Welcome

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 Learning and Professional Learning 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 ACT 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  
President, Learning Division  
ACT Inc.

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As former teachers and administrators with decades of combined years of classroom and school and district service, the 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.

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.

The ACT team takes an evidence-centered approach to design and develop resources that include:

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General Information

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 ACT’s 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.

**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.

**Stackable Credentials**

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

**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.
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 lead 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 Our Diversity in Our Classrooms
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
- Learn to design learning activities that will increase and support inclusion, student outcomes, and the growth of an aspirational mindset

**Delivery Format**

*Face to face*  
Full Day

*3 Live Webinars*  
2.5 hours each

**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
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.

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**Learning Objectives**

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

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**Delivery Format**

- **Face to face**
  - Half Day
  - 2.5 hours

- **Live Webinar**
  - 2.5 hours

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**Sample Agenda**

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

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**Success Criteria**

Use what has been learned in this session to create an inclusive classroom culture and curriculum.
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
- Demonstrate how participants 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?
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
- Demonstrate how participants 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 integrating and synthesizing 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

**Success Criteria**

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

**Sample Agenda**

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

**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 integrating and synthesizing 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

**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

**Delivery Format**

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

**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.
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

Success Criteria

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

Sample Agenda

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

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 and reading fluency.

**Learning Objectives**

- Learn to teach and assess academic vocabulary and reading fluency

**Sample Agenda**

- Teaching Vocabulary and Reading Fluency

**Delivery Format**

**Live Webinar**

2.5 hours

**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

Sample Agenda

• Teaching Advanced Reading Comprehension Strategies

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).

### 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.

**Delivery Format**

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

**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

**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

**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
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.

**Delivery Format**

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

**Sample Agenda**

- UDL and Sentence Combining
- UDL and Sentence Expanding

**Learning Objectives**

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

**Success Criteria**

Apply what has been learned to design engaging sentence combining and expanding learning activities for students.
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 to develop strategies for teaching students to effectively use and reason with units.

## 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

## 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

## 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

## 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

### Sample Agenda

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

Strategies to Teach Reasoning and Modeling, Grades 3-5
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

**Sample Agenda**
- Defining and applying reasoning in grades 6-8
- Activities to improve reasoning;
- Defining modeling
- Types of modeling
- Applying modeling in grades 6-8,
- Activities to improve modeling, and blended learning strategies to enhance reasoning and modeling

**Delivery Format**
- Face to face
  - Full Day
- Two Live Webinars
  - 2.5 hours

Strategies to Teach Reasoning and Modeling, Grades 6-12 160-5A
Measurement, Testing, and Data Literacy
Workshops and Courses

- Introduction to Assessment Literacy
- Designing and Using ELA Assessments
- Designing and Using Mathematics Assessments
- ACT Readiness – Overview
- ACT Readiness – English
- ACT Readiness – Reading
- ACT Readiness – Writing
- ACT Readiness – Mathematics
- ACT Readiness – Math I
- ACT Readiness – Science
- ACT Readiness – Biology
- ACT Readiness – Scoring Reports

Popular Packages

Assessment Literacy Package
- Introduction to Assessment Literacy
- Designing and Using Mathematics Assessments
- Designing and Using ELA Assessments

ACT Readiness - General
- ACT Readiness - Overview
- ACT Readiness - English
- ACT Readiness - Reading
- ACT Readiness - Mathematics
- ACT Readiness - Science
- ACT Readiness - Scoring Reports

ACT Readiness - Subject
- ACT Readiness - Math 1
- ACT Readiness - Biology

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.

**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

**Success Criteria**

Explain evidence-centered design and use this research-based theory to develop well-crafted items and assessments to meet learner needs.

**Sample Agenda**

- An overview of Evidence-Centered Design: Claims, Evidences, and Tasks
- Learning progressions in mathematics and the impact on design of assessments (including connecting content and practice and means for assessing reasoning and modeling)
- Selecting the right item type to match your assessment purpose
- Developing your own assessments
In this workshop, participants learn the fundamental elements of the ACT assessment. Participants will learn specifics about taking the ACT and strategies for preparing for the test.

**Learning Objectives**

- Learn key information about the ACT that potential test takers should know and understand
- Learn effective test taking strategies students can use to best demonstrate what students know and are able to do on the ACT

**Sample Agenda**

- Introduction: A Bit of History
- The Test Today
- Preparing for the ACT

**Success Criteria**

- State and share the key components of the ACT test, including number and item types for each
- Use what has been learned in this session to prepare students for the ACT test

**Delivery Format**

Live Webinar

2 hours
In this workshop, participants learn the fundamental elements of the ACT English test. Participants will learn specifics about taking the ACT and strategies for preparing for the English test.

### Delivery Format

**Live Webinar**

2 hours

### Sample Agenda

- Overview of the ACT English test
- What to know about the questions
- Strategies for taking the English test
- Instruction to prepare students for the English test

### Learning Objectives

- Learn key components of and test-taking strategies for the ACT English test
- Learn and begin to develop teaching strategies to help prepare students to take the test

### Success Criteria

- State and share the key components of the ACT English test, including number, item types and skills addressed
- Use what has been learned in this session to prepare students for this part of the ACT test
In this workshop, participants learn the fundamental elements of the ACT Reading test. Participants will learn specifics about taking the ACT and strategies for preparing for the Reading test.

### Learning Objectives

- Learn key components of and test-taking strategies for the ACT Reading test
- Learn and begin to develop teaching strategies to help prepare students to take the test

### Sample Agenda

- Overview of the ACT Reading test
- Strategies for taking the Reading test
- Instruction to prepare students for the Reading test

### Success Criteria

- State and share the key components of the ACT Reading test, including number, item types and skills addressed
- Use what has been learned in this session to prepare students for this part of the ACT test
In this workshop, participants learn the fundamental elements of the ACT Writing test. Participants will learn specifics about taking the ACT and strategies for preparing for the Writing test.

