Assessment Workshops

As a vehicle for work with educational colleagues, the Alverno College Institute for Educational Outreach offers three-day and weeklong summer workshops on assessment. All workshops offer participants the experience of a dynamic, innovative, and hospitable institutional learning culture. Participants also interact and collaborate with educators from around the world.

Sessions are designed according to the learning principles that guide the Alverno curriculum. Educators will have the opportunity to learn how Alverno’s widely respected ability-based curriculum and assessment methods are integral to teaching.

Three-day workshop participants will:
- Participate in hands-on work sessions and receive one-on-one assistance with their projects from experienced Alverno faculty and staff
- Gain insight from professionals with extensive experience designing and implementing assessment methods
- Observe student assessment in action and learn firsthand how to foster student learning
- Receive feedback on their assessment design, teaching practices and curriculum

Five-day workshop participants will:
- Participate in the three-day workshop
- Receive additional hands-on opportunities with concepts and ideas under the facilitation of faculty
- Have more time to reflect and work on a project or an area of inquiry with individualized feedback and support

3-Day 1 Participant Early Bird Registration (before May 25, 2012) - $1,050
3-Day 2 or More Participants (same institution) Early Bird Registration (before May 25, 2012) - $990

5-Day 1 Participant Early Bird Registration (before May 25, 2012) - $1,375
5-Day 2 or More Participants (same institution) Early Bird Registration (before May 25, 2012) - $1,345

For more information:
414-382-6087 or 1-800-933-3401
Email: institute@alverno.edu

Licensed teachers may also add a license in the following areas:
- Early Childhood/Middle Childhood (ages birth-11)
- Middle Childhood/Early Adolescence (ages 6-13)
- Early Adolescence/Adolescence (ages 10-21)

If you choose to pursue one of our licensure or Masters programs you can enjoy the benefits of:
- Open to men and women
- Classes meet every other weekend—summer courses will be offered weekday evenings.
- Free and ample parking
- All prior graduate credits are considered for transfer.
- Affordable and Practical—Discounts available to licensed teachers
- Experienced professors—Our graduate faculty are experienced professionals with significant experience as teachers at the Pk-12 level.
- Real-life assignments—Texts and assignments are relevant and will prepare or strengthen you for your professional role.
- Not a cohort model—Complete the program at your own pace.
ALTERNATIVE EDUCATION: You will be prepared to work with students who have not been successful in the traditional school setting by emphasizing skills in developing integrated curriculum, using assessment to support learning and adapting curriculum for the needs of at-risk learners.

READING TEACHER/READING SPECIALIST: You will develop your teaching ability in these areas or you will be prepared to qualify as a reading teacher or reading specialist. All courses meet guidelines of the Wisconsin Department of Instruction and the International Reading Association.

INSTRUCTIONAL TECHNOLOGY FOR PK-12 TEACHERS: Prepares you to effectively incorporate technology in your own classroom as well as to work with other teachers to use technology effectively in instruction.

PROFESSIONAL DEVELOPMENT: You will develop your knowledge and skills to more effectively meet the needs of learners across the spectrum of disabilities. You will earn a specialization of elected courses in the MA program. Through the independent study option you may focus on as many as 18 semester hours of electives on a specific content area.

ADMINISTRATIVE LEADERSHIP (PRINCIPAL) - Graduates of the program will be prepared to be leaders as principals. They will know their administrative strengths and will have a professional plan for their further development upon completion of the degree.

INSTRUCTIONAL LEADERSHIP (DIRECTOR OF INSTRUCTION) - The specialization leading to the Director of Instruction (10) license in Wisconsin prepares practicing teachers to take leadership roles in curriculum and instruction at the K-12 level, as learning coordinator, curriculum developer, staff development director, etc.

FRAMEWORKS FOR ASSESSMENT PRACTICE (DI-688-01) 3 credits
Students develop in-depth knowledge of the theoretical frameworks guiding assessment practice in schools and in-depth understanding of student performance in schools and articulate clearly the role of the assessment process in the curriculum. Learning to work effectively with the school community to engage in classroom assessment focused on student development.
May 24–July 12 Thursday 5:30pm - 8:30pm

CHALLENGES OF CO-OPERATING TEACHER (ED-512-01) 1 credit
This course is designed to acquaint supervising teachers and principals of cooperating schools with the Alverno curriculum, expected as it relates to the preparation of teachers. Skills related to the supervision of instruction are also emphasized as a means of facilitating a cooperative working relationship between a supervising teacher and student teacher. 3 years of teaching experience, if willing to serve as a co-operating teacher, tuition is waived.
August 13–24 8:30am - 1:30pm

CONNECTING THE CURRICULUM (ED-642-01) 3 credits
Students examine varied frameworks for integrating curriculum in relationship to its impact on student engagement and learning. They build upon their knowledge of assessment as learning and how it relates to instructional planning of “connected” or integrated curriculum as they develop an understanding of the effectiveness of different frameworks on the diverse needs of learners. Using national, state, and local standards as resources, they engage in collaborative research and planning as they develop a school-, grade-, or team-based integrated unit. Required of those seeking the Wisconsin Teaching in Alternatives license.
May 21–August 11 class times to be announced

INTEGRATING LITERACY DEVELOPMENT 1 (ED-682) 3 credits
Teachers develop an understanding of the scope of PK-2 literacy curriculum. They use the fundamentals of emergent literacy, oral language acquisition, reading and writing development, as they administer literacy assessments to make sound decisions about literacy teaching and curriculum development at the early and elementary level.
June 25, 27, 29, July 2, 9, 11, 13, 25 1:00pm-5:00pm

