

VITA – GERALD TINDAL

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

Department – Head Educational Leadership – UO ¹	1999 – 2011
Castle-McIntosh-Knight Endowed Professor – UO	2005 – present
Director of Behavioral Research and Teaching	2005 – present
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

- Anderson, D., Lai, C. F., Alonzo, J., & Tindal, G. (2011). Examining a grade-level math CBM designed for persistently low-performing students. *Educational Assessment, 16*, 15-34. doi: 10.1080/10627197.2011.551084
- Clarke, B., Nese, J. F. T., Alonzo, J., Mercier-Smith, J., Tindal, G., Kame'enui, E. J., et al. (2011). Classification accuracy of easyCBM first grade mathematics measures: Findings and implications for the field. *Assessment for Effective Intervention, 36*(4), 243-255. doi: 10.1177/1534508411414153
- Nese, J. F. T., Biancarosa, G., Anderson, D., Lai, C. F., & Tindal, G. (2011). Within-year oral reading fluency with CBM: A comparison of models. *Reading and Writing: An Interdisciplinary Journal, 1-29*. doi: 10.1007/s11145-011-9304-0
- Nese, J. F. T., Park, B. J., Alonzo, J., & Tindal, G. (2011). Applied curriculum-based measurement as a predictor of high-stakes assessment: Implications for researchers and teachers. *Elementary School Journal, 111*(4), 608-624. doi: 10.1086/659034
- Tindal, G., Yovanoff, P., & Geller, J. (2010). Generalizability theory applied to reading assessments for students with significant cognitive disabilities. *The Journal of Special Education, 44*(1), 3-17. doi: 10.1177/0022466908323008
- Alonzo, J., Basaraba, D., Tindal, G., & Carriveau, R. (2009). They read, but how well do they understand?: An empirical look at the nuances of measuring reading comprehension. *Assessment for Effective Intervention, 35*, 34-44. doi: 10.1177/1534508408330082
- Ketterlin-Geller, L. R., & Tindal, G. (2008). Embedded technology: Current and future practices for increasing accessibility for all students. *Journal of Special Education Technology, 22*(4), 1-15.

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 (pp. 470). Columbus, OH: Merrill.

Chapters and Monographs

- Sáez, L., Jamgochian, E., & Tindal, G. (In Press). Accommodating special needs for large-scale assessments. . In S. R. M (Ed.), *Improving large-scale assessment in education: Theory, issues, and practice*. London: Taylor and Francis/Routledge.

- Tindal, G. (In Press). Curriculum-based measures (CBM): Application with state assessments. In C. Espin (Ed.), *Festschrift for Dr. Stanley Deno*. Minneapolis, MN: University of Minnesota Press.
- Alonzo, J., & Tindal, G. (2011). The measurement system behind the RTI model. In E. Shapiro, N. Zigmond, T. Wallace & D. Marston (Eds.), *Models for implementing response to intervention: Tools, outcomes, and implications* (pp. 318-340). New York: Guilford Press.
- Curtis, Y., Sullivan, L., Alonzo, J., & Tindal, G. (2011). The context and process for implementation. In E. Shapiro, N. Zigmond, T. Wallace & D. Marston (Eds.), *Models for implementing response to intervention implementation: Tools, outcomes, and implications* (pp. 271-317). New York: Guilford Press.
- Liu, K., Alonzo, J., & Tindal, G. (2011). Implementation and outcomes. In E. Shapiro, N. Zigmond, T. Wallace & D. Marston (Eds.), *Models for implementing response to intervention implementation: Tools, outcomes, and implications* (pp. 341-374). New York: Guilford Press.
- Tindal, G., & Anderson, D. (2011). Validity evidence for making decisions about accommodated and modified large-scale test. In S. Elliott, R. Kettler, P. Beddow & A. Kurz (Eds.), *Handbook of accessible achievement tests for ALL students*. New York: Springer.
- Tindal, G., & Nese, J. (2011). Applications of curriculum-based measures in making multiple decisions with multiple reference points. In M. M. T. Scruggs (Ed.), *Assessment and intervention: Advances in learning and behavioral disabilities* (Vol. 24, pp. 31-58). Bingley, UK: Emerald.
- Carrizales, D., & Tindal, G. (2009). Test design and validation of inferences for the Oregon alternate assessment. In R. Lissitz & W. Schafer (Eds.), *Assessments in Educational Reform* (pp. 240-275). Baltimore, MD: Paul H. Brookes.

