Repositioning Culture in Evaluation and Assessment

April 21-23, 2013 Chicago, Illinois
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.

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
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
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.

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 Garcia**, 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)
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
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 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
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**

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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>2:30pm-6:00pm</td>
<td>Check-in</td>
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<tr>
<td>3:30pm-4:00pm</td>
<td>Welcome</td>
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<td></td>
<td><em>Stafford Hood,</em> Director, CREA</td>
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<td></td>
<td><em>Sheila M. Miller,</em> Professor of Education and Associate Dean for Research and Research Education College of Education University of Illinois at Urbana-Champaign</td>
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<td><em>Mary Kalantzis,</em> Professor and Dean</td>
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<td>University of Illinois at Urbana-Champaign</td>
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<td></td>
<td><strong>American Indian Center of Chicago</strong></td>
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<td>4:00pm-4:45pm</td>
<td>Opening Plenary and Keynote Address</td>
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<td>Introduction of Speaker:</td>
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<td><em>Sharon Nelson-Barber,</em> Affiliated Faculty, CREA</td>
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<td>President and CEO</td>
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<td>Pacific Resources for Education and Learning (Honolulu, Hawaii)</td>
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<td><strong>Beyond Rigor: Infusing Cultural Competency throughout Evaluation</strong></td>
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<td><em>Eric Jolly,</em> President</td>
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<td>Science Museum of Minnesota (Minneapolis, Minnesota)</td>
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<tr>
<td>4:45pm-5:00pm</td>
<td>Closing Remarks</td>
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<td><em>Joan LaFrance,</em> Affiliated Faculty, CREA</td>
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<td>Katoa Ltd. (Auckland, New Zealand)</td>
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<tr>
<td>5:00pm-6:00pm</td>
<td>Reception</td>
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## Overview of Conference Schedule

**Monday, April 22, 2013**  
Palmer House

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<th>Time</th>
<th>Event Details</th>
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<td>7:30am-5:00pm</td>
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| 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 |
<p>| 10:15am-11:45am | <strong>Concurrent Sessions 1</strong>                                                                                                                                                                                  |
| 12:00-1:30pm  | <strong>Luncheon and Keynote Address</strong>                                                                                                                                                                            |
| 1:45pm-3:15pm | <strong>Concurrent Sessions 2</strong>                                                                                                                                                                                  |
| 3:30pm-5:00pm | <strong>Concurrent Sessions 3</strong>                                                                                                                                                                                  |</p>
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<td>8:30am – 5:00pm</td>
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<tr>
<td>9:00am-10:30am</td>
<td>Invited Panel of Past Presidents: Perspectives on Repositioning Culture in Evaluation and Assessment II</td>
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<td><strong>Karen Kirkhart</strong>, Affiliated Faculty, CREA</td>
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<td></td>
<td>Professor, School of Social Work</td>
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<td>Syracuse University</td>
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<td>Past President, American Evaluation Association</td>
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<td><strong>Carol Lee</strong>, Edwina S. Tarry Professor of Education and Social Policy</td>
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<td>Northwestern University</td>
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<td>Past President, American Educational Research Association</td>
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<td><strong>Stafford Hood</strong>, Discussant</td>
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<td>10:45am -12:15pm</td>
<td>Concurrent Sessions 4</td>
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<td>12:30pm-2:00pm</td>
<td>Luncheon and Keynote Address</td>
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<td><strong>Katherine Ryan</strong>, Core Personnel, CREA</td>
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<td>Professor, Educational Psychology</td>
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<td>University of Illinois at Urbana-Champaign</td>
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<td><strong>Formative Assessment in Multilingual Classrooms</strong></td>
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<td><strong>Maria Araceli Ruiz-Primo</strong>, Associate Professor, Research, Statistics, Evaluation and Methods</td>
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<td>Director, Research Center</td>
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<td>School of Education and Human Development</td>
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<td>University of Colorado-Denver</td>
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<td>2:15pm-3:45pm</td>
<td>Concurrent Sessions 5</td>
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<td>4:00pm-5:30pm</td>
<td>Closing Session</td>
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<td><strong>Stafford Hood</strong></td>
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<td><strong>Thomas Schwandt</strong></td>
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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.

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 Favrile 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.

About the American Indian Center of Chicago
aic-chicago.org

About the Chicago Cultural Center
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.
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.
CREA Inaugural Conference 2013
Sunday, April 21, 2013

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


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

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

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

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 Challender
University of Colorado-Denver

Assessing Cultural Awareness: A Tool for Student, Personal and Professional Cultural Competence
Betsy Jane Basch
Illinois

Madison
10:15am - 11:45am
MAD1: Using Assessment to Cross Cultural Borders: Methods and Capacities
Session Chair: Kevin Favor
Theme: Crossing Cultural Borders

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

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
1 National Institutes of Health; 2 American Institutes for Research; 3 ICF International

Evaluation with a Diversity Lens’: Defining its values, concepts and evolving practices
Ricardo Millett1, Jennifer Greene2
1 Millett and Associates; 2 Illinois

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 Lafrance²**, **Rod Brod³**
¹Salish 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 Shure²**, **Shana Ritter¹**, **Russell Skiba¹**
¹The 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
**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


    *Leah Christina Neubauer* (DePaul University)

  - Mentoring the Future Generation of Latino/a Evaluators

    *Gabriela L Juarez* (Illinois)

    Latinas 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)

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

Is Your Organization Really LGBT Friendly? Assessing and Building Organizational LGBT Cultural Competency
Adam Christopher Viera, Skylar Leah Panuska
Harm Reduction Coalition

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-Ipu Waiwai
Crystal S. Mills, Kapono Giotti, 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

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
¹jdcPartnerships; ²Annie E. Casey Foundation

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

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
“[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

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

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
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.

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 2009-2010, 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
1Worcester Polytechnic Institute; 2Columbia Teachers College

Technology-enhanced English Language Learning and Formative Assessment in the Chinese Classrooms
Changhua Sun Rich, Yi’an Wu, Jinlan Tang, Yihong Wang
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

** 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

** 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, Joquelyn Duncan²  
¹Seattle University; ²Work-it-Out, Seattle, WA

** Evaluating For Social Justice: An Evaluation of the Education Justice Project  
** Ayesha Tillman, Jennifer Greene  
Illinois
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 Tan¹,², Jada Ayasha Phelps¹,², Kathleen King Thorius¹,², Thu Suong Thi Nguyen¹,², Brendan Maxcy¹,²
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 Seals⁴, 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,
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.

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

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)

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

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 cultural 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

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

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.

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 College 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
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