

Center for Culturally Responsive Evaluation and Assessment Conference

September 17-20, 2014

Chicago, Illinois

crea.education.illinois.edu

CREA
Forging Alliances for Action



COLLEGE OF EDUCATION AT 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

Center for Culturally Responsive Evaluation and Assessment

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Welcome to the Center for Culturally Responsive Evaluation and Assessment's Conference



Wise

The University of Illinois was founded in 1867 as one of the land-grant institutions that came from the Morrill Act President that 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. The CREA inaugural conference last year successfully convened a global and interdisciplinary group of scholars, researchers, and practitioners to captivate meaningful discussions that focused on the role of culture in evaluation and assessment theory and practice. Enjoy an inspiring and educational conference.

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

Sincerely,

A handwritten signature in black ink that reads "Phyllis M. Wise". The signature is fluid and cursive, with a long horizontal flourish at the end.

Phyllis M. Wise

Chancellor, University of Illinois at Urbana-Champaign

Welcome from Dean Kalantzis



On behalf of the College of Education at the University of Illinois at Urbana-Champaign, I welcome you to the second annual 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. CREA is establishing a national and international presence as well as new benchmarks in educational research, evaluation, and assessment unique among its peers.

Its goal is to contribute to genuinely enhancing learner performance and well-being. Underpinning integrated into teaching, research, scholarship, and engagement that is relevant to the cultural contexts of educational research, evaluation, and assessment. CREA's work not only deploys the broad field of education but also harnesses applied fields such as social work, nursing, public health, and STEM-related fields. The Center's purpose 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.

The inaugural CREA conference last year made major impact in the field. The conference included 59 breakout sessions involving 120 papers, roundtables and symposia to nearly 300 registered participants and interested visitors from the U.S. (including a large contingent from Hawaii), Indigenous nations, and seven non-US countries (including Germany, Canada, Ireland, New Zealand, Greece, Australia and Denmark).

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.

A handwritten signature in black ink, appearing to read 'Mary Kalantzis'.

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 Professor of Curriculum & Instruction and Educational Psychology.

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 Professor 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 with the changing cultural and ethnic context of education in modern day Ireland.

The View of an Ancient Evaluation Specialist

During the past twenty years I have read much of the CRE literature written by Stafford Hood and his colleagues. I have found it to be interesting, informing and promising.

In a world plagued by ethnic and racial hatred, cultural prejudice and religious bigotry, CREA's educational research and evaluation agenda welcomes shared leadership in promoting the relevance of culture in its work; a splendid and much-needed tactic.

Although conferences, master's degree programs and publications are indeed sensible beginnings, they should not serve as CRE'S ultimate goals.

I shall offer a daunting but noble challenge: Can CREA embrace and embody the belief that people from distinct cultures can be helped by CRE to live together harmoniously?

Can CRE demonstrate that diversity strengthens the global chances of a peaceful future? If so, CREA's promise of doing great things could be fulfilled.

Alas, I shall not live long enough to taste the proof of this pudding.



Terry Denny

Professor Emeritus of Educational Psychology
University of Illinois at Urbana-Champaign

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.

CREA Directory

Core Personnel (University of Illinois)

Stafford Hood, Sheila M. Miller Professor and Director
Thomas Schwandt, Professor of Educational Psychology and Associate Director
Kevin Franklin, Executive Director, ICHASS
Jennifer Greene, Professor, Educational Psychology
Katherine Ryan, Professor, Educational Psychology
Rosa Milagros Santos, Professor, Special Education
William Trent, Professor, Education Policy, Organization & Leadership
Christine Cerven, Postdoctoral Research Associate
Tanya Sutton, Assistant to the Director

Affiliated Faculty (University of Illinois)

Carolyn Anderson, Educational Psychology
James D. Anderson, Education Policy, Organization & Leadership
Debra Bragg, Education Policy, Organization & Leadership
Liora Bresler, Curriculum and Instruction
Jennifer Delaney, Education Policy, Organization & Leadership
Denice Hood, Education Policy, Organization & Leadership
Helen Neville, Educational Psychology
Joseph Robinson-Cimpian, Educational Psychology
Angela R. Wiley, Human and Community Development

