

Benjamin Ditkowsky Ph.D.
Ben@MeasuredEffects.com

EDUCATION

2002 – **Ph.D.**, *Special Education*, University of Oregon, Eugene, OR

1997 – **MS.Ed.**, *Special Education*, Drake University, Des Moines, IA

1991 – **B.A.**, *Elementary Education*, University of Iowa, Iowa City, IA

PROFESSIONAL EXPERIENCE, RESEARCH AND ACCOUNTABILITY

2007 – present: **Director of Accountability, Intervention & Research**, Lincolnwood, IL

2005 – 2007: **Director of Accountability, Assessment, Research & Evaluation**, Waukegan, IL

2003 – 2005: **Director of Assessment & Research**, Wheeling, IL

2001 – 2003: **Reading Implementation Coordinator**, Chicago Public Schools, Office of
Accountability, Chicago, IL

PROFESSIONAL EXPERIENCE, HIGHER EDUCATION

2004 – 2005: **Adjunct Faculty**, National Louis University, Evanston, IL
Empirical Quantitative Methods

2001 – 2002: **Visiting Faculty**, Loyola University, Chicago, IL
Psychology and Characteristics of Children with Learning Disabilities
Characteristics of Children with Emotional and Behavioral Disorders
Psychodiagnostics
Student Teacher Supervision

1998 – 2000: **Graduate Teaching Fellow**, University of Oregon, Eugene, OR
Reading Instructional Methods
Mathematics Instructional Methods
Student Teacher Supervision
Data Analysis of BEACONS Project Data

PROFESSIONAL EXPERIENCE, K-12 TEACHING

1997 – 1998: **Teacher: Cross categorical special education**, Chicago Public Schools, Chicago, IL

1995 – 1997: **Behavior Specialist/Title I Teacher: 1st Grade**, Des Moines Community School District, Des Moines, IA

1992 – 1995: **Teacher: Third and fourth grade**, Chicago Public Schools, Chicago, IL

1991 – 1992: **Academy Cooperating Teacher** Teachers' Academy for Mathematics and Science, Chicago, IL

PUBLISHED WORK

Ditkowsky, B., & Koonce, D. (2009). Predicting performance on high-stakes assessment using oral reading growth over time. *Assessment for Effective Intervention, 35*(3), 159-167.

UNPUBLISHED MANUSCRIPTS

Ditkowsky, B., & Koonce, D. (in preparation). Using curriculum-based measurement cut scores to assess proficiency on high stakes testing.

Ditkowsky, B., & Koonce, D. (in preparation). Diagnostic utility of vocabulary matching in science.

Ditkowsky, B. (2002). Onset recognition computerized assessment system: A validation of measuring the right skills at the right time in the right way. Unpublished doctoral dissertation, University of Oregon, Eugene.

PRESENTATIONS AND WORKSHOPS - NATIONAL

With Cates, G., *Best practices in data-based decision making within an RTI mode*. Invited Convention Workshop, National Association of School Psychologists: San Francisco, CA. February, 2011.

With Cates, G., *Ten moments of data-based decision making for RTI Schools*. Invited Convention Workshop, National Association of School Psychologists: Chicago, IL. March, 2010.

With Swerdlik, M., Cates, G., Cox, K., Golomb, Sara., & Bell, D.: *Illinois statewide implementation of the problem solving/RTI initiative: President's special strands: Competence, Capacity, and Opportunities*. National Association of School Psychologists: Chicago, IL. March, 2010.

With Hintze, J., Shinn, M., Shinn, M., & Silbergitt, B.: *Advances in early literacy assessment: beyond DIBELS standard tools*. National Association of School Psychologists: Boston, MA. February, 2009.

With Silbergitt, B.: *Using CBM-R for planning and program evaluation in three tiers*. Midwest Leadership Conference on RTI: Rochester, MN, September, 2009.

With Baez, Ullberg & McKenzie: *Implementing a three-tiered model of reading intervention*. National DIBELS Summit, Albuquerque, NM, 2005.

With Oudeans, M. K.: *Negotiating the reality of No Child Left Behind in kindergarten reading instruction (Poster)*. Council for Exceptional Children Conference, New Orleans, LA, 2004.

With Oudeans, M. K.: *Negotiating the tension between developmentally appropriate practices and effective instruction in reading*. Council for Learning Disabilities National Conference, Denver, CO, 2002.

With Smith, B.W.: *Effective behavior support web-site: A bridge from research to practice*. Council for Exceptional Children Conference, Vancouver, BC, Canada, 2000.

With Smith, and others : *Effective behavior support: A resource for teachers*. Association for Direct Instruction Conference, Eugene, OR, 2000.

With Smith, Ebmeyer, Remillard, Vanloo, : *Monitoring progress with Dynamic Indicators of Basic Early Literacy Skills*. Association for Direct Instruction Conference, Eugene, OR, 2000.

PRESENTATIONS AND WORKSHOPS – LOCAL, STATE AND REGIONAL

Advanced progress monitoring – individuals and groups. I-ASPIRE Northern Regional Conference: Northern Illinois University, 2007.

Power standards and SMART goals. Lake Forest College, Lake Forest, IL, 2006.

Dynamic Indicators of Early Literacy Skills: DIBELS, advanced practice in data-based decision making. Department of Education, Bismark ND, 2006.

Dynamic Indicators of Early Literacy Skills: DIBELS, theory, administration and scoring and data-based decision-making. Department of Education, Bismark, ND, 2003-2006.

