

Curriculum-Based Measurement (CBM)

The Evidence-Based Formative Assessment Technique for Instructional Decision making, RtI, and Differentiation

September 21, 2012

Presenter: Jacalyn Weissenburger Ph.D.

Director of School Education University of Wisconsin-Stout

Description

- With the proposed order of the State Superintendent to amend the rules relating to the
 identification of children with specific learning disabilities, Wisconsin school districts will
 soon need to give up the Discrepancy Model and use a Response to Intervention (RtI)
 model to identify children with learning disabilities. Although RtI calls for measurement
 methods designed to assess learning over time, many educators are unfamiliar with
 technically sound progress monitoring systems like curriculum-based measurement (CBM).
- The purpose of this workshop is to provide vital information on best practices in the use of CBM to assess student learning. CBM is a system of assessment that can be used to monitor the progress of general and special education students on an ongoing basis. CBM is a critical tool in the identification of learning problems and for continuous progress monitoring in the basic skill areas.
- CBM is also the preferred measurement system for use in Response to Intervention (RTI)
 model of service delivery for both general and special education students. The use of CBM
 is also invaluable for educators to determine whether their differentiation strategies are
 working.

Audience

 School psychologists, special educators, and other professionals who assess student progress

Presenter

Dr. Jacalyn Weissenburger, Ph.D., Associate Vice Chancellor for Academic and Student Affairs, had nineteen years of experience in the PK-12 schools in Illinois, Iowa, and Wisconsin

prior to her employment at UW-Stout in 1996. While in the public schools, she worked as a high school teacher, as a school psychologist, and as a school counselor. Having earned her doctorate in Educational Psychology with a specialization in Special Education from the University of Minnesota in 2003, Dr. Weissenburger conducts research and presents regularly in the areas of Response to Intervention (RTI) and curriculum-based measurement (CBM). At UW-Stout, Dr. Weissenburger was a faculty member, a program director, a chair, and the Director of the School of Education prior to her appointment as UW-Stout's Associate Vice Chancellor for Academic and Student Affairs in January of 2011.

For additional information contact

Cancellation Policy: Any registration cancellation must be received 48 hours before the scheduled date for a refund to be issued. Because attendance at most sessions is limited, persons registering and not in attendance on the day of the session will be charged the full registration fee. CESA 6 reserved the right to cancel any session due to insufficient enrollment. Participants will be notified by email or phone if a cancellation occurs.

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Participant Name(s)		_
Position(s)	District	_
Phone (Work)	(Home)	_
Would you like to be notified by email of f	uture CESA 6 training sessions? ☐ Yes ☐ No	
Email Address	Special accommodations or dietary needs	_

Curriculum-Based Measurement (CBM): The Evidence-Based Formative

To Register: Go to http://www.cesa6.k12.wi.us/prof-dev/ or send completed form to: Janet Aderman, Program Assistant, CESA 6, 2935 Universal Court, Oshkosh, WI 54904 jaderman@cesa6.org-920-236-0546- Fax: 920-424-3478

Registration Details

- Date: September 21, 2012
- Registration Fee:
 - √ \$160.00 per person
 - √ Fee includes continental breakfast, lunch, and materials
- Time: 8:30 a.m. 3:30 p.m.
- On-site check-in: 8 a.m. 8:30 a.m.
- Location:
 Hilton Garden Inn
 1355 W 20th Avenue
 Oshkosh WI 54902
- Registration Deadline:
 September 14, 2012
- Online registration: http://www.cesa6.k12.wi.usprof_dev/

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