Affiliated Researchers

Tamara Bertrand, Florida State University, Tallahassee, FL
Katrina Bledsoe, DeBruce Foundation Research Institute, Washington, DC
Leon Caldwell, The Annie E. Casey Foundation, Baltimore, MD
Fiona Cram, Katoa Ltd., Maori Evaluator & Social Psychologist, Auckland, NZ
Olatokunbo (Toks) S. Fashola, MERAssociates, Vienna, VA
Kevin Favor, Lincoln University, Lincoln, PA
Pamela Frazier-Anderson, Frazier-Anderson Research & Evaluation, Atlanta, GA
Henry Frierson, University of Florida at Gainesville, FL
Juan E. Gilbert, University of Florida at Gainesville, FL
Drew Gitomer, Rutgers University, New Brunswick, NJ
Leslie Goodyear, Education Development Center, Waltham, MA
Melvin Hall, Northern Arizona University, Flagstaff, AZ
Rodney Hopson, George Mason University, Fairfax, VA
Karen Kirkhart, Syracuse University, Syracuse, NY
Joan LaFrance, Mekinak Consulting, Turtle Mountain Chippewa Evaluator, Seattle, WA
Chance Lewis, University of North Carolina at Charlotte, NC
Laura Pan Luo, China Agriculture University, Beijing, China
Dominica McBride, Become Inc., Chicago, IL
Gerry McNamara, Dublin City University, Dublin, Ireland
Sharon Nelson-Barber, WestEd Center for the Study of Culture and Language in Education, Honolulu, HI
Khawla Obeidat, University of Colorado at Denver, CO
Joe O'Hara, Dublin City University, Dublin, Ireland
Katherine Tibbetts, Kamehameha Schools, Honolulu, HI
Nan Wehipeihana, Kinnect Group, Maori Evaluator, Wellington, NZ

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
Ernest House, Professor Emeritus, University of Colorado at Boulder

About CREA at Dublin City University



MacCraith



I am delighted to have this opportunity to formally indicate Dublin City University's support for CREA 2014. The theme of the conference *Forging Alliances for Action: Culturally Responsive Evaluation and Assessment Across Fields of Practice* is one that resonates very significantly with the mission and values of DCU. As Ireland continues to navigate its way through the challenges posed by our recent economic reversal we have increasingly looked to education as a key driver for change and development. DCU has been at the forefront of this process - seeking to re-imagine and re-conceptualise what education is and how we do it.

At the core of this process is a realization that the creation of new alliances focused on enhancing the quality of educational provision in Ireland – and beyond – is essential. To this end we have initiated a process of incorporation which will result in the formation of the largest education faculty in Ireland bringing together three existing providers of education and combining them in an *Institute of Education*. As the only Faculty of Education in Ireland this new entity will have the expertise and critical mass to address issues of systemic importance – and among the most pressing of these is how we acknowledged the changed cultural landscape of the previous twenty years. It is in this latter challenge that our relationship with CREA is vital to us.

I know from my discussions with colleagues who were lucky enough to attend the inaugural conference in Chicago last year that CREA has established itself as the most important forum for facilitating the process of *generating evidence for policy making that is culturally and contextually defensible*. I am sure that this conference will continue to challenge and inspire those who attend and look forward to hearing from colleagues who will be present.

I would also like to take this opportunity to formally welcome Professor Stafford Hood to the DCU academic family. I was delighted at a recent meeting of our Governing Authority to be able to propose him as an Adjunct Professor in the School of Education Studies. Appointments such as these are comparatively rare – indeed Stafford is only the second Adjunct Professor appointed in Education – and are only made in the case of individuals with the highest reputations in their respective fields of study. We look forward to having the opportunity of sharing in Stafford's wisdom and are confident that his presence as a member of the academic community in DCU will enhance our ability to address issues of culture and cultural context in evaluation assessment theory and practice in a manner that will benefit Irish education.

In conclusion I would like to acknowledge the work of my colleagues in CREA-DCU - Professor Joe O'Hara, Professor Gerry McNamara, Dr. Kathy Harrison and Dr. Martin Brown. They have established CREA as the primary vehicle for discussing issues of culture in the fields of evaluation and assessment in Ireland and enhanced DCU's reputation as a thought leader in education. I would also like to publicly recognize the sterling work of Professor Stafford Hood and Professor Thomas Schwandt who have established such a successful research entity in a remarkably quick time period. I wish you all a successful, stimulating and challenging conference and for those of you who will be joining us in Dublin for the European Evaluation Society biennial conference in October I hope that you have an opportunity to visit DCU.

Brian MacCraith

President and Professor, Dublin City University

CREA Acknowledgements and Sponsors

We begin by once again expressing our sincere gratitude to the College of Education at Illinois for its financial, intellectual, and moral support since the establishment of CREA in 2012. Since that time the College has provided consistent encouragement and support for our collective vision for CREA as a community of scholars in the College of Education, across the United States (including Hawaii), internationally (particularly Ireland and New Zealand), and Indigenous nations. We offer a special thanks to Dean Mary Kalantzis who has provided her unwavering support since CREA's inception. Thank you again, 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 the core mission of our CREA community for more than a decade that is manifested in this Center and its annual conference. You know who you are. We are indeed proud that CREA's home is the University of Illinois, but at each opportunity the reminder that the Center belongs to us all must be acknowledged. This second annual conference takes one more step in our journey as a growing CREA community and serves as a vehicle for us to continually illuminate the still largely uncharted landscape of culturally responsive evaluation and assessment. 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 second annual 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)

Chicagoland Evaluation Association

Second Annual Conference Team

The most thanks goes to the CREA second annual conference team. They are the ones responsible for the outstanding planning, coordination, and simply making this second annual 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 Lisa De La Rue who have led this effort. Thank you all.

