

SUMMARY OF RELATED EXPERIENCE

Robert Linquanti is Project Director for English Learner Evaluation and Accountability Support (ELEAS), and Senior Research Associate in the Western Regional Educational Laboratory and California Comprehensive Center, at WestEd. He specializes in assessment, evaluation and accountability policies, practices and systems for English Learners (ELs), and has extensive experience helping states, districts, and schools to improve in these areas. He currently assists state education agencies in developing policy for implementing NCLB Title III, and serves as consultant to the Council of Chief State School Officers, the WIDA 19-state consortium, and the US Department Of Education's Office of English Language Acquisition on state Title III assessments, accountability policies, and field guidance. He also leads WestEd's collaboration with California Department of Education and regional service providers to deliver a statewide system of technical assistance for school districts identified under Title III as needing to improve educational services and outcomes for ELs. Linquanti has published and presented widely on evaluating EL education policies, language proficiency reclassification, and improving accountability for ELs. He currently serves on several expert panels and advisory boards related to EL policy issues, including those of the National Research Council and the National Assessment Governing Board.

EDUCATION

- 1988 M.P.A., Public Policy Analysis, Columbia University
(Columbia Public Service Fellow, 1986–1988)
- 1984– Graduate studies, Spanish Linguistics, University of Madrid (La Complutense),
1985 Madrid, Spain
- 1982 B.A. (*summa cum laude*), English and Spanish Literature and Linguistics,
State University of New York (SUNY) at Buffalo

PROFESSIONAL EXPERIENCE

- 2003– *Project Director*, ELEAS - Comprehensive School Assistance Program,
Present and *Senior Research Associate*, Western Regional Educational Laboratory,
WestEd, San Francisco, CA

Direct projects in EL evaluation and accountability support, which build and sustain client capacity and internal accountability for EL success. Examples include:

- Assist states education agencies (e.g., California, Iowa, Louisiana, New York, North Carolina, Texas, West Virginia) to analyze EL language proficiency data and develop state policy for implementing or modifying NCLB Title III annual

measurable achievement objectives (AMAOs)

- Provide consultation and technical assistance on policy implementation to the US Department of Education's Office of English Language Acquisition (OELA) on state NCLB Title III AMAO field guidance and policy issues
- Assist Council of Chief State School Officers (CCSSO) to review Title III non-regulatory guidance for USDE OELA; conduct quality review of CCSSO K-2 English Language Development Assessment; advise member states on Title III AMAO accountability issues; advise on methods for aligning instruction to standards and assessments for English Learners and analyzing relationship to student achievement
- Assist World-Class Instructional Design and Assessment (WIDA) multi-state Consortium on development of field guidance for using ACCESS English-language proficiency assessment to address NCLB Title III AMAO requirements
- Co-develop and deliver statewide technical assistance with California Department of Education and regional service providers to help districts improve services & outcomes for EL students under NCLB Title III (for California Comprehensive Center at WestEd)
- Provide technical assistance to California districts to build capacity, systems, & practices to analyze EL language proficiency and academic achievement data; identify issues; set goals, monitor progress, and plan professional development
- Conduct research and evaluation studies for California State policymakers and educational leaders on impact of state EL policies (Proposition 227, reclassification of English learners), and on EL accountability practices
- Deliver multi-day, professional development institutes for district teams on integrating NCLB into local accountability systems; and evaluating EL services & results for accountability and instructional improvement; sponsored by County Offices of Education in Los Angeles, Merced, Orange, Riverside, San Bernardino, San Diego, Santa Clara, Sonoma, and Stanislaus

2000–
2006 *Associate Director*, Evaluation Study of Proposition 227, American Institutes for Research and WestEd, Palo Alto and Oakland, CA

Helped direct legislatively-mandated, five-year study of effects of Proposition 227 on California's 1.6 million K-12 EL students. Resolved methodology and policy issues; guided data analyses & interpretations; managed WestEd field research staff; co-authored annual reports; provided testimony to state legislature & policymakers.

1995–
2002 *Senior Research Associate*, Northern California Comprehensive Assistance Center and Western Regional Educational Laboratory, WestEd, San Francisco, CA

Conducted evaluation research and provided technical assistance to state and local educational leaders and policy makers in California, Arizona, Nevada, and Utah on issues affecting English acquisition and academic success of language-minority students.

