ACT, Inc. is a mission-driven, nonprofit organization dedicated to helping people achieve education and workplace success. Grounded in 60 years of research, ACT is best known as a trusted leader in college and career readiness solutions, and each year, ACT serves millions of students, job seekers, schools, government agencies and employers in the US and around the world with learning resources, assessments, research and credentials. As Janet Godwin, ACT interim CEO, has shared, “educators, learners, and their families are at the center of everything we do.”

Over the past few years, ACT has turned its attention to applying lessons learned in its 60-year history to developing research-based learning resources for younger students. As an organization committed to increasing equitable access to opportunities for student learning and careers, we know that supporting our children throughout the education process is key. For this reason, we have strengthened our PreK-12 learning solutions, aligned them with our high school and workforce resources, and will continue to grow a system of comprehensive educational supports that address all aspects of teaching and learning.

One hallmark of ACT’s work with states, districts, schools, and businesses has been our commitment to research and efficacy. To fully support the teaching and learning process, our children and their educators deserve proven solutions. For this reason, we’ll continue to collaborate with our educational partners to monitor progress and use on-going research to determine next steps for all solutions.

This is also why we’ve grown our Mosaic™ by ACT© Learning and Professional Services team. We know that real change happens when we collaboratively build educator knowledge and skills to meet the on-going and shifting challenges that happen daily in our modern world. Our team of highly seasoned educators and researchers are eager to partner with you to tackle the teaching-learning problems you’re facing. The Learning and Professional Services team is here to serve as the trusted advisors you are seeking to help meet your needs and to collaborate with you to implement proven approaches, including aligning of the written, tested, and taught curricula, building staff capacity with professional learning that meets nationally recognized standards, providing research-based instructional resources, and strategic planning using data analysis and visualizations.

We’re looking forward to meeting and working with you.

Mr. Jonell Sanchez  
Chief Product Officer  
ACT, Inc.

Dr. Bonnie A. Hain  
Senior Director of Learning and Professional Services  
ACT, Inc. | Product & Services Division
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PreK-12 Services

As former teachers and administrators with decades of combined years of classroom and school and district service, the Mosaic by ACT Learning and Professional Services team is here to serve as trusted advisors who can support you to meet your needs.

We’ll collaborate with you to implement proven approaches, including aligning of the written, tested, and taught curricula, building staff capacity with professional learning that meets nationally recognized standards, providing research-based instructional resources, and strategic planning using data analysis and visualizations.

Professional Development Workshops and Courses

Increase student outcomes by deepening staff knowledge and skills in a host of critical content and pedagogies. Our sessions center on providing educators with research-based strategies that can be applied immediately. And the activities and resources we’ll provide will model the interactive, hands-on, minds-on activities needed to fully engage your students.

Curriculum and Framework Assessment Services

The Learning and Professional Services team takes an evidence-centered approach to design and development of resources that include:

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Consultative Services to Support District, School, and Education Organization Strategic and Policy Planning

States, districts, schools, and education organizations seeking instructional planning guidance now have a go-to partner with whom to collaborate. These services include:

**Systemic Academic Appraisals**
Over time, as systems make incremental changes to their instructional programs, it can be difficult to maintain alignment between the written, tested, and taught curricula and the policies and procedures that guide these critical elements of academic programming. Our team has a research-based protocol for completing a third-party systemic academic appraisal and can help your educational organization identify strengths and opportunities for academic program improvement. We can also provide initial resources and systemic planning structures to help you better align programming and increase student achievement. With experts in standard academic contents, social and emotional learning content, and diversity, equity, and inclusion, our systemic academic appraisals are comprehensive by design.

**Professional Development Plans**
With limited time and funding for building staff capacity and the importance of on-going professional growth for knowledge workers, it is critical to plan professional development carefully. We help by translating systemic priorities into actionable professional development plans.

**Curricular Frameworks and Scope and Sequence**
With so many curriculum resources available, how can educators organize these resources to effectively plan daily instruction that is both horizontally and vertically aligned (i.e. properly sequenced for student growth within and across academic school years and courses of study)? As curriculum experts we’ll work with you to organize available resources into curricular frameworks and scope and sequence documents to make instructional planning easy and effective.

**School Improvement Plans**
Research shows clearly that schools with plans where all personnel share an explicit set of measurable goals, well-stated tactics designed to achieve these goals, and regular and reliable means to monitor execution of the tactics are best able to increase student achievement. Our team of planning experts are available to help you design, develop, and monitor your school improvement plans for increasing student outcomes and eliminating achievement gaps.

**Systemic Assessment Plans**
In our data-driven world, assessments abound. How can one be sure all the data needed is available, while limiting testing time? By gathering and analyzing your current assessment inventory and requisite data, we help you by developing a refined and efficient systemic assessment plan.
Today it’s essential to develop, implement, and evaluate credentials that reflect contemporary practice in a valid and reliable manner. Members of our Learning and Professional Services credentialing team have decades of experience designing and enhancing licensure, certification, and professional development programs leading to meaningful credentials for professionals. The team has worked with organizations across the full spectrum of industries and professionals, including teachers, administrators, and support personnel. We will collaborate with you to build micro- and macro-credentialing systems that recognize competent, highly competent, and expert performance levels. And, we will use our expertise to develop credentials that meet nationally recognized and industry-based standards.

Let’s work together to build a program that recognizes the tremendous value your staff brings to students, families, and the community.

We are ready to work with you to design, develop, validate, and implement a variety of credentialing-related initiatives.

**Validated Credentials**

Certifications, certificates, and micro-credentials that recognize quality performance related to job titles, roles, content areas, grade levels, and technique- and tool-based areas of competence.

**Stackable Credentials**

Customized suites of stackable micro-credentials that match the needs of district, schools, or teachers with unique professional development needs.

**Credentialing Assessments**

Embedded and free-standing credentialing assessments that measure performance-related competencies and provide the basis for distinguishing levels of competency in teaching. These assessments provide consumable feedback using scoring systems, rubrics, and score reports that highlight a teacher’s performance compared to criterion-referenced benchmarks.

**Career Ladders**

Based on evidence from our Framework Assessment Services, career ladders that facilitate the journeys of practitioners as they move from entry-level to advanced practice, from novice to expert, or from generalist to specialist.
Diversity, Equity, and Inclusion

act.org/learning
Workshops and Courses

• Defining and Enacting Inclusion
• Understanding and Celebrating Our Diversity in Our Classrooms
• Exploring Equity and Fairness

These workshops will deepen staff knowledge and skills in diversity, equity, and inclusion (DEI) to help teachers improve their practice and transform their schools into equitable communities. Each session will offer concrete tools and activities educators can use with students in the classroom to support their DEI learning. The activities and resources we’ll provide will model the interactive, hands-on, minds-on activities needed to fully engage your students.

Popular Packages

Introduction to DEI

• Defining and Enacting Inclusion
• Understanding and Celebrating Diversity in Our Classrooms
Defining and Enacting Inclusion

Teachers who use strategies and techniques that meet the needs of diverse learners have greater academic outcomes. In this session, participants explore contemporary workplace practices that increase and support inclusion. Topics include incorporating contemporary workplace collaborative practices into the development of project-based learning, using instruction that begins from student strengths (asset-based instruction), and implementing Universal Design Learning (UDL) to promote a growth mindset.

### Learning Objectives

- Learn about best practices for increasing and supporting inclusion
- Consider how workplace practices and opportunities might help shape an inclusive classroom
- Design learning activities that will increase and support inclusion, student outcomes, and the growth of an aspirational mindset

### Sample Agenda

- Building background knowledge on best practices in inclusion education
- The benefits of collaboration in project-based learning
- Designing research-informed learning to increase and support inclusivity

### Success Criteria

- State and share key ideas about research on inclusion and workplace practices and opportunities
- Use what has been learned in this session to create an inclusive classroom culture and curriculum

### Delivery Format

- **Face to face**
  - Full Day
- **3 Live Webinars**
  - 2.5 hours each

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120-1A
In this session, participants learn strategies of inclusion to promote better student outcomes. Topics include development of asset-based learning activities, modeling collaboration on the modern workplace approach, and using UDL to encourage the development of a growth mindset.

**Learning Objectives**

Learn to design learning activities that will increase and support inclusion, enhance student outcomes, and encourage the development of a growth mindset.

**Sample Agenda**

- The benefits of collaboration in inclusion education
- Designing research-informed learning to increase and encourage inclusivity

**Success Criteria**

Use what has been learned in this session to create an inclusive classroom culture and curriculum.

**Delivery Format**

- Face to face: Half Day
- Live Webinar: 2.5 hours
Understanding and Celebrating Diversity in Our Classrooms

In this session, participants explore key concepts in diversity and learn evidence-based strategies to help students understand how our similarities and differences as people strengthen core social and emotional learning skills.

