

**The Center for Culturally Responsive Evaluation
and Assessment Inaugural Conference**



COLLEGE OF EDUCATION AT ILLINOIS

CREA

Repositioning Culture in Evaluation and Assessment

April 21-23, 2013 Chicago, Illinois



The logo features the acronym 'CREEA' in large, bold, sans-serif letters. Each letter is placed on a different colored square: 'C' is blue, 'R' is yellow, 'E' is brown, and 'A' is green. The background consists of a grid of vertical and horizontal bands in various shades of blue, yellow, brown, green, and grey.


CREEA

The Center for Culturally Responsive Evaluation and Assessment

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Welcome to the Center for Culturally Responsive Evaluation and Assessment's inaugural conference.



The University of Illinois was founded in 1867 as one of the land grant institutions that came from the Morrill Act President Abraham Lincoln signed into law in July 1862. The University has a long and rich history of innovative research, new ways of thinking, and new perspectives that have a positive impact on members of society. The establishment of the Center for Culturally Responsive Evaluation and Assessment (CREA) is no exception. CREA is an interdisciplinary center that brings together researchers from across our University, the nation, and the globe to integrate teaching, research, and scholarship cognizant of the relevance of cultural context in educational research, evaluation, and assessment. The Center seeks both to improve how we make sound appraisals of educational interventions while contributing to those conditions and practices that enhance the performance for learners irrespective of their educational contexts.

Wise

The CREA conference is unique in its definitive recognition of culture's centrality to evaluation and assessment and will illuminate the landscape of culturally responsive evaluation and assessment, a space that remains largely uncharted. Enjoy an inspiring and educational conference and experience the culturally rich city of Chicago.

On behalf of the University of Illinois at Urbana-Champaign, I welcome you.

Phyllis M. Wise

Chancellor, University of Illinois at Urbana-Champaign

Vice President, University of Illinois

Welcome from Dean Kalantzis

On behalf of the College of Education at the University of Illinois at Urbana-Champaign, I welcome you to the inaugural conference of the Center for Culturally Responsive Evaluation and Assessment (CREA). The College was pleased to launch CREA in 2011 as it is ever increasingly important to apply an understanding of the character and influences of diverse cultural norms and practices to assessment, evaluation, classroom teaching, counseling, and other educational and school contexts. It is our aspiration that CREA will establish a national and international presence as well as new benchmarks in educational research, evaluation, and assessment unique among its peers. Its ultimate goal is to contribute to genuinely enhancing learner performance and well-being. Underpinning this goal will be integrated teaching, research, scholarship, and engagement that is relevant to the cultural contexts of educational research, evaluation, and assessment. CREA's work will not only deploy the broad field of education but also harness applied fields such as social work, nursing, public health, and STEM-related fields. The overall goal of the Center is to encourage and engage in research and practice that is not only culturally sensitive but culturally responsive as well. Culturally sensitive and responsive practices both recognize ethnicity and position culture as central to the research process.

This conference hosts an interdisciplinary group of scholars, researchers, and practitioners from the U.S. (including Alaska and Hawaii) as well as seven non-U.S. countries and indigenous nations who will focus on the role of culture in theory and practices of evaluation and assessment. I encourage you to take advantage of the various sessions and topics provided by this conference, while particularly taking the opportunity to interact with the broad spectrum of attendees. I look forward to connecting with you throughout the course of the conference. May all participants find the next few days to be a rewarding and enriching experience.



Mary Kalantzis

Professor and Dean, College of Education
University of Illinois at Urbana-Champaign



Kalantzis

About CREA

The Center for Culturally Responsive Evaluation and Assessment (CREA) was created in 2011 with a primary mission of generating evidence for policy making that is not only methodologically but also culturally and contextually defensible.

In today's pluralistic societies, to achieve valid and actionable conclusions from research and evaluation studies inquirers must have a substantive understanding of the character and influences of diverse cultural norms and practices. As an interdisciplinary center, CREA brings together researchers from across the globe to address the vital need for policy-relevant studies that foreground the cultural and contextual dimensions of inquiry findings on the quality and effectiveness of social and educational interventions. CREA serves as a vehicle to engage in rigorous evaluation, assessment, research, practice, and meaningful dialogue relative to our schools and particularly those schools that serve large enrollments of children who are poor and/or from culturally diverse backgrounds. CREA is directed by Dr. Stafford Hood, Sheila M. Miller Professor of Education and Associate Dean for Research and Research Education.

CREA is located in the College of Education at the University of Illinois. Fulfilling its intent to continually expand its international scope and reach, Dublin City University's School of Education Studies has established a CREA sister office, headed by Senior Lecturer and Head of School Dr. Joe O'Hara and Professor of Education Dr. Gerry McNamara. Drs. O'Hara and McNamara have been in collaboration with Dr. Hood in recognizing cultural sensitivity in evaluation as being a vital but often neglected issue that resonates to the changing cultural and ethnic context of education in modern day Ireland.

About the College of Education

Founded in 1905, the College of Education at the University of Illinois is dedicated to facilitating and improving the learning process within the context of challenging educational settings, not just within our building or across our campus, but throughout the nation and the world. Today the College has four academic departments that serve more than 1,600 students: Curriculum and Instruction (C and I), Educational Psychology, Education Policy, Organization and Leadership; and Special Education. All departments offer master's and doctoral degrees, and Special Education and C and I offer undergraduate degrees for early childhood and elementary teachers, as well as a secondary education minor. As a top-ranked institution, our breakthrough scholarship addresses many of today's priorities, and our graduates join more than 34,000 College of Education alumni to become the next generation of teacher leaders and influential professors, administrators, and policy makers.

Center for Culturally Responsive Evaluation and Assessment Directory

Stafford Hood, Director

Thomas Schwandt, Senior Fellow and Associate Director

Core Personnel (University of Illinois)

Jennifer Greene Educational Psychology

Katherine Ryan Educational Psychology

Karrie Shogren Special Education

William Trent Education Policy and Organizational Leadership

Affiliated Faculty (University of Illinois)

Carolyn Anderson, Educational Psychology

James D. Anderson, Education Policy, Organization, and Leadership

Debra Bragg, Education Policy, Organization, and Leadership

Liora Bresler, Curriculum and Instruction

Jennifer Delaney, Education Policy, Organization, and Leadership

Georgia García, Curriculum and Instruction

Denice Hood, Education Policy, Organization and Leadership

Helen Neville, Educational Psychology

Susan Noffke, Curriculum and Instruction

Joseph Robinson, Educational Psychology

Distinguished CIRCE Emeriti

Robert Stake, Professor Emeritus of Educational Psychology and Director of CIRCE, University of Illinois

Terry Denny, Professor Emeritus of Educational Psychology, University of Illinois

Gordon Hoke, Professor Emeritus of Educational Psychology, University of Illinois

Ernie House, Professor Emeritus School of Education, University of Colorado Boulder

Affiliated Faculty (Other Institutions)

Leon Caldwell, The Annie E. Casey Foundation (Baltimore, MD)

Fiona Cram, Katoa Ltd. (Maori, Ngati Kahungunu evaluator, Auckland, NZ)

Toks Fashola, MERAssociates (Vienna, VA)

Kevin Favor, Lincoln University (Lincoln, PA)

Pamela Frazier-Anderson, Frazier-Anderson Research and Evaluation

Henry Frierson, University of Florida at Gainesville

Juan Gilbert, Clemson University

Drew Gitomer, Rutgers University

Melvin Hall, Northern Arizona University

Rodney Hopson, Duquesne University (Pittsburgh, PA)

Karen Kirkhart, Syracuse University

Joan LaFrance, Mekinak Consulting (Turtle Mountain Chippewa evaluator; Seattle, WA)

Chance Lewis, University of North Carolina Charlotte

Gerry McNamara, Dublin City University (Dublin, Ireland)

Sharon Nelson-Barber, Pacific Resources Education and Learning (Honolulu, HI)

Joe O'Hara, Dublin City University (Dublin, Ireland)

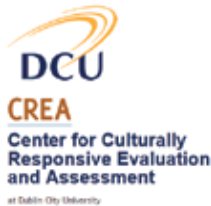
Khawla Obeidat, University of Colorado- Denver

Katherine Tibbetts, Kamehameha Schools (Honolulu, HI)

About CREA at Dublin City University



MacCraith



I am delighted to have been given this opportunity to offer my support and that of the academic community at Dublin City University to the Inaugural Centre for Culturally Responsive Evaluation and Assessment Conference. The theme of the conference—Repositioning Culture in Evaluation and Assessment—is one that resonates in a very real way for those of us involved in education in Ireland. The past two decades have seen a remarkable change in the makeup of Irish society. For the first time in our history we experienced significant immigration and this has seen us move from being one of the most culturally homogenous countries in Europe to being one of the most diverse. This change has brought with it many challenges and opportunities and it has forced us to re-think how we do things at all levels of society. One of the areas that has experienced the greatest amount of change is education and I think it is fitting that DCU's School of Education Studies established the first international CREA office to explore the impact of these changes in the critical areas of evaluation and assessment.

