



# Professional Development Consultant Application

## INTRODUCTION

Prior to completing the Professional Development Consultant Application, please review the guidelines and procedures set forth in the Professional Development Consultant Endorsement Policy. This document is available for your review online at <http://professionals.collegeboard.com/prof-dev>. Individuals who are interested in serving as College Board consultants and meet the necessary requirements are invited to apply by:

- completing & submitting the following application and
- submitting a 10-15 minute video or DVD of their facilitation of a professional development event at the local, state, national or international level. (*Please note: applications submitted without a video will be considered incomplete and will not be processed.*)

Please mail your completed application to: Advanced Placement Professional Development, 250 Vesey St. 16th Floor, New York, NY 10281.

## SECTION I - Personal and Demographic Information

**Applicant Name:** Pam O'Brien

**Home Address:** 19 Bunny Lane

**City:** East Setauket **State/Province:** New York **Zip Code:** 11733

**Country:** USA **Home Phone:** (631)642-2181

**E-mail:** pam.obrien654@gmail.com

**School/Institution Name:** Ward Melville High School **District:** Three Village CSD

**Institution Address:** 380 Old Town Road

**City:** East Setauket **State/Province:** New York **Zip Code:** 11733

**Country:** USA

**Are you fluent in languages other than English?** ☐ Yes ☒ No

If so, what language(s)? \_\_\_\_\_

**Which College Board programs and/or specific workshop(s) are you most interested in being trained to present?**

☐ Advanced Placement (Subject(s)/area(s) of interest) A.P. Statistics

Your application does not guarantee selection. Applications are reviewed on a periodic basis, and qualified applicants are recommended for training based on needs of a particular content area. Applicants selected to attend consultant training will be notified by a College Board staff member.



☐ National Office of School Counselor Advocacy

☐ Pre-AP (List workshop of interest) \_\_\_\_\_

☐ SAT Readiness

**Gender** ☐ Male ☒ Female

**Ethnic group (optional)**

☐ Black or African American

☐ Asian or Asian American

☐ American Indian or Alaskan Native

☐ Mexican or Mexican American

☐ Other

☐ Puerto Rican

☐ Other Hispanic, Latino, or Latin American

☒ White

☐ Native Hawaiian or Other Pacific Islander

**Section II – Professional Experience**

**Have you previously served as a College Board consultant?** ☐ Yes ☒ No

If yes, when? \_\_\_\_\_

For what program(s)? \_\_\_\_\_

**Describe any prior or current involvement with *Vertical Teaming, Advanced Placement, SpringBoard, NOSCA, PSAT/NMSQT, SAT, and/or other College Board programs and services:***

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**What College Board programs and services does your school/district currently implement?**

**Describe your involvement with these programs and services:**

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We offer a large range of A.P. courses. I have taught A.P. Statistics for the last 12 years.

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**Current (or most recent) job title:** Math Teacher

**Current job status:** ☐ Part-time ☒ Full-time ☐ Retired

**Current (or most recent) school classification:** ☐ Rural ☐ Urban ☒ Suburban

**Size of school (student enrollment):** 1842

**Describe the following demographics of your current (or most recent) school or district:**

Ethnicity 15% total minority enrollment: 8% Asian , 2% Black, 5% Hispanic

Socio-Economic Status 5% economically disadvantaged,

Percentage of Free/Reduced Lunch 3% Free Lunch, 1% Reduced Lunch

ELL Student Population I am not certain. It is definitely low.

**During what years were you a K-12 educator?** 1988-Present

In what capacity? ☒ Teacher ☐ Counselor ☐ Administrator ☐ Mentor/Coach ☐ Other

With what grade levels do/did you work? 10-12

With what subject(s) do/did you work? Mathematics

**During what years were you a post-secondary educator?** \_\_\_\_\_

In what capacity? ☐ Adjunct ☐ Full-Time

With what subject(s) do/did you work? \_\_\_\_\_

**During what years were you an educator in a U.S. public school?** 1988-Present

In what capacity? ☒ Teacher ☐ Counselor ☐ Administrator ☐ Mentor/Coach ☐ Other

With what grade levels do/did you work? 10-12

With what subject(s) do/did you work? Mathematics

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**During what years were you an educator in a U.S. private school?** \_\_\_\_\_

