

**Name:** Keith L. Hollenbeck

Director of Administrative Licensure – Educational Methodology Policy and Leadership

*Address:* 111 Lokey Education Building  
5267 University of Oregon  
Eugene, OR 97403-5267

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**Graduate and Undergraduate Schools Attended and Degrees Awarded:**

Doctor of Philosophy, University of Oregon

Master of Science, Oregon College of Education

Bachelor of Arts, Humboldt State University

**Areas of Special Interest:**

Administrator and Teacher Training

Assessment – Curriculum-based Measurement in Content Area Subjects

Research to Practice

Curriculum Design

Large-Scale Test Accommodations

Program Evaluation

**Professional Experience:**

*Current:*

Director of Administrative Licensure for the Department of Educational Methodology, Policy, and Leadership  
in the College of Education, 2011 – present

Adjunct Professor; Educational Methodology, Policy, and Leadership, University of Oregon, Eugene,  
Oregon, 1999 – present

Research Associate; Behavioral Research and Teaching, University of Oregon, Eugene, Oregon, 1996–  
present

*Previous:*

Director of Programs, Springfield Public Schools, Springfield, Oregon, 2002–2011  
Special Programs Administrator, Springfield School District, Springfield, Oregon, 1995–2002  
High School-High Skills Project – Curriculum Design Coordinator; Springfield School District, Springfield, Oregon, 1996–2002  
National Center to Improve the Tools of Educators – Curriculum design and consultant to school districts, University of Oregon, Eugene, Oregon, 1991–1996  
Special Education Teacher / TOSA, Curry ESD, Gold Beach, Oregon, 1979–1991  
Middle School Teacher, School District 17-C, Brookings, Oregon, 1977–1979

**Doctoral Committee Membership / Advising by Year and Department:**

Active	Ferguson, Katherine	Educational Leadership
	Holveck, Susan	Educational Leadership
	Le Roux, Mindy	Educational Leadership
	McConnell, Victoria	Educational Leadership
	Soisson, Barbara	Educational Leadership
	Spencer-Riddle, Catherine	Educational Leadership
	Sugg, Steven	Educational Leadership
2003	Nutter, Michelle	Educational Policy & Management
	Twyman, Todd	Educational Leadership
2004	Jones, Darla	Educational Leadership
	Lenhardt, Bradley	Educational Policy & Management
	Linder, Cheryl	Educational Leadership
	Parra, Christina	Educational Leadership
	Putman, Lana	School Psychology
2005	Gray, Karen	Educational Leadership
	Grega, Patricia	Educational Leadership
2006	Bettesworth, Leanne	Educational Leadership
	Johnson-Struempler, Kersten	Educational Leadership
	Opalinski, Gail	Educational Leadership
	Paramo, Deena	Educational Leadership

## VITA for Keith Hollenbeck

	Reuter, Heitho	Educational Leadership
2007	Brown, Donald	Educational Leadership
	Flindt, Natalie	School Psychology
	Gander, Brian	Educational Leadership
	Gupta, Saroj	Educational Leadership
2008	Coleman, Matthew	Educational Leadership
	Curtis, Consuelo	Educational Leadership
	Davitt, Shawn	Educational Leadership
	Dempsey, Dennis	Educational Leadership
	Knox, Antoinette	Educational Leadership
	Mead, Carlton	Educational Leadership
2009	Dey, John	Educational Leadership
	Rhoades, William	Educational Leadership
2010	Burrows, Peter	Educational Leadership
	Megert, Brian	Educational Leadership
	Presidio, Sloan	Educational Leadership
2011	Glazener, Laurie	Educational Leadership
	Guest, Elise	Educational Leadership
	Jacobson, David	Educational Leadership

### University Classes Taught by Year:

2010 – 2011	Professional Issues in Education I [Fall]
	Professional Issues in Education II [Winter]
	Professional Issues in Education III [Spring]
2009 – 2010	Professional Issues in Education I [Fall]
	Professional Issues in Education II [Winter]
	Professional Issues in Education III [Spring]
2008 – 2009	Seminar – Program Evaluation [Fall]
	Professional Issues in Education I [Fall]
	Professional Issues in Education II [Winter]
	Learning Organizations [Winter]

