



**2024-25
PROFESSIONAL
LEARNING
OPPORTUNITIES**



LAUNCHING SEPTEMBER 2024

MAC offers and supports a variety of professional learning opportunities

From face-to-face professional learning events to self-paced online modules, the Michigan Assessment Consortium offers and supports many opportunities for educators to become “assessment literate” and improve their use of effective assessment practices. Take a look at the selected opportunities enclosed here, [visit our website](#), and schedule your personal learning plan today.



TABLE OF CONTENTS

- MAC engagements chart 2024–25. 3

- Developing Quality Classroom Summative Assessments (DQSCA). 4

- Teacher Leader Assessment Specialist (TLAS) 5

- Assessment Learning Institute (ALI) 6

- Assessment Learning Network (ALN). 7

- MAC Reads with Rick Stiggins 8

- Achieving Balance in Classroom Assessment (ABCA) — LEA Cohort 9

- Achieving Balance in Classroom Assessment (ABCA) — ISD/ESA Cohort 10

- Other MAC Opportunities: Michigan Performance Assessment Cadre (MiPAC) and Michigan Assessment Literacy Facilitators Association (MALFA). 11



MAC Engagements in 2024–25

All stakeholders contributing to education need to be assessment literate to ensure growth and achievement happens for all of our learners



Scan for details
QR.codes/B3iAPY

	Everyone	Teachers	District Teams	ISD's	Assessment Facilitators	Engagement Type	Asynchronous PL Resources
BBAF Building a Better Assessment Future	●					Conference	<p>Assessment Learning Modules: self-paced modules based on the Assessment Literacy Standards for teachers, administrators, policymakers, and students and their families.</p> <p>Common Assessment Development Modules: self-paced modules will help you to learn how to create and use common assessments, step-by-step.</p> <p>A Vision of Excellence in Assessment: A webinar series with Rick Stiggins.</p> <p>MAEIA EduPaths Courses: Self-paced courses to help assess students in the arts, evaluate their arts program, and demonstrate professional practice.</p> <p>MAEIA Video Modules: Self-paced video modules on how to use MAEIA resources and tools for arts education.</p> <p><i>Both MAEIA resources above would be for arts educators, administrators, organizations, schools, and districts effectively.</i></p>
ALN Assessment Learning Network	●					Network with topical expert presentations	
MAC Reads	●					Annual statewide book study	
ALI Assessment Learning Institute		●				Institute	
MiPAC Michigan Performance Assessment Cohort		●		●		R & D Project (performance assessments)	
FAME Formative Assessment for Michigan Educators		●		●	●	3-year program coach & learning team model based in LEA's	
FAME Arts Learning Team		●				3-year program learning team statewide	
MALFA Michigan Assessment Literacy Facilitators Association				●	●	Association/Network – 4 meetings resource sharing & development	
ABCA/LEAs Achieving Balance in Classroom Assessment			●			3-year program – supported with CIP	
ABCA/ISDs				●		2-year program – think “train the trainer” to serve constituent districts	

Click on the chart above for a list of events, self-paced learning modules and webinars, and professional communities with links to register, details, and learning modules to explore.



DQCSA

DEVELOPING QUALITY CLASSROOM SUMMATIVE ASSESSMENTS

DATES:

IN-PERSON

FALL 2024 | four-day series

9:00 a.m. – 3:00 p.m.

Day 1: Tuesday, **October 1**

Days 2–3: Monday and Tuesday, **October 14–15**

Day 4: Tuesday, **December 10**

LOCATION:

Michigan Assessment Consortium
1980 N. College Rd., Mason, MI 48854

DESIGNED FOR:

Teachers

COST:

\$500.00 per person

Includes participation, all session materials, and lunch for all series sessions

REGISTRATION:

[Click here to register](#)

Developing high-quality classroom assessments demands careful planning and deliberate effort. This four-day professional learning series is designed to delve into the complexities of designing impactful, precise classroom summative assessments.

Participants will be exposed high-level content based on Rick Stiggins, Jan Chappuis and Steve Chappuis' 5 Keys to Quality Classroom Assessment, and engage in an interactive, comprehensive process, that will enable them to develop robust tools for gathering reliable evidence, featuring high-quality items to thoroughly evaluate student learning.

This series shines a light on the critical importance of thoughtful design, development, and implementation in crafting effective classroom summative assessments that truly measure student achievement.

