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Ben Tieni

Visual Strategy



Wine Retriever

Wine Retriever is a curated wine delivery service based in Texas.



Some friends we made along the way.



There's a good boy.

ACCORN
AARON



DRESS YOUR WILD WILD BEST

For the company once known as Unique Clothing Warehouse, the journey stateside was anticipated by an army of devoted bloggers with religious-like zeal. But it would take more than niche loyalty to position the brand next to competitors like H&M and Zara.

Originally confined to Japan and now a global fast fashion icon, **UNIQLO** offers a merry-go-round retail experience, often deploying playful marketing media in surprising formats.

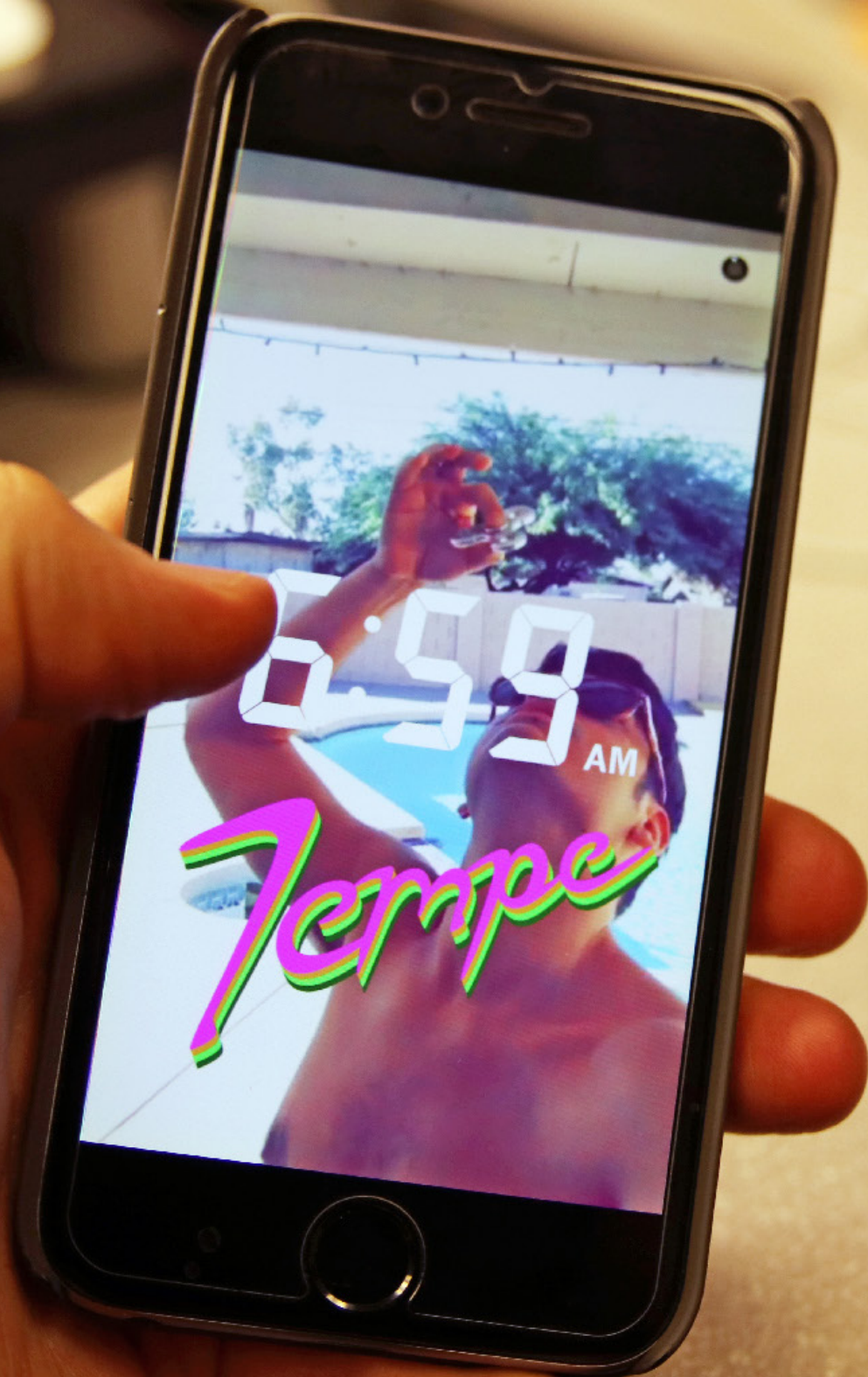
Aimed squarely at consumers in the new Western market, this storefront display highlights the company's value proposition of delivering affordable basics in a full palette of color.