**Learning Objectives**

- Learn about diversity and examine microcultures that exist within our classrooms
- Discover how knowledge and celebrations of diversity can impact the core social and emotional learning skills
- Discover how various techniques and activities help to create a classroom climate that celebrates diversity
- Practice successful active listening skills

**Success Criteria**

- State and share key ideas from research on diversity and inclusion
- Use what has been learned to create an inclusive classroom culture and curriculum
- Identify how the core social and emotional skills are impacted when diversity is celebrated
- Participants will demonstrate how they will use techniques and activities to help create a positive classroom climate that celebrates diversity and inclusion

**Sample Agenda**

- What is diversity?
- Why is it important to understand and celebrate diversity in the classroom?
- How do we explore and teach diversity in the classroom?

**Delivery Format**

- Face to face
  - Full Day
- 3 Live Webinars
  - 2.5 hours each
In this session, participants explore key concepts in diversity to help students understand how our similarities and differences as people strengthen social and emotional learning skills.

**Learning Objectives**

- Explore the definition of diversity and examine microcultures that exist within our classrooms
- Learn why it is important to understand and celebrate diversity and how knowledge and celebration of diversity can impact core social and emotional learning skills
- Learn how various techniques and activities can help to create a classroom climate that celebrates diversity

**Sample Agenda**

- What is diversity?
- Why is it important to understand, celebrate, and implement strategies to promote social and emotional learning skills in the classroom?

**Success Criteria**

- Identify how social and emotional skills are affected when diversity is celebrated
- Participants will demonstrate how they will use techniques and activities in classrooms to help create a positive climate that celebrates diversity and strengthens social and emotional skills

**Delivery Format**

- Face to face: Half Day
- Live Webinar: 2.5 hours
Workshops and Courses

- Strengthening Reading Comprehension
- Strategies for Selecting Texts
- Teaching Vocabulary and Reading Fluency, Grades K-5
- Teaching Vocabulary, Grades 6-12
- Teaching Reading Comprehension of Complex Texts
- Using Sentence Combining and Expanding to Shift Literacy Outcomes, Grades 3-12

Popular Packages

Teaching ELA in Grades K-5
- Strengthening Reading Comprehension
- Strategies for Selecting Texts
- Teaching Vocabulary and Reading Fluency
- Teaching Reading Comprehension of Complex Texts

Teaching ELA in Grades 6-12
- Strengthening Reading Comprehension
- Strategies for Selecting Texts
- Teaching Vocabulary
- Using Sentence Combining and Expanding to Shift Literacy Outcomes
- Teaching Reading Comprehension of Complex Texts

Throughout their lives, people strengthen their communication skills to connect with others and to share stories and ideas. As educators, we help our students to become life-long readers who can speak and write efficaciously.

Participants in our ELA-focused workshops and courses learn research-based methods for increasing student outcomes in ELA.
In this session, participants learn core strategies designed to increase students’ reading comprehension skills. Topics of focus in the workshop include: how to select texts for instruction (including understanding text complexity, selecting culturally relevant texts, and pairing texts to build background knowledge and advance comprehension); ways to teach and assess academic vocabulary and reading fluency; and strategies to help students meet rigorous expectations in key ideas and details, craft and structure, and integration and synthesis of concepts when reading complex texts.

**Learning Objectives**

- Learn to select texts for whole group, small group, and individual reading instruction
- Learn to build background knowledge to advance reading comprehension
- Learn to teach academic vocabulary
- Learn to teach reading fluency
- Learn to build student capacity to meet end of year
- Learn to set expectations in reading comprehension

**Sample Agenda**

- Learning to read and reading to learn
- Texts that target grade level standards
- Text complexity
- Reader and Task

**Success Criteria**

Apply newly introduced teaching strategies by crafting reading lessons that incorporate strategies relevant for students.

**Delivery Format**

- Face to face
- Full Day
- 3 Live Webinars
- 2.5 hours each
In this session, participants learn core strategies designed to increase students’ reading comprehension skills. Topics of focus in the workshop include: how to select texts for instruction (including understanding text complexity, selecting culturally relevant texts, and pairing texts to build background knowledge and advance comprehension); ways to teach and assess academic vocabulary and reading fluency; and strategies to help students meet rigorous expectations in key ideas and details, craft and structure, and integration and synthesis of concepts when reading complex texts.

**Learning Objectives**

- Learn to select texts for whole group, small group, and individual reading instruction
- Learn to build background knowledge to advance reading comprehension
- Learn to teach academic vocabulary
- Learn to teach reading fluency
- Learn to build student capacity to meet end of year expectations and goals

**Sample Agenda**

- Building background knowledge and selecting texts (includes text complexity, mirror versus window texts, culturally relevant texts, and text sets)
- Teaching Vocabulary and Reading Fluency
- Key Ideas and Details, Craft and Structure, and Integrating Knowledge

**Success Criteria**

Apply newly introduced teaching strategies by crafting reading lessons that incorporate strategies relevant for students

**Delivery Format**

- Face to face
  - Full Day
- 3 Live Webinars
  - 2.5 hours each
In this session, participants learn core strategies designed to improve students' reading comprehension skills through effective text selection.

**Learning Objectives**

- Learn to select texts for whole group, small group, and individual reading instruction
- Learn to build background knowledge to advance reading comprehension

**Sample Agenda**

- Understanding text complexity
- Selecting culturally relevant texts
- Pairing texts to build background knowledge and advance comprehension

**Success Criteria**

Apply newly introduced teaching strategies by crafting reading lessons that incorporate strategies relevant for students

**Delivery Format**

- Face to face
  - Half Day
- Live Webinar
  - 2.5 hours

**Strategies for Selecting Texts, Grades K-5 140-3B**
In this session, participants learn core strategies designed to improve students’ reading comprehension skills through effective text selection (including understanding text complexity, selecting culturally relevant texts, pairing texts to build background knowledge and advance comprehension).

**Learning Objectives**

- Learn to select texts for whole group, small group, and individual reading instruction
- Learn to build background knowledge to advance reading comprehension

**Sample Agenda**

- Understanding text complexity
- Selecting culturally relevant texts
- Pairing texts to build background knowledge and advance comprehension

**Success Criteria**

Apply newly introduced teaching strategies by crafting reading lessons that incorporate strategies relevant for students

**Delivery Format**

- **Face to face**
  - Half Day
- **Live Webinar**
  - 2.5 hours
In this session, participants learn core strategies designed to improve students' reading comprehension skills by teaching and assessing academic vocabulary and reading fluency.

**Delivery Format**

- **Live Webinar**
  - 2.5 hours

**Sample Agenda**

- Teaching Vocabulary and Reading Fluency

**Learning Objectives**

- Learn to teach and assess academic vocabulary and reading fluency

**Success Criteria**

- Apply newly introduced teaching strategies by crafting reading lessons that incorporate strategies relevant for students
In this session, participants learn core strategies designed to improve students’ reading comprehension skills by teaching and assessing academic vocabulary.

**Delivery Format**

Live Webinar  
2.5 hours

**Sample Agenda**

Teaching Vocabulary

**Learning Objectives**

Learn to teach and assess academic vocabulary

**Success Criteria**

Apply newly introduced teaching strategies by crafting reading lessons that incorporate strategies relevant for students
In this session, participants learn core strategies to teach students how to meet rigorous end of year expectations (Key Ideas and Details, Craft and Structure, and Integrating and Synthesizing Ideas).

### Learning Objectives

Learn to teach reading comprehension

### Success Criteria

Apply newly introduced teaching strategies by crafting reading lessons that incorporate strategies relevant for students

### Sample Agenda

Teaching Advanced Reading Comprehension Strategies

### Delivery Format

Live Webinar
2.5 hours
In this session, participants learn core strategies to teach students how to meet rigorous end of year expectations (Key Ideas and Details, Craft and Structure, and Integrating and Synthesizing Ideas).

**Delivery Format**

Live Webinar
2.5 hours

**Sample Agenda**

Teaching Advanced Reading Comprehension Strategies

**Learning Objectives**

Learn to teach reading comprehension

**Success Criteria**

Apply newly introduced teaching strategies by crafting reading lessons that incorporate strategies relevant for students
In this session, participants will learn how 60 years of research supports the use of sentence combining and expanding learning activities to improve student outcomes in writing, reading comprehension, and vocabulary development. Topics include using sentence combining to develop student’s understanding of syntax and tone, expanding sentences to support the development of ideas, and designing sentence combining and expanding activities that will engage and support all learners.