	Professional Issues in Education III [Spring]
	Foundations of Educational Research III [Spring]
2007 – 2008	Professional Issues in Education I [Fall]
	Professional Issues in Education II [Winter]
	Professional Issues in Education III [Spring]
2006 – 2007	Professional Issues in Education I [Fall]
	Professional Issues in Education II [Winter]
	Professional Issues in Education III [Spring]
	Quantitative Research Methods [Spring]
2005 – 2006	Program Evaluation for Educational Managers I [Winter]
	Program Evaluation for Educational Managers II [Spring]
2004 – 2005	Program Evaluation for Educational Managers I [Winter]
	Program Evaluation for Educational Managers II [Spring]
2003 – 2004	Issues in Measurement and Assessment [Fall]
	Program Evaluation for Educational Managers I [Winter]
	Program Evaluation for Educational Managers II [Spring]
2002 – 2003	Seminar – Program Evaluation [Fall]
	Program Evaluation for Educational Managers I [Winter]
	Program Evaluation for Educational Managers II [Spring]
2001 – 2002	Issues in Measurement and Assessment [Fall]
	Professional Issues in Education II [Winter]
	Professional Issues in Education III [Spring]
2000 – 2001	Seminar – Program Evaluation [Summer]
1999 – 2000	Seminar – Program Evaluation [Summer]

## **Publications:**

### *Journal Articles – by publication year:*

Jacobson, D., Parker, A., Spetzler, C., Bruine de Bruin, W., Hollenbeck, K., Heckerman, D., & Fischhoff, B.  
(submitted for publication). *Teaching decision-making in US history improves academic performance  
and decision competence.*

- Kame'enui, E., Hollenbeck, K., Paine, S., & Kennedy, P. (submitted for publication). *An empirical evaluation of Read 180 as a middle and high school general education intervention for at-risk readers.*
- Hollenbeck, K., Twyman, T., & Tindal, G. (2006). Determining the exchangeability of concept map and problem-solving scores. *Assessment for Effective Intervention, 31(2)*, 51-68.
- Hollenbeck, K. (2005). Validity issues and decisions about testing accommodations. *Assessment for Effective Intervention, 31(1)*, 7-17.
- Tindal, G., McDonald, M., Tedesco, M., Glasgow, A., Almond, P., & Hollenbeck, K. (2003). Alternate assessments in reading and math: Development and validation for students with significant disabilities. *Exceptional Children, 69*, 481-494.
- Crawford, L., Almond, P., Tindal, G., & Hollenbeck, K. (2002). Teacher perspectives on inclusion of students in high-stakes assessments. *Special Services in the School, 18(1/2)*, 95 –118.
- Harniss, M.K., Dickson, S.V., Kinder, D., & Hollenbeck, K.L. (2001). Textual problems and instructional solutions: Strategies for enhancing learning from published history textbooks. *Reading and Writing Quarterly, 17*, 127–150.
- Tindal, G., Helwig, R., & Hollenbeck, K. (2000). An Update on Test Accommodations: Perspectives of Practice to Policy. *Journal of Special Education Leadership, 12(2)*, 11–20.
- Hollenbeck, K., Rozek-Tedesco, M.A., Tindal, G., & Glasgow, A. (2000). An exploratory study of student-paced versus teacher-paced accommodations for large-scale math tests. *Journal of Special Education Technology, 15(2)*, 27–36.
- Hollenbeck, K., Tindal, G., & Almond, P. (1999). Reliability and decision consistency: An analysis of writing mode at two times on a statewide test. *Educational Assessment, 6(1)*, 23–40.
- Tindal, G., Heath, B., Hollenbeck, K., Almond, P., & Harniss, M. (1998). Accommodating students with disabilities on large-scale tests: An experimental study. *Exceptional Children, 64*, 439-450.
- Hollenbeck, K., Tindal, G., & Almond, P. (1998). Teachers' knowledge of accommodations as a validity issue in high-stakes testing. *Journal of Special Education, 32*, 175–183.
- Hollenbeck, K., & Tindal, G. (1996). Teaching Law Concepts within Mainstreamed Middle School Social Studies Settings. *Diagnostique, 21(4)*, 37–58.
- Harniss, M.K., Hollenbeck, K.L., Crawford, D.B., & Carnine, D. (1994). Content organization and instructional design issues in the development of history texts. *Learning Disability Quarterly, 17*, 235–248.