Shirley Berbaum, Chrissy Cerven, Lisa De La Rue, Tanya Sutton and Victor Perez



Hood

Schwandt

Second Annual Conference Planning Committee

We would also like to thank the second annual 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, West Ed Center for the Study of Culture and Language in Education (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)

CREA core personnel

Finally thanks to our CREA Core Personnel colleagues: Jennifer Greene, Katherine Ryan, William Trent, and our newest members Rosa Milagros Santos and Kevin Franklin. 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 Conference

Forging Alliances for Action: Culturally Responsive Evaluation and Assessment Across Fields of Practice

The Center for Culturally Responsive Evaluation and Assessment 2014 conference will bring together national, international, and Indigenous scholars and practitioners to focus on the role of culture in evaluation and assessment. This conference promises to forge alliances for action among conference participants who value placing culture and context front and center in research, evaluation and assessment efforts.

Fulfilling our mission to generate evidence for policy-making that is not only methodologically but also culturally and contextually defensible, our 2014 conference will bring together an interdisciplinary group of U.S. and international scholars to focus on the role of culture in theory and practices of evaluation and assessment. 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.

Sessions will focus on:

- Culturally responsive methods and methodologies
- Culturally responsive assessment and evaluation practices in organizations
- Policies for culturally responsive assessment and evaluation
- Inter-disciplinary action-oriented dialogue on culturally responsive assessment and evaluation
- Evaluation, research, and assessment in Indigenous cultures

Overview of Pre-Conference Schedule**Wednesday, September 17, 2014**

Oak Brook Hills Resort

8:30 am - 4:30 pm
(with 1 hour lunch break)***Culturally Responsive Indigenous Evaluation***

Presenters:

Fiona Cram, Ph.D. (Katoa Ltd., Aotearoa New Zealand)**Nicole Bowman**, President/Founder (Bowman Performance Consulting,
Shawano, Wisconsin)

8:30 am - 12:00 pm***Foundations of Culturally Responsive Evaluation: From Theory to Practice***

Presenters:

Rodney K. Hopson, Ph.D. (George Mason University)**Karen E. Kirkhart**, Ph.D. (Syracuse University)

1:00 pm - 4:30 pm***Mixed Methods Approaches to Evaluation***

Presenter:

Jennifer Greene, Ph.D. (University of Illinois at Urbana-Champaign)

CREA Pre-Conference Workshop Presenters

Rodney K. Hopson, Ph.D.

(George Mason University)



Dr. Hopson is a Professor in the College of Education and Human Development at George Mason University. Previously, he served as Professor in the Department of Educational Foundations and Leadership in the School of Education at Duquesne University. He received his Ph.D.

from the Curry School of Education at the University of Virginia. He has also done post-doctoral/sabbatical studies in the Faculty of Education at the University of Namibia, the Johns Hopkins Bloomberg School of Public Health and Centre of African Studies at Cambridge University.

Hopson currently or recently served on the editorial boards of several publications related to evaluation, including *New Directions for Evaluation*, *American Journal of Evaluation*, the *Encyclopedia of Evaluation*, the *Evaluation and Society* book series, and the *Journal of MultiDisciplinary Evaluation*. He has also served on the editorial boards of *Anthropology and Education Quarterly*, *Educational Foundations*, *Education and Ethnography* (where he serves as North American co-editor), and *Journal of Negro Education*. In leadership capacities, Hopson has served on the Board of the Directors of the Council of Anthropology and Education, the American Evaluation Association, and various program and committee chair roles in the American Educational Research Association, and the Comparative and International Education Society. He served as the 2012 President of the American Evaluation Association.

Karen E. Kirkhart, Ph.D.

(Syracuse University)



Dr. Kirkhart holds a Ph.D. in Social Work and Psychology from the University of Michigan and is currently Professor in the School of Social Work at Syracuse University. She served as President of the American Evaluation Association in 1994 and has held a number of leadership roles

in that organization. Dr. 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. Kirkhart's contributions to the evaluation profession have been recognized by the American Evaluation Association (AEA) with the Paul F.

Lazarsfeld Award for Outstanding Contribution to Evaluation Theory and the Robert Ingle Award for Outstanding Services to the AEA. She collaborated with the American Indian Higher Education Consortium (AIHEC) in their development of an Indigenous Evaluation Framework and was a member of the writing team for the AEA Public Statement on Cultural Competence in Evaluation. She has partnered with Rodney Hopson to present a workshop on Strengthening Evaluation through Cultural Relevance and Cultural Competence at the AEA/CDC Summer Institute for the past seven years. Recent and forthcoming publications include a co-authored chapter on Equity-focused evaluation with Rodney K. Hopson and Katrina Bledsoe, an article in *New Directions* on the centrality of context in evaluation, co-authored with Joan LaFrance and Richard Nichols, and a chapter honoring Scriven's Key Evaluation Checklist in a forthcoming book edited by Stewart Donaldson.

Jennifer Greene, Ph.D.

(University of Illinois at Urbana Champaign)



Dr. Greene is Professor of Quantitative and Evaluative Research Methodologies within the department of Educational Psychology at the University of Illinois at Urbana-Champaign. Professor Greene holds a Ph.D. in Educational Psychology from Stanford University. Dr.

