

VITA – GERALD TINDAL

Behavioral Research and Teaching
Educational Methodology, Policy, and Leadership
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Ph.D. 1982 – Educational Psychology - University of Minnesota
B.A. 1975 – Psychology, Honors: Cum Laude
College of Liberal Arts-University of Minnesota

Professional Experience

Castle-McIntosh-Knight Endowed Professor – UO	2005 – present
Director of Behavioral Research and Teaching	2005 – present
Department – Head Educational Leadership – UO ¹	1999 – 2011
Department Head – Teacher Education – UO	2005 – 2007
Professor – Special Education/DELTA – UO	1997 –1999
Associate Professor – Special Education – UO	1990 –1997
Co-Director of Behavioral Research and Teaching	1985 – 2005
Assistant Professor – Special Education – UO	1984 –1990

¹ Sabbatical

2009-2010

Published Articles in Refereed Journals

Published

- Nese, J. F. T., Kamata, A., & **Tindal, G.** (2017). A two-step sampling weight approach to growth mixture modeling for emergent and developing skills with distributional changes over time. *Journal of School Psychology*, 61, 55-74.
<http://dx.doi.org/10.1016/j.jsp.2016.12.001>
- Farley, D., Anderson, D., Irvin, S., & **Tindal, G.** (2016). Modeling reading growth in grades 3-5 with an alternate assessment. *Remedial and Special Education*, 1-2.
doi: 10.1177/0741932516678661
- Nese, J. F. T. Stevens, J. J., Schulte, A. C., **Tindal, G.**, & Elliott, S. N. (2016). Modeling the time-varying nature of student exceptionality classification on achievement growth. *Journal of Special Education*. Advance online publication. <http://dx.doi.org/10.1177/0022466916668164>
- Elliott, S. N., Kurz, A., **Tindal, G.** & Yel, N. (2016). Influence of opportunity to learn indices and education status on students' mathematics achievement growth. *Remedial and Special Education*, 1-14. doi: 10.1177/0741932516663000
- Schulte, A.C., Stevens, J.J., Elliott, S. N., **Tindal, G.**, & Nese, J. F. T. (2016). Achievement gaps for students with disabilities: Stable, widening, or narrowing on a state-wide reading comprehension test? *Journal of Educational Psychology*. 108(7), 925-942.
<http://dx.doi.org/10.1037/edu0000107>
- Sáez, L., Nese, J. F. T., Alonzo, J., & **Tindal, G.** (2016). Individual differences in kindergarten through grade 2 fluency relations. *Learning and Individual Differences*, 49, 100-109. <http://dx.doi.org/10.1016/j.lindif.2016.05.020>
- Tindal, G.**, Nese, J. F. T., Farley, D., Saven, J. L., and Elliot, S. N. (2016). Documenting reading growth for students with significant cognitive disabilities, 1-16. *Exceptional Children*.
doi: 10.1177/0014402915585492
- Nese, J. F. T., **Tindal, G.**, Stevens, J., & Elliott, S. N. (2015). The influence of multiple administrations of a state achievement test on passing rates for student groups. *Education Policy Analysis Archives*, 23(70). <http://dx.doi.org/10.14507/epaa.v23.1974>
- Tindal, G.**, Irvin, P. Nese, J. F. T., & Slater, S. (2015) Skills for children entering kindergarten, *Educational Assessment*, 20:4, 297-319, doi:10.1080/10627197.2015.1093929
- Tindal, G.**, Nese, J. F. T., Stevens, J., & Alonzo, J. (2015). Growth on oral reading fluency measures as a function of special education and measurement sufficiency. *Remedial and Special Education*, 1-13. doi: 10.1177/0741932515590234
- Stevens, J. J., Schulte, A. C., Elliott, S. N., Nese, J. F. T., & **Tindal, G.** (2015). Mathematics achievement growth of students with and without disabilities on a statewide achievement test. *Journal of School Psychology*, 53(1), 45-62.
- Saven, J. L., Anderson, D., Nese, J. F. T., Farley, D., & **Tindal, G.** (2015). Patterns of statewide test participation for students with significant cognitive disabilities. *Journal of Special Education*. Doi 10.1177/0022466915582213
- Baker, D. L., Biancarosa, G., Park, B. J., Boussetot, T., Smith, J. L., Baker, S. K., Kame' enui, E. J., Alonzo, J., & **Tindal, G.** (2015). Validity of CBM measures of oral reading fluency and reading comprehension on high-stakes reading assessments in grades 7 and 8. *Reading and Writing: An Interdisciplinary Journal*, 28(1), 57-104.