## Books and Book Chapters:

### *Non-Refereed Books and Book Chapters by year:*

Carnine, D., Hollenbeck, K., Crawford, D., Harniss, M., & Steely, D. (2004). *Understanding U.S. History: Volume 1—Through the 1914*. Eugene, Oregon: University of Oregon Publishing.

Carnine, D., Crawford, D., Harniss, M., & Hollenbeck, K. (1999). *Understanding U.S. History: Volume 1—Through the Civil War*. Eugene, Oregon: University of Oregon Publishing.

Hollenbeck, K., & Carnine, D. (1995). *Understanding U.S. History: Volume 1—A Teacher's Guide*. Eugene, Oregon: University of Oregon Publishing.

### *Refereed Book Chapters by year:*

Crawford, D.B., Carnine, D.W., Harniss, M.K., Hollenbeck, K.L., & Miller, S.K. (2007). Effective strategies for teaching social studies. In M.D. Coyne, E.J. Kame'enui, & D.W. Carnine, (Eds.) *Effective teaching strategies that accommodate diverse learners (3<sup>rd</sup> Edition)*. Columbus, OH: Pearson, Merrill, Prentice Hall.

Harniss, M., Hollenbeck, K., & Dickson, S. (2004). Content areas. In N. Marchand-Martella, T.A. Slocum, & R.C. Martella (Eds.) *Introduction to direct instruction*. Mahwah, NJ: Erlbaum.

Hollenbeck, K. (2002). Accommodations in testing. In G. Tindal & T. Haladyna (Eds.) *Large-scale assessment programs for all students: Validity, technical adequacy, and implementation issues*. New York: Pearson.

Miller, S., Crawford, D., Harniss, M., Hollenbeck, K., & Carnine, D. (1995). Effective strategies for teaching social studies. In E. J. Kame'enui & D.W. Carnine (Eds.), *Effective strategies for teaching social studies*. Alexandria, VA: Association for Supervision and Curriculum Development.

## Technical and Research Reports by Year:

Hollenbeck, K. (2008). *Springfield Public Schools' Reading White Paper: Multi-Syllabic Analysis*. Springfield, OR: Springfield Public Schools.

Hollenbeck, K. (2008). *Springfield Public Schools' Reading White Paper: Vocabulary*. Springfield, OR: Springfield Public Schools.

Hollenbeck, K., Tindal, G., Tedesco, M., Brown, C., & Almond, P. (2003). *Computerized test accommodations for students who are deaf or hard of hearing (Accommodations Research Report 22)*. Eugene, Oregon: BRT: University of Oregon.

- Hollenbeck, K., Giere, S., Tindal, G., & Glasgow, A. (2003). *Using College Scholarships as Motivation to Enhance Student Performance on Non-Contingent Statewide Large-scales Assessments (Accommodations Research Report 24)*. Eugene, Oregon: BRT: University of Oregon.
- Tindal, G., Almond, P., McDonald, M., Crawford, L., Tedesco, M., Glasgow, A. & Hollenbeck, K. (2002). *Alternate assessments: Development and validation (Accommodations Research Report 13)*. Eugene, Oregon: BRT: University of Oregon.
- Tindal, G. Hollenbeck, K., & Almond, P. (2002). *Accommodating students with disabilities in large-scale statewide testing programs: An investigation of student and teacher perceptions (Accommodations Research Report 5)*. Eugene, Oregon: BRT: University of Oregon.
- Lee, D.S., Tindal, G., & Hollenbeck, K. (2002). *Teacher's perception on students' reading performance and test accommodation outcomes (Accommodations Research Report 6)*. Eugene, Oregon: BRT: University of Oregon.
- Hollenbeck, K., Tindal, G., Harniss, M., & Almond, P. (2002). *Handwritten versus word-processed statewide compositions Do judges rate them differently? (Accommodations Research Report 3)*. Eugene, Oregon: BRT: University of Oregon.
- Hollenbeck, K., Tindal, G., Harniss, M., & Almond, P. (2002). *The effect of spellcheckers on statewide writing test scores as an accommodation issue (Accommodations Research Report 2)*. Eugene, Oregon: BRT: University of Oregon.
- Hollenbeck, K., Tindal, G., Harniss, M., & Almond, P. (2002). *The effect of using computers as an accommodation in a statewide writing test (Accommodations Research Report 17)*. Eugene, Oregon: BRT: University of Oregon.
- Hollenbeck, K., Tindal, G., & McCleery, J. (2002). *An exploratory study to determine the exchangeability of concept map scores for problem-solving essay scores (Accommodations Research Report 4)*. Eugene, Oregon: BRT: University of Oregon.
- Hollenbeck, K., Tindal, G., & Almond, P. (2002). *The influence of computer screen size on statewide writing test scores: Answers to an accommodation issue (Accommodations Research Report 1)*. Eugene, Oregon: BRT: University of Oregon.
- Hollenbeck, K., Linder, C., & Almond, P. (2002). *Statewide writing score comparability of various tools used by students with visual impairments (Accommodations Research Report 8)*. Eugene, Oregon: BRT: University of Oregon.

