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K-12 Services

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

The ACT Professional Services team serves as trusted advisors to help meet educators’ needs with professional learning programs that provide research-based instructional strategies and resources; tools and tactics for aligning local curriculum with ACT College and Career Readiness Standards; and templates and processes to guide teachers in developing immediately actionable instructional methodologies and lesson plans.

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 around providing educators with research-based strategies that can be applied immediately. And the activities and resources we provide model the interactive, hands-on, minds-on activities needed to fully engage your students.

Delivery Format

We offer both live webinar and onsite options for most workshops and courses—as denoted by the icons at each offering’s description. They can be scheduled according to customer preference, although onsite 3-hour programs cannot be purchased individually; 3-hour onsite offering is available when paired with another 3-hour program.
In this workshop, educators learn more about the ACT English 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 the ACT English test design to gain a deeper understanding of how to prepare test-takers for the assessment
- Use the English test section 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**

- **Webinar** (0454NP38FE)
  - 3 hours

- **Onsite** (0457AE22FE)
  - 3 hours

**Capacity:** 50
In this workshop, educators learn more about the ACT Mathematics 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 the ACT Mathematics test design to gain a deeper understanding of how to prepare test-takers for the assessment
- Use the mathematics test section 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

- Webinar (0454NP38FE) 3 hours
- Onsite (0457AM22FE) 3 hours

Capacity: 50
The ACT® Reading Test Workshop focuses on the Reading 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 evaluate cognitive complexity of tasks. They also complete a data review of the ACT reading test scores—all to help educators plan for stronger classroom-based reading comprehension instruction.

Learning Objectives

- Learn the ACT reading test design to gain a deeper understanding of how to prepare test-takers for the assessment.
- Use the reading test section 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

- **Webinar** (0454NP38FE) 3 hours
- **Onsite** (0457AR22FE) 3 hours

Capacity: 50
In this workshop, educators learn more about the ACT science 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 the ACT science test design to gain a deeper understanding of how to prepare test-takers for the assessment
- Use the science test section 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

- **Webinar** (0454NP38FE)
  3 hours
- **Onsite** (0457AS22FE)
  3 hours

Capacity: 50
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 the ACT data in the K-12 environment.

Learning Objectives

• Establish foundational PreACT and the ACT test 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 the ACT school-level predictive data

Delivery Format

Webinar (0454NR67FE) 3 hours

Onsite (0454NR68FE) 3 hours

Capacity: 50
The ACT® and Your Data

Designed for the school or district that is ready to read, understand, and interpret the 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 assessment 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 success with the ACT.

Learning Objectives

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

Delivery Format

- **Webinar (0454NR63FE)**
  3 hours

- **Onsite (0454NR64FE)**
  3 hours

**Capacity:** 50
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 PreACT related to predictions of students' and school-level performance on the ACT

- 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**

- **Webinar** (0454NR65FE)
  3 hours

- **Onsite** (0454NR66FE)
  3 hours

**Capacity:** 50
ACT College and Career Readiness Standards® (CCRS), the knowledge and skills that are the backbone of the ACT® test, were derived from careful analysis of thousands of students’ performances on the ACT. 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 between ACT CCRS and the ACT test
- Use the 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 Readiness Standards with content teachers, school leaders, leadership teams, counselors, and administrators
- Begin a focused process of ACT Standards alignment to your curriculum

**Delivery Format**

- **Webinar** (0454NR71FE) 3 hours
- **Onsite** (0454NR72FE) 3 hours

**Capacity:** 50
ACT Instructional Mastery (AIM)
In this two-day session, participants will grow their mastery of instructional skills for preparing their students for the ACT in the specific subject area they teach. In addition to a certificate of attendance, participants can earn a certificate of course content mastery by passing the course-specific Knowledge Check assessment.

Learning Objectives

- Learn the ACT English test structure and content
- Understand how to provide effective instruction that strengthens student readiness for the ACT English test.
- Learn to identify and recommend ACT English test-taking strategies

Delivery Format

- **Webinar** (045457014FE) 2 days
- **Onsite** (045457013FE) 2 days
- **Voucher (Virtual)** (045457024FE)

**Capacity:** 30
In this two-day session, participants will grow their mastery of instructional skills for preparing their students for the ACT in the specific subject area they teach. In addition to a certificate of attendance, participants can earn a certificate of course content mastery by passing the course-specific Knowledge Check assessment.

