

## VITA – GERALD TINDAL

Behavioral Research and Teaching  
Educational Methodology, Policy, and Leadership  
175 Education  
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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*

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| Castle-McIntosh-Knight Endowed Professor – UO              | 2005 – present |
| Director of Behavioral Research and Teaching               | 2005 – present |
| Department – Head Educational Leadership – UO <sup>1</sup> | 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     |

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<sup>1</sup> Sabbatical

2009-2010

***Published Articles in Refereed Journals***

**Published**

- Hasbrouck, J. & **Tindal, G.** (in preparation). Updated norms for oral reading fluency. *The Reading Teacher*.
- Tindal, G.** & Anderson, D. (in preparation). The effect of changes in learning disabilities status on state test performance and progress. *Learning Disability Quarterly*.
- Tindal, G.**, Nese, J. F. T., & Stevens, J. J. (in press). Documenting student growth in state testing programs using transition matrices. *Educational Assessment*.
- Nese, J. F. T., Stevens, J. J., Schulte, A. C., **Tindal, G.**, & Elliott, S. N. (in press). Modeling the Time-Varying Nature of Student Exceptionality Classification. *The Journal of Special Education*.
- Anderson, D., Kahn, J. D., & **Tindal, G.** (2017). Exploring the robustness of a unidimensional item response theory model with empirically multidimensional data. *Applied Measurement in Education*, 30(3), 163-177.
- 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>
- Tindal, G.**, Nese, J. F. T., & Stevens, J. J. (2017). Comparing alternative school accountability models with attention to achievement growth and gaps for student subgroups. *Educational Assessments*. <http://dx.doi.org/10.1080/10627197.2017.1344093>
- 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
- Farley, D., Anderson, D., Irvin, S., & **Tindal, G.** (2016). Modeling reading growth in grades 3-5 with an alternate assessment. *Remedial and Special Education*, 1-12.  
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>
- Saven, J. L., Anderson, D., Nese, J. F. T., Farley, D., & **Tindal, G.** (2016). Patterns of statewide test participation for students with significant cognitive disabilities. *Journal of Special Education*. doi 10.1177/0022466915582213
- 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

- Tindal, G.**, Nese, J. F. T., Stevens, J., & Alonzo, J. (2016). 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
- 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.
- 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
- 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.

### **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. (2017). 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 (2<sup>nd</sup> 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 (2015 – Present)***

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

NCSA (June 28<sup>th</sup> – June 30<sup>th</sup>, 2017, Austin, TX).

Stevens, J. J., Schulte, A. C., & **Tindal, G.** (2017). Comparing alternative school accountability models with attention to achievement growth and gaps for student subgroups (Presentation).

AERA (April 8<sup>th</sup> – April 27<sup>th</sup> – May 1<sup>st</sup>, 2017, San Antonio, TX).

Irvin, P. S., **Tindal, G.** & Slater, S. (2017). Examining the factor structure and measurement invariance of a large-scale kindergarten entry assessment (Presentation).

NCME (April 26<sup>th</sup> – 30<sup>th</sup>, 2017, San Antonio, TX).

Irvin, P. S., **Tindal, G.** & Slater, S. (2017). Examining the relation between kindergarten entry and emerging literacy and math achievement (Presentation).

Stevens, J. J., Anderson, D., Nese, J. F. T., & **Tindal, G.** (2017). Using effect size measures to estimate and report achievement gaps. (Presentation).

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 3<sup>rd</sup> – 5<sup>th</sup>, 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 8<sup>th</sup> – April 12<sup>th</sup>, 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/NCSEER 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 15<sup>th</sup> – 19<sup>th</sup>, 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 16<sup>th</sup>-20<sup>th</sup>, 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. D., & **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 8<sup>th</sup> – 11<sup>th</sup> 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 5<sup>th</sup> – 7<sup>th</sup>, 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       |