Series Outcomes:

- Deepen participant understanding of Balanced Assessment Systems to include Assessment for Learning and Assessment of Learning.
- Enhance participant understanding and ability to design and/or refine summative assessments that are both accurate and effective through the use of a test blueprint.
- Improve participant understanding of the “art and science” of quality item selection and/or development.
- Increase participant confidence in their ability to implement assessments effectively, including administration, accommodations, and analysis of assessment results.
- Enhance participant abilities to communicate assessment results clearly and transparently, making them accessible and comprehensible to students, parents, and other stakeholders, thereby clarifying and simplifying the assessment process.
- Promote participant awareness of the need for student voice and choice as well as strategies available to increase them in the assessment process.
- Collaborate and network with colleagues, fostering a community of practice focused on continuous improvement in assessment strategies.
- Deepen the assessment literacy of participants.

Teacher Leader Assessment Specialist (TLAS)



TLAS

Teacher Leader Assessment Specialist
Program of Study

DATES: Winter 2025

VIRTUAL

COST:

\$75.00 application fee

Program value: \$12,000

Participation is expected to be offset by a combination of scholarships and district/organization support. MAC will work with MDE to provide guidance to candidates and their districts regarding appropriate local, state, and federal funding sources.

DESIGNED FOR:

Teachers

REGISTRATION:

[Click here to express interest](#)

In May 2023, the Michigan Assessment Consortium was approved by the Michigan Department of Education (MDE) to offer a **Teacher Leader Assessment Specialist (TLAS)** program of study that would result in enhancement for Michigan Teaching Certificates. The TLAS program will lead to credentialed teacher leaders prepared to serve and be recognized as classroom assessment specialists (CAS) in their schools, districts, and state.

Successful program completers will earn a **“Teacher Leader Assessment Specialist” enhancement** to their Michigan teaching certificate and will attain an **Advanced Teacher Leader License**. Completing the TLAS program of study meets the full credit requirement to renew and upgrade a teaching license at the highest level of professional license the state of Michigan offers for teaching.

The TLAS program is a competency-based program of study focused on the advancement of assessment literacy. It is intended to strengthen the knowledge and skills of candidates as they move toward demonstration of seven classroom assessment specialist (CAS) competencies. When fully implemented by teachers, the seven CAS competencies ensure that classrooms have a comprehensive assessment system that supports quality teaching and learning. The program is supported by MDE’s Teacher Leader Preparation Standards, which act as a framework in which TLAS candidates will explore and apply their learning.

[Click here for more information](#) about the TLAS program of study.

Assessment Learning Institute (ALI)



ALI

ASSESSMENT LEARNING INSTITUTE

DATES:

BOTH VIRTUAL & IN PERSON

In-person kick-off seminar:

9:00 am – 3:00 pm

September 28 (Marquette)

OR

October 5 (Lansing)

Remaining sessions are virtual:

9:00 am – 12:00 pm

October 22, December 17, February 18, April 15

DESIGNED FOR:

Teachers

REGISTRATION:

[Click here to register](#)

COST:

1–5 people = \$420.00

MAC Members or 6+ people = \$360.00

The 2024 Assessment Learning Institute (ALI) takes place over a series of virtual engagements that kicks off on September 28 or October 5 with an in-person seminar.

Oftentimes, educators notice a disconnect between the assessments they use in their classrooms and the broader assessment systems they work within. This can cause a misalignment between their instructional practices and classroom assessment systems when it comes to promoting student learning. This disconnect becomes more apparent as disruptive learning conditions force educators to reexamine their classroom assessment practices.

The faculty of the **Assessment Learning Institute (ALI)** will meet you in this challenging context to help you more effectively use assessment to accelerate student learning. The activities in this year-long learning engagement empower and fortify teachers in using classroom assessment to support student learning.

The 2024 Assessment Learning Institute (ALI) takes place over a series of virtual engagements that begins with an in-person seminar. The seminar is followed by four virtual morning sessions to dig deeper into practices introduced in September; “Talk-Back” sessions where ALI participants discuss the last session highlights and bring their ideas and reflections about implementation in their context, and optional office hours for participants seeking individual consultation about their practice and available resources.

INCLUDES:

- 1 in-person kick-off seminar
- 4 synchronous virtual content sessions
- 4 “Talk Back” sessions
- 4 Office Hours (optional)
- Earn up to 24 SCECHs

[Click here for more information](#) about ALI 2024-25.