**Learning Objectives**

- Learn how sentence combining and expanding can shift literacy outcomes
- Learn to use UDL guiding principles to create sentence combining and expanding activities that will engage and improve learner outcomes

**Sample Agenda**

- Research behind how sentence combining and expanding increases student outcomes
- Sentence combining and writing skills
- Sentence combining and reading comprehension
- Sentence expanding and writing skills
- Sentence expanding and reading comprehension
- UDL and sentence combining
- UDL and sentence expanding
- UDL and nuance of language

**Success Criteria**

- State and share the ways sentence combining and expanding learning activities can increase literacy outcomes
- Apply what has been learned to design engaging sentence combining and expanding learning activities for students

**Delivery Format**

**Face to face**
- Full Day

**3 Live Webinars**
- 2.5 hours each
In this session, participants will explore how to use UDL guidelines to design sentence combining and expanding learning activities that will engage and support all learners.

**Learning Objectives**

Learn to use UDL guiding principles to create sentence combining and expanding activities that will engage, and increase outcomes for, all learners.

**Sample Agenda**

- UDL and sentence combining
- UDL and sentence expanding

**Success Criteria**

Apply what has been learned to design engaging sentence combining and expanding learning activities for students.

**Delivery Format**

- **Face to face**
  - Half Day
- **Live Webinar**
  - 2.5 hours
Mathematics
Workshops and Courses

- Developing Securely Held Knowledge in Measurement, Data, and Quantities, Grades 3-8
- Developing Securely Held Knowledge in Fraction Concepts, Grades 3-5
- Strategies to Teach Reasoning and Modeling

Popular Packages

Teaching Math in Grades 3-5
- Developing Securely Held Knowledge in Fraction Concepts, Grades 3-5
- Strategies to Teach Reasoning and Modeling, Grades 3-5

Teaching Math in Grades 6-12
- Strategies to Teach Reasoning and Modeling, Grades 6-12

Teaching Math in Grades 3-8
- Developing Securely Held Knowledge in Measurement, Data, and Quantities, Grades 3-8

Conceptual and procedural knowledge of mathematics is key to understanding the world around us. Our workshops and courses are intended to provide strategies that engage learners in the study and application of mathematics, so all students will be able to see themselves as capable of achieving the mathematics competencies needed for life-long success.
In this session, participants will explore learning progressions relating to measurement data, ratio and proportions, and quantities to help them develop strategies for teaching students to effectively use and reason with units.

Learning Objectives

- Explore the statistics learning progression
- Practice using language to accurately frame statistical questions or experiments
- Develop activities that can be applied in the classroom in person or virtually
- Learn about tools that can be used by students to store, summarize, and analyze data
- Practice statistical inference

Success Criteria

- Describe a student’s conceptual location on the learning progression
- Write a precise question about statistics
- Create a statistics activity for students and select digital tools to support statistical learning

Sample Agenda

- Basics of measurement
- Measurement error
- Relating measurements to perimeter, area, and volume
- Compound units and other quantities
- Unit algebra
- Dimensional analysis
- Applications in STEM college courses and careers

Delivery Format

Live Webinars
2.5 hours
In this half-day session, participants will explore research-based methods to teach fraction concepts and applications in their grade 3-5 classroom. Participants will learn strategies to eliminate common student misconceptions and develop securely held knowledge that will lead students through meaningful learning progressions.

**Learning Objectives**

- Learn how the history of fractions can guide student understanding
- Practice using effective visuals, manipulatives, and real objects
- Develop ideas to explain operations in context
- Design activities to relate fractions to number lines, decimals, and units

**Success Criteria**

- Connect fractions convincingly to real world history, objects, and visuals
- Create questions that elicit evidence of conceptual understanding
- Create activities to connect fractions to number lines, decimals, and units

**Sample Agenda**

- Historical development
- Visual/real models and contextualizing operations
- Comparison and number lines
- Relating to decimals and relating to units

**Delivery Format**

Live Webinars
2.5 hours

Developing Securely Held Knowledge in Fraction Concepts, Grades 3-5

160-2C
Participants will learn methods to create activities that will introduce their students to the concepts of reasoning and modeling. Activities will demonstrate to students the value of applying mathematical concepts in the real world and will lay a foundation for mathematical success throughout their academic career.

**Learning Objectives**

- Learn the fundamentals of reasoning and modeling
- Explore areas where reasoning and modeling can be applied in the classroom
- Practice and formulate activities to use in their classroom

**Sample Agenda**

- Defining reasoning
- Applying reasoning in grades 3-5
- Activities to improve reasoning
- Defining modeling
- Types of modeling
- Applying modeling in grades 3-5
- Activities to improve modeling
- Blended learning strategies to enhance reasoning and modeling

**Success Criteria**

- Connect reasoning and modeling to appropriate standards
- Describe different types of modeling tasks
- Create activities for students that engage them in reasoning and modeling

**Delivery Format**

- Face to face
  - Full Day
- Two Live Webinars
  - 2.5 hours
In this session, participants will learn methods to create activities that will develop, enhance, or reinforce students’ reasoning and modeling abilities. Activities will engage students in high cognitive complexity, real-world tasks that will demand the use of on-grade mathematics and solid mathematical practices.

Learning Objectives

- Learn the fundamentals of reasoning and modeling
- Explore areas where reasoning and modeling can be applied in the classroom
- Practice and formulate activities to use in their classroom

Success Criteria

- Connect reasoning and modeling to appropriate standards
- Describe different types of modeling tasks
- Create activities for students that engage them in reasoning and modeling
Measurement, Testing, and Data Literacy
Workshops and Courses

- Introduction to Assessment Literacy
- Designing and Using ELA Assessments
- Designing and Using Mathematics Assessments
- ACT English
- ACT Mathematics
- ACT Reading
- ACT Science:
- Examining the ACT Writing Test
- The ACT and Your Data
- The Pre-ACT and Your Data
- Pre-ACT and ACT Data: Stronger Together
- Aspire Interim and Summative Data
- Strengthening Formative Assessment and Feedback
- Strengthening Performance Assessment

Popular Packages

Assessment Literacy Package
- Introduction to Assessment Literacy
- Designing and Using ELA Assessments
- Designing and Using Mathematics Assessments
- Strengthening Formative Assessment and Feedback
- Strengthening Performance Assessment

The ACT
- ACT English
- ACT Reading
- ACT Mathematics
- ACT Science
- Examining the ACT Writing Test
- The ACT and Your Data

The Pre-ACT
- The Pre-ACT and Your Data
- Pre-ACT and ACT Data: Stronger Together

Aspire
- Aspire Interim and Summative Data

When educators understand how tests and standards-aligned items are designed, they are better able to develop effective formative assessments and to use data from diagnostic, formative, interim, and summative assessments to make instructional decisions.
In this workshop, participants learn the fundamental elements of evidence-centered design and key strategies for means to develop and select quality formative, diagnostic, interim, and summative assessments aligned to the rigor and complexity of state and local standards. Participants will apply their learning to compose formative assessments that can be used immediately in their current positions.

**Learning Objectives**

- Gain an understanding of evidence-centered design and how to craft claims, evidences, and tasks
- Learn how to select effective texts and stimuli to develop quality assessments
- Learn tips for crafting well-designed items, including how to match item type to assessment purpose
- Practice what has been learned to develop their own assessment

**Sample Agenda**

- An overview of Evidence-Centered Design: Claims, Evidences, and Tasks
- Understanding the purposes for assessment
- Blueprinting and design of assessments (including selection of effective texts and stimuli)
- Selecting the right item type to match your assessment purpose
- Application: Developing your own assessments

**Success Criteria**

Explain evidence-centered design and use this research-based theory to develop well-crafted items and assessments to meet learner needs.
In this workshop, participants use the fundamental elements of evidence-centered design and key strategies for means to develop and select quality formative, diagnostic, interim, and summative assessments aligned to the rigor and complexity of state and local standards in English Language Arts. Participants will apply their learning to compose formative assessments that can be used immediately in their current positions.

**Learning Objectives**

- Gain an understanding of evidence-centered design and how to craft claims, evidences, and tasks in ELA (including measurement of foundational skills, reading comprehension, language, written expression, and speaking and listening)
- Learn how to use provided text complexity tools to analyze and pair texts for instruction and assessment
- Learn tips for crafting well-designed items, including how to match item type to assessment purpose
- Practice what has been learned to develop their own assessment

**Sample Agenda**

- An overview of Evidence-Centered Design: Claims, Evidences, and Tasks
- Learning progressions in ELA and the impact on design of assessments (including selection of effective texts to measure reading comprehension)
- Selecting the right item type to match your assessment purpose
- Application: Developing your own assessments

**Success Criteria**

Explain evidence-centered design and use this research-based theory to develop well-crafted items and assessments to meet learner needs
In this workshop, participants use the fundamental elements of evidence-centered design and key strategies for means to develop and select quality formative, diagnostic, interim, and summative assessments aligned to the rigor and complexity of state and local standards in mathematics. Participants will apply their learning to compose formative assessments that can be used immediately in their current positions.