The composition allows the viewer to insert themselves as the protagonist in the scene, wrangling an amalgam of crew neck t-shirts.





Tempe



A Snapchat geofilter. The rising text brashly contradicts the company's stock price.

HOW TWO INSPIRE

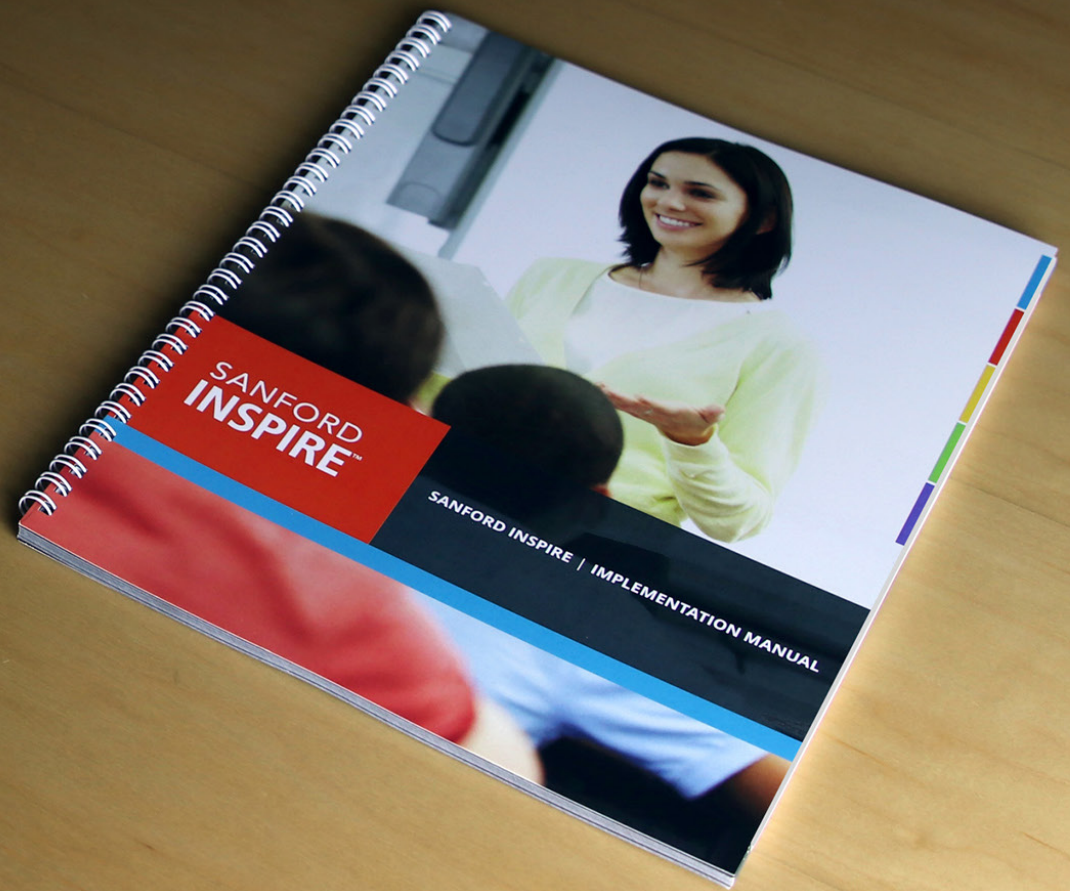
A Case Study in Leadership Brand Management and Collaboration

Somewhere along the beach in La Jolla, a billionaire is firing off one-word emails to executives all around the country. Many are casual acknowledgments of receipt. Some are decree. Most, seemingly, read simply: “GREAT!!!!”