**Learning Objectives**

- Learn the ACT mathematics test structure and content
- Understand how to provide effective instruction that strengthens student readiness for the ACT mathematics test.
- Learn to identify and recommend the ACT mathematics test-taking strategies

**Delivery Format**

- **Webinar** (045457016FE)
  2 days
- **Onsite** (045457015FE)
  2 days
- **Voucher (Virtual)** (045457025FE)

**Capacity:** 30
In this two-day session, participants will grow their mastery of instructional skills for preparing their students for the ACT in the specific subject area they teach. In addition to a certificate of attendance, participants can earn a certificate of course content mastery by passing the course-specific Knowledge Check assessment.

**Learning Objectives**

- Learn the ACT reading test structure and content
- Understand how to provide effective instruction that strengthens student readiness for the ACT reading test.
- Learn to identify and recommend the ACT reading test-taking strategies

**Delivery Format**

- **Webinar** (045457020FE) 2 days
- **Onsite** (045457019FE) 2 days
- **Voucher (Virtual)** (045457029FE)

**Capacity:** 30
In this two-day session, participants will grow their mastery of instructional skills for preparing their students for the ACT in the specific subject area they teach. In addition to a certificate of attendance, participants can earn a certificate of course content mastery by passing the course-specific Knowledge Check assessment.

**Learning Objectives**

- Learn the ACT science test structure and content
- Understand how to provide effective instruction that strengthens student readiness for the ACT science test
- Learn to identify and recommend the ACT science test-taking strategies

**Delivery Format**

- **Webinar** (045457018FE)
  2 days
- **Onsite** (045457017FE)
  2 days
- **Voucher (Virtual)** (045457026FE)

**Capacity:** 30
In this two-day session, participants will grow their mastery of instructional skills for preparing their students for the ACT in the specific subject area they teach. In addition to a certificate of attendance, participants can earn a certificate of course content mastery by passing the course-specific Knowledge Check assessment.

Learning Objectives

- Understand what the ACT writing test requires of students
- Learn how to analyze and apply the ACT writing rubric
- Understand the strategies for thesis writing, outline, evidence gathering, and multiple perspective engagement
- Understand guidance on writing time management and revision strategies

Delivery Format

- **Webinar** (045457033FE) 2 days
- **Onsite** (045457023FE) 2 days
- **Voucher (Virtual)** (045457027FE)

Capacity: 30
ACT® WorkKeys® and WorkKeys® Curriculum
The WorkKeys assessments are scheduled. Now what? Learn what steps can be taken for the classroom, school and district in preparing your students to take the ACT WorkKeys.

**Learning Objectives**

- Prep strategies to prepare your students
- Embed NCRC knowledge and skills into daily course content
- Develop School Improvement Goals based on your school or district’s efforts to in helping your students be successful in taking WorkKeys assessments.

**Webinar or Onsite**
3 hours
ACT WorkKeys and the ACT WorkKeys Curriculum are stronger together. This full day workshop will provide the knowledge necessary for preparation in taking the ACT WorkKeys assessments. For schools or districts who use WorkKeys Curriculum, you will learn how to provide both individual and classroom/schoolwide supports and embed into the school day.

Learning Objectives

- Provide both individual and classroom/schoolwide supports
- Embed into the school day

Onsite
6 hours
Social and Emotional Learning (SEL)
Educators benefit greatly from a comprehensive preparation before proceeding to implement and facilitate the Mosaic by ACT SEL curriculum. This 12-hour course, split into two parts, A, and B, thoroughly prepares educators to ensure a strong understanding of the curriculum they will be delivering; supports educators in reflecting upon, developing, and modeling their own social and emotional competencies; and guides educators in considering how to enhance SEL supports such as supportive classroom environments and positive relationships. Other topics include interpreting Mosaic SEL Assessment reports; integrating social and emotional skills across the curriculum; and using Trauma informed practices to support all students.

Learning Objectives

- Explore and plan implementation of the Mosaic by ACT SEL curriculum
- Develop, understand, and practice modeling of key curriculum skills
- Learn how to administer and interpret SEL assessment results and use the data to inform instruction
- Consider and plan implementation of SEL classroom school-wide supports such as supportive environments and positive relationships
- Examine Trauma-Informed Practices for SEL and beyond

Webinar Onsite
(04343034FE)
2 days (12 hours)
Up to 50 Participants
The SEL Champions program is designed to build capacity and support on-going district implementation of SEL programming. ACT SEL experts deepen SEL Champion knowledge of how best to use the Mosaic™ by ACT® Social Emotional Learning curriculum and assessments, provide “adult SEL” by supporting Champions in developing and modeling their own SEL competencies, and guide Champions in evaluating critically important school-wide SEL supports for effective comprehensive implementation. In many districts, each school implementing the curriculum will have one or two SEL Champions as well as one or more Champions who are district leaders.