INTEGRATING LITERACY DEVELOPMENT II (ED-683-01) 3 credits
Teachers develop an understanding of the scope of intermediate and adolescent literacy instruction in a comprehensive literacy framework. They study appropriate practices to motivate and prepare life-long readers. Drawing upon current research, teachers use their growing knowledge of student needs and a variety of assessment tools to diagnose and design appropriate instruction to make sound decisions about literacy teaching and curriculum development at the intermediate and adolescent levels.
June 25–July 16 Monday, Wednesday, Friday 1:00pm - 5:00pm

CONTENT AREA READING STRATEGIES (ED-688-01) 3 credits
Teachers analyze and select teacher-directed and learner-directed strategies that guide the interactions between teachers and their text and their materials in functional reading contexts. They develop an understanding of methods of teaching comprehension and vocabulary as it relates to content area literacy. They analyze and interpret data to select appropriate content area instructional strategies for K-12 readers. Content areas to explore primary and adolescent literature stand are incorporated into the course goals.
July 10, 12, 17, 18, 19, 24, 26, 30, 32 1:00pm-5:00pm

PROGRAM DEVELOPMENT READING SPECIALIST (ED-688-01) 3 credits
Teachers evaluate developmental, remedial, content area, and enrichment reading programs and the relationship with other language arts instruction and curricular areas at the school and district levels to gain a broader perspective of reading and current literacy initiatives. As part of their work, they investigate and interpret research-based instruction and assessment techniques. They analyze elements of Response to Intervention models to improve professional practice.
May 21–August 11 Interactive Days and Times to be Announced

ADAPTING STRATEGIES FOR INCLUSION (ED-696-01) 3 credits
Teachers apply current theoretical and best practice models to refine their knowledge and understanding of the individual needs of learners. They extend skills in applying strategies and accommodations and modifications that are instrumental in responding to individual differences within contexts of classrooms and school communities.
June 5–July 31 Tuesday 5:30pm - 9:30pm

ADVANCED TOPICS-MATH ELEMENTARY (MT-645-01) 3 credits
The mathematics education student develops an in-depth understanding in the area of algebraic thinking, with emphasis given to proportional reasoning. Of particular interest are middle-school mathematics topics, such as geometry in two and three dimensions and probability and statistics, to be studied. The historical development of the elementary and middle school curriculum is examined, with emphasis on the teaching, learning, and assessment processes highlighted in local, state, and national standards documents.
June 18–July 26 Monday, Wednesday, Thursday 9:00am - 12:00pm

ASSESSMENT, DIAGNOSIS & EVALUATION (SPS 623-01) 3 credits
Students learn principles of formal and informal classroom assessment; how to select, administer, interpret, and adapt norm-referenced standardized and criterion-referenced tests; and effective use of the Wisconsin Alternate Assessment and the Functional Behavior Assessment. They explore common assessment practices as they relate to special education, how assessment data are collected; which assessment methods are most appropriate for specific purposes, including identification and placement decisions, instructional planning, and progress evaluation; and guidelines for ethical and legal use of testing and testing data. They put assessment data to use by writing sample IEPs and considering appropriate ways to share test data and IEPs with families.
May 23–June 27 Hybrid Course with on-line components Wednesday 5:30pm - 9:30pm

COMMUNITY ENVIRONMENT FOR STUDENTS WITH COGNITIVE, SPECIFIC, OR EMOTIONAL/BEHAVIORAL DISABILITIES (SPS 635) 3 credits
Within a specific area of the classroom environment, the course focuses on elements that foster a successful learning experience for students with learning disabilities, emotional/behavioral disabilities, or cognitive disabilities. The course draws upon basic classroom management theories, methods, and strategies as a basis for designing an appropriate academic and behavioral environment. Students analyze behavioral principles, including measurement of behavior, reinforcement strategies, and techniques for monitoring student progress, school rules and policies and procedures in relation to their impact on student behavior. The critical collaborative roles of parents, general educators, para-educators, counselors, and community agency personnel are developed.
May 22–June 26 Hybrid Course with on-line components Tuesday 5:30pm - 9:30pm

HUMAN DEVELOPMENT AND LEARNING (TLA 611-01) 3 credits
Students explore a wide variety of developmental approaches to learning, including the development of cognition, emotion, and motivation as they apply to diverse learners. Using an integrative approach to development, they apply key theoretical perspectives in creating a multidimensional model of the learner. Students apply their knowledge and skills to their work in support to learning approaches appropriate to their target learning groups. [e.g. elementary, middle, and secondary students, teacher colleagues, clients and staff in professional settings.]
June 9 & 10 8:30am-5:00pm
June 11–July 30 Monday 5:30pm - 9:30pm

HUMAN DEVELOPMENT II-SCHOLARSHIP OF TEACHING (TLA 612-01) 3 Credits
Students make links across current literature in education and instructional design, examining the connections between theories of multiple intelligences and ability-based learning. They explore constructivist approaches to classroom design and examine the role of meta-cognition in learning. They apply frameworks from human development and learning to actual teaching environments. Students examine a range of cases, including their own teaching experiences, as they design approaches to effectively address the teaching and learning issues of the environments in which they work.
June 12–July 31 Tuesday 5:30pm - 9:30pm Prerequisite – TLA 611

For more information about course offerings or licensure programs, please contact
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maryclaire.jones@alverno.edu or visit our website at alverno.edu/MA