**Learning Objectives**

- Learn key components of and test-taking strategies for the ACT Writing test
- Learn and begin to develop teaching strategies to help prepare students to take the test

**Delivery Format**

Live Webinar
2 hours

**Sample Agenda**

- Overview of the ACT Writing test
- Strategies for taking the Writing test
- Instruction to prepare students for the Writing Test

**Success Criteria**

- State and share the key components of the ACT Writing test, including skills addressed
- Use what has been learned in this session to prepare students for the ACT Writing test
In this workshop, participants learn the fundamental elements of the ACT Mathematics test. Participants will learn specifics about taking the ACT and strategies for preparing for the Mathematics test.

**Learning Objectives**

- Learn topics and test-taking strategies for the ACT Math test
- Learn and begin to develop teaching strategies to help prepare students to take the test

**Delivery Format**

Live Webinar
2 hours

**Sample Agenda**

- Overview of the ACT Math test
- Explore topics
- Strategies for taking the Math test
- Instruction to prepare Students for the Math test

**Success Criteria**

- State and share the key components of the ACT Math test, including number, item types and skills addressed
- Teach students how to approach complicated questions
In this workshop, participants learn the fundamental elements of the ACT Science test. Participants will learn specifics about taking the ACT and strategies for preparing for the Science test.

### Sample Agenda

- Overview of the ACT Science test
- Strategies for Taking the Science test
- Instruction to Prepare Students for the Science test

### Learning Objectives

- Learn key components of and test-taking strategies for the ACT Science test
- Learn and begin to develop teaching strategies to help prepare students to take the test

### Success Criteria

- State and share the key components of the ACT Science test, including number, item types and skills addressed
- Use what has been learned in this session to prepare students for this part of the ACT test
In this workshop, participants learn the fundamental elements of the ACT Scoring Reports. Participants will learn specifics about using the Scoring Reports to impact instruction.

Learning Objectives

• Learn how to read the various reports provided after a student takes the ACT
• Learn how to use these reports to support improved outcomes for students who choose to take the ACT test

Delivery Format

Live Webinar
2 hours

Sample Agenda

• The components of the ACT Report
• How to interpret reports
• How to use reports to improve student success

Success Criteria

• State and share what the scoring reports reveal about a student’s strengths and needs
• Use what has been learned in this session to improve outcomes for those students who choose to take the ACT test
Mosaic by ACT Adaptive Academic Platform

act.org/learning
Mosaic by ACT Adaptive Academic Platform

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, learn how to set up a Mosaic by ACT classroom, investigate Learning Paths, explore features of Class Settings, and learn how to access additional information and assistance in Mosaic by ACT.

**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, 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.

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

Sample Agenda

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

Delivery Format

Live Webinar
1 hour
In this session participants will explore how to prepare students to use Mosaic by ACT, 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

### 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

### 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
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.

**Delivery Format**

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

**Sample Agenda**

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

**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
Mosaic by ACT Social and Emotional Learning
Workshops and Courses

• Welcome to Mosaic by ACT - SEL Elementary
• Welcome to Mosaic by ACT - SEL Middle School
• Welcome to Mosaic by ACT - SEL High School
• Welcome to Mosaic by ACT - SEL Assessment
• Powerful Educator
• Powerful Educator - Trauma Informed SEL

Popular Packages

Welcome to Mosaic by ACT
• Welcome to Mosaic by ACT (grade band)
• Welcome to Mosaic by ACT – SEL Assessment

Welcome and SEL Course
• Welcome to Mosaic by ACT (grade band)
• Powerful Educator
• Powerful Educator - Trauma Informed SEL

Comprehensive Mosiac
• Welcome to Mosaic by ACT (grade band)
• Welcome to Mosaic by ACT – SEL Assessment
• Powerful Educator
• Powerful Educator - 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.
This is a one-hour onboarding session to give participants the opportunity to learn about and access the Turbo Elementary materials.

**Delivery Format**

Live Webinar
1 hour

**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.

**Delivery Format**

**Sample Agenda**

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

**Success 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

**Learning Objectives**

- Learn the SEL competencies
- Learn about the Turbo Leader program
- Learn how to 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.

**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

**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

**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.

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

**Sample Agenda**
- Assessed competencies
- Understanding Tessera
- Quick Start Guide

**Delivery Format**
- Live Webinar
- 1 hour

**Success Criteria**
- Identify how the core SEL skills are applied in the Tessera assessment
- Access Tessera
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.

Delivery Format

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

Sample Agenda

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

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

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
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

**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

**Success Criteria**

Create a draft problem-based unit designed to teach civics to students in grades 6-8
Teaching With Technology

act.org/learning
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

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

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.

319.339.3000 | learning@act.org
In this session, participants will examine research on using technology-based delivery models and how this research informs options for engaging learners during synchronous and asynchronous learning.

### Delivery Format

**Live Webinar**

1.5 hours

### Sample Agenda

• Technology based delivery models
• Organizational structures for blended and virtual teaching delivery methods
• How to use these delivery methods in your 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

### Success Criteria

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

**Delivery Format**

*Live Webinar*

1.5 hours

**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.

Sample Agenda

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

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)

Success Criteria

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

**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

Using Assessments Effectively in Blended and Virtual Teaching Delivery Environments 250-4D
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.
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."
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 English and Journalism 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.

I believe the best learning often happens when students collaborate to answer a research question they have developed for themselves.
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.

"When you bring a diverse group of people together, you have a richer discussion and can produce better solutions to problems."

LinkedIn Profile
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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.’"