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. Her 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. Jennifer is the 2003 recipient of the Paul Lazarsfeld Award for Contributions to Evaluation Theory from the American Evaluation Association and also served as Series Editor for *Evaluation and Society*. She served as the President of the American Evaluation Association in 2011.

Professor Greene has received numerous honors including Distinguished Fellow Award, School of Critical Studies in Education, Auckland University; Distinguished Scholar, Aalborg University; Fellow of the American Educational Research Association; and Alva Myrdal Guest Professor, Department of Education and Culture, Eskilstuna Sweden.

Fiona Cram, Ph.D.

(Katoa Ltd., Aotearoa New Zealand)



Dr. Cram is from Aotearoa New Zealand and has Maori/Indigenous tribal connections with Ngati Pahauwera. Fiona has a Ph.D. from the University of Otago (Social and Developmental Psychology), and over 20 years research and evaluation experience. Currently, she is the Director of

Katoa Ltd, a research and evaluation company. She is involved in a wide range of Kaupapa Maori (by Maori, for Maori) research and evaluation with Iwi (tribal) and Maori (Indigenous New Zealanders) groups, philanthropic organisations, District Health Boards, and government agencies.

Her interests include Maori health and wellness, research and evaluation methods and ethics, organisational capacity development, and Maori decision-making about new technologies. In 2010, she was guest editor of a special edition of the MAI Review journal on methods for researching with whanau (Maori family) collectives. In 2012, she co-edited, with Donna Mertens and Bagele Chilisa, a forthcoming anthology of Indigenous researcher stories of how they became researchers and evaluators. In 2011, she led the evaluation of the Kaitoko Whanau initiative, which is a social service navigator service for vulnerable Maori families. She also evaluated a Vulnerable Pregnant Women's Multidisciplinary Team initiative run by one of their District Health Boards.

Currently, she is the principle advisor on the Whanau Ora (family wellness) action research initiative, in which Maori and Pacific action researchers are working alongside NGOs that provide holistic services to Maori and Pasifika families. She is also working with a team of researchers at the University of Otago on a study of the health journeys of young pregnant Maori women. This is leading into an intervention trial.

Nicole Bowman

(President/Founder of Bowman Performance Consulting (BPC) based in Shawano, Wisconsin)



Nicole Bowman is a Ph.D. candidate in the Department of Educational Leadership and Policy Analysis at the University of Wisconsin-Madison. For her dissertation, she is conducting research related to multi-jurisdictional policy formation and impact study with American

Indian students and government and public policy agencies (local, state, and federal). She is also President of Bowman Performance Consulting, LLC.

Bowman Performance Consulting (BPC) is a professional consulting and scientific research & evaluation company. Located in Shawano, Wisconsin, BPC provides services to a national clientele from the public, private, non-profit and tribal sectors. BPC gathers measurable and meaningful data from clients and their stakeholders/customers so that individuals, programs, and organizations can use the data, improve performance, and build capacity from our value-added services in order to function more efficiently and effectively for the short and long-term. BPC services fall under four main categories: research, development, implementation, and evaluation.

Pre-Conference Workshops**Wednesday, September 17, 2014*****Culturally Responsive Indigenous Evaluation*****Location: Butler Room****8:30 am - 4:30 pm**

Presenters:

Fiona Cram, Ph.D. (Katoa Ltd., Aotearoa New Zealand)**Nicole Bowman** (President/Founder of Bowman Performance Consulting based in Shawano, Wisconsin)

CE Credits: 7 credits

Agenda

8:30 am	Welcome and Introductions
9:00 am	Understanding the Context for Indigenous Evaluations: Disparities and Wellness
9:30 am	Introduction to Culturally Responsive Evaluation
10:00 am	Break
10:30 am	Ethical Protocols – The Push and Pull of Ethics in Indigenous Settings
11:00 am	An Indigenous Research Paradigm
11:30 am	Collaborative Ways of Working in Indigenous Settings
12:00 pm	Lunch (on your own)
1:00 pm	Theory of Change and Logic Model – Uses and Limitations
2:00 pm	Selecting and Mixing Methods in Indigenous Evaluation
3:00 pm	Break
3:15 pm	Strengthening the Cultural Responsiveness in Evaluation for Indigenous Peoples
4:00 pm	Workshop Concludes

Pre-Conference Workshops**Wednesday, September 17, 2014*****Foundations of Culturally Responsive Evaluation: From Theory to Practice*****Location: Prince of Wales****8:30 am - 12:00 pm**

Presenters:

Rodney K. Hopson, Ph.D. (George Mason University)**Karen E. Kirkhart, Ph.D.** (Syracuse University)

CE Credits: 3.5 credits

Agenda

8:30 am	Welcome and Introductions
9:00 am	A Brief History of Culture in the Evaluation Profession
9:15 am	Culturally Responsive Evaluation (CRE) within the Context of this History: A Theory Emerges
9:30 am	I. From Theory to Strategies for CRE Practice: Cultural Locations of Evaluators and Contexts
10:00 am	Break
10:15 am	II. From Theory to Strategies for CRE Practice: Culturally Congruent Methods
11:00 am	III. From Theory to Strategies for CRE Practice: Giving back to Community
11:30 am	Validity, Equity and Metaevaluation
12:00 pm	Workshop Concludes