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**Learning Objectives**

- Gain an understanding of evidence-centered design and how to craft claims, evidences, and tasks in mathematics (including connecting content and practice and means for assessing reasoning and modeling)
- Learn how to determine item complexity and select stimuli for mathematics items
- Learn tips for crafting well-designed items, including how to match item type to assessment purpose
- Practice what has been learned to develop their own assessment

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**Success Criteria**

Explain evidence-centered design and use this research-based theory to develop well-crafted items and assessments to meet learner needs.
In this workshop educators learn more about the ACT English content test design (including how passages are selected and formatted, how items are designed, and how concepts measured are linked to reporting categories). In addition, participants learn how to use data from the assessment to make instructional decisions to impact student achievement.

Learning Objectives

- Learn ACT English content area test design to gain a deeper understanding of how to prepare test-takers the assessment
- Use English content area data to identify aggregated and disaggregated school or district-level strengths and opportunities
- Develop focused action steps to include in school improvement planning and to extend the impact and value of the ACT for students and educators

Success Criteria

- Embed practices within the content and instruction you are already doing in your high school classrooms to improve student performance on the ACT
- Apply content-specific information about the ACT to increase student achievement in English

Sample Agenda

- Establish teacher-focused foundational knowledge of the ACT and the English content area test
- Understand and analyze data available from your school and/or district’s participation in the ACT English content area tests
- Build department and school-level capacity to increase student and school-level ACT English content scores.
The ACT Reading workshop focuses on the Reading content test and is designed to address the needs of teachers who are looking for insight into how to increase student reading comprehension. Participants learn how to use ACT-designed tools such as those used to evaluate reading passage complexity, design standards-aligned test questions, and to evaluate cognitive complexity of tasks. They also complete a data review of ACT Reading scores—all to help educators plan for stronger classroom-based reading comprehension instruction.

Learning Objectives

• Review ACT Reading content area test design to help gain a deeper understanding of the assessment
• Learn ACT Reading information to provide your content and ACT Preparation teachers knowledge that complements and extends their current ACT knowledge
• Use Reading content area data to identify aggregated and disaggregated school or district-level strengths and opportunities
• Develop focused action steps to include in school improvement planning and to extend the impact and value of the ACT for students and educators

Success Criteria

• Embed practices within the content and instruction you are already doing in your high school classrooms to improve student performance in reading
• Apply content-specific information about the ACT to increase student achievement in reading

Delivery Format

Face to face  
Half Day  
2 Live Webinars  
1.5 hours

Sample Agenda

• Establish teacher-focused foundational knowledge of the ACT and the Reading content area test
• Understand and analyze the data available from your school or district’s participation in the ACT Reading content area tests
• Build capacity across multiple departments (English, Social Studies, Science, etc.) with a school-level focus on steps to increase reading comprehension
In this workshop educators learn more about the ACT Mathematics content test design (including how stimuli are selected and formatted, how items are designed, and how concepts measured are linked to reporting categories). In addition, participants learn how to use data from the assessment to make instructional decisions to impact student achievement.

**Learning Objectives**

- Learn ACT Mathematics content area test design to gain a deeper understanding of how to prepare test-takers the assessment
- Use mathematics content area data to identify aggregated and disaggregated school or district-level strengths and opportunities
- Develop focused action steps to include in school improvement planning and to extend the impact and value of the ACT for students and educators

**Success Criteria**

- Embed practices within the content and instruction you are already doing in your high school classrooms to improve student performance in mathematics
- Apply content-specific information about the ACT to increase student achievement in mathematics

**Sample Agenda**

- Establish teacher-focused foundational knowledge of the ACT and the mathematics content area test
- Understand and analyze data available from your school and/or district’s participation in the ACT Mathematics content area tests
- Build department and school-level capacity to increase student and school-level ACT mathematics content scores

**Delivery Format**

- Face to face
  - Half Day
- 2 Live Webinars
  - 1.5 hours

ACT Mathematics 100-6B
In this workshop educators learn more about the ACT Science content test design (including how stimuli are selected and formatted, how items are designed, and how concepts measured are linked to reporting categories). In addition, participants learn how to use data from the assessment to make instructional decisions to impact student achievement.

**Learning Objectives**

- Learn ACT Science content area test design to gain a deeper understanding of how to prepare test-takers for the assessment
- Use science content area data to identify aggregated and disaggregated school or district-level strengths and opportunities
- Develop focused action steps to include in school improvement planning and to extend the impact and value of the ACT for students and educators

**Delivery Format**

- **Face to face**
  - Half Day
- **2 Live Webinars**
  - 1.5 hours

**Sample Agenda**

- Establish teacher-focused foundational knowledge of the ACT and the science content area test
- Understand and analyze data available from your school and/or district’s participation in the ACT Science content area tests
- Build department and school-level capacity to increase student and school-level science achievement

**Success Criteria**

- Embed practices within the content and instruction you are already doing in your high school classrooms to improve student performance in science
- Apply content-specific information about the ACT to increase student achievement in science
Knowing that the writing essay test is a 40-minute test is just the beginning. A data review of ACT Writing scores provides the ability to determine areas of strength and opportunity.

Participants use a wide range of ACT-provided tools to better understand the rigor and expectations for strong achievement in writing as measured by the ACT Writing test. Participants learn to calibrate their scoring and evaluation of student writing and strategies for addressing student strengths and needs for each score point.

Learning Objectives

• Review ACT Writing test design (i.e., test blueprints and format, DOK, Reporting Categories or Domains specific to the Writing content test) to help teachers and ACT Preparation tutors gain a deeper understanding of the assessment
• Understand your Writing assessment data to identify individual student and aggregated school or district-level strengths and opportunities
• Develop focused action steps to include in school improvement planning and writing instruction to extend the impact and value of the ACT for students and educators

Delivery Format

Face to face
Half Day
2 Live Webinar
1.5 hours

Sample Agenda

• Establish teacher-focused foundational knowledge of the ACT Writing test
• Understand and analyze data available from your school or district’s participation in the ACT Writing test
• Build department and school-level integration and focus with specific steps to increase student and school-level writing achievement

Success Criteria

• Embed practices within the content and instruction you are already doing in your high school classrooms to improve student performance in writing
• Apply content- specific information about the ACT to increase student achievement in writing
The ACT and Your Data

Designed for the school or district that is ready to read, understand, and interpret their ACT data reports and doesn't want to stop there.

ACT presenters have extensive K12 data experience and will work with you and your staff using your ACT data to improve student learning; identify areas of strengths and opportunities; and move forward in the work that you do to address your students’ needs related to their ACT success.

Learning Objectives

• Review ACT foundational test structure to promote understanding of data use in school/district planning, goal setting, and action steps
• Understand the current level of ACT performance in your school/district to develop focused next steps to shift student outcomes

Delivery Format

Face to face
Half Day
2 Live Webinars
1.5 hours

Sample Agenda

• Establish foundational ACT knowledge needed to support data analysis
• Utilize data protocol in data analysis, leading to data driven decision making
• Connect scores to the College and Career Readiness Standards
• Goal setting and action planning with next steps wrap-up

Success Criteria

• Use ACT data to determine instructional strengths and opportunities for improved student outcomes
• Apply newly acquired data analysis techniques and activities to inform instructional decisions
Make the most out of the data coming back to you, your staff, and—above all—your students. This workshop provides insights needed in the use of your PreACT data in time to make an impact to benefit your students.

Learn how to read and interpret your PreACT data reports, then work with experienced school and district level administrators who have been there and can help you discover the benefits found in the data.

**Learning Objectives**

- Review PreACT foundational test structure (i.e., test blueprints and format, DOK, Reporting Categories or Domains specific to the tested area) to help you understand your data for use in school/district planning, goal setting, and creating action steps
- Analyze your PreACT data for strengths and opportunities
- Identify data from the PreACT related to students’ and school-level ACT prediction
- Support improvement planning with next steps and future actions based on support to your team’s review of your school or district PreACT data

**Delivery Format**

- **Face to face**
  - Half Day
- **2 Live Webinars**
  - 1.5 hours

**Sample Agenda**

- Establish foundational PreACT/ACT knowledge needed to support data analysis
- Use the predictive value of the PreACT in determining strengths and areas of focus, writing SMART goals and action planning.
- Goal setting and action planning with next steps wrap-up

**Success Criteria**

- Use Pre-ACT data to determine instructional strengths and opportunities for improved student outcomes
- Apply newly acquired data analysis techniques and activities to inform instructional decisions
Gain insight into the valuable data created by the ACT and PreACT. Strategically work with both data sets to impact student, classroom, and school preparation for the ACT. Create SMART goals for the ACT based on your predictive PreACT data.

Identify your areas of strengths and opportunities and move forward as a staff to address your students’ needs related to their success on the ACT. Activities will focus on both assessments, the connection between them and the value of predictive data and longitudinal cohort data. This workshop is delivered by ACT staff with significant educational background and experience in the use of ACT data in the K-12 environment.