T. Denny Sanford (who somehow manages to use an aol.com email address on an iPhone) is always looking for a way to do things bigger. The banker-turned-philanthropist has made many friends in medicine and education, cutting big checks to transform communities. His gift of \$19 million in 2010 established the Sanford Inspire Program: a team that would spend the next seven years developing a curriculum to prepare and support inspirational teachers.

Our team, based at Arizona State University, designed a series of over 80 interactive, online lessons that help teachers develop strong instructional and relationship building skills. Witnessing success among 7,000 teachers across all 50 states, Mr. Sanford took to composing a slightly longer email, this time signaling the next big step in the project’s evolution.

National University in San Diego accepted Sanford’s follow-up gift, with the express purpose of ‘disseminating the Sanford Inspire Program to the biggest districts in the country.’



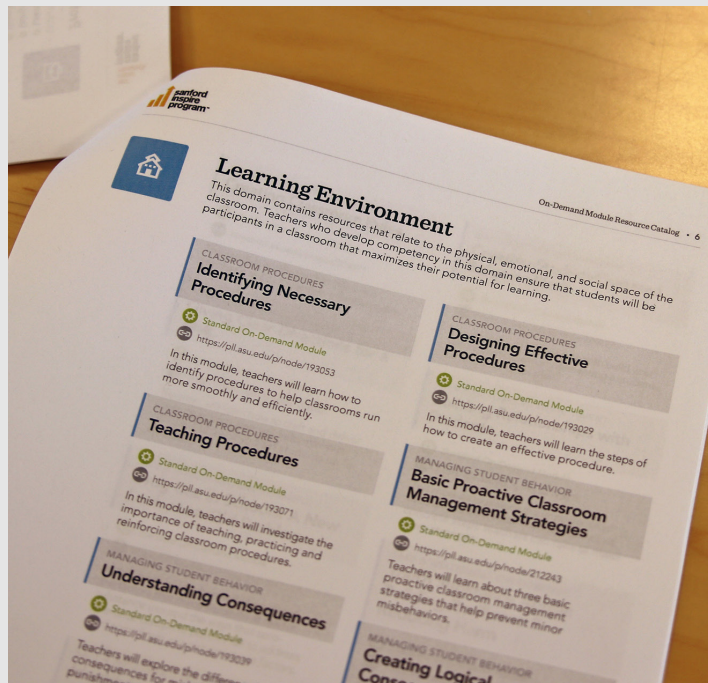


Hired in 2013 as the team's first Graphic Designer, my role quickly took shape. Not only was I immediately tasked with programming an online learning environment to deliver our courses, I also had to swiftly meet the needs of a marketing team that was promoting a product still in development at conferences across the country.

After recruiting three additional Graphic Designers to help develop the online video content for our courses, I shifted my focus to the promotional and support materials that would position our product as an industry leader.

The right teacher, inspired in the right way, can help any child to learn.

Michael M. Crow, President of Arizona State University, presents the Sanford Inspire Program with the 2016 President's Award for Innovation



Just when it seemed I could begin putting the finishing touches on our print collateral, the alarm bells rang. In preparation for a nationwide rollout, our partners at NU had decided (appropriately) to rebrand the program--beginning with the abolishment of the word 'Program' from the name. Having hired a third-party agency to develop the new brand, National University proposed consolidating all existing resources under the new standards. I was excited to accept the challenge, and bid a fond farewell to the logo which I hadn't designed, yet developed a rich brand upon.

The Directors of both teams looked to me to make recommendations in regards to which content should be adapted moving forward. During a team retreat, I lead a session among my team of Graphic Designers to conceptualize a new product, aimed at simplifying and unifying our implementation materials.

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**SANFORD
INSPIRE**

Think back to your time in grade school and high school. Can you recall a particular teacher who inspired you? One who inspired you to achieve more than you ever thought possible?

Most of us can recall one or two teachers who truly made a difference in our lives. At Sanford Inspire, we think that's setting the bar too low. In fact, we believe every student deserves a teacher who inspires greatness.

The mission of Sanford Inspire is to empower educators with research-based knowledge, tools, and practices so they can inspire students to achieve academically and socially. We partner with teacher preparation organizations and P-12 school districts to strengthen our vision of providing an inspirational teacher in every classroom.

