

Charlene Rivera, Ed.D.
Research Professor and Executive Director

Areas of Expertise

- State Assessment Policies and Practices for English Language Learners (ELLs)
- Standards and Accountability
- Policy Analysis and Program Evaluation
- Instructional Practices for Teaching Reading to ELLs
- Leadership Development

Education

Ed.D., Boston University, Boston, MA: Reading and Bilingual Education
M.A., Newton College, Newton, MA: Philosophy of Education and Educational Administration
TESOL Certificate, Georgetown University, DC
B.A., Regis College, Weston, MA: English and Social Studies

Selected Professional Experience

Research Professor, *The George Washington University* Graduate School of Education and Human Development (GSEHD), 1991 – present.

Executive Director and Founder, *The George Washington University Center for Equity and Excellence in Education (GW-CEEE)*, 1991-- present.

Sample projects directed by Dr. Rivera include:

Principal Investigator, Mid-Atlantic Equity Center (MAEC) -- 2008–present, GW-CEEE. Funded by the U.S. Department of Education, GW-CEEE supports districts and schools in Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia.

Principle Investigator, ELL Monitoring Project -- 2008-present, GW-CEEE. Funded by the U.S. Department of Education, the project team is investigating the extent to which State Education Agencies have practices to monitor the assessment and accommodation of ELLs.

Principle Investigator, Refining State Assessment Policies for Accommodating ELLs -- 2008–present, GW-CEEE. Funded by MCREL as a project of the North Central Comprehensive Center. The project team is providing technical assistance using the GW-CEEE *Guide for Refining State Assessment Policies for Accommodating English Language Learners* to Iowa, Minnesota, Nebraska, North Dakota, and South Dakota SEAs working to refine state assessment policies for ELLs.

Principle Investigator, Deutsche Bank Americas Foundation (DBAF) -- 2007–present, GW-CEEE. The project involves the implementation of a comprehensive evaluation of immigrant education projects funded by DBAF.

Principle Investigator, Delaware Advanced Placement Program Evaluation -- 2007-present, GW-CEEE. This project involves the planning and implementation the evaluation of the Delaware Advanced Placement Initiative, a statewide project to increase the participation of low-income students in AP courses.

Principle Investigator, Appalachia Regional Comprehensive Center (ARCC) — 2005-Present, GW-CEEE. As a subcontractor to Edvantia GW-CEEE provides customized technical assistance through the ARCC to Kentucky, North Carolina, Tennessee, Virginia, and West Virginia.

Principal Investigator/Director, LEP Partnership Project — 2007-2008, GW-CEEE. Funded by the U.S. Department of Education, the project team conducted two studies and developed the *Guide for Refining State Assessment Policies for Accommodating English Language Learners*. The two studies, *Descriptive Study of State Assessment Policies for Accommodating English Language Learners* and *Best Practices in State Assessment Policies for Including and Accommodating English Language Learners*, examined accommodations offered to ELLs in state assessment policies; with support of an expert panel the project team prioritized accommodations for ELLs at different levels of English language proficiency.

Principal Investigator, Academic Language Project — 2007-present, GW-CEEE. Funded by the Bill & Melinda Gates Foundation, the purpose of the 26 month grant is to identify the academic language demands of secondary science and mathematics standards for English language learners. By collaborating with curriculum and assessment offices in California and New York State Departments of Education, the academic language demands of state standards are being identified for algebra and biology.

Principal Investigator/Director, Mid-Atlantic Comprehensive Center (MACC) – 2005-present, GW-CEEE Funded by the U.S. Department of Education in 2005, MACC is one of 21 comprehensive centers that supports state education agencies in addressing the needs of low-performing schools and districts as mandated by the No Child Left Behind Act of 2001 (NCLB). Under this grant MACC serves state education agencies (SEAs) in Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania, building the capacity of the SEAs to develop statewide systems of differentiated technical assistance.

Principal Investigator/Director, Region III Comprehensive Center (R3CC)—1999–2005, GW-CEEE. Funded by the Office of Elementary and Secondary Education at the U.S. Department of Education, R3CC was one of 15 federally funded technical assistance centers supporting educators at state, district and school levels in the states of Delaware, the District of Columbia, Maryland, New Jersey, Ohio, and Pennsylvania.

Principal Investigator/Director, The Inclusion and Accommodation of English Language Learners Participating in the NAEP Trial Urban District Assessment Program — 2004–2005, GW-CEEE. Funded by the National Center for Education Statistics (NCES), this study examined: (1) the relationship between practices for including and accommodating ELLs participating in NAEP in urban districts and (2) policies guiding the participation of ELLs in NAEP and in state and district assessments.

Principal Investigator, Evaluation of the District of Columbia Public Schools' (DCPS) Reading Excellence Act (REA) Grant — 2003, GW-CEEE. On behalf of the Early Childhood Initiatives program in the District of Columbia Public Schools, GW-CEEE conducted a detailed evaluation and analysis of the Reading Excellence program. Evaluation foci included: reviewing changes in reading achievement measured by NCE scores and SAT 9 proficiency levels; improving reading instruction by use of reading specialists/coaches in the served schools; using professional development from graduate schools curricula, and administering reading readiness instruction for pre-K and kindergarten students. The evaluation also looked at parent involvement in the REA schools, the effectiveness of the core reading program and the use of phonological awareness programs.