Assessment Learning Network (ALN)



DATES:

BOTH VIRTUAL & IN PERSON

Season kick-off at Kellogg Conference Center:

September 30, 2024 | 9:30 am – 2:30 pm

Virtual — live webinars:

December 5, 2024 | 8:30 –11:00 am

March 11, 2025 | 8:30 –11:00 am

Final session at University Club of MSU:

May 13, 2025 | 9:30 am – 2:30 pm

DESIGNED FOR:

Everyone—teachers, district teams, ISD's, and assessment facilitators

REGISTRATION:

[Click here to register for a season pass](#)

COST:

ALN 2024-2025 Season Pass = \$275.00

Single session (in person) = \$100

Single session (webinar) = \$50

The **Assessment Learning Network (ALN)** is a professional learning community open to educators and policymakers committed to improving student learning through effective use of high-quality, balanced assessment systems.

The goal of the ALN is to increase assessment literacy among professional educators and of those who make policy decisions regarding K-12 education. Through engagement and shared perspectives, this learning community invests in Michigan's children and educators by using assessment to cultivate capable learners.

In 2024-25, we suggest teacher registrants attend at minimum, sessions 1 and 4, and add in either session 2 or session 3 (depending on your disciplinary interest); SCECHs will be offered for each session.

[Click here for more information](#) about ALN 2024-25.

2024-25 ALN THEME

Creating Coherence: Instruction and assessment in secondary classrooms that engages and motivates today's learners

September 30, 2024

Disciplinary Literacy and Student-Centered Assessment: A Perfect Combination

Elizabeth Birr Moje, GELN's Disciplinary Literacy Leaders, and MAC Consultants

December 5, 2024

Disciplinary Literacy and Student-Centered Assessment in the Secondary English Language Arts Classroom

Christina Ponzio

March 11, 2025

Disciplinary Literacy and Student-Centered Assessment in the Secondary Mathematics Classroom

Pam Harris

May 13, 2025

Illuminating Implementation of Disciplinary Practices and Student-Centered Assessment in the Secondary Classroom

GELN's Disciplinary Literacy Leaders, MAC Consultants, and Classroom Practitioners

MAC Reads 2024–25 — with Rick Stiggins!



DATE:

VIRTUAL — LIVE AUTHOR WEBINAR

Wednesday, March 12, 2025

4:00–6:00 pm

REGISTRATION:

[Click here to register](#)

DESIGNED FOR:

Everyone

COST:

\$30.00 per participant

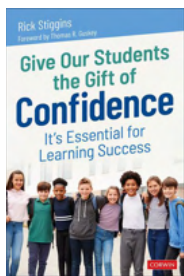
\$25.00 for MAC Members



Join us for **MAC Reads**, an annual statewide book study with a live webinar with the featured author. This year, bestselling author Rick Stiggins shares important lessons learned from his career—most importantly, how to help students become confident, lifelong learners.

Featured book:

Give Our Students the Gift of Confidence: It's Essential for Learning Success, by Rick Stiggins



Separate chapters for teachers, parents, and school leaders discuss how to form teams to explore home and school partnerships, the keys to effective learning, a growth mindset, the Visible Learning® research, and assessment FOR learning. Rick shows us how to ensure students:

- Understand the learning targets
- Are able to monitor their own progress
- Can act assertively to close the gap between where they are now and where they need to be

Call it self-efficacy, student agency, or internal locus of control—the label doesn't matter. What does matter is that every student discovers that they can meet whatever challenges our rapidly changing society presents.

This book study is ideal for:

- School-level administrators
- District-level administrators
- Aspiring administrators
- Teacher leaders
- Organization leaders who mentor/equip teachers

[Click here for more information](#) about MAC Reads 2024-25.

Achieving Balance in Classroom Assessment (ABCA)



ABCA

ACHIEVING BALANCE IN CLASSROOM ASSESSMENT

LEA Cohort

DATES:

BOTH VIRTUAL & IN PERSON

2024–27

A three-year facilitated professional learning and implementation journey

Starts September 2024

DESIGNED FOR:

District Teams

COST:

\$2,999.00

(covers teams of up to 10 participants)

REGISTRATION: Register by September 13, 2024

[Click here to register](#)

Districts that implement—with fidelity—quality balanced assessment systems in each classroom show improved student learning and increased student achievement.

Join us for a three-year facilitated professional learning and implementation journey toward **Achieving Balance in Classroom Assessment (ABCA)**. Claim your place among a select number of districts to participate in this unique opportunity to learn how balanced assessment—assessment **for** and **of** learning – can:

- substantially improve student instruction and learning
- close gaps in student performance, and
- increase equity in student learning and achievement.