Dublin City University has always been an outward looking institution. Our current strategic plan 'Transforming Lives and Societies' commits us to "Active Engagement with global and international partners". I am therefore particularly delighted that the formal agreement signed with the University of Illinois at Urbana-Champaign in 2010 has resulted in the development of a centre for research and practice as significant as CREA@DCU. As a University we have committed to a complete restructuring of our education provision which will see the emergence of an 'Institute of Education' in coming years. This Institute—which will be one of the largest in Europe—will be committed to the engaging in a wide range of innovative educational research and practice and I am convinced that our association with CREA will add significantly to its impact in the fields of evaluation and assessment.

I would like to finish by paying particular tribute to the staff who have established CREA - from DCU side Joe O'Hara, Gerry McNamara, and Kathy Harrison and from Illinois Dean Mary Kalantzis, Stafford Hood, and Tom Schwandt. Theirs was a substantial commitment of time and energy but it has resulted in an outcome that we can all be proud of.

Best wishes to you all for a stimulating, engaging and lively conference and I hope that we have the opportunity of welcoming you all to DCU at some stage in the not too distant future.

Prof. Brian MacCraith

President, Dublin City University



Hood

Schwandt

CREA Acknowledgements and Sponsors

We begin by expressing our sincere gratitude to the College of Education at Illinois for its financial, intellectual, and moral support. From the outset, the College encouraged and supported the vision of CREA shared collectively by scholars in the College of Education, across the United States and internationally (particularly Ireland and New Zealand). We offer a special thanks to Dean Mary Kalantzis who has aided the development of CREA at every phase. Thank you, Mary!

It is also critically important that we acknowledge the contributions from the core CREA family whose scholarly work, practice, leadership, and tireless efforts supporting this collective mission over this past decade made this Center and conference possible. You know who you are. While we are proud that CREA's home is the University of Illinois, it can be said without any hesitation that the Center belongs to us all. This conference is the next step in this journey and a vehicle for us to illuminate the landscape of culturally responsive evaluation and assessment, a space that remains largely uncharted. Thank you all once again.

Sponsors and Affiliated Groups

CREA would like to thank the following sponsors and affiliated groups for contributing funds, sponsoring participants and hosting events at this inaugural conference.

- Annie E. Casey Foundation
- New Connections (A national program of the Robert Wood Johnson Foundation with technical assistance and direction provided by OMG Center for Collaborative Learning)
- Robert Wood Johnson Foundation Evaluation Fellowship program (with support from OMG Center for Collaborative Learning and Duquesne University School of Education)
- Interns from the American Evaluation Association's Graduate Education Diversity Internship (GEDI) program

Inaugural Conference Team

The most thanks goes to the CREA inaugural conference team. They are the ones responsible for the outstanding planning, coordination, and simply making this inaugural conference happen. They have gone far beyond what we could have imagined based on the challenges they have faced. Special note of thanks goes out to Shirley Berbaum and Nora Gannon-Slater who have led this effort and Hope Mayne who laid much of the preliminary foundation before completing her doctorate and returning to her home of Jamaica. Thank you all.

- | | |
|---------------------------|-----------------------|
| Shirley Berbaum | Hope Mayne |
| Lisa De La Rue | Susan Michaels |
| Nora Gannon-Slater | Victor Perez |
| Lauren Lichty | |

Inaugural Conference Planning Committee

We would also like to thank the inaugural conference planning committee for their thoughtful and engaging input into the articulation of the conference themes, the selection of our keynote speakers, and attentiveness to our following the appropriate protocols for the indigenous members of our community.

- Sharon Nelson-Barber, Pacific Resources for Education and Learning (Honolulu, Hawaii)
- Fiona Cram, Katoa Ltd. (Auckland, New Zealand)
- Joan LaFrance Mekinak Consulting (Seattle, Washington)
- Joe O'Hara, Dublin City University/CREA-Dublin (Dublin, Ireland)

Conference Volunteers

We are also grateful to the graduate students who volunteered to support the conference. Their efforts ensured a smooth and quality conference experience for all.

CREA core personnel

Finally thanks to our CREA Core Personnel colleagues: Jennifer Greene, Katherine Ryan, Karrie Shogren, and William Trent. Thanks for always being there with a helping hand or much needed brain power.

With much gratitude,

Stafford Hood
Director, CREA

Thomas Schwandt
Associate Director and Senior Fellow, CREA

Center for Culturally Responsive Evaluation and Assessment Inaugural Conference

Repositioning Culture in Evaluation and Assessment

The purpose of the Center for Culturally Responsive Evaluation and Assessment (CREA) Inaugural Conference entitled, “Repositioning Culture in Evaluation and Assessment” is to bring together an interdisciplinary group of scholars from the United States and internationally to focus on the role of culture in theory and practices of evaluation and assessment.

THEMES

Defining culturally relevant and culturally responsive assessment
There is a significant lack of both conceptual and empirical scholarship on the meaning of ‘culturally responsive’ and ‘culturally relevant’ assessment. Papers in this strand will help define the concept, exemplify emerging techniques and technologies, provide a model or framework for examining practices of culturally responsive and culturally relevant assessment, or report on empirical studies exploring the links between notions of culture and assessment practices.

Documenting the use of culture in evaluation

Papers in this strand will address theories, frameworks, strategies, technologies and impacts that further our understanding of what it means to ‘use’ culture in planning and implementing an evaluation. Papers can explore examples of local or project-based instances of ‘use’ as well as broader issues related to the use of culture in evaluations that are intended to inform policy.

Pursuing social justice

One primary reason for culture to be placed at the center of research, evaluation, and assessment practices is to increase the likelihood that social and educational policies and practices are more socially just (fair, equitable, respectful of human dignity, etc.). Papers addressing this conference theme will offer both conceptual and empirical discussions of how issues of social justice and culturally responsive evaluation and assessment are interconnected.

Crossing cultural borders in evaluation and assessment

Evaluation and assessment policies and practices are local, national, and global. Further, practitioners must often navigate and negotiate within and across cultures of which they are not a part. Papers addressing this theme will explore how the idea of culturally responsive evaluation and assessment ‘travels’ across borders.

Overview of Conference Schedule

Sunday, April 21, 2013
Chicago Cultural Center

2:30pm-6:00pm

Check-in

3:30pm-4:00pm

Welcome

Stafford Hood, Director, CREA

Sheila M. Miller, Professor of Education and Associate Dean for Research and Research Education College of Education
 University of Illinois at Urbana-Champaign

Mary Kalantzis, Professor and Dean
 College of Education
 University of Illinois at Urbana-Champaign

American Indian Center of Chicago

4:00pm-4:45pm

Opening Plenary and Keynote Address

Introduction of Speaker:

Sharon Nelson-Barber, Affiliated Faculty, CREA
 President and CEO

Pacific Resources for Education and Learning (Honolulu, Hawaii)

Beyond Rigor: Infusing Cultural Competency throughout Evaluation

Eric Jolly, President

Science Museum of Minnesota (Minneapolis, Minnesota)

4:45pm-5:00pm

Closing Remarks

Joan LaFrance, Affiliated Faculty, CREA
 Owner

Mekinak Consulting (Seattle, Washington)

Fiona Cram, Affiliated Faculty, CREA
 Research Manager

Katoa Ltd. (Auckland, New Zealand)

5:00pm-6:00pm

Reception

Overview of Conference Schedule

Monday, April 22, 2013
Palmer House

7:30am-5:00pm

Check-in table open on 3rd floor

8:30am-10:00pm

Invited Panel of Past Presidents

Perspectives on Repositioning Culture in Evaluation and Assessment I

Gloria Ladson-Billings, Kellner Family Professor of Urban Education
 University of Wisconsin-Madison
 Past President, American Educational Research Association

