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### ***Education***

- 2004            PhD. in Education  
*University of California, Santa Barbara*  
Emphasis in special education, disabilities, and risk studies
- 1999-2000    Masters Degree in Special Education  
*University of California, Riverside*  
Emphasis in students at-risk for academic failure and behavioral problems
- 1998-1999    Multiple Subject and Mild/Moderate Special Education Credentials  
*University of California, Riverside*
- 1994 - 1998   Bachelor of Arts-Human Development  
*University of California, Riverside*  
Interdisciplinary study with emphasis in exceptionality

### ***Professional Experience***

- Current        Professor, Special Education  
California State University, Long Beach  
Co-Director, *CSU Center to Close the Opportunity Gap*  
Co-Principal Investigator, *Project MELVA-S*  
Co-Principal Investigator, *Iterative Systematic Replication of Read Well 1*  
Co-Project Director, *Interdisciplinary Training to Advance Implementation of Tier 3 Academic Supports for CLD Youth with Disabilities*  
Project Director, *Interdisciplinary Training for Effective Tier 3 Social, Emotional, and Behavior Intervention for CLD Youth with Disabilities*
- 2016-2018    Co-PI, Next Generation of Educators Initiative, Bechtel Foundation
- 2013-2018    Grant Leader, CEEDAR California State University, Long Beach Team
- 2010-2014    Co-PI, Project EQALS: Evidence-based, Quality Professional Development in Algebra for Learner Success
- 2007-2012    Co-PI, Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE), Study #3: *The Effects of the SIOP Model on Science and Language Learning*
- 2002-2003    Project Coordinator, Early Reading Project  
Center for Advanced Studies of Individual Differences: Institute for Social, Behavior and Economic Research *University of California, Santa Barbara*
- 2002-2003    Project Coordinator, Project La Patera  
Center for Advanced Studies of Individual Differences: Institute for Social, Behavior and Economic Research *University of California, Santa Barbara*

### ***Teaching Experience***

Current Professor, Special Education  
California State University, Long Beach

2010-2014 Associate Professor, Special Education  
California State University, Long Beach

2004-2010 Assistant Professor, Special Education  
California State University, Long Beach

2000-2001 K-3 specialist for at-risk students  
Riverside Unified School District Riverside, CA  
Mountain View Elementary School

1999-2001 1<sup>st</sup> grade teacher  
Riverside Unified School District Riverside, CA  
Mountain View Elementary School

### ***Awards***

2018 **Samuel Kirk Award for a research publication in Learning Disabilities Research and Practice**  
Review of single subject research examining the effectiveness of interventions for at-risk English learners

2009 **Early Career Achievement Award, CSU Long Beach**  
University-wide award for excellence in research, teaching, and service; one of three faculty selected

2008 **Enhancing Educational Effectiveness Award, CSU Long Beach**  
*Preparing general education and special education teachers to meet the needs of students who have reading difficulties through the Response to Intervention Model.*

### ***Research Grants and External Funding***

*CSU Center to Close the Opportunity Gap (Current). State of California (Co-Directors Cara Richards-Tutor, Corinne Martinez)*

*MEasuring the Language and Vocabulary Acquisition in Science of Latinx Students Using Speech Recognition and Automated Scoring (MELVA-S, Current) Institute of Educational Sciences. (PI: Doris Baker, UT Austin, Co-PI: Cara Richards-Tutor)*

*Iterative Systematic Replication of Read Well 1 (Current) Institute of Educational Sciences. (PI: Emily Solari, UVA; Co-PI: Doris Baker, UT Austin, Co-PI: Cara Richards-Tutor)*

*Interdisciplinary Training for Effective Tier 3 Social, Emotional, and Behavior Intervention for CLD Youth with Disabilities (Current) Office of Special Education Programs (PD: Cara Richards-Tutor; Co-PD Kristi Hagans)*

*Interdisciplinary Training to Advance Implementation of Tier 3 Academic Supports for CLD Youth with Disabilities (Current) Office of Special Education Programs (PD: Kristi Hagans; Co-PD Cara Richards-Tutor)*

*Next Generation of Educators Initiative.* (2015-2019). Bechtel Foundation (Co-PIs: Lisa Isbel and Cara Richards-Tutor)

*Project EQALS: Evidence-based, Quality Professional Development in Algebra for Learner Success* (2010-2014). California Department of Education: Improving Teacher Quality, California Postsecondary Education Commission (Co-PIs: Cara Richards-Tutor, Babette Benken)

*Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE), Study #3: The Effects of the SIOP Model on Science and Language Learning* (2005-2010). U.S. Department of Education, Institute of Educational Sciences (Co-PIs: Dr. Jana Echevarria, Dr. Deborah Short, Dr. Cara Richards-Tutor)

## ***Publications***

### Books

- Baker, D.L., Barsaraba, D.L., Richards-Tutor, C. (2018). *Second Language Acquisition: Methods, Perspectives, and Challenges* (Eds). Hauppauge, NY: Nova Science Publishers.
- Echevarria, J., Richards-Tutor, C., Vogt, M.E. (2015). *Response to intervention and English learners: Using the SIOP Model*. Boston, MA: Allyn & Bacon
- Richards, C. & Leafsteadt, J.M. (2009). *Early reading interventions: Strategies and methods for struggling readers*. Boston, MA: Allyn & Bacon.

### Book Chapters

- Richards-Tutor, C. & Cornejo, M.V. (in press). Referral, assessment, and identification of English learners for learning disability. In R. Boon (Ed.). *English Learners with Learning Disabilities: A Guide for Co-Teachers in the Inclusive Classroom*. Information Age Publishing.
- Richards-Tutor, C. & Solari, E.J. (in press). Evidence based, culturally responsive interventions to improve academic outcomes for English learners with reading difficulties. In C. Lemons et al (Ed.) *Handbook on Research in Special Education*. Routledge Press.
- Richards-Tutor, C., Barber, B.R., Benedict, A.E., Brownell, M., Martinez-Vargas, L., & Gates, J. (in press). Using high leverage practices to organize practice-based opportunities: Academic and behavioral examples from inclusive educational contexts. In P. Chandler & L. Barron (Eds.), *Rethinking school-university partnerships: A new way forward*. Information Age Publishers.
- Baker, D.L., Richards-Tutor, C., Gersten, R., Baker, S., & Smith, J.M. (2017). Building literacy for English learners within a response to intervention framework. In E. Lopez, S. Nahari, & S. Proctor (Eds.) *Handbook of Multicultural School Psychology: An Interdisciplinary Perspective*. New York, NY: Taylor and Francis.
- Richards-Tutor, C., Aceves, T., Reutebach, C. (2015). Peer-supported instruction for English Learners. In K. Harris & L. Metzler (Eds.) *What Works for Special Needs Learners: The Power of Peers*. New York, NY: Guilford Publications.
- Gerber, M.M. & Richards-Tutor, C. (2011). Spelling interventions. In R. O’Conner & P.Vadasy (Eds.) *Handbook for Reading Interventions*. New York: Guilford Press
- Richards-Tutor, C. (2010). Tier II interventions. In J. Echevarria & M. Vogt *Response to intervention for English learners: Making it work*. Boston, MA: Allyn & Bacon