**Learning Objectives**

- Explore and plan implementation of the Mosaic by ACT SEL curriculum
- Develop, understand, and practice modeling of key curriculum skills
- Learn how to administer and interpret SEL assessment results and use the data to inform instruction
- Consider and plan implementation of SEL classroom school-wide supports such as supportive environments and positive relationships
- Examine Trauma-Informed Practices for SEL and beyond
- Develop facilitation skills to support district-wide use of SEL to positively impact student achievement

**Webinar Onsite**
(04343033FE)
2 days (12 hours)
Up to 30 Participants
This is an alternate version of the Trauma-Informed course found on page 28.

This live three hour workshop presented by an ACT SEL expert, 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

**Webinar Onsite**
3 hours
Up to 50 Participants
In this three-hour workshop, participants will consider how key skills highlighted in SEL standards can be embedded throughout literacy instruction by engaging in a series of model exercises that can easily be implemented as-is or as-adapted in every classroom. The workshop will culminate in each participant preparing plans for embedding selected SEL skills into literacy curriculum and instruction.

**Learning Objectives**

- Learn and understand the ACT SEL model
- Examine some of the primary ways SEL can be integrated in the core academic curriculum, with a particular emphasis on the evidence-based ACT® Holistic Framework® core skills: Sustaining Effort, Getting Along with Others, Maintaining Composure, and Keeping an Open Mind.
- Explore the use of specific literacy instructional strategies for strengthening reading and writing skills such as sentence combining, text-dependent questioning, and multiple means of expression.
- Understand ways in which SEL skills can be learned and developed in literacy instruction through specific reading and writing exercises.

**Delivery Format**

- **Elementary Webinar** (0454NR89FE) 3 hours
- **Elementary Webinar** (Coming Soon) Full day
- **Secondary Webinar** (0454NR91FE) 3 hours
- **Secondary Webinar** (Coming Soon) Full day

**Capacity:** 50
This 3 Hour workshop, led by an ACT SEL expert, guides educators in understanding the importance and value of teaming with parents for student social and emotional skill development, and in exploring ways of doing so, including parental communications, school-home connections, home activities for parents, and more.

Learning Objectives

- Understand importance and value of teaming with parents, guardians, and families of students for enhanced social and emotional skill development for students.

- Explore a wide variety of ways to team with parents, with hands-on activities

Webinar Onsite
3 hours
Up to 50 Participants
Social and emotional skills are universal in their importance and yet often culturally specific in their particular manifestation. We can and should teach students strategies to improve their social and emotional competency while acknowledging and respecting the ways in which students from differing backgrounds may practice their skills differently. In this 3 hour workshop will explore ways in which cultural affirmation and responsiveness can be enhanced in social and emotional learning.

Learning Objectives

- Understand the importance and value of culturally responsive SEL.
- Explore a variety of ways to provide culturally affirming and responsive SEL.

Webinar Onsite
3 hours
Up to 50 Participants
This is a 17-lesson blended learning professional development course that equips educators with essential social and emotional learning (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

**Delivery Format**

**On-Demand Course** (0454NR93FE)
Aproximately 12 hours
This is a 3-lesson on-demand 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

**Delivery Format**

- **On-demand Digital Course (0454NR94FE)**
  School-based facilitation allows for flexible pacing

- **Combined Powerful Educator and Trauma Informed On-demand Digital Course (0454NR95FE)**
Teaching & Learning
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 increase 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 an 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

Delivery Format

Webinar (0454NR77FE) 3 hours

Onsite (0454NR78FE) 3 hours

Capacity: 50
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

**Delivery Format**

- **Webinar** (0454NR57FE) 6.5 hours
- **Onsite** (0454NR58FE) 6.5 hours

**Capacity:** 50
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

**Delivery Format**

- **Webinar** (0454NR59FE) 6.5 hours
- **Onsite** (0454NR60FE) 6.5 hours

**Capacity:** 50
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

**Delivery Format**

- **Webinar** (0454NR22FE) 3 hours
- **Onsite**
  - 3 hours (0454NR23FE)
  - 6.5 hours (0454NR24FE)

**Capacity:** 50
Who We Are
Jonathan 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. 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 the 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, an M.Ed. in Education Administration from the University of Missouri—St. Louis, and an 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.