Jennifer Greene, Core Personnel, CREA
 Professor, Educational Psychology
 College of Education
 University of Illinois at Urbana-Champaign
 Past President, American Evaluation Association

Thomas Schwandt, Discussant, Associate Director and Senior Fellow, CREA
 Professor, Educational Psychology
 College of Education
 University of Illinois at Urbana-Champaign

10:15am -11:45am

Concurrent Sessions 1

12:00-1:30pm

Luncheon and Keynote Address

Introduction of Speaker:
Joe O'Hara, Dublin Office, CREA
 Head, School of Education Studies
 Dublin City University (Dublin, Ireland)

Who shall be controlling and controlled by culture and evaluation in the 21st century?
Rodney Hopson, Affiliated Faculty, CREA
 Professor of Education and Liberal Arts and Sciences
 Duquesne University
 President, American Evaluation Association (2012)

1:45pm-3:15pm

Concurrent Sessions 2

3:30pm-5:00pm

Concurrent Sessions 3

Overview of Conference Schedule

Tuesday, April 23, 2013
Palmer House

8:30am – 5:00pm

Check-in table open on 3rd floor

9:00am-10:30am

Invited Panel of Past Presidents:

Perspectives on Repositioning Culture in Evaluation and Assessment II

Karen Kirkhart, Affiliated Faculty, CREA

Professor, School of Social Work

Syracuse University

Past President, American Evaluation Association

Carol Lee, Edwina S. Tarry Professor of Education and Social Policy

Northwestern University

Past President, American Educational Research Association

Stafford Hood, Discussant

10:45am -12:15pm

Concurrent Sessions 4

12:30pm-2:00pm

Luncheon and Keynote Address

Introduction of Speaker:

Katherine Ryan, Core Personnel, CREA

Professor, Educational Psychology

College of Education

University of Illinois at Urbana-Champaign

Formative Assessment in Multilingual Classrooms

Maria Araceli Ruiz-Primo,

Associate Professor, Research, Statistics, Evaluation and Methods

Director, Research Center

School of Education and Human Development

University of Colorado-Denver

2:15pm-3:45pm

Concurrent Sessions 5

4:00pm-5:30pm

Closing Session

Stafford Hood

Thomas Schwandt

About the American Indian Center of Chicago

aic-chicago.org

The American Indian Center of Chicago celebrates its 60th year in 2013, and it is the oldest urban Indian Center in the United States. The mission of the American Indian Center of Chicago is "...to promote the fellowship among Indian people of all Tribes living in [metropolitan Chicago. and]... to create bonds of understanding and communication between Indians and non-Indians in this city. To advance the general welfare of American Indians into the metropolitan community life; to foster the economic and educational advancement of Indian people; to sustain cultural, artistic, and avocational pursuits; and to perpetuate Indian cultural values." Joseph Podlasek serves as the Center's executive director.

About the Chicago Cultural Center

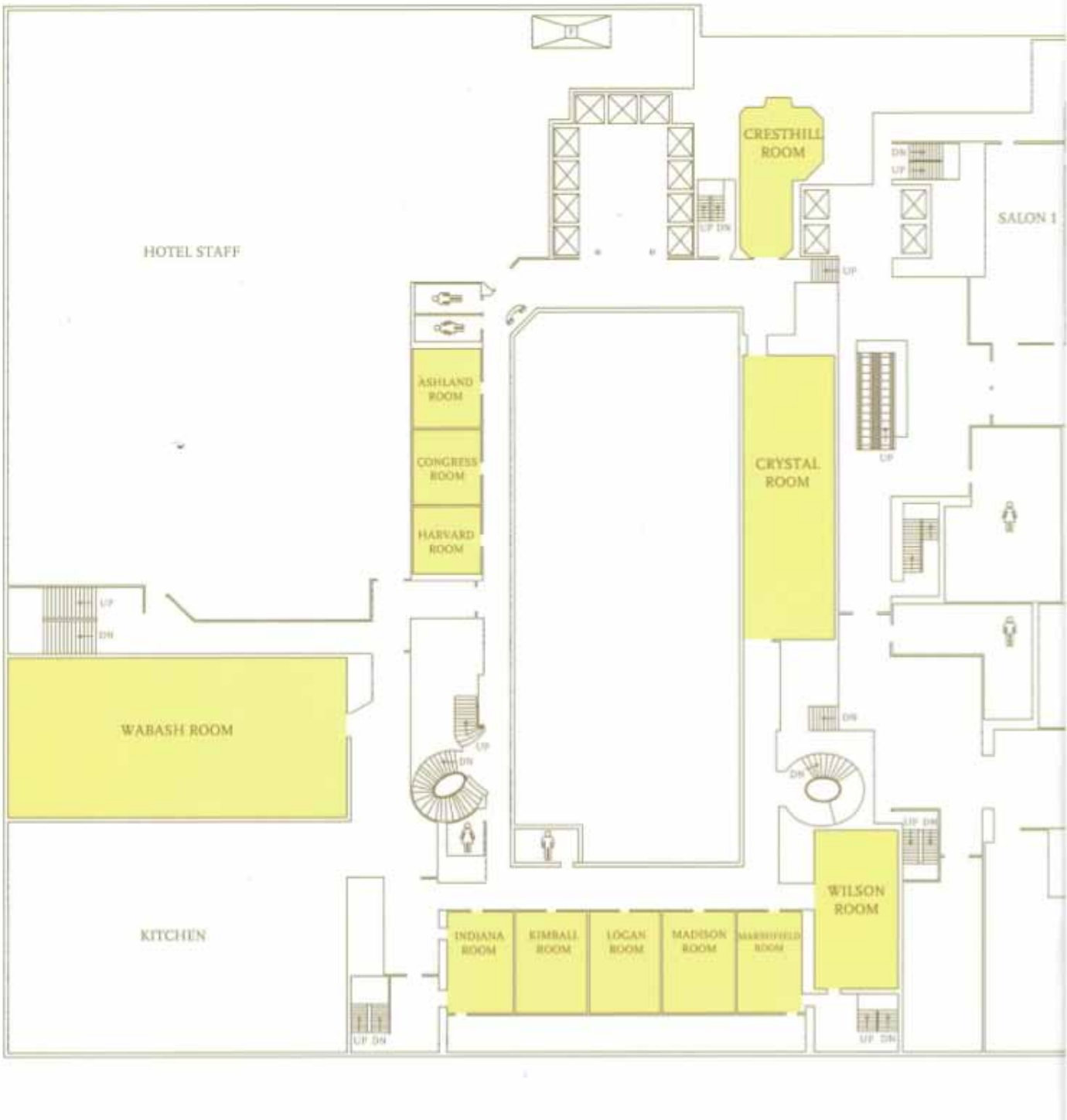
http://www.cityofchicago.org/city/en/depts/dca/supp_info/chicago_culturalcenter.html

The Chicago Cultural Center building, completed in 1897 as Chicago's first central public library, was designed to impress and to prove that Chicago had grown into a sophisticated metropolis. The country's top architects and craftsmen used the most sumptuous materials, such as rare imported marbles, polished brass, fine hardwoods, and mosaics of Favrite glass, mother-of-pearl and colored stone, to create an architectural showplace. Located on the south side of the building, the world's largest stained glass Tiffany dome—38 feet in diameter with some 30,000 pieces of glass—was restored to its original splendor in 2008. On the north side of the building is a 40-foot-diameter dome with some 50,000 pieces of glass in an intricate Renaissance pattern, designed by Healy and Millet.

In 1991, the building was established as the Chicago Cultural Center by the Chicago Department of Cultural Affairs, the nation's first and most comprehensive free municipal cultural venue. Every year, the Chicago Cultural Center presents hundreds of free international, national, regional and local artists, musicians and performers, providing a showcase where the public can enjoy and learn about the arts.

Palmer House Hilton Chicago Map/Room Location

Conference sessions will be held on two levels of the Palmer House Hilton Chicago: Lobby Level (Empire Room only) and the Third Floor (multiple rooms). Below we provide a map of the Third Floor.



CREA Conference Keynote Speakers



Hopson



Jolly



Ruiz-Primo

Rodney Hopson

Current past-president, AEA, Duquesne University

Rodney K. Hopson is Professor, Department of Educational Foundations and Leadership in the School of Education, and teaching faculty member in the Center for Interpretive and Qualitative Research, in the School of Liberal Arts, Duquesne University. He received his Ph.D. from the Curry School of Education, University of Virginia and has done post-doctoral/sabbatical studies in the Faculty of Education, University of Namibia, the Johns Hopkins Bloomberg School of Public Health and Centre of African Studies, Cambridge University.