### Peer Reviewed Journal Articles

- Brownell, M.T., Benedict, A.E., Leko, M.M., Peyton, D., Pua, D., & Richards-Tutor, C. (2019). A Continuum of Pedagogies for Preparing Teachers to Use High-Leverage Practices, *Remedial and Special Education*, 40, 338-355.
- Reese, L., Richards-Tutor-C., Pavri, S. Hansuvadha, N., & Xu, S. (2018). Teachers for Inclusive, Diverse Urban Settings. *Issue in Teacher Education*, 27, 17-27.
- Baker, D.L., Richards-Tutor, C., Sparks, A., & Canges, R. (2018). Review of Single Subject Research Examining the Effectiveness of Interventions for at Risk English Learners. *Learning Disabilities Research & Practice*, 33, 64-74.
- Richards-Tutor, C., Baker, D.L., Gersten, R., Baker, S., & Smith, J.M. (2015). The Effectiveness of Reading Interventions for English Learners: A Research Synthesis. *Exceptional Children*, 82, 144-169.
- Lane, K.L., Richards-Tutor, C., Oakes, W.P., Conner, K. (2014). Initial Evidence for the Reliability and Validity of the Student Risk Screening Scale with Elementary Age English Learners. *Assessment for Effective Intervention*, 39, 219-232.
- Solari, E.J., Aceves, T.C., Higareda, I., Richards-Tutor, C., Filippini, A.L., Gerber, M.M., Leafstedt, J. (2014). Longitudinal prediction of first and second grade English oral reading fluency in English language learners: Which early reading and language skills are better predictors? *Psychology in the Schools*, 51, 126-142.
- Richards-Tutor, C., Solari, E.J., Leafstedt, J.M., Gerber, M.M., Filippini, A., Aceves, T. (2013). Response to intervention for English learners: Examining models for determining response and non-response. *Assessment for Effective Intervention*, 38, 172-184.
- Echevarria, J., Richards-Tutor, C., Canges, R., Francis, D.F. (2011). Using the SIOP Model to Promote the Acquisition of Language and Science Concepts with English Learners. *Bilingual Research Journal*, 34, 334-351.
- Short, D. J., Echevarria, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research Journal*, 15, 363-380.
- Echevarria, J., Richards-Tutor, C. Pham, V., Rattleff, P. (2011). Did they get it? The role of fidelity in improving teaching for English learners. *Journal of Adolescent and Adult Literacy*, 4, 425-434.
- Smith, G., Richards-Tutor, C., Cook, B. (2010). Using teacher narratives in the dissemination of research-based practices, *Intervention in School & Clinic*, 46, 67-70.
- Richards, C., Pavri, S., Golez, F. Murphy, J., Dennis, R. (2007). Response to intervention: Building the capacity of teachers to serve students with learning difficulties. *Issues in Teacher Education*, 16, 55-64.
- Richards, C. & Grenot-Scheyer, M. (2007). Introduction and rationale. *Issues in Teacher Education*, 16, 3-6.
- Leafstedt, J.M., Richards, C. Lamount, M., Cassidy, D. (2007). Perspectives on Co-Teaching: Views from High School Students with Learning Disabilities. *Learning Disabilities: A Multidisciplinary Journal*, 14, 177-184.
- Richards, C., Leafstedt, J.M., Gerber, M.M. (2006) Qualitative and quantitative examination of four low performing kindergarten English Learners: Characteristics of responsive and non-responsive students. *Remedial and Special Education*, 27, 218-234.
- Leafstedt, J., Richards, C., & Gerber, M. (2004). Effectiveness of Explicit Phonological-Awareness Instruction for At-Risk English Learners. *Learning Disabilities Research and Practice*, 19, 239-251.
- Gerber, M., Jimenez, T., Leafstedt, J., Villaruz, J., & Richards, C. (2004). English Reading Effects of Small-Group Intensive Intervention in Spanish for K-1 English Learners. *Learning Disabilities Research and Practice*, 19, 252-261.

## Other

Richards-Tutor, C., Aceves, T., & Reese, L. (2016). *Evidence-based practices for English Learners* (Document No. IC-18). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://ceedar.education.ufl.edu/tools/innovation-configurations/>

## **Media**

Leafstedt, J., & Richards, C. (2003). Kinderlink. *CASELINKS - web-based interactive, multi-media programs for teachers*, University of California Santa Barbara <http://www.caselinks.education.ucsb.edu/Kinderlink>

## **Select Presentations**

Richards-Tutor, C., Lingo, A., & Brownell, M. (February, 2020) Developing Mutually Beneficial Clinical Partnerships that Promote All Teachers Ability to Educate Diverse Students in Inclusive Environments, Council for Exceptional Children, Portland, OR.

Brownell, M., Benedict, A., Richards-Tutor, C. & Leko, M. (January, 2019). Improving teacher preparation from within: Using data to validate and revise practice-based preparation opportunities. Council for Exceptional Children, Indianapolis, IN.

Baker, D., Richards-Tutor, C., Sparks, Anthony, & Canges, R. (May, 2017). Effective Interventions for English Learners with Learning Disabilities: A Review of Single Subject Design Studies. American Educational Research Association Conference, San Antonio, TX.

Brownell, M., Benedict, A., Richards-Tutor, C. & Barber, B. (April, 2017). Practice-Based Approaches to Improving Teacher Education. Council for Exceptional Children, Boston, MA.

Sindelar, P., Richards-Tutor, C., & Pavri, S. (November, 2016). Dual credential preparation: California State University-Long Beach's (CSULB) vision for equity and excellence in education. Teacher Education Division Conference, Lexington, KY.

Richards-Tutor, C., Pavri, S., Hansuvadha, N. (November, 2015). Development of a Dual Licensure Program: Preparing Candidates to Teach All Students in Urban Settings. Teacher Education Division Conference, Tempe, AZ.

Richards-Tutor, C., Baker, D.L., Gersten, R., Baker, S., & Smith, J. (2014). Interventions for English learners at-risk and with learning disabilities: A review of the literature. Paper presented at the Pacific Coast Reading Conference, San Diego, CA.