Learning Environment

- CHILD WELL-BEING**
 - o Drug Use in Schools: A New Look at an Old Problem
 - o Youth Substance Abuse: Building Resilience & Reducing Harm
 - o Identifying Signs of Child Abuse and Neglect
 - o Reporting Child Abuse and Neglect
 - o Understanding the Impact of Trauma on Students
 - o Supporting Trauma-Exposed Students
- CLASSROOM PROCEDURES**
 - o Identifying Necessary Procedures
 - o Designing Effective Procedures
 - o Teaching Procedures
- MANAGING STUDENT BEHAVIOR**
 - o Basic Proactive Classroom Management Strategies
 - o Causes of Misbehavior
 - o Creating Classroom Rules
 - o Giving Clear Directions for a Task
 - o Restorative Justice: Rethinking Discipline
 - o Understanding Consequences
 - o Creating Logical Consequences
 - o Delivering Consequences
- SAFE & WELCOMING ENVIRONMENT**
 - o Building Relationships with Students
 - o The Physical Environment of Your Classroom
 - o Recognizing Bullying Behavior
 - o Addressing Bullying Behavior
 - o Social Emotional Learning

Learning Environment

CHILD WELL-BEING
Drug Use in Schools: A New Look at an Old Problem
Standard On-Demand Module < 30 minutes

In this module, teachers will learn about the factors that place students at risk for substance use and the ways that zero-tolerance discipline policies fail to address the root causes of substance use. Teachers will also learn about alternative to punitive discipline and how to initiate a dialogue about school-level substance use policies with key stakeholders.

CHILD WELL-BEING
Identifying Signs of Child Abuse and Neglect
Standard On-Demand Module < 30 minutes

In this module, teachers will learn common symptoms of child abuse and neglect. The module contains a resource that describes physical and behavioral signs of different types of abuse, as well as a list of 10 or more of these signs to observe in order to protect children from abuse. Teachers must be able to recognize when a sign might be happening.

CHILD WELL-BEING
Understanding the Impact of Trauma on Students
Standard On-Demand Module < 30 minutes

In this module, teachers will learn how trauma affects children biologically, emotionally, and academically. It contains a resource that describes common behavioral and cognitive symptoms of trauma, as well as why these symptoms may occur in order to provide meaningful support to students. Teachers must first understand what trauma does to kids.

CHILD WELL-BEING
Youth Substance Abuse: Building Resilience & Reducing Harm
Standard On-Demand Module < 30 minutes

In this module teachers will learn about factors they can take to help students resist, when they are in a position to help, against substance abuse and other risky behaviors. They will also learn about the effectiveness of effective prevention and harm reduction practices.

CHILD WELL-BEING
Reporting Child Abuse and Neglect
Standard On-Demand Module < 30 minutes

In this module, teachers will learn about their responsibilities in mandated reporters of child abuse and neglect. The module contains resources that describe guidelines for reporting, as well as how to handle student disclosures of abuse. Reporting suspected abuse is a legal and ethical obligation for teachers.

CHILD WELL-BEING
Supporting Trauma-Exposed Students
Standard On-Demand Module < 30 minutes

In this module, teachers will learn how to provide academic and behavioral supports to children who have experienced trauma. It contains a resource that describes different strategies and ideas for how to implement them. Through their daily work, teachers can help traumatized children heal.

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Planning & Delivery

ELEMENTS OF DELIVERY
Delivering Questions Effectively
Express On-Demand Module < 30 minutes

This module identifies and explains how to implement four types of effective question delivery. The user will examine teachers' question delivery and identify well-implemented, effective question delivery practices that suggest student thinking.

ENGLISH LANGUAGE LEARNERS
Supporting Language Development through Social Interaction
Express On-Demand Module < 30 minutes

This module explores sociocultural language theory and the ways in which it benefits emerging bilingual students. The accompanying resource suggests four instructional actions that will help teachers enact this theory in their classrooms.

ENGLISH LANGUAGE LEARNERS
Valuing Bilingualism
Express On-Demand Module < 30 minutes

This module explains why it is important for teachers to value bilingualism. The accompanying resource provides three action tasks to show that they value bilingualism. When emerging bilingual students see that teachers value their language and culture they begin to feel confident, they achieve higher academic success.