- Anderson, D., Irvin, P. S., Alonzo, J., & **Tindal, G.** (2014). Gauging item alignment through online systems while controlling for rater effects. *Educational Measurement: Issues and Practice*. doi:10.1111/emip.12038
- Nese, J. F. T., Biancarosa, G., Cummings, K., Kennedy, P., Alonzo, J., **Tindal, G.** (2013). In search of average growth: Describing within-year oral reading fluency growth for grades 1-8. *Journal of School Psychology, 51*, 625-642. doi:10.1016/j.jsp.2013.05.006
- Anderson, D., Farley, D., & **Tindal, G.** (2013). Test design considerations for students with significant cognitive disabilities. *The Journal of Special Education*. Advance online publication. doi: 10.1177/0022466913491834
- Tindal, G.** (2013). Curriculum-based measurement: A brief history of nearly everything from the 1970s to the present. *ISRN Education (International Scholarly Research Network)*, Volume 2013, Article ID 958530, 29 pages. doi: 10.1155/2013/958530.
- Nese, J. F. T., Biancarosa, G., Anderson, D., Lai, C. F., & **Tindal, G.** (2012). Within-year oral reading fluency with CBM: A comparison of models. *Reading and Writing, 25*, 887-915. doi: 1007/s11145-011-9304-0.

Books

- Tindal, G.**, Almond, P., Browder, D., Crawford, L., Ferrara, S., Huynh, H., et al. (2005). *Including students with disabilities in large-scale assessments: A white paper for establishing federal policy*.
- Tindal, G.**, & Haladyna, T. (2002). *Large scale assessment programs for all students: Development, implementation, and analysis*. New York: Lawrence Erlbaum.
- Sugai, G., & **Tindal, G.** (1993). *Effective school consultation: An interactive approach*. Pacific Grove, CA: Brooks/Cole Publishers.
- Tindal, G.**, & Marston, D. (1990). *Classroom-based assessment: Evaluating instructional outcomes*. Columbus, OH: Merrill.

Chapters and Monographs

- Tindal, G.**, Alonzo, J., Sáez, L., & Nese, J. F. T. (in press). Assessment of students with learning disabilities: Using students' performance and progress to inform instruction. In K. Ercikan & J. W. Pellegrino (Eds.), *Validation of Score Meaning in the Next Generation of Assessments*.
- Tindal, G.**, & Alonzo, J. (2016). Technology-based assessment and problem analysis (pp. 473-492). In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.) *Handbook of Response to Intervention: The Science and Practice of Multi Tiered Systems of Support (2nd edition)*. New York: Springer Science Inc.
- Sáez, L., Jamgochian, E., & **Tindal, G.** (2013). Accommodating special needs for large-scale assessments. In M. Simon, K. Ercikan, & M. Rousseau (Eds.), *Improving large-scale assessment in education: Theory, issues, and practice* (pp 125-140). London: Taylor and Francis/Routledge.
- Tindal, G.** (2012). Curriculum-based measures (CBM): Application with state assessments. In C. Espin, K. McMaster, S. Rose, & M. M. Wayman (Eds.), *A Measure of Success: Festschrift for Dr. Stanley Deno* (pp 237-246). Minneapolis, MN: University of Minnesota Press.

National Conference Presentations (1979 – Present)

*(*Conferences referenced below are listed by [within] organizations)*

OSEP-Office of Special Education Programs Project Director Conference (Aug. 1-3, 2016, Washington DC).

Schulte, A. C., Stevens, J. J., **Tindal, G.**, & Elliott, S. N. (2016). Achievement growth and gaps for students with disabilities.

ODE/COSA Summer Assessment Institute (August 3rd – 5th, 2016, Eugene, OR).

Lenhardt, B., Reeve, V., **Tindal, G.**, & Farley, D. (2016). Accessibility to grade-level content for students with significant cognitive disabilities. Presentation.

AERA (April 8th – April 12th, 2016, Washington, DC).