Recent National Conference Presentations

- American Educational Research Association (April, 2012, Vancouver, B. C., Canada)
- Distractor analysis: What can we learn from it?* Park, B. J., Sáez, L., Alonzo, J., & Tindal, G.
- Growth estimation of oral reading fluency using growth mixture modeling.*
Park, B. J., Pinkney, C., Alonzo, J., & Tindal, G.
- Reading comprehension test item difficulty and complexity*
Sáez, L., Patarapichayatham, C., Basaraba, D., Tindal, G., & Park, B. J.
- Response to RTI: A study of five schools implementing response to intervention*
Alonzo, J., Bender, F., Nese, R. N. T., Tindal, G.
- National Council on Measurement in Education (April, 2012, Vancouver, B. C., Canada)
- Drs. Gerald Tindal and Joseph Nese presented on the topic: *Within year achievement growth using curriculum based measurement.*
- Council for Exceptional Children Convention & Expo. (April, 2012, Denver, CO)
- Invited Session on Accountability and Large Scale Assessment presented by Dr. Gerald Tindal.

Pacific Coast Research Conference (February, 2012, Coronado, CA).

An Exploration of Growth Models for Within-Year Grade 5 Oral Reading Fluency. Nese, J. F. T., Kamata, A., Nese, R. N. T., Park, B. J., Tindal, T. (Poster presentation) (Poster presentation)

Hawaii International Conference on Education (January, 2012, Honolulu, HI).

Hierarchical Linear Modeling of Oral Reading Fluency Growth as a Function of Student Characteristics. Paper Session with Stevens, J. and Tindal, G.

Council for Learning Disabilities 33rd International Conference (October, 2011, Austin, TX).

Lessons Learned from RTI Model Demonstration Projects Cracker-barrel with Liu, K. & Alonzo, J.

National Student Assessment Conference (June 2011, Orlando, FL).

Preparing ALL students for Life, Work, and Citizenship: The Next Generation of Alternate Assessments, Presentation with Weigert, S. Quenemoen, R., Kingston, N., Danielson, L., McSheehan, M.

Assessment Methodologies used to Personalize Instruction for Diverse Learners: Evidence of Effectiveness, Presentation with Tilly III, D. W., Foster, T., Betts, J., Smith, R., & Jim Ysseldyke, J.

Measuring and Modeling Growth for Students, Presentation with Buzick (Moderator), Seeratan, K. L., and Loving-Ryder, S. (Discussant).

Pacific Coast Research Conference (PCRC) 19th Annual Meeting (February, 2011, Coronado,

CA). *Balancing on Three Legs: The Tension between Aligning to Standards, Predicting High-Stakes Outcomes, and being Sensitive to Growth.* Symposium with Alonzo, J., Nese, J. F. T., & Saez, L. In E. Shapiro (Chair), *Advances in Benchmark Assessment in Mathematics.*

Council for Exceptional Children (April 2011, National Harbor, MD). *Making Valid Inferences*

of Proficiency for Students with Significant Disabilities Taking Alternate Assessments,

Presentation with N. Zigmond (Organizer) & Roach, A.

American Educational Research Association (April 2011, New Orleans, LA).

Analysis of EasyCBM Mathematics with Attention to English Language Learners.

Symposium with Martiniello, M. *Language Demands of Content Assessments and Validity of Accommodations for English Language Learners.*

Use of Student Growth to Predict State Assessment Performance. Paper session with Park,

B., Anderson, D. J., Alonzo, J., & Tindal, G. In Belton-Kocher, E. (Moderator),

Examining Teacher and Student Issues in Large-Scale Assessments.

Estimates of Curriculum-Based Measurement (CBM) Reading Growth for Student Groups and How They Predict State Test Scores. In Roundtable with Nese, J. F. T., Jamgochian, E. M., Kamata, A., Alonzo, J. In Christensen, L. L. (Moderator) *Assessing College Readiness, Innovation, and Student Growth.*

Creating forms of CBM silent reading fluency and vocabulary that are scaled and equivalent.

Poster session with Nese, J. F. T.

The Classification Accuracy of Mathematics Screening Measures. Poster session with Park,

B. J., Nese, J. F. T., Alonzo, J.

Examining a Universally Designed Curriculum Based Measure in Mathematics. Paper session with Lai, C. F., Jamgochian, E. M., Alonzo, J.
Estimates of CBM Reading Growth for Student Groups and How They Predict State Test Scores. Poster session with Nese, J. F., Jamgochian, E., Kamata, A., Alonzo, J.
 National Council on Measurement in Education (April 2011, New Orleans, LA).
The Reliability of CBM Reading Growth Estimates for Different Student Groups, Presentation with Nese, J. F. T., Park, B. J., Kamata, A., Alonzo, J. In Cara Laitusis (Moderator), *Curriculum Based Measurement and Response to Intervention.*
Curriculum Based Measurement and Response to Intervention, with Loomis, S. (Discussants).

Project Director - Current Grants

Extended Assessments in Oregon Department of Education. Budget \$350,000 from 2011 – 2012.

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 2016.

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.

Statewide Longitudinal Data Systems (with Oregon Department of Education). U. S. Department of Education, Institute for Educational Sciences. Budget \$3,717,220 from May 2009 – April 2012.

Awards

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