Hopson's research interests lie in social politics and policies, foundations of education, sociolinguistics, ethnography, and evaluation. Relative to his varied research interests, Hopson raises questions that 1) analyze and address the differential impact of education and schooling on marginalized and underrepresented groups in the United States, southern Africa, and other nation states that attempt come to terms with democracy, social change, and equity, and 2) seek solutions to social and educational conditions in the form of alternative paradigms, epistemologies, and methods for the way the oppressed and marginalized succeed in global societies.

With funding support from Bill and Melinda Gates Foundation, W.K. Kellogg Foundation, National Science Foundation, Robert Wood Johnson Foundation, Annie E. Casey Foundation, and other funding streams, Hopson has raised funding support for graduate and post-graduate students of color in natural and social sciences to contribute to the development of interests that focus on democratically-oriented evaluation and research approaches and practices in traditionally underserved communities in the U.S.

Eric Jolly

President, Science Museum of Minnesota

Dr. Eric Jolly, who became the Science Museum of Minnesota's president in 2004, is passionate about science literacy for all people. He has published numerous articles, books, and curricula, and lectured around the world on the importance of science learning in contemporary societies and the importance of participation in STEM (Science, Technology, Engineering, and Math) education.

Dr. Jolly works with a number of groups promoting STEM education, including the American Association for the Advancement of Science, the National Action Council for Minorities in Engineering, the National Council for Teachers of Mathematics, and the National Science Teachers Association. He is also active in many youth, family, and community organizations, including Youth Alive!, The Innovation Center, American Youth Policy Forum, the American Museum of Natural History, the Open Society Institutes' Youth Media Programs, and the AAAS Healthy Families 2010 project. Before coming to the Science Museum, he served as Senior Scientist and vice president at the Education Development Center in Newton, Massachusetts.

Dr. Jolly also serves on numerous national advisory boards, including the Smithsonian National Museum of the American Indian, Committee on Opportunities in Science for the American Association for the Advancement of Science, and the Cornell Laboratory of Ornithology. He is a member of numerous honor societies, including Sigma Xi, Phi Eta Sigma, Mortarboard, and Golden Key, and is also a life member of the Society for Advancement of Chicanos and Native Americans in Science. Dr. Jolly has a Ph.D. in psychology from the University of Oklahoma, and studied physics and psychology as an undergraduate. He enjoys weaving baskets in the Cherokee tradition.

Maria Araceli Ruiz-Primo

Director, School Research Center and the Laboratory of Educational Assessment, Research, and Innovation (LEARN), University of Colorado-Denver

Maria Araceli Ruiz-Primo is an Associate Professor at the School of Education and Human Development, University of Colorado Denver. She is director of the school Research Center and director of the Laboratory of Educational Assessment, Research, and Innovation (LEARN). Her work focuses on two strands: (1) assessment of students learning at both large-scale and classroom level, and (2) the study of teachers' assessment practices. Her publications reflect these strands: (1) developing and evaluating different strategies to assess students' learning such as concept maps and students' science notebooks, and (2) studying teachers' informal and formal formative assessment practices such as the use of assessment conversations and embedded assessments. Her recent work focuses on the development and evaluation of assessments that are instructionally sensitive and assessment instruments of formative assessment practices in the classroom. She recently co-edited a special issue on assessment for the Journal of Research in Science Teaching.

Chicago Cultural Center- G.A.R. Hall & Rotunda

3:30pm - 4:00pm

Welcome

Stafford Hood, Director, CREA
Sheila M. Miller Professor of
Education and Associate Dean for
Research and Research
Education College of Education
Illinois

Mary Kalantzis

Professor and Dean
College of Education
Illinois

American Indian Center of Chicago

4:00pm - 4:45pm

Opening Plenary**Eric Jolly**

Introduction of Speaker:
Sharon Nelson-Barber
Affiliated Faculty, CREA
President and CEO
Pacific Resources for Education and
Learning (Honolulu, Hawaii)

***Beyond Rigor: Infusing Cultural
Competency throughout Evaluation*****Eric Jolly**

President
Science Museum of Minnesota
(Minneapolis, Minnesota)

4:45pm - 6:00pm

Closing Remarks and Reception

Joan LaFrance,
Affiliated Faculty, CREA
Owner
Mekinak Consulting
(Seattle, Washington)

Fiona Cram

Affiliated Faculty, CREA
Research Manager
Katoa Ltd.
(Auckland, New Zealand)

Empire Room

8:30am - 10:00am

EMPA: *Invited Panel of Past Presidents: Perspectives on Repositioning Culture in Evaluation and Assessment I*
 Session Chair: Thomas Schwandt

Jennifer Greene - Past President, American Evaluation Association 2011, Professor, Illinois

Gloria Ladson-Billings - Past President, American Educational Research Association 2005-2006, Professor, University of Wisconsin-Madison

Dr. Jennifer Greene's research focuses on the intersections of social science and social policy. Her work in the domain of educational and social program evaluation seeks to advance the theory and practice of alternative forms of evaluation, including qualitative, democratic, and mixed methods evaluation approaches. Current work emphasizes evaluation as a venue for democratizing dialogue about critical social and educational issues, with a focus on conceptualizing evaluation as a public good. Dr. Gloria Ladson-Billings is known for her groundbreaking work in the fields of Culturally Relevant Pedagogy and Critical Race Theory. While being credited with coining the term "culturally relevant pedagogy," her book, *The Dreamkeepers: Successful Teachers of African-American Children*, is also considered to be one of the more significantly important texts in the field of education. Drs. Greene and Ladson-Billings provide distinct, yet complimentary perspectives on the relevance of culture in evaluation and assessment.

Wilson Room

10:15am - 11:45am

WIL1: *Values, Access, and Understanding: Attention to Culture and Diversity in STEM Evaluation*
 Discussant(s): **Lizanne DeStefano** (Illinois)
 Theme: Documenting the Use of Culture in Evaluation

Presentations of the Symposium

Peeling Back the Layers: A Multi-site STEM Evaluation of an NSF Science Technology Center
Ayesha Tillman (Illinois)

If You've Got It, Flaunt It: Using Your Identity to Gain Access and Credibility
Lorna Rivera (Illinois)

The Nesting Doll of Climate: Assessing Culture through the Chemistry Climate Evaluation
Gabriela Juarez (Illinois)

Indiana

10:15am - 11:45am

IND1: *Engaging in the Necessary and Difficult Technical Conversation of Validity in Culturally Responsive Assessment*

Session Chair: Khawla Obeidat

Theme: Defining Culturally Responsive and Culturally Relevant Assessment

Building Culturally Responsive Assessments: A Conceptual Framework for Instrument Development

Jade Caines

University of Pennsylvania Graduate School of Education

Accounting for and ameliorating critical information gaps in validity evidence for educational achievement measures: A culture of production perspective.

Gabriel Della-Piana¹, Connie Kubo Della-Piana²

¹Independent Consultant in Educational Program Design, Development, and Evaluation, United States; ²National Science Foundation, Division of Undergraduate Education, Directorate of Education and Human Resources

From pedagogy to proof: Developing cultural relevant assessments

Robert Carpenter¹, Afra Hersi², Robert Simmons²

¹Eastern Michigan University; ²Loyola University Maryland

Logan

10:15am - 11:45am

LOG1: *Valuing Other Ways of Knowing: Strategies for Evaluation and Assessment Across Cultural Borders*

Session Chair: William Thomas Trent

Theme: Crossing Cultural Borders

Spanning the Pacific: Decolonizing Education and Evaluation in Polynesia and Micronesia

Joan LaFrance¹, Sharon Nelson-Barber², Janet Gordon¹

¹Mekinak Consulting;

²Pacific Resources for Education and Learning (PREL)

Interviewing Across Cultural Borders

Amelia Challenger

University of Colorado-Denver

Assessing Cultural Awareness: A Tool for Student, Personal and Professional Cultural Competence

Betsy Jane Basch

Illinois

Kimball

10:15am - 11:45am

KIM1: *Intersections of Evaluation Theory and Culturally Responsive Evaluation*

Session Chair: Melvin E Hall

Theme: Documenting the Use of Culture in Evaluation

Culture and values in evaluation: From theory to practice, and back (again)

