EA&E is a series of workshops in assessment and evaluation for educators. The emphases are on professional competence, creativity and community building.

Offerings for 2015

We begin with *Foundational Workshop for Educational Assessment and Evaluation* (Summer 2015), followed by *Online Workshop in Educational Assessment and Evaluation* (Fall 2015). These are a set of two blended learning offerings that develop **practical skills in educational assessment and evaluation and provide methods for monitoring progress in attainment of student learning outcomes over time.** . This collaborative learning experience welcomes teams representing diverse roles in school communities (e.g. teacher, librarian, administrator, data analysis specialist, student). It begins with a face-to-face summer workshop in which foundations are set in basic EA&E concepts, educational community building, and assessment design (**July 27-31st**). The work is continued through the fall of 2015 as an online workshop, emphasizing peer collaboration to support the implementation of the learning goals and assessment activities designed during the summer workshop. One EA&E priority for 2015 is the collaborative building of innovative instruction and assessment activities that develop 21st Century information literacy skills. However, participants are free and encouraged to focus on the learning goals that most resonate with their work and values.

Special Features of EA&E

- Moving effectively from 'standards' to valued student learning outcomes
- Identifying and overcoming the problems associated with formative assessment
- Practical alternatives to conventional testing and grading
- Replying creatively to state requirements (e.g. APPR in New York State)
- Collaboration and networking with colleagues within and across schools and disciplines
- Identifying and fostering 21st Century information literacy capabilities
- Free access during school year 2015-2016 to the ACASE online Assessment Information System— a systematic, evidence-based tool for monitoring and reporting student progress in attaining learning outcomes.
- Participants will receive periodic reports concerning their attainment of the 10 fundamental assessment and evaluation capabilities that underlie the course
- Attainment of these capabilities at the highest level will enable participants to provide professional development in these capabilities to their colleagues and school communities.

<u>Workshop Instructor Biography</u>

The workshops will be taught by Paul Zachos, a veteran educator with over 40 years of experience. He has worked for over fourteen years as an elementary, junior high, and high school teacher, and twelve as a researcher and planner for the New York State Education Department. Since that time he has been an independent researcher and educational product developer, providing services and courses to schools, school districts, professional organizations, and educators in the areas of educational assessment and evaluation. His special area of interest is in helping teachers to develop innovative alternatives to destructive testing practices. He is currently Director of [The Association for the Cooperative Advancement of Science and Education](#) located in Saratoga Springs, New York. He holds an M.S.Ed. in Curriculum and Instruction and a Ph.D. in Educational Psychology and Statistics from the University at Albany.

<u>Instructions for applying:</u>

Participants are expected to take both courses. Participants who complete the workshops will receive 30 hours of professional credit or 3 Continuing Education Credits for each workshop from the University at Albany. Admission is by permission of the instructor.

Entrance to the workshops is competitive and by permission of the instructor. The basic requirement is that participants will develop or adopt learning objectives; assess student attainment of those learning objectives on at least 3 occasions over the fall semester, and use that information to improve instruction. Therefore, participants must have access to a group of students who will be the learners during the fall semester for the learning activities that are developed during the summer workshop.

A limited number of tuition subsidies and stipends are available to support participation on a first come first serve basis. Preference for admission and support will be given to schools which send teams representing diverse elements of the school community (e.g. administrators, teachers, librarians, data analysis specialists, and students). However, each interested individual must submit an individual application. The application includes both the summer and fall workshops. Please follow [this link](#) to access the application. Applications must be submitted by July 1, 2015. Contact Paul Zachos at paz@acase.org for more information.