In what capacity? ☐ Teacher ☐ Counselor ☐ Administrator ☐ Mentor/Coach ☐ Other

With what grade levels do/did you work? \_\_\_\_\_

With what subject(s) do/did you work? \_\_\_\_\_

**During what years were you an educator outside of the U.S.?** \_\_\_\_\_

In what countries? \_\_\_\_\_

In what capacity? ☐ Teacher ☐ Counselor ☐ Administrator ☐ Mentor/Coach ☐ Other

With what grade levels do/did you work? \_\_\_\_\_

With what subject(s) do/did you work? \_\_\_\_\_

**During what years did you teach students and/or work with other teachers, counselors, and/or administrators in your school/district as a professional mentor/coach?**

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**Describe your work on school and/or district level committees:**

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**Describe any additional leadership activities with which you have been involved at the school, district, state, and/or national level:**

I am a New York State Master Teacher. This has given me the opportunity to collaborate with other NY State

Master Teachers to present workshops, design curriculum and participate in ongoing training. I also have started to get involved at the state level. This past summer, I participated in the New York State Range Finding for Algebra 2. They specifically wanted to involve teachers with extensive statistical knowledge.

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List all of your current teaching/professional certifications and date(s) of expiration:

Certification Title	Expiration Date
Public School Teacher Certificate: Mathematics 7-12	None

If you are an Advanced Placement Teacher, please provide the following information:

Total number of AP students you teach: Approximately 120 students per year.

Total number of AP students who take the AP exam: Of my students, usually about 95% take the exam

Total number of students enrolled in at least one AP course in your school: 48% of our students are enrolled.

What is your school's/district's enrollment policy for Advanced Placement courses?

At this time, there is no requirement that students must take the exam in May. Currently, the Assistant Superintendent has suggested that students will only get A.P designation on their transcripts if they take the exam and pass. This has not become policy yet.

How, if at all, does your classroom policy differ from your school's/district's AP enrollment policy?

I do not require students to take the A.P. exam. However, I strongly encourage them to do so. Most of my students do choose to take the exam. I would like to think that my excitement rubs off on them!

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**Describe your experiences with other college preparatory programs** (for example: AVID, Dual Enrollment, Gear-UP, *International Baccalaureate*, etc):

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**What informal and/or formal training have you had in Cognitive Coaching or other coaching techniques?**

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**What membership organizations have you been or are you currently involved with? Describe your involvement with these membership organizations:**

Member: American Statistical Association, NCTM

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**How do you keep up-to-date with recent developments, research, and best practices within your discipline?**

I am a very motivated learner. Each summer, I sign up for courses or workshops that interests me. I have attended

the Joint Stats meeting as well as the Beyond A.P. Statistics workshops several times. I also watch webinars. As a New York

State Master Teacher, I am constantly given exciting opportunities to attend minicourses and collaborate with other teachers in

my discipline. I am honored to be part of this program which encourages active learning on its cohorts part.

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**List your professional development experiences, including College Board events, within the past 12 months:**

I was a reader (for the 8th or 9th time) at the A.P. Statistics Reading.

Workshops attended: Dan Myer's Perplexities, Unlocking the Power of Data (training with JMP), Knowles Foundation- Engineerize

Your Math Class workshop with follow up sessions to design lessons with fellow Master Teachers; Minicourse at SUNY

Stony Brook by Professor Heather Lynch on Statistics; Algebra 2 Common Core Workshop at SUNY Cortland. I meet monthly

with other Algebra 2 teachers to collaborate on Algebra 2 Common Core. My most recent project has been collaborating with

another A.P. Statistics teacher on a workshop for local Master Teachers who need help learning the statistics component of the

new state assessment as well as for planning 2 statistical presentations for our local LIMACON conference in March. I have

participated in a Math Fun night where groups of teachers worked online to solve fun math problems. I also have attended

the New York State Range Finding for the Algebra 2 exam.

**What do you consider to be components of the most effective professional development and why?**

I believe that the biggest component of effective professional development are knowledgeable, caring and enthusiastic instructors who

care about their audience. The workshop leader should be a facilitator who isn't afraid to listen to her audience and respond

to their questions with patience. Worthwhile professional development always includes opportunities for teachers to collaborate

and problem solve together to discover new knowledge. Discussion is crucial as well as an environment where participants feel

safe sharing their thoughts and questions.

**By signing below, you verify that the information you are submitting is true.**

**Signature** Pam O'Brien

**Date** 1/31/2016

The College Board respects your privacy and the sensitivity of the information you have submitted on this form. However, in order to organize and produce College Board workshops, some of the information will be shared from time to time with our Development Committees, Educational Testing Service, the hosts of endorsed Summer Institutes, and the hosts of workshops. (We ask that they, too, respect the confidential nature of the information they may receive.)

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