- 1992– 1994 *Research and Evaluation Associate*,
Far West Laboratory for Educational Research and Development, San Francisco, CA
- 1989– 1991 *Senior Project Consultant*, Production and Technology Planning Group
U.S. Leasing International, San Francisco, CA
- 1985– 1987 *Senior Program Administrator*, English and Special Services Division
Institute of International Education, New York, NY
- 1984– 1985 *Professor of English as a Second Language*
United States Cultural Center, Madrid, Spain
- 1982– 1984 *Assistant Director for International Student Services and Lecturer in ESL*, Intensive
English Language Institute, State University of New York, Buffalo, NY

SELECTED PUBLICATIONS AND REPORTS

- Linquanti, R. (2008). Assessing language proficiency of California's English learners and what it means for accountability. Invited essay. *University of California Linguistic Minority Research Institute Newsletter*, 17 (2), 1-3.
- Linquanti, R. & George, C. (2007). Establishing and utilizing an NCLB Title III accountability system: California's approach and findings to date. In J. Abedi (Ed.), *English language proficiency assessment in the nation: Current status and future practice* (pp. 105-118). Davis: University of California.
- Williams, T., Hakuta, K., Haertel, E., Kirst, M., Levin, J., Linquanti, R., et al. (2007). *Similar English Learner students, different results: Why do some schools do better? A follow-up analysis, based on a large-scale survey of California elementary schools serving low-income and EL students*. Mountain View, CA: EdSource.
- Linquanti, R., Carstens, L., & Soto-Hinman, I. (2006). *NCLB Title III institute: Ensuring academic success for English learners*. (Workbook to the two-day professional development series, sponsored by California Department of Education). San Francisco: WestEd.
- Parrish, T., Merickel, A., Perez, M., Linquanti, R., et al. (2006). *Effects of the implementation of Proposition 227 on the education of English learners, K-12: Findings from a five-year evaluation (final report)*. Palo Alto and San Francisco: American Institutes for Research and WestEd.
- Linquanti, R. & Carstens, L. (2004). *Evaluating English learner services and results for accountability and instructional improvement*. (Workbook to the three-day professional development series). San Francisco: WestEd.
- Merickel, A., Linquanti, R., Parrish, T., Perez, M., Eaton, M., & Esra, P. (2003). *Effects of the implementation of Proposition 227 on the education of English learners, K-12: Year 3 Report*. Palo Alto and San Francisco: American Institutes for Research and WestEd.

Parrish, T., Linqunti, R., Merickel, A., Quick, H., Laird, J., & Esra, P. (2002). *Effects of the implementation of Proposition 227 on the education of English learners, K-12: Year 2 Report*. Palo Alto and San Francisco: American Institutes for Research and WestEd.

Linqunti, R. (2001). *The redesignation dilemma: Challenges and choices in fostering meaningful accountability for English learners*. Policy Report 2001-1. Santa Barbara: University Of California Linguistic Minority Research Institute.

Linqunti, R. & Peterson, J. (2001). "An enormous untapped potential:" *A study of the feasibility of using National Board for Professional Teaching Standards certification to improve low-performing schools*. San Francisco, CA: WestEd.

Linqunti, R., Bailey, J., Lentz, R., & Pasta, D. (2000). *Factors affecting the time interval to redesignation of English language learners: An exploratory study*. (OBEMLA-USDE Field-Initiated Research Grant.) San Francisco, CA: WestEd.

Linqunti, R. (1999). *Fostering academic success for English language learners: What do we know?* San Francisco, CA: WestEd.

SELECTED PRESENTATIONS AND TESTIMONY

Linqunti, R. (April, 2009). NCLB at year 8 in the assessment of English Language Learners: Taking stock of the assessment and accountability systems. Invited discussant, National Association of Test Directors/National Council on Measurement in Education Joint Invited Symposium, presented at the Annual Meeting of the National Council on Measurement in Education, San Diego, CA.

Linqunti, R., & George, C. (April, 2009). *Moving targets: Adjusting California's NCLB Title III accountability system and analyzing its impact on educators and students*. Symposium paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Linqunti, R. (December, 2008). *AMAOs, AYP, and the quest for meaningful accountability for English learners*. Invited symposium presentation, California Educational Research Association Conference, Rancho Mirage, CA.

Cook, G., Linqunti, R., & Hock, M. (June, 2008). *Methods of establishing annual measurable achievement objectives (AMAOs)*. Symposium presented at the Council of Chief State School Officers (CCSSO) National Conference on Student Assessment, Orlando, FL.

Linqunti, R. (June, 2008). *Notice of proposed interpretations of Title III: Implications for states' ELL accountability policies*. Panel discussion with US Department of Education and WIDA Consortium research staff. CCSSO State Collaborative on Assessment and Student Standards for English Language Learners (SCASS-ELL) meeting, Orlando, FL.