Jeehae Ahn

Illinois

Culturally Responsive Theory-driven Evaluation: Addressing the New Evaluation Context of the 21st Century

Katrina Lynn Bledsoe¹, Stewart Ian Donaldson²

¹Education Development Center, Inc.;

²Claremont Graduate University

Cultural Responsivity in LGBTQ-Related Evaluation Work: Theoretical Tensions and a Democratic Framework for Practice

Lauren P. Saenz¹, Bethy Leonardi²

¹Boston College, ²University of Colorado at Boulder

Madison

10:15am - 11:45am

MAD1: *Using Assessment to Cross Cultural Borders: Methods and Capacities*

Session Chair: Kevin Favor

Theme: Crossing Cultural Borders

Assessing Needs for HIV/AIDS Pathology Laboratories: A Cross-cultural Survey Approach

Asma M. Ali, Shannon Heard Castle,

Tsehaynesh Messele

¹American Society for Clinical Pathology, United States; ²American Society for Clinical Pathology, United States; ³African Society for Laboratory Medicine, Ethiopia

Self-Assessing Intercultural Competence

Angela Ohenebema Owusu-Ansah

Elon University

Mansfield

10:15am - 11:45am

MAN1: *How Do We Know It When We See It? Applications of Culturally Responsive Assessment in Practice*
 Session Chair: Denice Ward Hood
 Theme: Defining Culturally Responsive and Culturally Relevant Assessment

Development of a Manual for Creating and Using Visual Support-Based Testing Accommodations for English Language Learners

Ashley Meghan Chrzanowski,
Guillermo Solano-Flores
 University of Colorado at Boulder

Using Assessment to Surface the Dispositions of Beginning Teachers

Debi Khasnabis, Simona Goldin, Kelly McMahon
 University of Michigan

Latina/os' mathematical understanding: Culturally responsive formative assessments

Saúl Isaac Maldonado
 University of California, Santa Cruz

Implementing culturally sensitive assessment tools for the inclusion of Roma children in mainstream schools

Soula Mitakidou, Evangelia Tressou,
Panagiota Karagianni
 Aristotle University of Thessaloniki, Greece

Ashland

10:15am - 11:45am

ASH1: Roundtables in Ashland
 The first presentation will use the first 45 minutes and the second presentation will use the remaining 45 minutes.

Documenting the Evolution of Catalysts: Findings from the Reflective Journals from the 4th Cohort of the Robert Wood Johnson Evaluation Fellowship

Lela Strong¹, Jessica Milton², Kenya Love¹, Candace Sibley³
¹National Institutes of Health; ²American Institutes for Research; ³ICF International

Evaluation with a Diversity Lens': Defining its values, concepts and evolving practices

Ricardo Millett¹, Jennifer Greene²
¹Millett and Associates;
²Illinois

Congress

10:15am - 11:45am

CON1: *Improving Assessment In Pursuit Of Social Justice*
 Session Chair: Katherine Ann Tibbetts
 Theme: Pursuing Social Justice

Towards Equitable Science Classrooms: Formative Assessment as a Tool for Shifting Teacher's Discourses on Students

Deborah Lynn Morrison
 University of Colorado at Boulder

The Impact of Neighborhood Level Poverty on Academic Growth

Kiljoong Kim
 Chicago Public Schools

Harvard

10:15am - 11:45am

HAR1: Roundtables in Harvard
 The first presentation will use the first 45 minutes and the second presentation will use the remaining 45 minutes.

Caught in the Crosshairs: Evaluation of the Bureau of Indian Education's Reading First Program

Catherine A. Callow-Heusser
 Utah State University

Successes and Missed Opportunities: Reflecting on Evaluation Practice in Teacher Professional Development

Leanne Kallemeyn
 Loyola University Chicago

Empire

12:00pm - 1:30pm

EMPK2 Plenary by **Rodney Hopson** and Luncheon
Sponsored by New Connections (A national program of the Robert Wood Johnson Foundation with technical assistance and direction provided by OMG Center for Collaborative Learning)

Introduction of Speaker:

Joe O'Hara

Dublin Office, CREA

Head, School of Education Studies

Dublin City University (Dublin, Ireland)

Who shall be controlling and controlled by culture and evaluation in the 21st century?

Rodney Hopson

Affiliated Faculty, CREA

Professor of Education and Liberal Arts and Sciences

Duquesne University

President, American Evaluation Association (2012)

Wilson

1:45pm - 3:15pm

WIL2: *College Aspirations and Attendance: The Importance of Culture*

Discussant(s): **Barbara Lynn Schneider**

(Michigan State University)

Theme: Crossing Cultural Borders in Evaluation and Assessment

Presentations of the Symposium

Ambitions, STEM, and college-going: Expectations, interests, and college pathways in rural Michigan

Kaitlin Obenauf (Michigan State University),**Michael Broda** (Michigan State University)

Rural students non-academic reasons for going not persisting in schools

Alan Hastings (Michigan State University),**Kri Burkander** (Michigan State University)

How science self-efficacy can influence students' coursetaking in rural high schools

Alan Hastings (Michigan State University),**Michael Broda** (Michigan State University)

Indiana

1:45pm - 3:15pm

IND2: *Diverse Strategies for Assessing Cultural Relevance, Responsiveness, and Congruence*
Session Chair: **Sharon Nelson-Barber**
Theme: Defining Culturally Responsive and Culturally Relevant Assessment

Assessing Culturally Congruent Instruction: A Development Model and Instrument

Regina Christine Sievert¹, **Joan Lafrance**², **Rod Brod**³¹Salish Kootenai College, United States;²Mekinak Consulting; ³University of Montana

Evaluating the Cultural Responsiveness of Positive Behavior Interventions and Support Through Disproportionality in Discipline

Adam Sheya¹, **Lauren Shure**², **Shana Ritter**¹, **Russell Skiba**¹¹The Equity Project, Indiana University, United States; ²Barry University

Using a Culturally Relevant Measure for Community Change in Six American Indian Communities

Craig Love

MT-WY Tribal Leaders Council

Kimball

1:45pm - 3:15pm

KIM2: *Emerging Perspectives on The Pursuit of Social Justice Through Evaluation and Assessment*
Session Chair: **Karen Kirkhart**
Theme: Pursuing Social Justice

Pedagogical Culture as a Context for Evaluation

Nathan Brubaker

Monash University, Australia

*Mental Health Impact Assessment:
A Tool for Achieving Equity*

Tiffany L. McDowell

Adler School of Professional Psychology

*Pursuing Social Justice through Queering
Assessment*

Kat Rands

Elon University

Logan

1:45pm - 3:15pm

LOG2: *Longitudinal and Case Studies of Culturally-Responsive Evaluation in Education*

Session Chair: Kevin Favor

Theme: Documenting the Use of Culture in Evaluation

Aligning Collaborative and Culturally-Responsive Evaluation Approaches: Case Studies of Culture and Context in Evaluation

**Monifa Green Beverly¹, Michelle Bryan²,
Karyl Askew³**

¹University of Central Florida; ²University of South Carolina; ³University of North Carolina at Chapel Hill

Illinois Scholarship Program: A Culturally Responsive Approach to Longitudinal Evaluation

Denice Ward Hood, Ayesha Sherita Tillman

University of Illinois

Evaluating Minority Student Interest in STEM Research Careers: A Longitudinal Study of the SPGRE Program

Stephanie Galloway, Henry Frierson

University of Florida

Madison

1:45pm - 3:15pm

MAD2: *Evaluator Roles in Cross Cultural Evaluation*

Session Chair: Thomas Schwandt

Theme: Crossing Cultural Borders

Under the Shadow of a Bridge: Understanding Relationships in Culturally Complex Evaluation Contexts

Jill Anne Chouinard

University of Ottawa, Canada

Navigating cross cultural evaluation settings – perspectives from within and outside

Debbie Goodwin, Louise Were, Kate McKegg

Tuakana Teina Collective, New Zealand

The Cultural (In)Competence of the “Outsider Within”: Reflections from an Evaluator with Cross-cultural Background

Wen Qi, Indiana University,

Bloomington

Mansfield

1:45pm - 3:15pm

MAN2: *Where are all of the Latinos At? Exploring and Identifying Future Directions for Latinos in Evaluation*

Discussant(s): **Art Hernandez**

(Texas A&M Corpus Christi)

Theme: Pursuing Social Justice

Presentations of the Symposium

Latinos and Evaluation: Exploring What Is and What Could Be

Leah Christina Neubauer (DePaul University)

