 8:00 am-4:00 pm
Farrington High School

Theme:

Sharing the spirit of aloha
(The Aloha Spirit - compassion and kindness to all with whom we cross paths in our everyday lives).

AP® Art & Design Course Description:

This workshop includes a combination of seminar sessions and hands-on activities designed to meet the needs of both new and experienced teachers. Emphasis will be placed on developing practical classroom delivery strategies for exam requirements. We will review a range of student samples for each portfolio type, experience scoring student work, as well as include several studio sessions. There will be participant choice of portfolio type to best fulfill the needs of individual teaching assignments, experience, and personal expertise/interests. The intent of the studio sessions is to model the formation of an inquiry-based investigation while exchanging best practice and classroom management solutions, and resources.

Recent tips from the Reading such as: Sketchbook and process documentation ideas, approaches for the different kinds of required writing, while defining and meeting exam requirements will be key to our work. It is anticipated that since each participant will choose their own ideation for initiating an SI, participants will have the opportunity to create a presentation of samples ready to use with students.

A digital handout will be provided, and a range of student samples/scores will be available for copy. A letter with more specific supply details will follow closer to our date.

Daily Plan Outline

Integrated throughout:

- planning and timing management implications
- mentoring students' sustained investigation development

-Topic 4: Resources

- the rubrics
- writing - requirements and demonstrating process
- differentiated instruction, mentoring weaker students
- time for questions and discussion



Each Day will feature:

A presentation/discussion
Mock Reading/Group discussion & presentation
Sketchbook work: practice/reflection/revision
Studio time

Agenda for Days 1-2

Day 1

Introductions and Overview, what we hope to gain from this institute, materials identified.

Focus Topic 1 – The CED – importance of components of the CED (Curriculum and Exam Description) and the curriculum framework

Starting the course, creating benchmarks and calendar, planning timing

Studio A: mind mapping and documentation for SI formation

Focus Topic 3 – Pedagogy –

Establishing Inquiry (SI)– Practical ways for assisting students in finding a personal Inquiry, Big Ideas and Essential Questions, managing the nature of Inquiry, pursuing the question, keeping the focus on the Inquiry

Studio B: branching, mini project, asking key mentoring questions, sharing best practices

Using the rubric: Sustained Investigation, **Row A**, practice scoring, instructional implications

Maintaining/Revising the SI Question

Day 2

Focus Topic 3 – Pedagogy – Writing Issues

the 3 kinds of writing that are required, nature of the prompts examined, practical approaches for implementation, focus on student writing difficulties

Studio C: writing skills and in conjunction with SI development

Using the rubric: Sustained Investigation, **Row B**, practice scoring, classroom implications

Studio D: writing skills for SI, documenting progress visually and verbally to show MPI

Using the rubric: Sustained Investigation, **Row C**, practice scoring, instructional implications



Agenda for Days 3-4

Day 3

Focus Topic 2 – Inclusion/Diversity, Access/Equity, issues, trends, and changes/classroom implications

Studio E: SI development

Focus Topic 3 – Pedagogy, SI presentation strategies

Using the rubric: SI. –, Row D, examining “skill”, practice scoring, instructional implications

Studio F:

Documenting progress visually and verbally to show PER, focus on presentation strategies

Day 4

Focus Topic 5 – Aspects of Assessment and Reflection

the classroom level, to the Reading, to the Instructional Report

the audit with a review of the curricular requirements

strategies for monitoring /reporting student progress

countdown for submission

what we can learn from low scores

Using the rubric: Selected Works, practice scoring, instructional implications

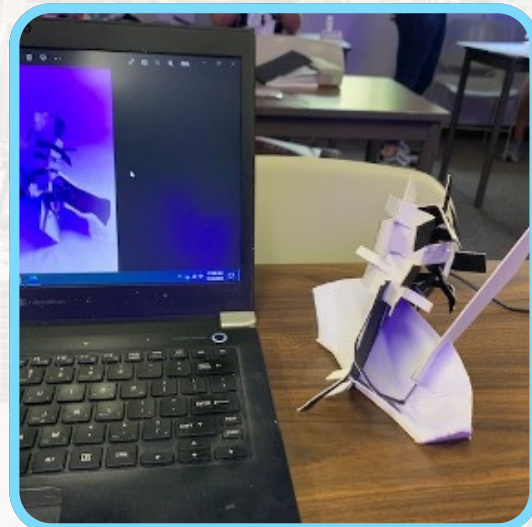
Studio H – strategies for selecting and presenting work for this section

final documentation of work, display and critique

Evaluations, exchanges, and good-byes.



Barbara's workshop in progress



Participant work in progress