Lembke, E., Richards-Tutor, C., Wheeler, C. (April, 2013). Using Math CBM to Guide Instructional Decision Making. Paper presented at the Council For Exceptional Children, San Antonio, TX.

Richards-Tutor, C., & Hagans, K., Benken, B. (February, 2013). Reliability and Validity of Algebra Progress Monitoring Measures for Urban High School Students. Paper presented at the Pacific Coast Reading Conference, San Diego, CA.

Benken, B. & Richards-Tutor, C. (2012, November). Using Progress Monitoring to Impact Algebra Instruction. Presentation at the California Mathematics Council-South, Palm Springs, CA.

Richards-Tutor, C., & Himmel, J. (2012, October). The SIOP Model and Professional Development: Supporting Teachers' Instruction of Middle School English Learners Across the Content Areas. Presentation at the CREATE Conference, Orlando, FL.

- Richards-Tutor, C, Lembke, E., & Foegen, A. (2012, February). Technical Adequacy of Early Numeracy Measures for English Learners. Paper presented at the Pacific Coast Reading Conference, San Diego, CA.
- Cook, B.C., Smith, G., & Richards-Tutor, C., (2011, April). Bridging the research-to-practice gap: merging evidence-based practices and practice-based evidence. Paper presented at the Council for Exceptional Children Annual Convention, Nashville, TN.
- Richards-Tutor, C., & Leafstedt, J.M. (2010, October). Early reading interventions within an RTI model. Invited workshop presented at the Council for Exceptional Children-Division of Learning Disabilities Annual Conference, Baltimore, MD.
- Richards, C. (2009, March). English learner interventions. Paper presented at A National Conference on Using Research to Strengthen Response to Intervention (RtI) Decision Making and Implementation, Washington, D.C.
- Richards, C., &, Solari, E.J. (2009, February). Defining response for English language learners. Paper presented at the Pacific Coast Reading Conference, San Diego, CA
- Richards, C., Quan, J., & Pham, V. (2008, April). The efficacy of a number sense intervention for students with math difficulties. Paper presented at the Council for Exceptional Children Annual Convention, Boston, MA.
- Richards, C. & Solari, E. J. (2008, February). Defining responsiveness for kindergarten English Learners. M. Gerber (Leader), *Modeling Reading Risk: A longitudinal study of Spanish-speaking English Language Learners*. Paper Presented at the Pacific Coast Research Conference, San Diego, CA.
- Pavri, S. & Richards, C. (2007, November). Getting started with RTI: Professional development in an urban school district. Paper presented at the Council for Exceptional Children Annual Teacher Education Division Conference, Milwaukee, WI.
- Richards, C. (2007, July). Instruction for English language learners. Workshop presented at the Washington State Reading First Conference, Yakima, WA.
- Richards, C. (2007, April). Instruction for English language learners: A focus on the SIOP model within RTI. Invited workshop presented at the Council for Exceptional Children Annual Convention, Louisville, KY.
- Richards, C. & Quan, J. (2007, April). Strategies for number sense tasks: Differences between students with and without LD. Poster presented at the Council for Exceptional Children Annual Convention, Louisville, KY.
- Richards, C. (2006, July). Development of phonological awareness skills in young English learners: Application of the overlapping waves model of development, Paper presented at the Annual Conference for the Society for the Scientific Study of Reading, Vancouver, B.C.
- Geber, M.M., Leafstedt, J.M., & Richards, C. (2005, November). Responsiveness to instruction and English learners. Invited workshop presented at the Council for Exceptional Children-Division of Learning Disabilities Annual Conference, Charleston, SC.
- Richards, C., & Leafstedt, J.M. (2005, February). Development of phonological awareness skills in young English learners. Poster presented at the Pacific Coast Reading Conference, San Diego, CA
- Richards, C. & Leafstedt, J.M. (2005, April). Pre-reading interventions for English learners implemented by teachers and tutors. Poster presented at the Council for Exceptional Children Annual Convention, Baltimore, MD.

### ***Professional Activities***

Executive Board, Membership Committee: Division of Learning Disabilities, Council for Exceptional Children

Editorial Board: Learning Disabilities Research & Practice

Reviewer: Exceptional Children, Remedial and Special Education

***Professional Affiliations***

Council for Exceptional Children

    Council for Children with Behavior Disorders

    Division for Learning Disabilities

    Division for Research

    Teacher Education Division

California Council for Teacher Educators

Society for the Scientific Study of Reading