Principal Investigator/Director, A National Review of State Assessment Policy and Practice for English Language Learners, 2002-2003, GW-CEEE. This three-part study was funded by two grants from the

U.S. Department of Education, Office of English Language Acquisition (OELA). The studies analyzed three key aspects of state assessment policy and practice for ELLs: accommodations, test translation, and state reporting practices.

Director, Study of the Effects of Linguistic Simplification of State Assessments on the Test Performance of Limited English Proficient Students and Monolingual English-Speaking Students, 1999, GW-CEEE. Funded by a grant from the Delaware Department of Education (DE DOE), this experimental, random assignment study examined the effects of administering linguistically simplified 4th and 6th grade science test items from the DE state assessment to ELLs and non-ELLs. A training manual on how to write linguistically simplified science items was developed for use by DE DOE item writers and teachers.

Selected Recent Board/Committee Memberships

Government Accountability Office (GAO), K-12 Education Advisory Panel, April 2009.

National Research Council of the National Academies, Panel to Review Alternative Data Sources of the Limited-English Proficiency Allocation Formula under Title III, Part A, ESEA, 2009-

National Clearing house for English Language Acquisition, Technical Working Group.

National Assessment Governing Board, Technical Advisory Panel, -- Uniform National Rules for NAEP Testing of ELLs, 2009.

Office of Elementary Secondary Education, LEP Partnership, ELP Framework Pilot, 2008.

Technical Advisor, National Board for Professional Teaching Standards (NBPTS) -- Support the selection of advisory board members to revise standards for English as a New Language, 2008- present.

Technical Advisor, LEP Partnership (U.S. Department of Education) -- ELL Framework, Pilot, 2008.

Expert Panel Member. National Assessment Governing Board (NAGB) – Accommodations for LEP students on computer-based 2011 NAEP Writing Assessment, 2008.

Member, George Washington University -- Ad-hoc Research Committee, 2008.

Reviewer, Educational Testing Service -- Guidelines for the Assessment of ELLs, 2008.

Selected Recent Publications

Pennock-Roman, M. & Rivera, C. (in press). Test Accommodations for English Language Learners: A Meta-Analysis of Experimental Studies.

Rivera, Shafer Willner, & Acosta. (2009). Improving the Selection of Accommodations for English Language Learners in Content Assessments, NCELA Newsletter. The George Washington University.

Willner, L., Rivera, C., & Acosta, B.D. (2009). Ensuring Accommodations Used in Content Assessments Are Responsive to English-Language Learners. *The Reading Teacher*, 62(8), 696–698. doi: 10.1598/RT.62.8.8.

- Rivera, C. Shafer Willner, L. & Acosta, B. *Guide for refining state assessment policies for accommodating English Language Learners* (2008). Arlington, VA: The George Washington University Center for Equity and Excellence in Education.
- Acosta, B., Rivera, C., & Shafer Willner, L. (2008). *Best practices in the accommodation of English language learners: A Delphi study*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.
- Shafer Willner, L., Rivera, C., & Acosta, B. (2008). *Descriptive analysis of state 2006-2007 content area accommodations policies for English language learners*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.
- Malagon, M., Rosenberg, M., Acosta, B., Rivera, C. (2007). *Review to enhance services to English language learners in Washington DC Archdiocesan schools*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education
- Pennock-Roman, M. & Rivera, C. (2007). *The differential effects of time on accommodated vs. unaccommodated content assessments for English language learners*. Paper presented at Center for Assessment Reidy Interactive Lecture Series. <http://www.nciea.org/cgi-bin/pubspage.cgi>
- Shafer Willner, L., Rivera, C., & Acosta, B. (2007). *Decision-making practices of urban districts for including and accommodating English language learners in NAEP: School-based perspectives*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.
- Shafer Willner, L., Rivera, C., & Acosta, B. (2007). *Decision-Making Practices of Urban Districts for Including and Accommodating English Language Learners in NAEP- School Based*. Research report for the National Center on Education Statistics.
- Rivera, C. & Collum, E. (Eds.). (2006). *State assessment policy and practice for English language learners: A national perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Rivera, C. & Collum, E. (2006). *Including and accounting for English Language Learners in state assessment systems*. In Rivera, C. & Collum, E. (Eds.). *State assessment policy and practice for English language learners: A national perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Rivera, C., Collum, E., Shafer Wilner, L., & Sia Jr. J. K. (2006). *An analysis of state assessment policies regarding the accommodation of English Language Learners*. In Rivera, C. & Collum, E. (Eds.). *State assessment policy and practice for English language learners: A national perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Thurlow, M., Albus, D., Liu, K., Rivera, C. (2006). *State practices for reporting participation and performance of English Language Learners*. In Rivera, C. & Collum, E. (Eds.). *State assessment policy and practice for English language learners: A national perspective*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Collum, E., Rivera, C., & Shafer Willner, L. (2005). *The inclusion and accommodation of ELLs participating in the National Assessment of Educational Progress Trial Urban District Assessment Program: Policies Guiding the Inclusion and Accommodation of ELLs*. Research report for the National Center on Education Statistics.

