

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

Department Head – Educational Methodology, Policy, and Leadership	2017 – present
Castle-McIntosh-Knight Endowed Professor – UO	2005 – present
Director of Behavioral Research and Teaching	2005 – present
Department Head – Teacher Education – UO	2005 – 2007
Department Head – Educational Methodology, Policy, and Leadership †	1999 – 2011
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

† Sabbatical

2009-2010

Published Articles in Refereed Journals

Published

- Tindal, G.** & Anderson, D. (in press). Changes in status and performance over time for students with specific learning disabilities. *Learning Disability Quarterly*.
- 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.
<http://dx.doi.org/10.1080/08957347.2017.1316277>
- Elliott, S. N., Kurz, A., **Tindal, G.** & Yel, N. (2017). Influence of opportunity to learn indices and education status on students' mathematics achievement growth. *Remedial and Special Education*, 38(3), 145-158. <https://doi.org/10.1177/0741932516663000>
- 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>
- Nese, J. F. T., Stevens, J. J., Schulte, A. C., **Tindal, G.**, & Elliott, S. N. (2017). Modeling the time-varying nature of student exceptionality classification on achievement growth. *The Journal of Special Education*, 51(1), 38-49. <https://doi.org/10.1177/0022466916668164>
- Park, B. J., Anderson, D., **Tindal, G.**, & Alonzo, J. (2017). A validity argument for a mathematics curriculum-based measure: Implications for response to intervention decision-making. *Journal of Educational Administration and Policy*, 2, 5-18.
<http://doi.org/10.22553/keas/2017.2.1.5>
- Tindal, G.**, Nese, J. F. T., & Stevens, J. J. (2017). Estimating school effects with a state testing program using transition matrices. *Educational Assessment*, 22(3) 189-204.
<http://dx.doi.org/10.1080/10627197.2017.1344093>
- Farley, D., Anderson, D., Irvin, S., & **Tindal, G.** (2016). Modeling reading growth in grades 3-5 with an alternate assessment. *Remedial and Special Education*, 38 (4), 195-206.
<https://doi.org/10.1177/0741932516678661>
- 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*, 49(4), 209-220. <https://doi.org/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*.
<https://doi.org/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. <https://doi.org/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.
<https://doi.org/10.1007/s11145-014-9505-4>
- 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>
- Stevens, J. J., Schulte, A. C., Elliott, S. N., Nese, J. F. T., & Tindal, G. (2015). Growth and gaps in mathematics achievement of students with and without disabilities on a statewide achievement test. *Journal of School Psychology*, 53(1), 45-62.
<https://doi.org/10.1016/j.jsp.2014.11.001>
- Tindal, G.**, Irvin, P., Nese, J. F. T., & Slater, S. (2015) Skills for children entering kindergarten, *Educational Assessment*, 20:4, 297-319,
<http://dx.doi.org/10.1080/10627197.2015.1093929>

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.

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 (2nd edition).* New York: Springer Science Inc.

National Conference Presentations (1979 – Present)

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

NCSA (June 27th – 29th, 2018, San Diego, CA).

Tindal, G., Steven, J. J., Schulte, A. C. & Thurlow, Martha. (2018, June). Academic growth and gaps for specific student subgroups on state accountability tests. (Presentation).

AERA (April 8th – April 27th – May 1st, 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 26th – 30th, 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).

Tindal, G., Schulte, A. C., Elliott, S. N., & Egnor, D. (2016). ‘Students With Disabilities’ (SWDs’) achievement growth and gaps.

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.

Co-Principal Investigator on BRT Grants

Institute for Education Sciences: Project DATA for RTI: Developing Adept Teams for Advancing RTI (Special Education Research Grants, Professional Development for Teachers and Related Service Providers, Development and Innovation) • **PI:** Dr. Alonzo. (2015 – 2019).

OSEP Stepping Up Technology: Project Iceberg (Intensifying Cognition, Early literacy and Behavior for Exceptional Reading Growth) to Improve Preschool and Kindergarten Data-Based Decision-Making and Prevent Reading Disabilities • **PI:** Dr. Saez. (2015 – 2018).

Principal Investigator/Project Director on BRT Grants (~\$50+ million from 1984-2018)

Extended Assessments in Oregon Department of Education. Budget \$628,012 from 2017 – 2018.

Extended Assessments in Oregon Department of Education. Budget \$609,758 from 2016 – 2017.

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.

Extended Assessments in Oregon Department of Education. Budget \$622,000 from 2014 – 2015.

Reliability and Validity Evidence for Progress Measures in Reading. U. S. Department of Education, Institute for Educational Sciences, Budget \$1,596,638 from June 2010 – June 2014.

Developing Middle School Mathematics Progress Monitoring Measures. U. S. Department of Education, Institute for Educational Sciences, Budget \$1,631,401 from June 2010 – June 2014.

Professional Memberships

American Educational Research Association (AERA)

- Special Interest Group in Special Education (AERA)
- Special Interest Group in Accommodations on Large Scale Assessment (AERA)
- Division K: Research on Teaching and Teacher Education (AERA) – Past
- Special Interest Group in Classroom Assessment (AERA) – Past

National Council on Measurement in Education (NCME)

Council for Exceptional Children (CEC)

- Council of Administrators of Special Education
- Division for Research
- Council of Educational Diagnostics
- Division of Learning Disabilities
- TAM
- Teacher Education

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