- Linquanti, R. (May, 2007). *Can high-stakes accountability foster equity for English learners? NCLB Title III as a test case*. Presentation to the Language, Equity and Educational Policy Working Group, Stanford University, Stanford, CA.
- Linquanti, R., & George, C. (April, 2007). *Establishing and utilizing an NCLB Title III accountability system: California's approach and findings to date*. Symposium paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Linquanti, R. (February, 2007). *Setting the stage: Implementing NCLB Title III AMAOs to foster accountability for ELL success*. Keynote address delivered to First Annual AMAO Forum for English Language Learners, sponsored by Mid-Atlantic Comprehensive Center at George Washington University, Arlington, VA.
- Linquanti, R. (October, 2006). *Implementing (and modifying) NCLB Title III AMAOs: Issues and options*. National Center for English Language Acquisition/OELA-sponsored national webcast for State Education Agency Title III and assessment directors.
- Linquanti, R. (April, 2006). *Redesignation high and low: A qualitative analysis of redesignation policies & practices in nine California school districts*. Symposium paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Linquanti, R. (February, 2006). *English learner reclassification: Policy issues & options*. Testimony given to the California State Assembly Education Committee, Sacramento, CA.
- Linquanti, R. (November, 2005). *Cultivating internal accountability: Effective evaluative practices that focus improvement efforts & foster English-language learner success*. Presentation at US Department of Education Office of English Language Acquisition Fourth Annual Summit, Washington, DC.
- Linquanti, R. (November, 2005). *Implementing AMAOs that foster local accountability & progress: Policy issues & options*. Presentation at USDE OELA NCLB Title III State Directors Meeting, Washington, DC.
- Linquanti, R. & Parrish, T. (April, 2005). *English learner language proficiency and academic achievement under Proposition 227: Findings to date*. Symposium paper presented at the Annual Meeting of the American Educational Research Association, Montréal, Canada.
- George, C., Linquanti, R. & Mayer, J. (April, 2004). *Using California's English Language Development Test to implement Title III: Challenges faced, lessons learned*. Symposium paper presented at Annual Meeting of the American Educational Research Association, San Diego, CA.
- Linquanti, R. (April, 2004). *Assessing English-language proficiency under Title III: Policy issues and options*. Symposium paper presented at the Annual Meeting of the National Council on Measurement in Education, San Diego, CA.

- Linquanti, R. (March, 2004). *Improving local accountability systems for English learners*. Presentation at Celebrating Educational Opportunities for Hispanic Students Conference (Arizona, California, New Mexico, & Texas School Board Associations), San Diego, CA.
- Linquanti, R. (December, 2003). *Monitoring English learner progress under Title III: Strategies for district success*. Presentation at the Annual Conference of the California School Boards Association, San Diego, CA
- Linquanti, R. Mayer, J., & George, C. (October, 2003). *Federal requirements, local opportunities: Using NCLB Title III and Title I to improve local accountability for English learners*. Presentation at the 5th Annual California Department of Education Standards-Based Evaluation & Accountability Institute for English Learners, Santa Barbara, CA.
- Linquanti, R. (February, 2003). *Defining, measuring, and monitoring growth in English as a second language: A standards-based approach*. Presentation to Utah Coalition of Minorities Advisory Committee and Utah State Office of Education, Salt Lake City, UT.
- Linquanti, R. (April, 2002). *Reclassifying English learners as fluent English proficient: Issues and options*. Symposium paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Linquanti, R. (February, 2002). *Issues & options for improving accountability for English learner success*. Testimony given to the California State Assembly Education Committee, Sacramento, CA.
- Linquanti, R., & Wilde, J. (2000, April). *Issues in defining and assessing English language proficiency*. Presentation to State Superintendent's Taskforce and Arizona Department of Education, Phoenix, AZ.
- Linquanti, R., & Shaw, J. (1999, April). *Educating English learners: A framework for policy development & review*. Presentation to the Nevada State Board of Education, Las Vegas, NV.

SELECTED EXPERT PANELS AND PROFESSIONAL ACTIVITIES

- Member, National Research Council Panel to Review Alternative Data Sources for the Limited English Proficiency Allocation Formula under Title III, Part A, Elementary and Secondary Education Act, 2009-present
- Member, Technical Advisory Panel on Uniform National Rules for NAEP Testing of English Language Learners, 2009
- Lecturer, Stanford University School of Education (graduate course on application of ELL research to policy & practice; co-taught with Kenji Hakuta, annually since 2008)
- Member, California Department of Education Technical Advisory Group (TAG) on the California English Language Development Test (CELDT) Program, 2003-present
- Advisory Board Member, Formative Language Assessment Records for ELLs (FLARE) Project, Wisconsin Center for Education Research, University of Wisconsin-Madison (2009-present)

- Manuscript reviewer, *American Educational Research Journal*, 2002-present; *Educational Assessment*, 2006; *Educational Evaluation and Policy Analysis*, 2008-present.
- Advisory Editor, *Review of Research in Education*, 2005.
- Member, California Department of Education Advisory Panel for the Development of Title 5 California Administrative Code Regulations for English Learners, 1999-2001
- Co-Chairperson, Subcommittee on Assessment, Evaluation, and Accountability, California State Superintendent's Taskforce on Proposition 227, 1998–1999

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- American Association for Applied Linguistics
- National Association for Bilingual Education