ADVANCED LANGUAGE LEARNERS
Contrastive Analysis: Learn and Affirm Language
Express On-Demand Module < 30 minutes

This module explores contrastive analysis, a strategy that helps students make conscious decisions about language use. Contrastive analysis is an open-ended, intentionally designed activity that supports culturally and linguistically diverse students. The accompanying resource outlines how to get started using contrastive analysis in the classroom.

ENGLISH LANGUAGE LEARNERS
Using Morphology to Support English Language Learners
Express On-Demand Module < 30 minutes

This module explains morphology to benefits, and three best practices to support English language learners. The resource that accompanies this module describes each best practice and how to do it when students are not phoning in during school, and their vocabulary and comprehension will increase.

Meet an INSPIRE All-Star
Penny Dyer, Ph.D.
Site Coordinator with iTeachAZ Program at Arizona State University

As summer break approached, Penny Dyer's 14 Teacher Candidates were becoming proficient in many new skills. However, an assessment revealed they had one significant gap in performance: they needed to give more specific academic feedback. With limited time left in the school year, Penny needed a focused solution. "The fastest way to build background knowledge was to use the Delivering Effective Feedback On-Demand Module," she concluded. "It was the only place I could find the information I needed." After Penny's Teacher Candidates completed the module on their own, they collaborated to share their insights and discuss best practices. "The classrooms were so different after my Teacher Candidates improved their academic feedback. With good positive academic contact with each student, Penny credits Sanford Inspire with providing "a foundation" for the Teacher Candidates' improvement, and plans to use the module again next year.

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Student Growth & Achievement: Setting Goals

OPTION 1
Suggest specific modules that may be helpful to teachers. This chart is intended to help you prioritize which modules to recommend based on what is happening in the teacher's classroom.

OBSERVATION

- Neither the teacher nor students seem to be operating with a clear sense of what they are working toward.
- The teacher has not created any class-wide goals, but they are vague learning goals.
- The teacher has created some class-wide goals, but they don't seem realistic and not really measurable.
- The teacher has created some goals, but several students or related to students.
- Class goals have been created and posted, but several students don't seem to understand them or how they relate to their learning.
- The teacher has difficulty explaining how daily instructional activities help advance students toward their learning goals.

RELATED ON-DEMAND MODULES
Understanding SMART Goals

OPTION 2
Offer specific "tracks" of modules to teachers, based on their needs and interests.

Track 1: Setting Goals & Tracking Progress
Understanding SMART Goals
Formative Assessment
How to Grade Effectively

Track 2: Building Student Self-Efficacy
Understanding SMART Goals
Helping Students Before They Can Achieve
Formative Assessment

PURPOSE

In these three modules, teachers will learn how to set effective learning goals, track progress toward them, and evaluate learning. Student learning goals should be specific, measurable, attainable, relevant, and time-bound. In order to grade students' progress toward those goals, teachers must understand basic principles of formative assessment. Finally, a teacher's grading practices must convey accurate information about student content mastery and goal attainment.

In these three modules, teachers will learn how to use goal-setting and formative assessment to build students' belief in their own ability to achieve. By helping students set goals that are relevant and attainable and track tracking progress toward them, students' self-efficacy – and motivation – will increase.

Diagnostic Tool

Student Growth & Achievement: Tracking Progress

OPTION 1
Suggest specific modules that may be helpful to teachers. This chart is intended to help you prioritize which modules to recommend based on what is happening in the teacher's classroom.

OBSERVATION

- The teacher's goals are not specific or attainable.
- Several students in the class have learning goals because of missing assignments.
- Several students in the class have learning goals because of missing assignments.
- Several students in the class have learning goals because of missing assignments.
- The teacher has difficulty explaining or explaining some students' progress.

RELATED ON-DEMAND MODULES
How to Grade Effectively

OPTION 2
Offer specific "tracks" of modules to teachers, based on their needs and interests.