Workshop on Mixed Methods Approaches to Evaluation**Location: Waterford****1:00 pm - 4:30 pm**

Presenter:

Jennifer Greene, Ph.D. (University of Illinois at Urbana-Champaign)

CE Credits: 3.5 credits

Agenda

1:00 pm	Introductions, Overview of Workshop
1:30 pm	Engagement with a Mixed Methods Way of Thinking
2:00 pm	When is a Mixed Methods Approach Appropriate? How can a Mixed Methods Approach Meaningfully Engage a Commitment to Culturally Responsive Evaluation?
3:00 pm	Break
3:15 pm	Mixed Methods Purposes and Design Dimensions: Crafting a Mixed Methods Study
3:30 pm	Integrative Data Analysis in Mixed Methods Inquiry
4:00 pm	Representation, Engaging with Difference, Respecting Culture
4:30 pm	Workshop Concludes

Overview of Conference Schedule**Thursday, September 18, 2014****Oak Brook Hills Resort****7:30 am - 5:00 pm****Check-in table open in North Foyer****9:00 am - 10:30 am****Opening Ceremony****Welcoming Ceremony**

With respect and honor we bring the first people of these lands to open our cultural conference today.

Joining us will be Elder and drum maker Rudy Manzares (Navajo) to share a welcome song on his personally hand made drum. Welcome and opening prayer by Joseph Podlasek CEO of Trickter Art Gallery, Ojibwe from LCO Reservation in Northern WI.

9:00 am - 9:45 am**Welcome****Stafford Hood**

Director, CREA

Sheila M. Miller Professor of Education and Professor,
Curriculum & Instruction and Educational Psychology

College of Education, University of Illinois at Urbana-Champaign

Mary Kalantzis

Professor and Dean

College of Education, University of Illinois at Urbana-Champaign

9:45 am - 10:30 am***This is Where We Continue to Stand: Thoughts from the Field*****Fiona Cram**

Affiliated Faculty, CREA

Research Manager

Katoa Ltd. (Auckland, New Zealand)

Joan LaFrance

Affiliated Faculty, CREA

Owner

Mekinak Consulting (Seattle, Washington)

Sharon Nelson-Barber

Affiliated Faculty, CREA

WestEd Center for the Study of Culture and Language in Education (Honolulu, HI)

Overview of Conference Schedule**Thursday, September 18, 2014**

Oak Brook Hills Resort

10:45 am - 12:15 pm**Concurrent Sessions 1**

12:30 pm - 2:15 pm**Luncheon and Keynote Address**

Introduction of Speaker:

Fiona Cram, Affiliated Faculty, CREA***Assessment as Acculturation: Procrustes in the Land Between the Mountain and the Sea*****Dawn Hill Adams**, Ph.D.(Choctaw) Founder, Vision-Keeper, Senior Scientist and First President of the Tapestry Institute (Erie, CO)

2:30 pm - 3:30 pm**Concurrent Sessions 2**

3:45 pm - 5:15 pm**Concurrent Sessions 3**

5:30 pm - 7:30 pm**Reception in Gazebo Patio**

Overview of Conference Schedule
Friday, September 19, 2014
Oak Brook Hills Resort

