



EA&E is a program of workshops in assessment and evaluation for educators. Participants will learn, through practical experience in their own educational setting, how to build collegial community and receive certification for their attainments.

Offerings for 2018

Our next offering will be the *Foundational Workshop for Educational Assessment and Evaluation* (Summer 2018), followed by *Online Workshop in Educational Assessment and Evaluation* (Fall 2018). This is a set of two blended learning offerings that develop **practical skills in educational assessment and evaluation. Participants will develop and employ methods for monitoring progress in attainment of learning outcomes of their students over time.** This collaborative learning experience welcomes individuals and teams composed of diverse players in educational communities (e.g. teacher, librarian, administrator, data analysis specialist, trainer). The workshops begin with a face-to-face summer institute which builds basic EA&E concepts, develops educational community, and develops practical skills in assessment and evaluation design (**July 23-27**). The work is continued through the Fall of 2018 as an online workshop, emphasizing peer collaboration in which participants and the instructor enhance the realization of the learning goals and assessment activities designed during the summer workshop. Participants are free and encouraged to focus on the learning goals that most resonate with their work and values. We will work within and beyond traditional educational institutions, welcoming representatives of alternative, informal and training programs.

Special Features of EA&E

Participants will:

- Progress effectively from ‘standards’ to valued learning outcomes
- Identify and overcome the problems associated with formative assessment
- Find practical alternatives to conventional testing and grading practices
- Reply creatively to state requirements (e.g. APPR in New York State)
- Collaborate and network with colleagues within and across schools and disciplines
- Receive periodic reports concerning their attainment of the 12 fundamental assessment and evaluation capabilities that underlie the course
- Attain these capabilities at the highest level, which will enable them to provide professional development in these capabilities to their colleagues and school communities
- Receive free access during school year 2018-2019 to the ACASE online [Assessment Information System](#)— a systematic tool for monitoring and reporting student progress in attaining learning outcomes over time.

Requirements for Participation

Participants must be actively teaching, training or working in consort with an active teacher/trainer during the Fall semester. They need to have the ability to collect, present and analyze evidence of student learning; all identifying information about the students and schools/organizations will be kept confidential.

Instructions for applying:

Participants are expected to take both courses. 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; use that information to improve instruction; and prepare reports that can be useful to other teachers. Therefore, participants must be working actively with a group of learners during the fall semester employing the educational activities that are developed during the summer workshop.

A limited number of tuition subsidies and stipends are available to support participation for those who are accepted into the course. Preference for admission and support will be given to schools/organizations which send teams representing diverse elements of the educational community (e.g. administrators, teachers, librarians, data analysis specialists, trainers). 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 June 15, 2018. Contact Monica De Tuya at Monica@acase.org for more information.



Workshop Instructor Biographies

The workshops will be co-taught by Paul Zachos and Monica De Tuya.

Paul Zachos is 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 Research and Evaluation for [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.

Monica De Tuya spent over 10 years in the classroom at the elementary, middle, and high school level, certified in both special education and biology, and with experience as a consultant and resource room teacher for a charter school in Albany, New York as well as experience teaching Earth Science, Living Environment, and General Science at the Neil Hellman School of Parsons Child and Family Center, also in Albany, New York. Her experience spans the domain of training, as well, with previous employment as a Technical Training Specialist at a local biotechnology company. Currently, she serves as Director of Programs and Operations at [The Association for the Cooperative Advancement of Science and Education](#) located in Saratoga Springs, New York. She holds an M.S. in Secondary Education and is currently a Doctoral student in Information Studies at the University at Albany.

See what others have to say about their work with ACASE

I used to be conflicted about course objectives in my early years of teaching. On the one hand all my experience as a student told me that test scores were important so the kinds of things I was asked to do on tests were what really mattered: reproducing facts, solving one-step problems and making simple connections. On the other hand, I deeply valued higher-level analysis, loving science, finding elegant solutions to problems...My work with ACASE showed me how to find a path between the two.

*Jonathan Heiles
Science Teacher
Poughkeepsie Day School*

My collaboration with ACASE and particularly with Paul Zachos has given me: Knowledge of a different, more honest, and more effective way of assessing my students. A giant leap from the typical grading techniques used in education. Tools to implement the technique including assessments and assessment strategies, rubrics, and an information system that allows for evaluation of students learning on specific learning goals. Support through conversations, time, and literature that have allowed me to think through, process, and develop my understanding of assessment and evaluation...Combined these experiences and tools have completely transformed my instruction and classroom into an effective and human center of learning.

*Jason Brechko
National Board Certified
Science Teacher
NYS Master Teacher
Glens Falls Middle School*