Track 1: Setting Goals & Tracking Progress
Understanding SMART Goals
Formative Assessment
How to Grade Effectively

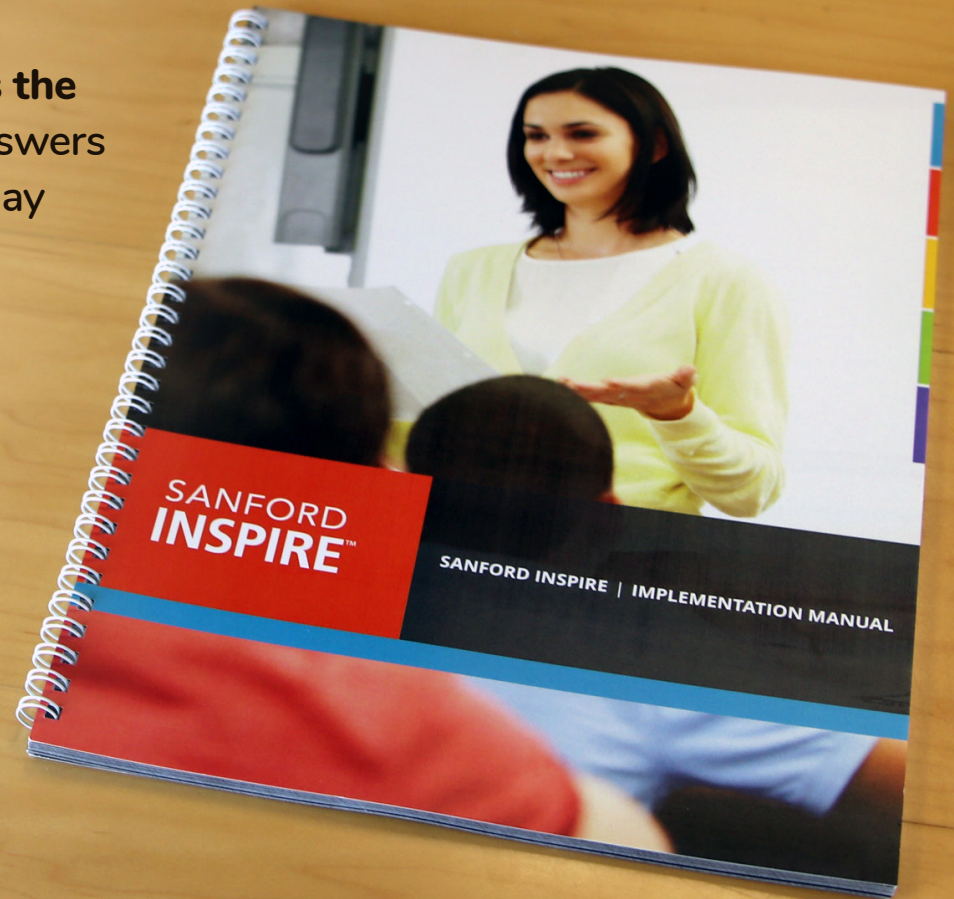
PURPOSE

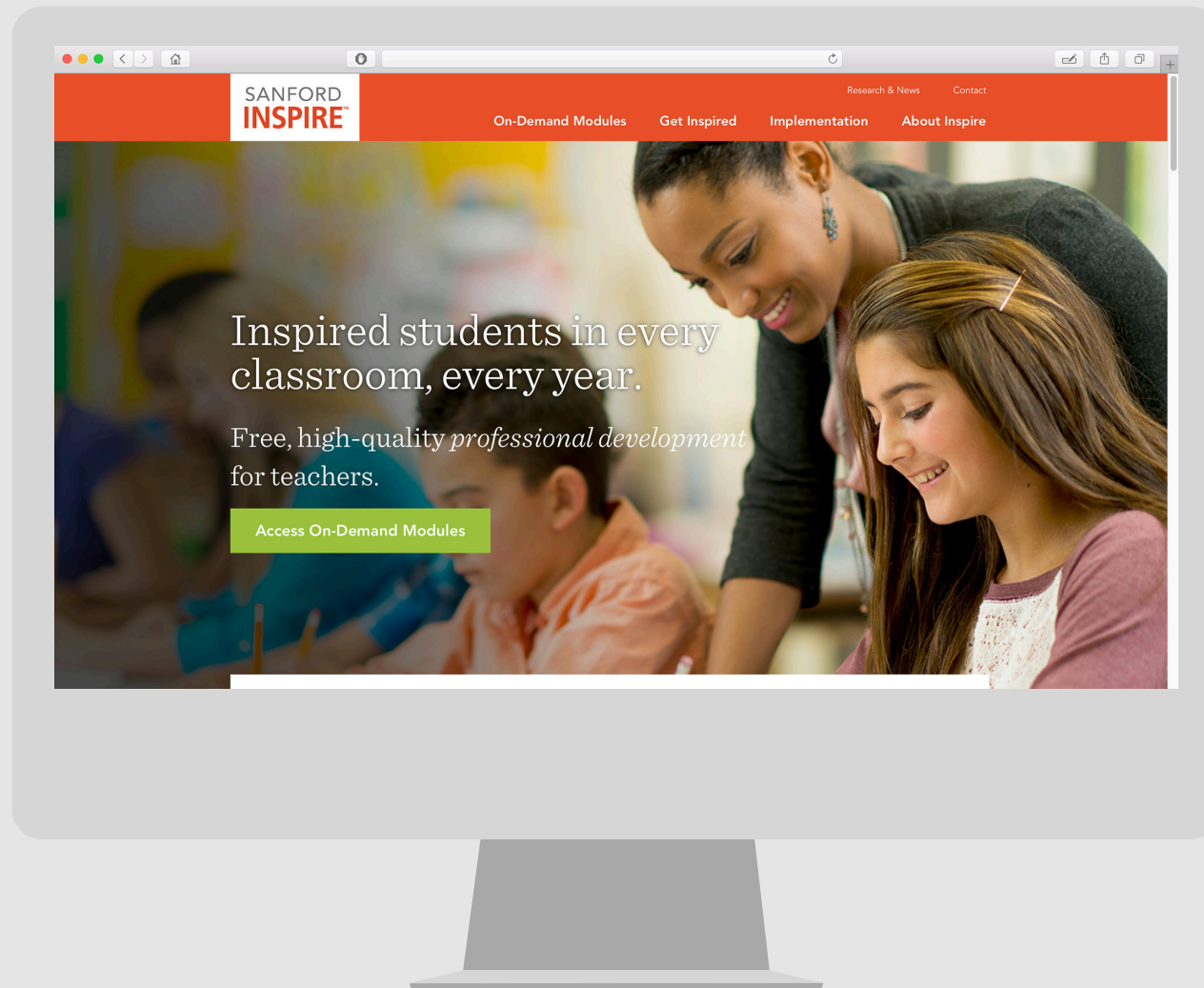
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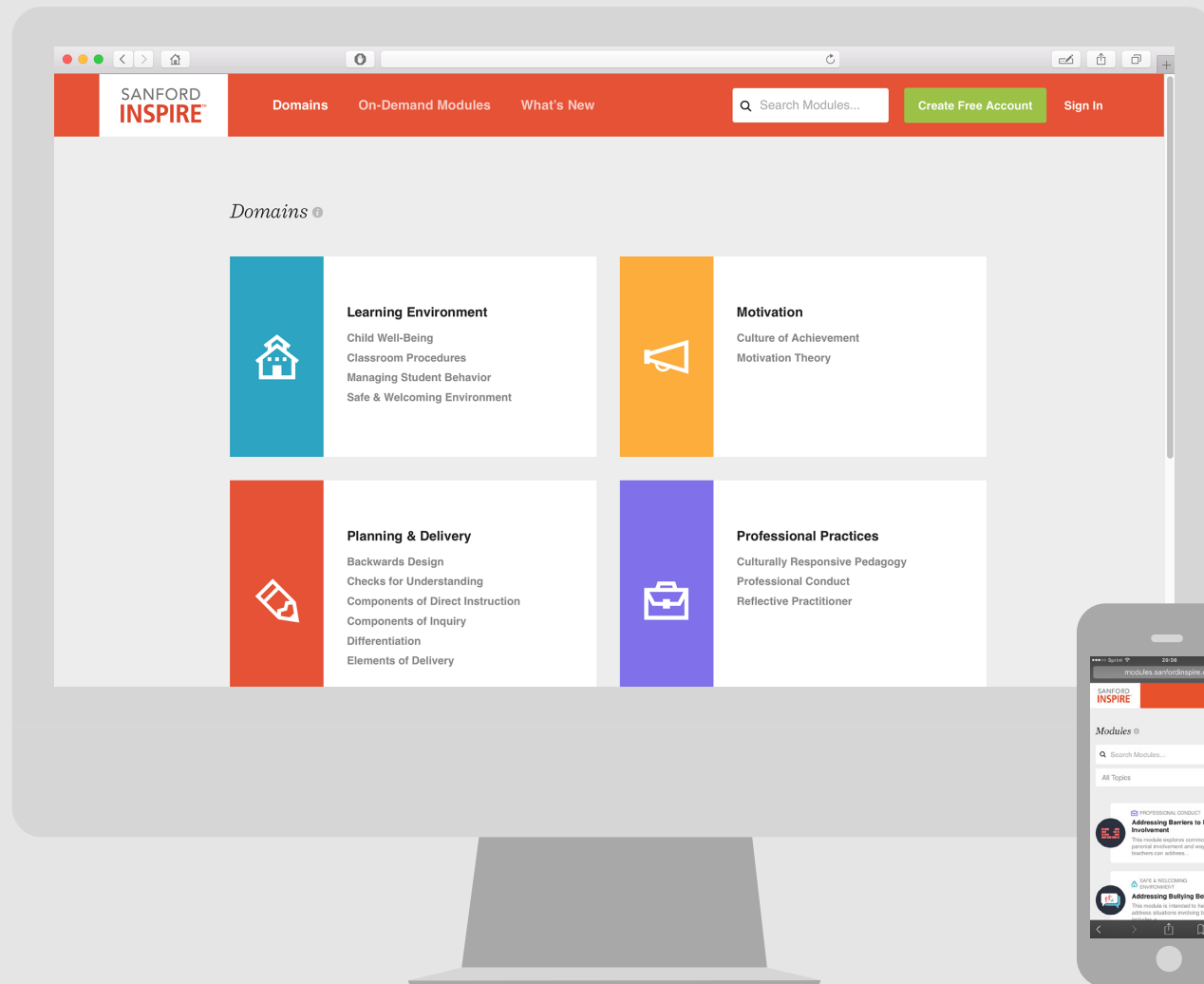
The Sanford Inspire Implementation Manual is the Siri of teacher professional development. It answers any question a principal or instructional coach may have regarding the effective use of our product. We formatted it for PDF, too.