- Rivera, C. & Collum, E. (2004). An analysis of state assessment policies addressing the accommodation of English language learners. Issue paper prepared for the National Assessment Governing Board, Washington, DC.
- Rivera, C. & Stansfield, C.W. (2004). The effect of linguistic simplification of science test items on score comparability. *Educational Assessment* 9(3&4), 79-105.
- Thurlow, M., Albus, D., Liu, K.K., & Rivera, C. (2003). *State Practices for Reporting Participation and Performance of English Language Learners in State Assessments, School Year 1999-2000*. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.
- Orr, J., Rivera, C., Sacks, L., & Bushey, L. (2002). *Promoting excellence for English language learners: An evaluation of the Montgomery county public schools English for speakers of other languages program*. Arlington, VA: Center for Equity and Excellence in Education.
- Rivera, C., Martinez, C. Jr., & Stansfield, C.W. (2001). *State policies for including and accommodating ELLs in state assessment programs*. Policy brief. Commissioned paper prepared for the Board on Testing and Assessment, National Research Council.
- Stansfield, C.W., & Rivera, C. (2001). Accommodation policies for English language learners in state assessments. In R.W. Lissitz & W.D. Schafer (Eds.), *Assessments in educational reform*. Boston, MA: Allyn & Bacon.
- Martinez, C. Jr., & Rivera, C. (2000). *Responding to the requirements of including language minorities in state assessments under the improving America's schools act*. Commission on Behavioral and Social Sciences and Education, National Research Council. White paper.
- Rivera, C., Stansfield, C., Scialdone, L., Sharkey, M. (2000). *An analysis of state policies for the inclusion and accommodation of English language learners in state assessment programs during 1998-1999*. Arlington, VA: Center for Equity and Excellence in Education, The George Washington University.
- Miles, J. E., Stansfield, C. W., & Rivera, C. (2000). *Leveling the assessment 'playing field': Making science test items accessible to English language learners*. Arlington, VA: Center for Equity and Excellence in Education, The George Washington University.
- Rivera, C. (2000). *An analysis of state policies for the inclusion and accommodation of English language learners in state assessment programs during 1998-1999*. Arlington, VA: Center for Equity and Excellence in Education, The George Washington University.

Selected Recent Presentations

- Rivera, C. (June 23, 2009). Guidelines for assessing English language learners in academic content areas: Selecting ELL-responsive accommodations to guide the refinement of state assessment policies. Los Angeles, CA: National Conference on Student Assessment.
- Rivera, C. (June 24, 2009). Accommodations for ELL students with disabilities: A national perspective: Core concepts in accommodating ELLs. Los Angeles, CA: National Conference on Student Assessment.

- Rivera, C. (April 28, 2009). Overview of issues impacting state policies for identifying and classifying English language learners. Presentation to the ELL Working Group of the National Research Council of the National Academies. Washington, DC.
- Rivera, C. (April 13, 2009). Identifying ELL-responsive accommodations to guide the refinement of state assessment policies. Acosta, Rivera, and Shafer Willner (2008) paper presented at American Educational Research Association (AERA) Annual Meeting. San Diego, CA.
- Rivera, C. (March 13, 2009). The American Recovery and Reinvestment Act: Recommendations for addressing the needs of English language learners. Letter from the ELL Working Group to Secretary of Education Arnie Duncan.
- Rivera, C. (December 17, 2008). How are we change agents around state assessment policies for accommodating ELLs? Appalachian Regional Comprehensive Center Quarterly Rally. Louisville, KY.
- Rivera, C. (September, 2008). Feedback to Education Testing Service *Guidelines for the assessment of English language learners*. Education Testing Service. Princeton, NJ.
- Rivera, C. (July 7-8, 2008). NAEP panel meeting on accommodations: Recommendations for accommodations for the new computer-based NAEP writing assessment in 2011. National Assessment Governing Board. Cedar Rapids, IA.
- Rivera, C. (June 17, 2008). Using expert judgment to augment a limited research base: Identifying ELL-responsive accommodations for state content assessments. National Conference on Student Assessment (CCSSO). Orlando, FL.
- Rivera, C. (2008, May). Test Accommodations for ELLs: Developing an ELL-Responsive SEA Policy to support Local Practice. Immigrant and Refugee Education Directors Meeting. Council of Great City Schools.
- Rivera, C. (2008, March). Test Accommodations for ELLs: What We Know and What We Still Need to Know English Language Learners and NCLB 101. National Council on Measurement. New York City.
- Rivera, C. (2008, February). English Language Learner Assessment Policy Guidebook for States. Comprehensive Center Directors' Meeting. Washington DC.
- Rivera, C. & Shafer Willner, L. (2008, January). Building State Assessment Policies Appropriate for English Language Learners. Addressing ELL Needs through a Statewide System of Support Institute. Nashville, TN.