**Learning Objectives**
- Establish foundational PreACT/ACT knowledge to support data analysis
- Understand the major data points connecting PreACT and the ACT
- Use the predictive value of the PreACT in determining strengths and areas of focus and in the creation of SMART goals based on actual ACT school-level predictive data

**Success Criteria**
- Use your PreACT and ACT cohort data to discover longitudinal strengths and opportunities
- Apply newly acquired data analysis techniques and activities to inform instructional decisions

**Delivery Format**
- **Face to face**
  - Half Day
- **2 Live Webinars**
  - 1.5 hours

**Sample Agenda**
- Recognize how to use longitudinal data to impact learning programs
- Identify data trends through analysis of cohort assessment results crossing multiple grade levels and ACT tested content areas
- Plan areas of focus for strategic improvement based on multiple years of data
- Support goal setting and action plan development with the creation of SMART goals written for increasing student achievement
Work with ACT data staff to generate insights about your students and navigate the ACT Aspire portal to access reports at the district, school, and teacher level. Identify areas of strengths and opportunities and develop an action plan in response to your ACT Aspire data.

**Learning Objectives**

- Understand the data from your Aspire test administrations related to your students’ current progress and longitudinal growth towards the ACT
- Analyze your Aspire data for strengths and opportunities by grade levels and tested content areas
- Support improvement planning with next steps and future actions based on a review of school/district data.

**Success Criteria**

- Use your PreACT and ACT cohort data to discover longitudinal strengths and opportunities
- Apply newly acquired data analysis techniques and activities to inform instructional decisions

**Sample Agenda**

- Recognize how to use longitudinal data to impact learning programs
- Identify data trends through analysis of cohort assessment results crossing multiple grade levels and ACT tested content areas
- Plan areas of focus for strategic improvement based on multiple years of data
- Support goal setting and action plan development with the creation of SMART goals written for increasing student achievement

**Delivery Format**

- **Face to face**
  - Half Day
- **2 Live Webinar**
  - 1.5 hours
In this workshop, participants learn a variety of strategies for strengthening their use of evidence-based formative assessments and the feedback cycle to increase student achievement. Participants engage in a series of activities to reflect upon their current formative assessment practices and to enhance these to better support student learning. Participants also learn how to identify student misconceptions and to provide feedback and corrective action instruction.

**Learning Objectives**

- Examine the role of summative and formative assessment in the learning process
- Learn evidence-based best practices for formative assessment and feedback
- Plan specific ways to improve practices to support student learning
- Learn how to design assessment items to identify student misunderstandings and misconceptions and strategies for providing quick feedback to promote student learning
- Apply new learning to craft formative assessments that can be used with current and future students.

**Success Criteria**

Apply knowledge and skills learned from participation in this session to build strong local formative assessments and better feedback loops for students to increase student learning.

**Sample Agenda**

- Understanding summative and formative assessment
- Setting learning targets and gathering evidence of learning
- Designing quality test items to promote student learning
- Designing scoring rubrics and checklists—understanding the feedback process

**Delivery Format**

- Face to face: Full Day
- Three Live Webinars: 2.5 hours
This workshop provides educators the fundamentals of designing and using Performance Assessment for better engagement and evaluation of student higher order thinking skills (e.g. Webb DOK 3 and 4). Participants will also learn how to design quality constructed response assessment items and examine effective ways to design and use rubrics for assessing student performances.

**Learning Objectives**

- Examine the fundamentals of quality performance assessment.
- Consider how to elevate task thinking levels to higher levels of Webb.
- Practice writing quality constructed and extended response items.
- Study best practices in rubric design and usage.
- Practice preparing rubrics for performance assessment.

**Success Criteria**

Apply knowledge and skills learned from participation in this session to build strong local performance assessments and better feedback loops for students to increase student critical thinking and learning.

**Sample Agenda**

- Review assessment types with specific focus on Performance assessments.
- Set learning targets and evidence of learning.
- Designing DOK 3 and 4 response items.
- Designing rubric elements and scoring tasks specific to Performance assessments.

**Delivery Format**

- Face to face: Full Day
- Three Live Webinars: 2.5 hours
Mosaic by ACT
Adaptive Academic Learning

act.org/learning
Workshops and Courses

- Welcome to Mosaic by ACT for Teachers
- Welcome to Mosaic by ACT for Administrators
- Mosaic by ACT Essential Features for Teachers
- Using Mosaic by ACT to Drive the Teaching-learning Cycle for Student Success

Popular Packages

Welcome to Mosaic by ACT

- Welcome to Mosaic by ACT for Teachers
- Welcome to Mosaic by ACT for Administrators
- Mosaic by ACT Essential Features for Teachers

Welcome to Mosaic by ACT +

- Welcome to Mosaic by ACT for Teachers
- Welcome to Mosaic by ACT for Administrators
- Mosaic by ACT Essential Features for Teachers
- Using Mosaic by ACT to Drive the Teaching-learning Cycle for Student Success

Participants will learn and access resources that will bolster student growth, fill knowledge gaps, and foster mastering concepts with engaging adaptive learning for students.
In this session, participants get an overview of Mosaic by ACT Adaptive Academic Learning, learn how to set up a Classroom, investigate Learning Paths, explore features of Class Settings, and learn how to access additional information and assistance in the platform.

**Learning Objectives**

- Learn practical information to set up a classroom in Mosaic by ACT
- Learn how to navigate different areas of Mosaic by ACT
- Learn to explore basic features within Mosaic by ACT

**Success Criteria**

- Navigate various sections within Mosaic by ACT
- Explain the basic features of the basic sections within Mosaic by ACT
- Set up one or more classrooms

**Sample Agenda**

- Log into Mosaic by ACT
- Learn the purpose and features of each of the sections of Mosaic by ACT
- Set Up a Classroom

**Delivery Format**

Live Webinar 1 hour
In this session, participants get a tour of Mosaic by ACT Adaptive Academic Learning, learn how to manage their Mosaic by ACT accounts, explore the content library, learn how to access additional information and assistance in Mosaic by ACT, and learn best practices for implementing Mosaic by ACT in their schools.

**Delivery Format**

- **Live Webinar**
- **1 hour**

**Sample Agenda**

- Tour of Mosaic by ACT
- Content Discovery Activity
- Learning Path Overview
- SMART Implementation

**Learning Objectives**

- Get a tour of Mosaic by ACT
- Use the Knowledge Base
- Use the Content Library
- See learning path options
- Learn about SMART implementation best practices

**Success Criteria**

- Manage Mosaic by ACT accounts, schools, and classrooms
- Discover, edit, and create content in Mosaic by ACT
- Begin to develop an implementation strategy
In this session participants will explore how to prepare students to use Mosaic by ACT Adaptive Academic Learning, the use of custom Learning Paths, and Mosaic by ACT’s accessibility and accommodation features. They will also learn the similarities and differences between targeted and adaptive practice, and practice creating and assigning lessons.

**Learning Objectives**

- Learn how to virtually walk students to Mosaic by ACT class
- Learn to create custom Learning Paths
- Become familiar with Mosaic by ACT’s Accessibility and Accommodation features
- Differentiate between adaptive and targeted practice
- Create and assign lessons and projects

**Success Criteria**

- Access student accounts
- Create custom learning paths
- Create, assign, and evaluate learning activities and projects
- Explain similarities and differences between adaptive and targeted practice

**Sample Agenda**

- Explore student view/experience of Mosaic by ACT
- Explore custom Math and ELA Learning Paths
- Become familiar with Mosaic by ACT’s accessibility and accommodation features
- Consider the similarities and differences between targeted and adaptive practice
- Learn how to create and assign lessons and projects

**Delivery Format**

- **Face to face**
  - Half Day
- **Live Webinar**
  - 2.5 hours
In this full-day session, participants will explore, apply, and reflect upon the opportunities within Mosaic by ACT to plan for success, create/select and deliver assessments, analyze assessment data, develop informed instructional next steps, and communicate with others about student progress.