- Hollenbeck, K., & Tindal, G. (2002). *The influence of content and format in determining instructional outcomes: Expanding the issue of measurement (Accommodations Research Report 15)*. Eugene, Oregon: BRT: University of Oregon.
- Hollenbeck, K., & Tindal, G. (2002). *Accommodating students on large scale writing tests: Consideration of time in the writing process (Accommodations Research Report 7)*. Eugene, Oregon: BRT: University of Oregon.
- Helwig, R., Steiber, S., Hollenbeck, K., Tindal, G., & Almond, P. (2002). *A comparison of factor analyses of handwritten and word-processed writing of middle school students (Accommodations Research Report 11)*. Eugene, Oregon: BRT: University of Oregon.
- Hollenbeck, K., Tindal, G., & Almond, P. (1997). *Teachers' Perceptions of Accommodations on High Stakes Testing*. Monograph for Behavioral Research and Teaching. Eugene, Oregon: University of Oregon.
- Tindal, G., Heath, B., Hollenbeck, K., McCollum, S., McCleery, J., Almond, P., & Harniss, M. (1996). *Accommodating students with disabilities on large-scale tests: An empirical study of student response and test administration demands*. Monograph for Behavioral Research and Teaching. Eugene, Oregon: University of Oregon.
- Tindal, G., Finzel, A., McCollum, S., Heath, B., Hollenbeck, K., Almond, P. (1996). *Accommodating Students with Disabilities in Large-Scale Statewide Testing Programs: An Investigation of Student Perceptions*. Monograph for Behavioral Research and Teaching. Eugene, Oregon: University of Oregon.
- Hollenbeck, K., & Tindal, G. (1996). *Teaching law concepts proactively*. The Oregon Conference '96 Monograph. Eugene, Oregon: University of Oregon.
- Miller, S., Crawford, D., Harniss, M., & Hollenbeck, K. (1994). *Research review for social studies curriculum guidelines for diverse learners*. Monograph for National Center to Improve the Tools of Educators [NCITE]. Eugene, Oregon: University of Oregon.
- Crawford, D., Harniss, M., Hollenbeck, K., & Carnine, D. (1992). *Teaching United States history: A thematic approach*. The Oregon Conference '92 Monograph. Eugene, Oregon: University of Oregon.

## Grants:

College Bound / Career Ready –Springfield Public Schools

Springfield Office of Vocational Rehabilitation Services Youth Transition Program – Springfield Public Schools/  
OVRs

Springfield Public Schools Title Grants –Springfield Public Schools

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Project TRIANGLE – Springfield Public Schools / University of Oregon  
High School-High Skills I – University of Oregon / Springfield Public Schools  
High School-High Skills II – University of Oregon / Springfield Public Schools  
National Center to Improve the Tools of Educators [NCITE] – University of Oregon

**Professional Memberships:**

*American Educational Research Association (AERA)*

Special Interest Group – Special Education

Special Interest Group – Classroom Assessment

Special Interest Group – Large Scale Assessment

*Association for Direct Instruction (ADI)*

Member

*Confederation of School Administrators (COSA)*

Special Interest Group – Central Office Administrators

*Council for Exceptional Children (CEC)*

Division of Learning Disabilities Research

*Lane County Healthy Active Youth (LCHAY)*

Board Member – Education