Curriculum-based measurement for middle and high school. North Suburban Special Education Organization Summer Institute, Oakton Community College, Des Plaines, IL, 2005.

Dynamic Indicators of Early Literacy Skills: DIBELS, theory, administration and

scoring and data-based decision-making. Regional Office of Education # 1, Ullin, IL, 2004.

With Gage, G.: *SMART goals to leave no child behind.* Illinois Principals Association. Springfield, IL, 2004.

Measuring progress in early literacy. Spring Tonic Conference, Silver Lake College, Manitowoc, WI, 2004.

With Moriello, Jordan, & Lofton: *How to implement an effective reading program and get results.* Administrators Round Table for School Improvement, Chicago Public Schools Administrators Academy, Chicago, IL, 2003.

Don't keep expectations for behavior a secret. Spring Tonic Conference, Silver Lake College, Manitowoc, WI, 2003.

Assessing early phonological awareness in kindergarten: tips for getting data you can trust and what to do with it for instruction. Spring Tonic Conference, Silver Lake College, Manitowoc, WI, 2001.

PRESENTATIONS TO SCHOOL-BASED STAKEHOLDERS

2007 - 2011: "Data-Based Decision-Making", Carpentersville Community School District 300, Carpentersville, IL

2006: "The predictive validity of *Vocabulary Matching* measures", Lake Forest High School, Lake Forest, IL

2003 – 2005: "Assessment of Early Literacy Skills, Data-based Decision-making and Effective Instruction", Urbana School District 116, Urbana, IL

2003 – 2005: "Dynamic Indicators of Early Literacy Skills: DIBELS from beginning to Advanced Data - Based, Decision-Making," Urbana School District 116, Urbana, IL

2004: "Dynamic Indicators of Early Literacy Skills: DIBELS from beginning to Advanced Data -Based, Decision-Making," Meridian School District, Mounds IL

2004: "Dynamic Indicators of Early Literacy Skills: DIBELS from beginning to Advanced Data -Based, Decision-Making," Reading in Motion, Chicago, IL

2003: "School-wide Expectations for Behavior: Decide What You Want to See, Then Spread the Word", Mollison Elementary School

2002 – 2006: "Dynamic Indicators of Early Literacy Skills: DIBELS from beginning to Advanced Data -Based, Decision-Making," Hawthorne School District 73, Vernon Hills, IL

2002: "Program Overview: Reading Mastery II (3-day workshop)," Ka'ahumanu, HI

2001 – 2003: "Direct Instruction – Theory and Application," Chicago Public Schools, Chicago, IL

2000: "School-Wide Interventions for Reading Improvement" Culver School District, Culver, OR

2000: "Administration and Internet-Entry of Dynamic Indicators of Basic Early Literacy Skills Data," Tigard-Tualitin, Tigard, OR

GRANTS AUTHORED

2002, 2003: Reading First, Chicago, IL

In collaboration with Kudirka, Barnes, & Woodard for W. King Elementary; Moriello, Lofton & Williams for Gladstone Elementary; Greer & Keys for Hartigan Elementary (CPS - 2003).

Funded: 3 yrs. - \$350,000

2001: Matching Funds Grant, Chicago, IL

For improvement of reading instruction in collaboration with W. King Elementary School.

Funded: \$17,000

2001: Office of Special Education (OSERS), Washington, DC

Onset recognition computerized assessment system: For prediction and prevention of reading failure. **Funded: \$20,000**

1999: Center on Positive Behavioral Interventions and Supports, Eugene, OR.

With Sugai, G. & Smith, B. University of Oregon College of Education. Innovative dissemination of best practice and exemplars in effective behavior support (EBS). Not funded.

1995: Greater North Development Center, Chicago, IL

Incorporating digital technology into the McAuliffe School newspaper. **Funded: \$2,500**

1994: Rochelle Lee Foundation, Chicago, IL

Developing and facilitating literacy development. **Funded: \$800**

CONSULTATION PROJECTS

Instructional Consultation

- MeasuredEffects.com
- Linking Assessment to Instruction (Data based Decision Making)
- Effective Reading Instruction
- Early Reading Assessment

Behavioral Consultation

- Functional Behavioral Assessment and Behavior Support Planning

Data Analysis

- Cut Scores to State Test, to Guided Reading levels etc.
MeasuredEffects.Com
- External Evaluator for I-ASPIRE Project (IL. 2005- 2010)
- Aimsweb Science Committee (2005 - 2009)
- Statistical analysis data display and Interpretation

Computer design and programming

- Data Analysis Tool Construction MeasuredEffects.Com
- Doing It Right: Writing Individualized Education Plans for Behavior (Multimedia Modules) in collaboration with Oudeans, M.K. and Anderson, V. (2002)
- Onset Recognition Computerized Assessment System (2000)
- Funnix (Programming only, www.funnix.com)

ADDITIONAL STUDY

2003 -- Concordia University, *Administrative Certification*, River Forest, IL

1992 -- Instituto Intensa, *San Jose, Costa Rica*

1989 -- Collegio La Salle *San Sebastian, Spain*

CERTIFICATES / ENDORSEMENTS

Standard Elementary Teaching Certificate

Number: 1664232

Administrative

Number: 2087543

Endorsements

Language Arts, Social Science, Spanish,

Approvals

Learning Behavior Specialist I - Limited: Learning Disabilities and Social/Emotional Disorders

References provided upon request.