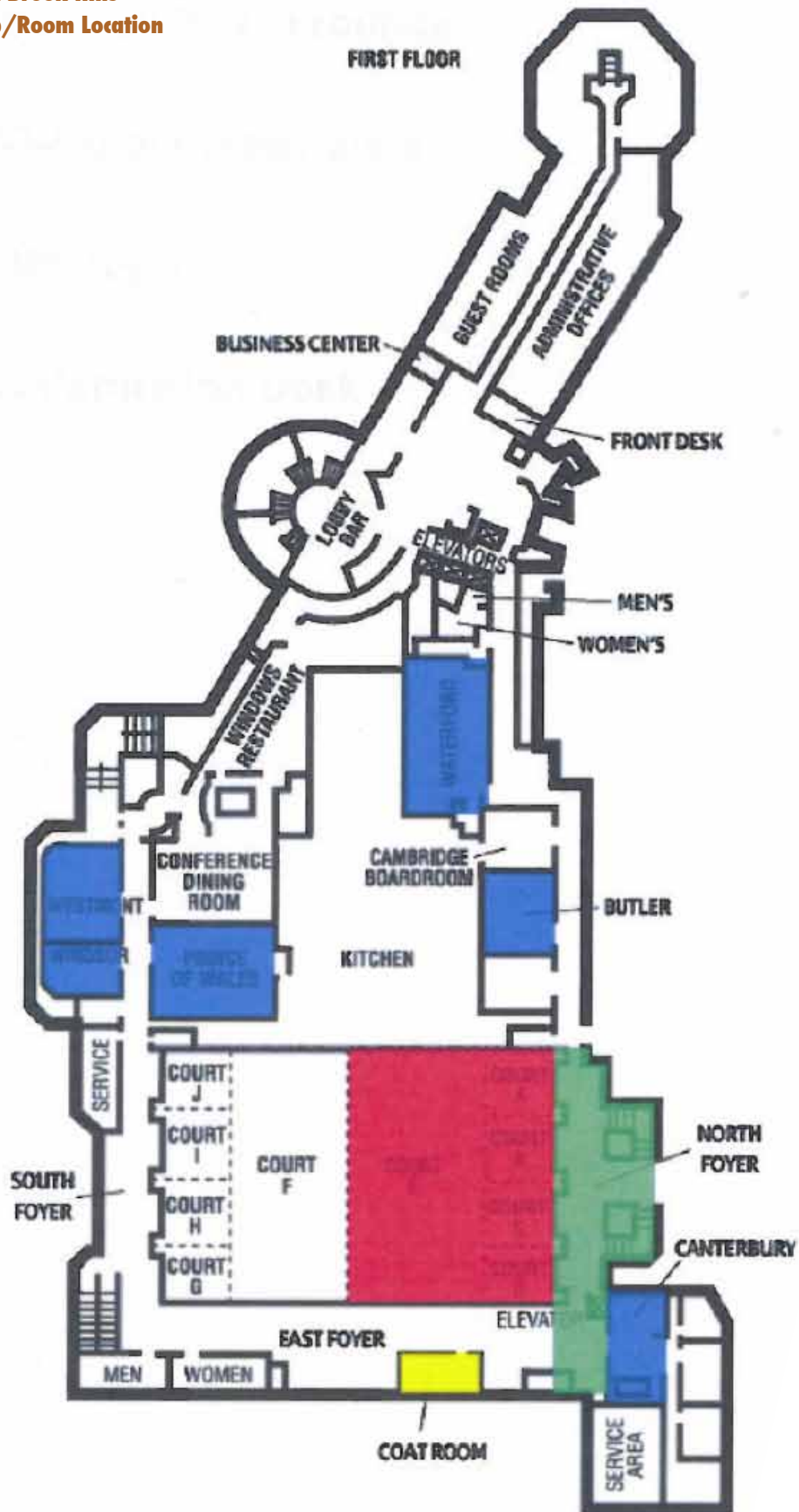
8:30 am - 5:00 pm	Check-in table open in North Foyer
9:00 am - 10:30 am	<p>Distinguished Senior Scholar Address</p> <p>Introduction of Speaker Stafford Hood, Director, CREA</p> <p><i>Toward the Exploitation of Measurement Science in the Service of Diversity, Excellence and Equity in Education</i></p> <p>Edmund W. Gordon, Ph.D. John M. Musser Professor of Psychology, Emeritus at Yale University, Richard March Hoe Professor; Emeritus of Psychology and Education at Teachers College, Columbia University; Director Emeritus of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University</p> <p><i>Discussant</i> William Trent, University of Illinois at Urbana-Champaign</p>
10:45 am - 11:45 am	Concurrent Sessions 4
12:00 pm - 1:45 pm	<p>Luncheon and Keynote Address</p> <p>Introduction of Speaker Drew Gitomer, Rutgers University</p> <p><i>Validity in Context</i> Pamela Moss, Ph.D. Professor, School of Education University of Michigan, Ann Arbor</p>
2:00 pm - 3:30 pm	Concurrent Sessions 5
3:45 pm - 5:15 pm	Concurrent Sessions 6

Overview of Conference Schedule**Saturday, September 20, 2014**

Oak Brook Hills Resort

8:30 am - 3:00 pm	Check-in table open in North Foyer
9:00 am - 10:00 am	<p><i>CREA Now and Looking Forward</i> James Anderson, University of Illinois at Urbana-Champaign Mary Kalantzis, University of Illinois at Urbana-Champaign William Trent, University of Illinois at Urbana-Champaign</p>
10:15 am - 11:15 am	<p><i>Focused Chatter</i> <i>CRE Stories from the Field</i> Jennifer Greene, University of Illinois at Urbana-Champaign Karen Kirkhart, Syracuse University Tom Schwandt, University of Illinois at Urbana-Champaign</p>
11:30 am - 1:15 pm	<p>Luncheon and Keynote Address</p> <p>Introduction of Speaker Caroline Turner President, Association for the Study of Higher Education California State University, Sacramento</p> <p><i>Missing Voices and Perspectives in Evaluation, Beyond the Evaluand: The Case for Diversity in Researchers and Evaluators</i></p> <p>Debra Joy Pérez, Ph.D. Vice President for Knowledge Support Annie E. Casey Foundation</p>
1:30 pm - 3:00 pm	Concurrent Sessions 6
3:15 pm - 4:00 pm	<p>Closing Ceremony</p> <p>The closing ceremony will be shared in a good way by the Native American community powwow drum circle of many tribes. There is no way to say "good bye" in any Indian language, we sing and say "until we meet again".</p>

**Hilton/Chicago Oak Brook Hills
Resort-Chicago Map/Room Location**



CREA Conference

Distinguished Senior Scholar Address



Edmund W. Gordon, Ph.D.