Through the ABCA program, the Michigan Assessment Consortium (MAC) will support district teams with **structured programming, planning consultation, and high-quality resources** to help them achieve increased student achievement through improved assessment practices in each classroom. MAC-provided learning facilitators will engage district ABCA teams in strengthening classroom assessment using both the formative assessment process (assessment **for** learning) and interim assessments periodically (assessments **of** learning).

Each ABCA district team will participate in a structured learning program designed to deepen understanding of how assessment **for** learning (formative assessment) and assessment **of** learning (summative assessments) can work together to improve assessment balance at the classroom level, leading to enhanced student learning and achievement. Teams will also receive expert consultation between and after sessions to develop and implement an Assessment Learning and Implementation Plan.

During Years 2-3, ABCA participant teams will continue to work with their MAC-provided learning facilitator to plan and implement classroom assessment learning activities customized for their site; plan professional learning to improve assessment knowledge and practice across the district. Participants will also learn about how to support systems change and improved practice with the help of custom-designed resources that align with the Michigan Integrated Continuous Improvement Process (MICIP).

[Click here for more information](#) about ABCA LEA Cohort 2024-25.

Achieving Balance in Classroom Assessment (ABCA)



ABCA

ACHIEVING BALANCE IN CLASSROOM ASSESSMENT

ISD/ESA Cohort

DATES:

BOTH VIRTUAL & IN PERSON

2024–27

A two-year facilitated professional learning and implementation journey

Starts September 2024

REGISTRATION: Register by September 6, 2024

[Click here to register](#)

DESIGNED FOR:

Intermediate School Districts (ISDs)

COST:

\$2,000.00

(teams up to 5 participants)

\$3,500.00

(teams 6–10 participants)

Learn to facilitate classroom-level, assessment-literate practice to improve student learning and achievement!

Join us for a two-year facilitated professional learning and implementation journey toward **Achieving Balance in Classroom Assessment** (ABCA). Claim your place among a select number of ISD consultants to participate in this unique opportunity to learn how balanced assessment—assessment for and of learning—can:

- substantially improve student instruction and learning
- close gaps in student performance, and
- increase equity in student learning and achievement.

Through the ABCA program, the Michigan Assessment Consortium (MAC) will support ISD consultants with **structured programming**, **facilitation consultation**, and **high-quality resources** to help them achieve increased knowledge concerning student achievement through improved assessment practices in every classroom.

This MAC-provided learning opportunity will engage ISD consultants in strengthening their understanding of classroom assessment using both the formative assessment process (assessment **for** learning) and summative assessments (assessments **of** learning), engage them in opportunities to facilitate their new understandings while brainstorming how to integrate the new knowledge and understandings with their current ISD responsibilities and expertise.

[Click here for more information](#) about ABCA ISD/ESA Cohort 2024-25.



BOTH VIRTUAL & IN PERSON

Join the Office of Educational Assessment and Accountability as we work with the Michigan Assessment Consortium (MAC) to develop performance assessments aligned to Michigan's model competencies. **Cohort V** of the **Michigan Performance Assessment Cadre (MiPAC)** will launch in August 2024 to address model competencies in mathematics (grades 3-5 and 6-8) and English language arts (ELA-grades 3-5, 6-8, and 9-12).

[Click here for more information](#) about MiPAC.



BOTH VIRTUAL & IN PERSON

The **Michigan Assessment Literacy Facilitators Association (MALFA)** is a professional community that promotes collaboration among those charged with helping educators develop, select, and use high-quality assessment, as well as use the results from these assessments to improve instruction and learning. The community invites participation by administrators (or other professionals) who serve local districts, intermediate school districts (ISD), and regional education service agencies (RESA)s, as well as charter school authorizers and operators. MALFA supports a network of individuals who are responsible for managing assessment programs and facilitating understanding about the purpose, uses, benefits, and limitations of assessment and assessment data.

The community's goals are to:

- Share existing resources to assist members in their work, whether developed by the MAC, by members, or other organizations
- Identify common needs to guide additional resource development and/or support
- Make these new resources and strategies available to one another

The MAC intends for this group to meet periodically, either in conjunction with other conferences (such as the Michigan Education Research Association or the Michigan School Testing Conference), or via stand-alone virtual or in-person meetings. It is anticipated that there will be a total of 2-4 meetings per year.

[Click here for more information](#) about MALFA.