**Learning Objectives**

- Create, communicate about, and monitor student goals
- Create/select and assign assessments, analyze assessment data in Mosaic by ACT
- Develop informed instructional next steps and communicate about student progress

**Sample Agenda**

- Planning for success
- Creating and assigning assessments
- Analyzing assessments
- Developing informed instructional next steps
- Communicating about progress

**Success Criteria**

- Create, communicate about, and monitor student goals
- Create/select and assign assessments
- Analyze assessment data in Mosaic by ACT
- Develop informed instructional next steps and communicate about student progress

**Delivery Format**

- Face to face
  - Full Day
- 3 Live Webinars
  - 2.5 hours each
Workshops and Courses

- Welcome to Mosaic by ACT - SEL (by grade band)
- Welcome to Mosaic by ACT - SEL Assessment
- Mental Health (Grades 6-8; 9-12)
- Connecting to the Core Content (Elementary; Secondary)
- Powerful Educator
- Trauma Informed SEL
- Coaching Sessions

Popular Packages

Package 1
- Welcome to Mosaic by ACT SEL - Curriculum and assessment implementation
- Coaching sessions (3)

Package 2
- Welcome to Mosaic by ACT SEL - Curriculum and assessment implementation
- Coaching sessions (3)
- Workshop (90 minutes)

Package 3
- Welcome to Mosaic: SEL - Curriculum and assessment implementation.
- Coaching Sessions (3)
- Annual subscription to the Mosaic SEL self-guided course for adults - Powerful Educator

Package 4
- Welcome to Mosaic: SEL - Curriculum and assessment implementation.
- Coaching Sessions (3)
- Annual subscription to the Mosaic SEL self-guided course for adults - Powerful Educator and Trauma-Informed SEL

Participants will learn how to apply social emotional competencies for themselves, their classrooms, and their schools. They will also learn application-based strategies to make SEL competencies accessible for all ages of students, and how to access and integrate the SEL lessons into their daily classroom practices.

319.339.3000 | learning@act.org
This is a one-hour onboarding session to give participants the opportunity to learn about and access the Turbo Elementary materials.

**Delivery Format**

**Sample Agenda**

- SEL competencies
- Turbo Elementary program
- Quick Start Guide

**Learning Objectives**

- Learn the SEL competencies
- Learn about the Turbo Elementary program
- Learn how to access the Turbo Elementary platform and materials

**Success Criteria**

- Identify how the core SEL skills are applied in the Turbo Elementary program
- Share key ideas from the Turbo Elementary program
- Access the Turbo Elementary platform and materials
This is a one-hour onboarding session to give participants the opportunity to learn about and access the Turbo Leader 1, 2, and 3 materials for middle school students.

**Sample Agenda**

- SEL Competencies
- SEL Competencies
- Turbo Leader 1, 2, and 3 programs for middle school students
- Quick Start Guide

**Successful Criteria**

- Identify how the core SEL skills are applied in the Turbo Leader programs
- Share key ideas from the Turbo Leader programs
- Access the Turbo Leader platform and materials
This is a one-hour onboarding session to give participants the opportunity to learn about and access the Turbo Leadership, College and Career Readiness, and Critical Thinking and Study Skills materials for high school students.

**Delivery Format**

*Live Webinar*

1 hour

**Sample Agenda**

- SEL Competencies
- Turbo Leadership
- College and Career Readiness
- Critical Thinking and Study Skills programs for high school students
- Quick Start Guide

**Learning Objectives**

- Learn about the SEL competencies
- Learn about the Turbo Leadership, College and Career Readiness, and Critical Thinking and Study Skills programs
- Learn how to access the Turbo Leadership, College and Career Readiness, and Critical Thinking and Study Skills platform and materials

**Success Criteria**

- Identify how the core SEL skills are applied in the Turbo Leadership, College and Career Readiness, and Critical Thinking and Study Skills programs
- Share key ideas from the Turbo Leadership, College and Career Readiness, and Critical Thinking and Study Skills programs
- Access the Turbo Leader platform and materials
This is a one-hour onboarding session to give participants the opportunity to learn about and access the Tessera platform.

Delivery Format

Live Webinar
1 hour

Sample Agenda

- Assessed competencies
- Understanding Tessera
- Quick Start Guide

Learning Objectives

- Understand the assessed SEL competencies
- Learn about the Tessera assessment
- Learn how to access the Turbo Elementary platform and materials

Success Criteria

- Identify how the core SEL skills are applied in the Tessera assessment
- Access Tessera
This workshop’s purpose is to support student mental health issues. Educators are provided four exemplar classroom lessons as ACT experts guide participants through these sensitive topics.

### Sample Agenda

- Understanding Mental Health Issues
- Teaching Mental Health

### Learning Objectives

- Understand the mental health issues faced by students
- Learn how to teach mental health in the classroom

### Success Criteria

- Use the exemplar mental health lessons in the classroom
- Create a draft mental health lesson
This workshop's purpose is to support student mental health issues. Educators are provided four exemplar classroom lessons as ACT experts guide participants through these sensitive topics.

**Delivery Format**

**Sample Agenda**

- Understanding Mental Health Issues
- Teaching Mental Health

**Learning Objectives**

- Understand the mental health issues faced by students
- Learn how to teach mental health in the classroom

**Success Criteria**

- Use the exemplar mental health lessons in the classroom
- Create a draft mental health lesson
This workshop is designed to prepare educators to embed SEL components into their ELA curriculum.

**Delivery Format**

Live Webinar
1.5 hours

**Sample Agenda**

- Understanding Social Emotional Learning
- Embedding SEL Concepts into the ELA Curriculum

**Learning Objectives**

- Understand the social emotional learning concepts
- Learn how to embed social emotional concepts into the ELA curriculum

**Success Criteria**

Create a draft ELA lesson plan that embeds the social emotional learning concepts.
This workshop is designed to prepare educators to embed SEL components into their ELA curriculum.

**Sample Agenda**

- Understanding Social Emotional Learning
- Embedding SEL Concepts into the ELA Curriculum

**Learning Objectives**

- Understand the social emotional learning concepts
- Learn how to embed social emotional concepts into the ELA curriculum

**Success Criteria**

Create a draft ELA lesson plan that embeds the social emotional learning concepts

**Delivery Format**

Live Webinar
1.5 hours
This is a 17-lesson blended learning professional development course that equips educators with essential SEL competencies that help build a positive school culture.

### Learning Objectives

- Gain an understanding of evidence based SEL principles
- Gain the ability to leverage SEL tools when communicating with students
- Learn new methods for cultivating a positive school culture
- Learn the power to infuse voice into their classroom practices
- Gain an awareness of research-based tactics for motivating students

### Sample Agenda

- Establishing a growth mindset
- Building sustainable relationships
- Growing students’ voices
- Developing locus of control

### Success Criteria

- Define and explain the core SEL competencies
- Apply competencies in their classrooms
- Reflect on successes and areas for growth
- Create a success portfolio
This is a 3-lesson blended learning professional development course that introduces educators to trauma-informed practices that they can use in their classrooms and schools to support their students.

Learning Objectives

- Understand the impacts of trauma on behavior and learning
- Learn specific trauma-informed classroom strategies
- Understand a trauma-sensitive school and how it functions

Sample Agenda

- Understanding Trauma and Trauma-informed practices
- Trauma-informed Practices for Your Classroom
- Building a Trauma-sensitive School

Delivery Format

Blended 4-Week Course
(School-based facilitation allows for flexible pacing)

Success Criteria

- Explain how trauma-informed practices can provide supports for students
- Prepare to implement trauma-informed classroom practices
- Identify ways to create a trauma sensitive school
- Plan implementation strategies to involve parents and the community
Coaching Sessions

Three 90-minute sessions designed to support the implementation of the Mosaic by ACT SEL curriculum.

Delivery Format

Live Webinars
1.5 hours

Sample Agenda

• Sharing success and challenge decisions
• Building a community of practice
• Review of core content to deepen understanding
• Teaching the core content
• Using assessment data to make instructional decisions

Learning Objectives

• Understand the core content
• Learn ways to teach the core content
• Learn ways to use assessment data to make instructional decisions

Success Criteria

• Share a success and a challenge faced with the content
• Apply new knowledge when teaching the content
• Create a plan using assessment data to make instructional decisions
Social Studies
Workshops and Courses

- Teaching Civics Through Problem-based Learning, Grades 6-8

Popular Packages

Grades 6-8

- Teaching Civics through Problem-based Learning, Grades 6-8

The social sciences are key to understanding the world around us and support us in making informed decisions. Our workshops and courses are intended to impart strategies for engaging learners in the study and application of social studies, to ensure all students see themselves as capable of understanding the past and its impact on the present and future.
In this session, participants will learn problem-based techniques and activities to enhance civics learning.

**Learning Objectives**
- Learn techniques to create a problem-based unit for teaching civics to students in grades 6-8
- Brainstorm ideas for a problem-based unit in civics

**Success Criteria**
Create a draft problem-based unit designed to teach civics to students in grades 6-8

**Sample Agenda**
- What is problem-based learning?
- How to engage students through problem-based learning in the civics classroom

**Delivery Format**
- Face to face
  - Full Day
- 3 Live Webinars
  - 2.5 hours each
Teaching and Learning

act.org/learning

Mosaic by ACT
Learning and Professional Services
Workshops and Courses

- Orientation to teaching using virtual and blended learning delivery models
- High technology and low technology teaching and learning options
- Engaging students fully in the learning process
- Using assessments effectively in blended and virtual teaching delivery environments
- Anchoring Your Curriculum
- Rigorous and Relevant Instruction

In the past few years, the number and type of delivery systems for teaching and learning has continued to grow, with educators working to determine how best to “blend” these delivery options. We introduce both research-based strategies in blended learning and teaching via virtual delivery models. We also coach educators in decision-making processes to evaluate which strategies will work best for them and their students.