Alonzo, J., & **Tindal, G.** (2016, April). Interventions being implemented in response to intervention: A snapshot of the nation. (Paper Session).

ASES SCASS, Council of Chief State School Officers, Los Angeles, CA.

Tindal, G. (2016, February). Findings on within year growth from NCAASE: Update to the ASES SCASS (Assessing Special Education Students State Collaborative on Assessment and Student Standards). Presentation.

NCER/NCSE Principal Investigators Meeting, Institute of Education Sciences, Washington, DC.

Stevens, J. J., Schulte, A. C., Elliott, S. N., **Tindal, G.**, & Nese, J. F. T. (December, 2015). A constellation of findings from NCAASE. Paper presentation.

National Conference on Student Assessment (June 22-25, 2015, San Diego, CA).

Tindal, G., Schulte, A. C., & Stevens, J. J., Elliott, S. N., & Nese, J. F. T. (2015, June). New research findings from the National Center on Assessment and Accountability for Special Education (NCAASE). Symposium accepted.

National Council on Measurement in Education (April 15th – 19th, 2015, Chicago, IL).

Nese, J. F. T., **Tindal, G.**, Stevens, J. J., Schulte, A., Saven, J. L., & Farley, D. Modeling growth for NCLB subgroups: Effects of time-varying disability classification. In J. J. Stevens (Chair), Research and development on assessment and accountability for special education. (Coordinated Papers Session).

Stevens, J. J., Nese, J. F. T., & **Tindal, G.** Comparing different methods for representing and interpreting student growth.

Elliott, S. N., Kurz, A., **Tindal, G.**, Stevens, J. J., & Yel, N. Mathematics achievement gaps for elementary and secondary students: The influence of opportunity to learn and special education status [year 2 report].

American Educational Research Association (April 16th-20th, 2015, Chicago, IL).

Anderson, D., Irvin, P. S., Nese, J. F. T., Alonzo, J., & **Tindal, G.** National middle school mathematics within-year growth norms. (Paper Presentation).

Anderson, D., Alonzo, J., Kahn, J., & **Tindal, G.** Exploring the item factor structure of a CCSS-aligned middle school mathematics CBM. (Paper Presentation).

Farley, D., Anderson, D., Irvin, P. S., Saven, J. L., & **Tindal, G.** Modeling reading growth for alternate assessments based on alternate achievement standards (AA-AAS). (Research Paper Session).

Irvin, P. S., Their, M., Alonzo, J. & **Tindal, G.** An examination of kindergarten-entry skills by locale. In Roundtable Session, Investigating the Student Perspectives: Assessment, College Experiences, and Instruction.

Tindal, G., & Nese, J. F. T. (2015, April). Evaluating growth of students with significant cognitive disabilities on alternate assessments.

Council for Exceptional Children (April 8th – 11th 2015, San Diego, CA).

Tindal, G., & Nese, J. F. T. Evaluating growth of students with significant cognitive disabilities on alternate assessments.

Pacific Coast Research Conference (February 5th – 7th, 2015, San Diego, CA).

Nese, J. F. T., Alonzo, J., Sáez, L., & **Tindal, G.** Ascending the ORF slope: Three methods to identify meaningful ORF plateaus. (Poster Presentation).

Project Director on Grants

Extended Assessments in Oregon Department of Education. Budget \$405,726 from 2015 – 2016.

National Research and Development Center on Assessment and Accountability. U. S.

Department of Education, Institute for Educational Sciences, Budget \$11,677,134 from July 2011 – June 2018.

Current Advisory Boards

Pennsylvania Technical Advisory Group	2015 – Present
NAEP Validity Studies	2015 – Present
Council for Exceptional Children – Program Advisory Committee	
Accountability Systems for Students with Disabilities	2013 – Present
Oregon Department of Education Accommodations Panel	2000 – Present
Council of Chief State School Officers Special Education Task Force	2010 – Present

Awards

Distinguished Research and Outreach Award, (U of O), College of Education	April 2014
Distinguished Researcher Award, AERA Special Education Research SIG	April 2012
President’s Award, Confederation of Oregon School Administrators	August 2011
Distinguished Alumnus – University of Minnesota	September 2008
1 of 100 Most Distinguished Alumni in past 100 Years (UM)	May 2006