John M. Musser Professor of Psychology, Emeritus at Yale University; Richard March Hoe Professor Emeritus of Psychology and Education at Teachers College, Columbia University; and Director Emeritus of the Institute for Urban

and Minority Education (IUME) at Teachers College, Columbia University.

Dr. Gordon's distinguished career spans professional practice, a scholarly life as a minister, clinical and counseling psychologist, research scientist, author, editor and professor. He has held appointments at several of the nation's leading universities including Howard, Yeshiva, Columbia, City University of New York, and Yale. Additionally, Dr. Gordon has served as Visiting Professor at City College of New York and Harvard University. From July 2000 until August 2001 he was Vice President for Academic Affairs and Interim Dean of Faculty at Teachers College, Columbia University. From 2011 through 2013, Professor Gordon served as chairperson of the Gordon Commission on the Future of Assessment in Education, which was sponsored by the Educational Testing Service (ETS).

Keynote Speakers



Dawn Hill Adams, Ph.D.

(Choctaw) Founder, Vision-Keeper, Senior Scientist and first President of the Tapestry Institute (Erie, CO)

Dr. Adams holds a doctorate in Vertebrate Paleontology with emphases on biomechanics and evolutionary theory from the University of California, Berkeley, a master's degree in Systematics and Ecology from the University of Kansas (1977) and bachelor's degree in Geology (1974). The Tapestry Institute operates within an Indigenous worldview as it facilitates, promotes, and carries out collaborative research, scholarship, and education in different ways of knowing, learning about, and responding to the natural world. Dr. Adams has been awarded multiple grants from the National Science Foundation for science education, is a scientific illustrator and artist, and is an author who is currently working on a book about horse biomechanics.



Pamela Moss, Ph.D.

Professor, School of Education at the University of Michigan (Ann Arbor, MI)

Dr. Moss received her Ph.D. in Educational Measurement from the University of Pittsburgh in 1988. Her work lies at the intersections of educational assessment, philosophy of social science, and interpretive or qualitative research methods. Her current research agenda focuses on validity theory in educational assessment, assessment as a social practice and the assessment of teaching. Her edited book *Assessment, Equity, and Opportunity to Learn* (2008) explored the synergies and disjunctions between psychometric and sociocultural orientations to opportunity to learn and assessment. She is co-founder and co-editor of the journal, *Measurement: Interdisciplinary Research and Perspective*. She was a member of the AERA, APA, NCME committee revising the 1999 Standards for Educational and Psychological Testing, of the National Research Council's Committee on Assessment and Teacher Quality, and chair of AERA's Task Force on developing Standards for Reporting on Empirical Social Science Research.



Debra Joy Pérez, Ph.D.

Vice President for Knowledge Support, Annie E. Casey Foundation (Baltimore, MD)

As Vice President for Knowledge Support, Dr. Pérez directs and manages program performance measurement, evaluation, policy research, data development, knowledge management and organizational learning. Prior to joining Casey, Dr. Pérez was the Assistant Vice President for research and evaluation for the Robert Wood Johnson Foundation, where she focused on advancing the science of philanthropy and played a critical role in helping the foundation and its grantees represent greater diversity. Dr. Pérez holds a Ph.D. in Health Policy from Harvard University; a master's degree in social science and women's studies from the University of Kent in Canterbury, England; a Master of Public Administration from Baruch College, City University of New York; and a bachelor's degree in communication from Douglass College. Among numerous honors, Dr. Pérez was named a 2010 Latino Trendsetter by Latino Trends magazine and a 2011 Woman of Industry by the YWCA in Princeton, New Jersey.

Court ABCDE

9:00 am - 10:30 am

Court:

Opening

With respect and honor we bring the first people of these lands to open our cultural conference today.

Joining us will be Elder and drum maker **Rudy Manzares** (Navajo) to share a welcome song on his personally hand made drum. Welcome and opening prayer by **Joseph Podlasek** CEO of Trickster Art Gallery, Ojibwe from LCO Reservation in Northern WI.

Welcome

9:00 am - 9:45 am

Stafford Hood

Director, CREA
Sheila M. Miller Professor of Education and Professor, Curriculum & Instruction and Educational Psychology
College of Education
University of Illinois at Urbana-Champaign

Mary Kalantzis

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

9:45 am - 10:30 am

This is Where We Continue to Stand: Thoughts from the Field

Fiona Cram

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

Joan LaFrance

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

Sharon Nelson-Barber

Affiliated Faculty, CREA
WestEd Center for the Study of Culture and Language in Education (Honolulu, HI)

Canterbury

10:45 am - 12:15 pm

Can 1:

Nuances of Cultural Responsiveness: Broadening Perspectives in Conducting Evaluation in STEM Education Programs
Chair: **Katrina Lynn Bledsoe**, Education Development Center, Inc.