Popular Packages

**A**
- Orientation to teaching using virtual and blended learning delivery models
- High technology and low technology teaching and learning options

**B**
- Orientation to teaching using virtual and blended learning delivery models
- Engaging students fully in the learning process

**C**
- Orientation to teaching using virtual and blended learning delivery models
- Using assessments effectively in blended and virtual teaching delivery environments

**D**
- Anchoring Your Curriculum
- Rigorous and Relevant Instruction
In this session, participants will examine the use of technology-based delivery models and analyze how this research informs options for engaging learners during synchronous and asynchronous learning.

**Delivery Format**

- **Sample Agenda**
  - Technology based delivery models
  - Organizational structures for blended and virtual teaching delivery methods
  - How to use these delivery methods in your course

- **Success Criteria**
  Identify which technology-based model(s) and method(s) will work best in their course

- **Learning Objectives**
  - Understand the research behind the various technology-based delivery models
  - Learn how to engage learners during synchronous and asynchronous learning
  - Determine which delivery methods work best in their specific course
In this session, participants will explore how different types of high-tech and low-tech options connect to learning structures.

**Learning Objectives**

- Understand how to assess the value and effective use of technology-based teaching options to meet learner’s needs
- Learn the low-tech options that can be substituted for high-tech options when high-tech options are not available

**Sample Agenda**

- Technologies that promote critical thinking
- Technologies that promote dialogue
- Technologies that provide opportunities for practice of simple skills

**Success Criteria**

Apply what was learned to determine options for teaching their courses
In this session, participants discuss methods for engaging students in the learning process using different types of delivery methods.

**Learning Objectives**

- Understand the research supporting UDL
- Learn how UDL principles can be applied to create learning activities that are fully accessible for students with identified special needs and English language learners (ELLs)

**Sample Agenda**

- Universal Design for Learning (UDL) principals
- Applying UDL principles to create learning activities

**Success Criteria**

Apply what was learned to develop a list of strategies they will employ in their classes.

**Delivery Format**

Live Webinar
1.5 hours
In this session, participants learn to use evidence-centered design methods for developing and using assessments effectively for formative, progress monitoring, and summative purposes when teaching in blended and virtual teaching delivery environments.

**Learning Objectives**

- Understand evidence-centered design in assessment development and use
- Learn how to apply the data to impact instruction in a blended and virtual teaching delivery environment

**Sample Agenda**

- Evidence-centered design methods for developing and using assessments
- Using data to determine next steps in instruction in blended and virtual teaching delivery environments

**Delivery Format**

**Live Webinar**

1.5 hours

**Success Criteria**

Apply what was learned to develop a list of strategies they will employ in their classes
ACT’s College and Career Ready Standards (CCRS), the knowledge and skills that are the backbone of the ACT, were derived from careful analyses of student performances of thousands of ACT-test takers. As such, they make clear what successful students need to know and to be able to do for college and career readiness. This workshop is designed to help curriculum developers, teaching teams, and building leaders to understand how to align their curriculum with state standards and the ACT CCRS.

### Learning Objectives

- Understand and benefit from the connection of your ACT data to the ACT College and Career Ready Standards.
- Use your ACT data reports to understand the current level of performance of students in your school/district.
- Learn the information needed to lead a collaborative discussion about your curriculum and the ACT College and Career Ready Standards with content teachers, school leaders, leadership teams, counselors, and administrators.
- Begin a focused process of ACT Standards alignment to your curriculum.

### Sample Agenda

- Introduction to ACT College and Career Ready Standards (CCRS) and how these link to ACT test specifications and student test data.
- Focus on use of ACT data reports to understand student performances and links to curriculum and instructional programming designs.
- Develop goal setting and action planning for next steps in curriculum and instructional programming alignment work.

### Success Criteria

Apply introduced process of ACT and local standards alignment, making connections relevant to local curriculum course and instructional programming designs.

### Delivery Format

- **Face to face**
  - Half Day
- **Live Webinar**
  - 3 hours
Designed to help educators increase the rigor and relevance of secondary classroom instruction. Participants study the definitions of rigor and relevance and apply these concepts to increasing their understanding of expectations for learning in English, mathematics, science, and social studies. Participants review exemplary lessons and assignments for each content area to evaluate them for rigor and relevance, and then apply new learning to increase the rigor and relevance of their own lessons and task designs. All participants receive a valuable compendium of research-based instructional strategies that can be used in every classroom.

**Learning Objectives**

- Establish understanding of rigor and relevance (working with cognitive descriptors including Webb’s DOK and Hess Cognitive Rigor Matrix)
- Analyze examples of exemplary lessons designed with rigor and relevance built into the lessons to better understand how to build quality instructional lessons aligned to state achievement expectations
- Learn how to use provided research-based instructional strategies in local lesson design

**Success Criteria**

Apply concepts of rigor and relevance to local lesson and task design

**Sample Agenda**

- Review of cognitive complexity structures and state and local expectations for rigor and relevance
- Analyze how rigor and relevance can influence lesson and task design to improve student learning
- Learn a variety of research-based instructional strategies that can support increased student achievement to meet rigorous student outcomes
- Apply new learning to lesson and task design with coaching from ACT’s achievement experts

**Delivery Format**

- Face to face Half Day
- Live Webinar 3 hours
Dr. Patricia Conner Beadle has more than 30 years of experience in teaching and leading at the state, university, and high school levels. Just prior to joining the ACT team, Dr. Conner worked for an education non-profit organization as the Director of Professional Learning Services.

Previously, she managed test development for the PARCC consortium in the creation of the PARCC assessment. She taught humanities at the high school level and curriculum and instruction, curriculum design, and advanced statistics at the university level. She has been a building and district administrator and worked for the Arkansas Department of Education providing professional learning opportunities for educators at the local, state, and national levels.

Patricia earned her BS in Social Studies from College of the Ozarks, a M.Ed. in Education Administration from the University of Arkansas, and her Ed.D. in Education, with a concentration in curriculum and measurement, from Lindenwood University. She is passionate about supporting educators in making the connections between curriculum, instruction, and assessment as the most effective way to positively impact student success.

"As teachers we can best help students achieve success when we purposefully align our curriculum, instruction, and assessment."
Carla Caro is a Program Director for Credentialing Services, coming to ACT from Professional Examination Services in 2017. In her role, Carla provides strategic consulting and services to support professional credentialing programs in achieving their vision and mission. She has worked with a range of nationally and internationally recognized programs across a variety of professions and has expertise in group facilitation, practice analysis and role delineation, development of learning objectives for higher education and certificate-based credentials, item writing and assessment development, and standard setting for low- and high-stakes assessments.

In her current role, Carla is focused on helping organizations provide professional development pathways for professionals along the full career spectrum, from post-high school through post-doctoral certification. She believes that the recognition of competence and skill through credentialing serves a key societal goal for workforce development and enables individuals to achieve their full professional potential.

Carla is an active contributor to the broader credentialing industry, serving in leadership roles for the Institute for Credentialing Excellence (ICE) and the Commission on Licensure Enforcement and Regulation (CLEAR). She is frequent conference presenter on industry trends and best practices. Carla earned a Master’s degree in Political Science from Emory University and a Bachelor’s degree in Psychology from Princeton University, and is certified by ICE as a Credentialing Specialist. Previous professional experience includes public policy analysis and educational advocacy.
Jacqueline Carpenito’s career has focused on helping organizations achieve their credentialing goals. As a Program Director for Credentialing Services, Jacqueline manages a broad range of activities, including professional licensure and certification, competency assurance, and accreditation. Jacqueline has experience in all phases of credentialing program design and implementation including defining competencies required for effective practice, assessment blueprinting and design, test development, and program maintenance.

Jacqueline has been privileged to grow her expertise while working with talented, dedicated people across various professions and industries. Her goal is to help individuals excel in their profession through the development of competency-based testing, training, and quality credentialing programs.

Jacqueline is a frequent conference presenter in the credentialing industry and is a member of several volunteer committees. She earned a Master’s degree in Communication from San Diego State University and a Bachelor’s degree in Communication from Marist College and is certified by ICE as a Credentialing Specialist.

You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose.”

– Dr. Seuss
Dr. Gardiner is a seasoned educator with more than 25 years of experience in teaching at both the university and high school levels. Just prior to joining the ACT team, Dr. Gardiner worked for an education non-profit organization as an Instructional Designer, Humanities. Additionally, for a time she worked as an independent consultant, supporting high profile organizations with item development. Previously, Ellen spent several years as the Director of Freshman English at the University of Mississippi in Oxford, MS where she taught undergraduate and graduate courses in rhetoric, composition, and literature and trained teacher candidates. Subsequently, she taught English at Clemson University and Journalism and English courses as a nationally board-certified teacher in high schools in both North and South Carolina.