Mentoring the Future Generation of Latino/a Evaluators

Gabriela L Juarez (Illinois)

Latinos Wanted: A Model for Diversifying

Evaluation Leadership

Lisa Aponte Soto (University of Illinois-Chicago)

A Model or Framework For Latino Evaluation: Exploring Possibilities

Maria Jimenez (Vital Research), **Saul Maldonado** (University of California-Santa Cruz)

Is Your Organization Really LGBT Friendly? Assessing and Building Organizational LGBT Cultural Competency

Adam Christopher Viera, Skylar Leah Panuska
Harm Reduction Coalition

Congress

1:45pm - 3:15pm

CON2: *Diverse Roles Assessment Can Play in Pursuit of Social Justice*

Session Chair: Katherine Elizabeth Ryan
Theme: Pursuing Social Justice

Evaluating evaluators' commitment to social justice: The development of a sound measurement instrument

Lauren P. Saenz
Boston College

Assessing the assessment: How graduate students understand and question the role of literacy evaluation through their field experiences

Katharine Emily Bartow Jacobs
University of Pennsylvania

Creating a Dialogue of Assessment: Stance and Agency in Teacher Education

Nora Ann Peterman
University of Pennsylvania

Ashland

1:45pm - 3:15pm

ASH2: Roundtables in Ashland
The first presentation will use the first 45 minutes and the second presentation will use the remaining 45 minutes.

The Role of Foundations in Positioning Equitable Evaluations as the Norm

Jara Dean-Coffey¹, Leon D Caldwell², Jill Casey¹
¹jdPartnerships; ²Annie E. Casey Foundation

Harvard

1:45pm - 3:15pm

HAR2: Roundtables in Harvard
The first presentation will use the first 45 minutes and the second presentation will use the remaining 45 minutes.

Storing our wealth of learning—lpu Waiwai
Crystal S. Mills, Kaponi Ciotti, Lynn Fujioka, Verlie Wright
isisHawaii

Children's Cultural and Linguistic Expertise in Spanish-English Language Assessment
Meghan Nicole Corella Morales, Jin Sook Lee
University of California, Santa Barbara

Empire

3:30pm - 5:00pm

EMP3: Roundtables in Empire
The first 4 roundtables listed will use the first 45 minutes and the second 3 roundtables listed will use the remaining 45 minutes.

3:30pm-4:15pm Teachers' Use of Culturally Responsive Assessment in Science Classrooms

Edward G. Lyon
Arizona State University

Culturally Relevant Curriculum: A Foundation for Culturally Relevant Assessment

Elizabeth Greninger¹, Dana Chambers², Maly Fung³
¹edCount, LLC; ²edCount, LLC; ³edCount, LLC

The Meaning of Culture in Scale Validation

Martina Hechinger
University of Passau

Post-Secondary Disability Assessment in International Students

Betsy Jane Basch
Illinois

4:15pm-5:00pm *Contradictions as teachable moments:*

EMP3: *Learning from the challenges of cultural competence in program evaluation*

Stephanie S. Moore,
Faheemah N. Mustafaa
University of Michigan

Practicing Culturally Responsive Evaluation – Learning Moments from the Field

Audrey Bangi, Kym Dorman, Maricela Pina
HARDER + COMPANY COMMUNITY RESEARCH

Cultural Competence in Higher Education Practice

Arthur Hernandez
Texas AandM University Corpus Christi

Wilson

3:30pm - 5:00pm

WIL3: *Repositioning Culture and Social Justice in Evaluation*

Discussant(s): **Donna M Mertens**
(Gallaudet University)
Theme: Pursuing Social Justice

Presentations of the Symposium

Philosophical framing for social justice evaluation

Donna M. Mertens (Gallaudet University),
Heather Zimmerman (Gallaudet University)

Invitation as mandate: a relationship ethic for being and becoming culturally responsive evaluators

Nan Wehipeihana (Kinnect Group)

Researching Ourselves Back to Life: Control of Research and Evaluation Agenda in Indian Country

Joan LaFrance (Mekinak Consulting)

Culturally Responsive Methods for Family Centred Evaluation

Fiona Cram (Katoa Ltd),
Vivienne Kennedy (Independent Contractor),
Kirimatao Paipa (Independent Contractor),
Kataraina Pipi (FEM Ltd)

Evaluator Know Thyself: A Worldview Paradigm of Culturally Responsive Evaluation and Assessment

Leon Caldwell (Annie E. Casey Foundation)

Cultural Competence as a Lifelong Journey and Stance: Cultivating Self as Responsive Instrument for Ethical Praxis and Inclusive Excellence

Hazel Symonette (University of WI Madison)

Indiana

3:30pm - 5:00pm

IND3: *Applying Culturally Responsive Assessment in Efforts to Understand the Psychological Development of Youth*

Session Chair: Lauren Lichty

Theme: Defining Culturally Responsive and Culturally Relevant Assessment

Cultural Factors in Neuropsychological Assessment of Children with Neurodevelopmental Disabilities

Yvette Malamud Ozer
Alliant International University

Understanding Healthy Youth Development from a Native Hawaiian Perspective

Katherine Ann Tibbetts
Kamehameha Schools

CREA Inaugural Conference 2013

Monday, April 22, 2013

*"[Y]ou can, like, really get to somebody head":
Exploring the effects of Black ritual insults in
middle school students*

**Tyrone Rivers, Gabriel J. Merrin,
Dorothy L. Espelage**
Illinois

Kimball

3:30pm - 5:00pm

KIM3: *Advancing the Theory and Practice of Culturally
Responsive Evaluation*

Session Chair: Dominica McBride

Theme: Documenting the Use of Culture in
Evaluation

*Building Culturally Responsive Evaluation Capacity
in Local Mental Health Services Reform:*

The ACCESS Initiative Systems of Care Evaluation

**Mark S. Aber, Nicole E. Allen, Allison A. Brown,
Melissa R. Neely**
Illinois

Considering culture in educational standard setting
Jade Caines

University of Pennsylvania Graduate School of
Education

*A Call for Curricular Diversity: Infusing Cultural
Responsiveness into Evaluation Courses*

Kshawna Chrisal Askew¹, Michelle Bryan²

¹University of North Carolina Greensboro;

²University of South Carolina

Logan

3:30pm - 5:00pm

LOG3: *Culturally Responsive Approaches to Evaluation
and Assessment in Schools*

Session Chair: **Gerry McNamara**

Theme: Pursuit of Social Justice

*Intersections of Social Justice, Culturally
Responsive Practice, and Closing the Achievement
Gap: An Exploration with School Leaders*

Esperanza De La Vega, Tyler Matta
Portland State University

*Involving Cultural Considerations in Accountability
for Learning and School Self-evaluation*

Katherine Elizabeth Ryan¹, Jeehae Ahn²

¹University of Illinois; ²Illinois

Local to Global Justice for Systems Change:

*Wisconsin Culturally Responsive Positive
Behavioral Interventions And Supports*

**Aydin Bal¹, Kathleen King-Thorius², Elizabeth
Kozleski³, Alfredo Artiles⁴, Rachel Fish¹,
Elizabeth Schrader¹, Scott Pelton¹, Hye-Jung Kim¹,
Esmeralda Rodriguez¹**

¹University of Wisconsin-Madison;

²Indiana University - Purdue University; ³University
of Kansas; ⁴Arizona State University

Madison

3:30pm - 5:00pm

MAD3: *Cross Cultural Instruments in Evaluation and Assessment*

Session Chair: Ricardo Millett

Theme: Crossing Cultural Borders

*Using a North American Climate Instrument in the People's Republic of China: Lessons Learned***Linda Fraser Jacobsen**

University of Missouri-St. Louis

*A Culturally Responsive Approach to Exploring Tensions between Culture and Women's Health: A Qualitative Analysis of Young Asian Women's Perspectives***Alexa Cares¹, Rochelle McCauley¹, Emily Love¹, Rita Beam², Maddie Frost¹, Allison P. Hawkes², Christine Demont-Heinrich²**¹OMNI Institute; ²Tri-County Health Department

Mansfield

3:30pm - 5:00pm

MAN3: *Informing Instruction to Improve Student Learning with Culturally Responsive Assessment*

Session Chair: Joe O Hara

Theme: Defining Culturally Responsive and Culturally Relevant Assessment

*Integrating Indian Education Assessment Elements into Content Specific Lessons***Lynn Kelting Gibson**