Clocking in at 80 pages, this book is designed with sequence in mind. It guides a school leader through the process of surveying their current professional development landscape, familiarizing themselves with the Sanford Inspire framework, and selecting specific lessons for teachers in need of refinement.





In our downtime, we partnered with a local agency to design and develop a new, fully responsive homepage and learning platform for our courses.





Sorry for all the words!

325

50

Just wanted to let you know that, on occasion, I've been asked to write things like promotional copy and human interest pieces. I appreciate how precisely language must be assembled in developing a brand strategy, and enjoy making it a part of my work.

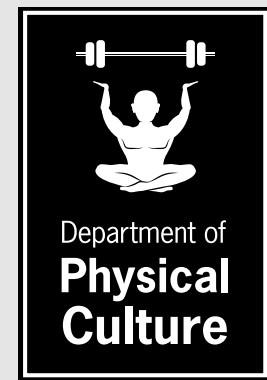
THE GIST OF IT:

I designed and programmed an award-winning online learning environment in an LMS called Moodle.

I helped recruit three Graphic Designers in an organization that looked to me to evaluate the merits of each candidate.

I smoothly transitioned a brand in preparation for national rollout and published an 80-page book while coordinating among multiple stakeholders.

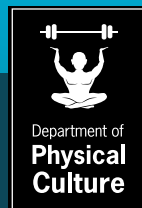




The Department of Physical Culture provides workplace wellness training to desk-locked New Yorkers.

Better than a standing desk.

Thinking about ditching the chair?
You can do better. We'll show you how.



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Free Session

Join us:

March 28 @ 1pm
Union Square

*B.Y.O.Y.M.



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You must be getting hungry.

THANKS FOR HANGIN'!

Let's chat:

bentieni@gmail.com