Ellen earned her BA and MA in English from Rhode Island College, and her Ph.D. in English, with a concentration in Rhetoric and Composition, from the State University of New York at Stony Brook. Her favorite teachers and role models were high school Humanities co-teachers Sisters Elena and Rosamond, early proponents of what is now called project-based learning in their American history and literature class. They worked hard to instill in their students that the best learning often happens when students collaborate to answer a research question they have developed for themselves.

In her work designing curriculum and assessments and facilitating educator professional learning, Dr. Gardiner applies these models to engage others in growing their expertise in engaging all students in higher-order, critical thinking.
Sarah Gardner has extensive experience teaching and supporting education at the school, state, and national level. As an elementary certified teacher, her experiences include teaching kindergarten, second, and sixth grades, as well as K-5 English as a second language classes. Throughout her career, she has continuously focused on creating high-quality educational experiences for all learners and the educators who support them.

At the state level, she began as a content expert in English Language Arts for the Arizona Department of Education, eventually becoming the state’s Director of Innovative Assessment. At the national level, Ms. Gardner represented Arizona in the PARCC consortium as the state lead, as well as a sixth grade ELA content lead.

Also, at the national level, she worked for an educational non-profit organization, CenterPoint Education Solutions, as their Director of Humanities, focusing on assessment and curriculum development, as well as professional development.

In her current role as Senior Content and Services Developer, Sarah Gardner builds and supports professional development initiatives, as well as develops strategies and executes plans for producing, maintaining, and improving learning and assessment content across a continuum of PreK-12.
Dr. Sandy Greenberg has a 35+ year career focused on the identification and validation of competencies in individuals in the workforce. She spent the first part of her career as a high-school teacher, curriculum evaluator, and teacher trainer and the latter part as a credentialing specialist. Sandy’s educational background is in Special Education with a special emphasis on children with cognitive and emotional challenges. Her focus as a credentialing specialist is identifying and defining competencies prerequisite to performing professional roles, responsibilities, and tasks, as well as demonstrating expertise with tools and techniques.

Sandy believes that every credential should serve as professional and public signal of competence—and that it the role of sponsors of credentials to be explicit and transparent about the performance capabilities of individuals earning the credential. She has: conducted large-scale studies of professions; developed licensure and certification programs for sponsors of credentialing programs and certificate programs for universities and professional associations; conducted standard setting, feasibility, and recertification studies; and developed observational scales, portfolio-based assessments, and practical examinations for nationally- and internationally-recognized credentialing programs, including one state education department. In the latter, the work provided both formative and summative feedback to beginning and experienced teachers, administrators, and school-based support personnel.

Dr. Greenberg and the Credentialing and Career Development team joined ACT in 2017 and have since been active in building targeted digital credentials for educators. The team has engaged in such diverse activities as developing and validating certifications for educators and tutors working with students preparing for high-stakes assessments such as the ACT and building competency assessments for multiple-levels of personnel providing services to pre-school and school-age children with autism spectrum disorders.
Dr. Bonnie A. Hain has 25+ years as an educator. She began her professional career as a teacher of English and World Languages. After obtaining her Ph.D. in English from Stony Brook University, she spent several years teaching undergraduate and graduate courses in English (at the University of San Diego, Southeastern Louisiana University, and Bowie State University).

She served as the PK-21 English Language Arts specialist at the Maryland State Department of Education where she facilitated development of state standards and state assessments. After leaving the state department, she returned to PreK-12 education where she held positions as a reading coach, building administrator and district administrator. In 2011, Dr. Hain joined Achieve to lead the design and development of the PARCC assessments in ELA/literacy and later helped to found CenterPoint Education Solutions, a small non-profit focused on supporting districts align their curriculum, assessments, instructional practice, and professional learning as a means to improve student outcomes.

In June 2020, she joined ACT as the Sr. Director of Learning and Professional Services to lead a team of expert content specialists in PreK-12 who support districts in growing content curriculum, assessment, and educator knowledge of standards and content pedagogies to enhance student learning. As a child of poverty and a first-generation college graduate, Dr. Hain recognizes the impact educators have on changing one’s life trajectory, and she has dedicated her life’s work to ensuring all children have access to quality instructional resources and education opportunities.

"As a child of poverty and a first-generation college graduate, I understand the impact educators can have on changing a person's life trajectory."
As a Senior Content and Services Developer, David Johnston supports ACT customers with custom development and professional learning services.

David is a former classroom STEM teacher who has experience teaching at elementary and middle school grades. David has 10 years of experience developing learning and assessment content including high stakes material for the Smarter Balanced Assessment Consortium, The ACT, ACT Aspire, and ACT WorkKeys. David has trained educators across the globe to develop engaging real-world mathematics content using evidence-centered design.

David earned his BA in Mathematics from California State University, San Bernardino and is a lifelong independent learner in the fields of Data Science, Finance, History, and Physics. David has been a leader in leveraging technology in both the classroom and in the workplace.

“The ultimate success in a STEM classroom is to have every student thinking ‘Yes, I can learn how to do this, and if I do I will have the power to change the world!’”
Who We Are

Jonathan E. Martin has been a Program Director for K12 Consulting Services and Professional Learning since 2017. His background includes ten years as a high school teacher of history and social studies, and fifteen years as a K-12 school principal (Head of School) in California and Arizona. Prior to coming to ACT, he was a program developer for the ACT Tessera Social Emotional Learning assessment and curriculum system, and co-author of the ACT Tessera Teacher Playbook, an SEL curriculum guide.

From 2012-2017, Jonathan provided consulting and writing services on the topics of secondary school redesign, social emotional learning, and assessment innovation to more than forty schools in the US, Canada, Mexico, and New Zealand, and to more than two dozen educational organizations and companies, including EdLeader21, the Mastery Transcript Consortium, NWEA, ETS, OECD-PISA, the National Association of Independent Schools (NAIS), SSATB (now Enrollment Management Association, Blackbaud, EdWeek, Think Through Math, IMS Global, CompetencyWorks/Aurora Institute, and the Partnership for 21st c. Skills.

He is the author of the recently published book, *Reinventing Crediting for Competency-Based Education*; (Routledge Press, 2020). A resident of Tucson, Arizona, he is married to a middle school principal and math teacher and is the President of the Board of Directors for City Center for Collaborative Learning, a nonprofit Arizona charter school network. He holds degrees from Harvard University (BA) and the University of San Francisco (MA, School Administration).
Dr. Patricia (Pat) Muenzen has 25+ years consulting with industry groups and professional organizations to develop standards-informed and research-supported education, training, and assessment initiatives. She joined ACT in 2017, having spent the bulk of her career with Professional Examination Service, a non-profit devoted to ensuring sound credentialing practices for sponsors of professional licensure and certification programs.

She has conducted numerous job/practice analysis and competency modeling studies to guide curriculum, assessment, and career development for professions at the national and global level. Additional areas of expertise include research design, qualitative and quantitative data collection and analysis, process facilitation, item writing and examination development, and the development of career frameworks and professional evaluation rubrics.

Pat earned a BS in Psychology from Brown University, a MA in General Psychology from Stony Brook University, and a PhD in Industrial/Organizational Psychology from Walden University. Pat strongly believes that ACT’s mission to help people achieve education and workplace success is critical to individual and societal growth.

“Research is creating new knowledge.”
— Neil Armstrong
Jeet Raut, MA, is Program Manager for Credentialing Service and Career Development at ACT. Jeet has supported multiple large-scale job/practice analysis studies as project manager and research associate. His responsibilities have included research and literature reviews; survey design, sampling, and distribution; and data analysis using SPSS and R. Jeet has worked on numerous item development, item review, and examination construction initiatives, facilitating SMEs through their work in order to construct valid and reliable examinations.

Jeet has previously worked as an instructional designer creating classes and education technology products around font and back end web development as well as design, and data science.

Jeet holds a Master’s degree in Instructional Technology and Media from Columbia University and a Bachelor’s degree Cognitive Psychology.

“The world always seems brighter when you’ve just made something that wasn’t there before.”

– Neil Gaiman
Dr. Bryan Williams has more than 30 years of experience in teaching and administration in K-12 and university levels. These many years have provided a wealth of experiences and knowledge, along with a compassion for educators who want to do more.

His roles in education included being a classroom teacher, assistant principal, principal, and district level Director with a focus on curriculum, instruction and assessment. In his role as Director of Assessment his focus was to make the data available to those who should use it, in a format they could understand and use, and assist in creating next steps in making the data of value and actionable. Blending assessment data with local student information increase the value of the data even further.

Bryan earned his BS in Music Education from New Mexico State University, a M.Ed. in Education Administration from the University of Missouri – St. Louis and a Ed.D. in Education Administration from St. Louis University. His knowledge and experience in the K12 setting is very helpful in his work with schools and districts, especially in the use of ACT data.