Montana State University

*Powerful Voices: Giving Students the Power to Direct their Learning***Brittany Alexis Aronson¹, Caitlin McAloon²**¹University of Tennessee;²Knox County Schools*Can culturally responsive teaching plus data-driven instruction contribute to the development of culturally relevant assessments in K-12 classrooms?***Dymaneke Dinnel Mitchell**

National Louis University

Congress

3:30pm - 5:00pm

CON3: *Evaluation Practice Across Cultural Borders: Lessons In Design And Data Collection*

Session Chair: Rodney Hopson

Theme: Crossing Cultural Borders

*Ser Culturalmente Sensíveis: Conceptualization, Data Collection and Analysis in Brazil's African Descent Communities***Merle Bowen, Ayesha Tillman**

Illinois

*Evaluation of a Hmong support group: Recommendations for cross-cultural evaluation with refugees***Annie O'Neil Derthick¹, Samantha Bacon¹,****Sarah Dewane², Virginia Parret²**¹University of Alaska Anchorage;²Alaska Family Medicine Residency*Kūkulu Hou: Designing multi-layered mixed methods research for the assessment of indigenous cultural phenomena in Hawai'i***Sheila Arens¹, Holly Coleman²**¹Mid-continent Research for Education and Learning, United States; ²Office of

Hawaiian Affairs

Ashland

3:30pm - 5:00pm**ASH3:** Roundtables in Ashland

The first presentation will use the first 45 minutes and the second presentation will use the remaining 45 minutes.

Communicating about HIV/AIDS Together (CHAT): Exploring Cultural Relevancy and Responsiveness in Curriculum Development, Implementation and Evaluation in Kenya

Carolyn Jillson¹, Leah Christina Neubauer², Raphael Gakinya³, Samuel Njuguna⁴, Andrew Riplinger¹, Sarah Callahan², Takeya McDonald², Alexandra Murphy², Gary Harper⁵

¹The Rafiki Collaborative, USA; ²DePaul University, ³Youth for Life, Athi River, Kenya; ⁴Daughters of Charity, Limuru, Kenya; ⁵University of Michigan Ann Arbor

The Evolution and Use of the African American Culturally Responsive Evaluation System for Academic Settings (ACESAS)

Pamela Nicole Frazier-Anderson¹, Dayna A. Campbell¹, Kevin E. Favor²

¹Frazier-Anderson Research and Evaluation; ²Lincoln University

Harvard

3:30pm - 5:00pm**HAR3:** Roundtables in Harvard

The first presentation will use the first 45 minutes and the second presentation will use the remaining 45 minutes.

Learner Differences and Learner Assessment Systems Using Emerging 'Social Knowledge' Technologies

William Cope
Illinois

Equity and Fairness in Evaluation: An Overview of the Historical Origin of the Chinese Imperial Civil Service Examination System.

Laura Pan Luo
China Agriculture University

Empire Room

9:00am - 10:30am

EMPB: *Invited Panel of Past Presidents: Perspectives on Repositioning Culture in Evaluation and Assessment II*

Discussant: Stafford Hood, Director, CREA
Sheila M. Miller Professor of Education and
Associate Dean for Research and Research Education
College of Education, Illinois

Karen Kirkhart - Past President, American
Evaluation Association 1995, Professor,
Syracuse University

Carol D. Lee - Past President, American Educational
Research Association 2009-1010, Professor,
Northwestern University

Dr. Karen Kirkhart's work on multicultural validity seeks to bring issues of culture competence to the center of the evaluation profession by placing them squarely in the middle of validity theory. Her work on evaluation influence recasts use more broadly in terms of both scope and intention and calls for closer examination of the consequences of evaluators' work. **Dr. Carol Lee's** scholarship focuses on culturally relevant pedagogy with an emphasis on cognition. She developed a theory of cultural modeling that provides a framework for the design and enactment of curriculum that draws on the types of prior knowledge traditionally underserved students bring to classrooms. She is the author of *Signifying as a Scaffold for Literary Interpretation: The Pedagogical Implications of an African-American Discourse Genre*.

Wilson

10:45am - 12:15pm:

WIL4: *GEDI Experiences using Theory, Frameworks, and Technology to Negotiate Power Dynamics in Culture Responsive Evaluation*

Discussant(s): **Stewart Donaldson**
(Claremont Graduate University),

Katrina Bledsoe (Education Development Center)

Theme: Documenting the Use of Culture in
Evaluation

Presentations of the Symposium

Can Collaborative Evaluation Facilitate Cultural Responsiveness? : A Case Study

Elaine Lo (AEA GEDI)

The Systematic Screening Assessment Method as a Pathway for Cultural Competent Evaluation

Courtney E Tucker (AEA GEDI, ICF International)

Cultural Relevance Cannot be an Afterthought: Challenges in Creating Culturally Competent Performance Management Systems

Laura Pryor (AEA GEDI)

Mission Possible: Using a Cultural Lens in Evaluating an Online STEM Course

Tyra Good (AEA GEDI, Duquesne University)

Indiana

10:45am - 12:15pm:

IND4: *Exploring and Expanding the Utility of Technology in Culturally Responsive Evaluation and Assessment*

Session Chair: William Cope

Theme: Defining Culturally Responsive and
Culturally Responsive Assessment

Ensuring reliability of educational data mining detectors for diverse populations of learners

Ryan S.J.d. Baker^{1,2}, **Jadyn L. Ocumpaugh**¹,
Sujith M. Gowda¹, **Supreeth M. Gowda**¹,
Neil T. Heffernan¹

¹Worcester Polytechnic Institute;

²Columbia Teachers College

Technology-enhanced English Language Learning and Formative Assessment in the Chinese Classrooms

Changhua Sun Rich¹, **Yi'An Wu**², **Jinlan Tang**²,
Yihong Wang¹

¹CTB/McGraw-Hills; ²Beijing Foreign Studies
University, China

Evidence of Learning: Developing a Sociocultural Approach to Assessment in Critical, Digital Pedagogy

German E. Vargas Ramos

University of Massachusetts-Amherst,
Otterbein University

The Perceptions of Accomplished Black Women in STEM: The Impact a Summer Undergraduate Research Program Had on Their Subsequence Experiences

Stephanie Galloway, Henry Frierson

University of Florida

Kimball

10:45am - 12:15pm:

KIM4: *International and Indigenous Societal Perspectives on Culture and Evaluation*

Session Chair: **Sharon Nelson-Barber**

Theme: Documenting the Use of Culture in Evaluation

Kaupapa Māori Evaluation as a culture response

Fiona Cram

Katoa Ltd, New Zealand

Engaging Native American Student Stakeholders in the Design of their Education: A Culturally Responsive Input Evaluation

Phyllis L. Clay

Albuquerque Public Schools

Culture changes, evaluation and assessment stay the same? The impact of Ireland's changing culture on educational evaluation and assessment.

Joe O Hara, Gerry McNamara, Kathy Harrison

Dublin City University, Ireland

Naive Assessment: Early Field Experience Assessment Practices with Diverse Learners

Carol A Marchel¹, Marleah Bouchard²

¹Winthrop University;

²Winthrop University

Madison

10:45am - 12:15pm:

MAD4: *Evaluation Practice in Pursuit of Social Justice*

Session Chair: Lauren Lichty

Theme: Pursuing Social Justice

Bridging the gap between data collection efforts and social justice movements: Colorado's progress toward systematic data collection on LGBTQ youth

Madeline Frost¹, Emily Love¹, Lauren Saenz²

¹OMNI Institute; Denver, CO; ²Boston College, Lynch School of Education; Boston, MA

Pursuing Social Justice Through Youth-Involved Participatory Evaluation: Community Research Empowering Social Transformation

Laurie Stevahn¹, Charisse Cowan-Pitre¹,

Jacquelyn Duncan²

¹Seattle University; ²Work-it-Out, Seattle, WA

Evaluating For Social Justice: An Evaluation of the Education Justice Project

Ayesha Tillman, Jennifer Greene

Illinois

Logan

10:45am - 12:15pm:

LOG4: *The Pursuit of Social Justice in Preparing Professionals*

Session Chair: **Pamela Nicole Frazier-Anderson**

Theme: Pursuing Social Justice

Socializing Emerging Evaluators: Implications for the Field

Tamara Bertrand Jones

Florida State University

Mansfield

10:45am - 12:15pm:

MAN4: *The Intersection of Culturally Responsive Evaluation and the Culture of Evaluation*

Session Chair: Melvin E Hall

Theme: Documenting the Use of Culture in Evaluation

The Culturally Insensitive Language of Evaluation

Robert Stake

CIRCE

How Micro-Cultures of Evaluation Practice Shape Evaluation Design

Nick L. Smith

Syracuse University

Congress

10:45am - 12:15pm:

CON4: Empirical Strategies for Conducting Culturally Responsive Evaluation in Housing and Education

Session Chair: Toks Fashola

Theme: Documenting the Use of Culture in Evaluation

A framework for engaging culturally responsive practices in transformative evaluation and provision of technical assistance in the advancement of equity in teaching and learning

Camille Lorraine Warren¹, Seena Makeeba

Skelton¹, James C. Kigamwa¹, Paulo Tan^{1,2},

Jada Ayasha Phelps^{1,2}, Kathleen King Thorius^{1,2},

Thu Suong Thi Nguyen^{1,2}, Brendan Maxcy^{1,2}

¹Great Lakes Equity Center; ²Indiana University Purdue University Indianapolis

Participant Telling and Showing as Pathways to Culturally Responsive Educational Practices and Policies

Tracy R. Rone

Morgan State University

Measuring Cultural Variables in a "Housing First" Evaluation Using Cultural Consensus and Cultural Consonance Analyses

Richard Arlan Brown II, Barker Rebecca

University of Alaska Anchorage

Ashland

10:45am - 12:15pm:

ASH4: Roundtables in Ashland

The first presentation will use the first 45 minutes and the second presentation will use the remaining 45 minutes.

The Use of Cultural Tools for Teaching Middle School Math in After-School Programs: Lesson Learned

Valerie Taylor¹, Juan Gilbert⁴, Susan Geier², Cheryl Seals⁶, Linda Cooper⁵, Ronald Eglash³

¹Texas A&M, United States; ²Purdue University;

³Rensselaer Polytechnic Institute;

⁴Clemson University;

⁵Former School Teacher; ⁶Auburn University

Culturally Responsive Consultancy: Practically applied racial equity in evaluation practice

Howard Walters, Sara Singer-Quast, Justin Piff, Edith Arrington

OMG Center for Collaborative Learning,

Harvard

10:45am - 12:15pm:

HAR4: Roundtables in Harvard

The first presentation will use the first 45 minutes and the second presentation will use the remaining 45 minutes.

Evaluation Through a Racial Equity/Culturally Responsive Lens

**Willard K. Willard¹, Paul Elam¹,
Christopher Dunbar, Jr.², Nanette Reynolds³**

¹Public Policy Associates, Inc.;

²Michigan State University; ³Reynovations, Inc.

And Justice for All: Exploring the Challenges and Opportunities of Promoting Health Equity through Culturally Relevant Initiatives and Evaluations

LaKeesha Nicole Woods, Amber Alexis Golden

Community Science, Inc.

Empire Room

12:30pm - 2:00pm:

EMPK3: *Plenary by Maria Ruiz-Primo and Luncheon*

Introduction of Speaker:

Katherine Ryan

Core Personnel, CREA

Professor, Educational Psychology

College of Education

Illinois

Formative Assessment in Multilingual Classrooms

Maria Araceli Ruiz-Primo

Associate Professor, Research, Statistics,

Evaluation and Methods

Director, Research Center

School of Education and Human Development

University of Colorado-Denver

Wilson

2:15pm - 3:45pm:

WIL5: *Culturally Relevant Pedagogy and Assessment: Strategies for Implementation*

Discussant(s): **Adrienne D. Dixon** (University of Illinois at Urbana-Champaign)

Theme: Defining Culturally Relevant and Culturally Responsive Assessment

Presentations of the Symposium

Spoken, Written, but is it Enough?

Vanessa Dodo Seriki (University of Houston - Clear Lake)

Why Free and Reduced Pedagogy Can't be Culturally Relevant

Kenneth J. Fasching-Varner

(Louisiana State University)

Just What is Culturally Relevant Assessment?

Cory T. Brown (Murray State University)

Indiana

2:15pm - 3:45pm:

IND5: *Engaging Cultures Through Interventions in Pursuit of Social Justice*

Session Chair: Toks Fashola

Theme: Pursuing Social Justice

The role of gender in clinical assessment of women in the criminal justice system

Michelle E Anderson¹, Doreen Salina¹,

Brittany Parenti², Cindy Benik¹

¹Northwestern University and Salina and Associates; ²University of Chicago

Social Justice, Mental Health Care Inequities and the Wraparound Process

Jennifer Rose

Illinois PBISNetwork

*AGEP University-Community Partnership Model:
Increasing the Numbers of Underrepresented
Minority Students Entering STEM*

Khawla Obeidat

University of Colorado at Denver

Kimball

2:15pm - 3:45pm:

KIM5: *Documenting the Use of Culture in Evaluation
Across Disciplines*

Session Chair: Karen Kirkhart

Theme: Documenting the Use of Culture in
Evaluation

*Moving targets: A qualitative assessment of cul-
tural dynamics affecting participants in Veterans
Treatment Courts*

Pat Clifford

Case Western Reserve University

*Culturally responsive evaluation of the KRUNK
movement at Center of Life: a faith based
community empowerment organization in the
Hazelwood community*

Caroline Joy Eckert

Duquesne University

*A Study of Alignment: Understandings About
Culturally Responsive Instruction and Teaching
Practices of Beginning ESL Teachers*

Debi Khasnabis, Cathy Reischl, Jared Aumen

University of Michigan

Logan

2:15pm - 3:45pm:

LOG5: *Documenting the Use of Culture in STEM
Evaluation*

Session Chair: Robert Stake

*Engage to Facilitate Change: What to do When
Values Differ*

Lorna Ivette Rivera

University of Illinois

*Capable and Knowledgeable: An Evaluation of
a High School Science Intervention Program for
Underrepresented Minorities*

Courtney E Tucker

ICF International

*Exploring Conceptual and Practical Implications of
Culturally Responsive Evaluation: A Case Study*

Maria Jimenez¹, Victor Perez²

¹Vital Research, United States; ²Illinois

Madison

2:15pm - 3:45pm:

MAD5: *Contributions to Our Understanding of Culturally
Responsive Evaluation through Psychological,
Historical, and Anthropological Lenses*

Session Chair: Rodney Hopson

Theme: Documenting the Use of Culture in
Evaluation

*An Analysis of Love My Children: Rose Butler
Browne's Contributions to Culturally Responsive
Evaluation*

Pamela Nicole Frazier-Anderson¹,

Tamara Bertrand Jones²

¹Frazier-Anderson Research and Evaluation;

²Florida State University

*Evaluation as Cultural Critique***Thomas Wayne Walton**

University of Minnesota

*Cultural Reactiveness vs Cultural Responsiveness:
Further Defining Culturally Responsive Evaluation***Dominica McBride**

The HELP Institute, Inc.

Mansfield**2:15pm - 3:45pm:**

MAN5: *Building on Culturally Responsive Evaluation:
Applying critical theory and cultural competence
to evaluation in education*
Discussant(s): **Thomas Schwandt** (Illinois)
Theme: Documenting the Use of Culture in
Evaluation

Presentations of the Symposium

*Infusing Cultural Competence into the Evaluation
Practice of LGBTQ Programs and Policies on Col-
lege and University Campuses*

Jason Taylor (Illinois)

*Recognizing culture from start to finish: Toward a
new model of teacher evaluation*

Priya Goel (Illinois), **Maggie Evans** (Illinois)**Ashland****2:15pm - 3:45pm:****ASH5:** Roundtables in Ashland

*The first presentation will use the first 45 minutes
and the second presentation will use the remaining
45 minutes.*

*Tracing the Fibers of Our Being***Melvin E Hall¹, Katherine Tibbetts²**¹Northern Arizona University;²Kamehameha Schools*Enhancing Organizational Capacity to Conduct
Culturally Responsive Evaluation Work***Rochelle McCauley, Kennedy Leahy Suzanne,
Murillo Emily, Winder Chandra**

OMNI Institute, Denver, CO

Empire**4:00pm - 5:30pm:****EMPCS:** *Closing Session:* **Stafford Hood, Thomas Schwandt**

Index of Presenters

Aber, Mark S.

University of Illinois at Urbana-Champaign
United States
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Ahn, Jeehae

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