Symposium Presentations

Assessing STEM Program Impacts on Post-secondary Students with Disabilities

Linda Thurston

Kansas State University

Evaluation Approaches for Focused Broadening Participation Projects in Computing Sciences

Katrina Bledsoe¹, Leslie Goodyear¹, Gary Silverstein²

¹Education Development Center, Inc.;

²Westat

More than One Category: Acknowledging the Identity Complexity of Participants in Methodology and Data Analysis

Patricia Campbell

Campbell-Kibler Associates, Inc.

Prince of Wales

10:45 am - 12:15 pm

Pri1: *Latina Evaluator Perspectives on Cultural Responsive Evaluation Practices for Latino/a Communities*

Chair: **Lisa Aponte-Soto**, DePaul University

Butler

10:45 am - 12:15 pm

But1: *Instilling Cultural Competency in Evaluation Training, Thinking and Practice*

Chairs: **Stewart Donaldson**; Claremont Graduate University, AEA, and AEA GEDI; **Ashaki Marie Jackson**; AEA Graduate Education Diversity Internship (GEDI) Program

Symposium Presentations

Meeting the Needs of Culturally Competent Evaluators

Ashaki Marie Jackson¹,

Stewart Donaldson²

¹AEA Graduate Education Diversity Internship (GEDI) Program; ²Claremont Graduate University, AEA, and AEA GEDI

Part and Parcel: Monitoring Mentorship as Integral to Scholar Training

John LaVelle

Claremont Graduate University, AEA GEDI

Immersion: A Journey Toward Understanding Evaluation

Saúl Isaac Maldonado¹,

Nnenia Campbell²

¹University of California, Santa Cruz;

²University of Colorado, Boulder

Symposium Presentations

Lessons Learned from Applying Culturally Responsive Practices in Healthcare Settings and Establishing Community Partnerships to Improve Health Outcomes

Lisa Aponte-Soto

DePaul University

Exploring Culturally Responsive Assessment and Evaluation in Little Village: HIV/AIDS Prevention, Care and Treatment Among Latinos in Chicago

Leah C. Neubauer

DePaul University

Mobilizing Communities to Improve Culturally Responsive Practices in Healthcare Settings

Grisel Robles-Schrader¹,

Lisa Aponte-Soto², **Diana Lemos**²,

Leah C. Neubauer²

¹Robles-Schrader Consulting;

²DePaul University

Waterford

10:45 am - 12:15 pm

Wat1: *Innovations in Culturally Responsive Assessment*

Chair: **Stafford Hood**, University of Illinois at Urbana-Champaign

Paper Presentations

Is Closing the Achievement Gap an Act of Social Justice?

Esperanza De La Vega¹, Moti Hara¹, Matta Tyler², ¹Portland State University; ²University of Oregon

A Culturally Responsive Assessment is a NOT a Linear Process

Angela Ohenebema Owusu-Ansah
Elon University

I Have to Dig Deep Into my Soul: Examining Culturally Responsive Formative Assessments Supporting Black and Latino Male's College Readiness

Michelle Knight¹, Iesha Jackson¹, Lillian Dunn², Elise Corwin², Terryl Dozier²
¹Teachers College, Columbia University; ²New York City Department of Education

Westmont

10:45 am - 12:15 pm

Wes1: *Evaluation in Native Hawaiian and Canadian Indigenous Communities*

Chair: **Sharon Nelson-Barber**, WestED

Paper Presentations

Repatriation, Revitalization, Rigor: Modeling Logic in Indigenous and Community Culturework Programming

Akiemi Glenn, Te Kau Fuli Fatu
Te Taki Tokelau Community Development

Manito Ikwe Kagiikwe Program Evaluation: Evaluation with a Trauma-Informed Perspective

Amanda Dawn Woods, Marcia Anderson DeCoteau, Deborah McPhail
University of Manitoba (Canada)

Ke Ana 'Ike: Implementation and Results of a Model for Agency-Wide Evaluation

Scott Ray¹, Jan Hanohano E. Dill², Alison Masutani², Laura Dang²
¹Scott Ray & Associates, Inc.; ²Partners in Development Foundation

Windsor

10:45 am - 12:15 pm

Win1: *Beyond the Pipeline: Creating Demand for Culturally Responsive Evaluation in Philanthropy*

Chair: **Gertrude J. Spilka**, OMG Center for Collaborative Learning

Symposium Presentations

The Changing Face of Philanthropy

Debra J. Perez
Annie E. Casey Foundation

Moving from Culturally Responsive Evaluation to Culturally Responsive Consultancy

Howard Walters

OMG Center for Collaborative Learning

Building a Robust CRE Pipeline Responding to the Needs of Philanthropy

Ashaki Jackson

New Earth and AEA GEDI Program

The Case for the Ubiquitous Evaluator: Establishing an Onsite and Virtual Presence in Multisite STEM Evaluation to Facilitate Cultural Responsiveness

Ayesha Tillman, Lorna Rivera, Lizanne DeStefano

University of Illinois at Urbana-Champaign

Prince of Wales

2:30 pm - 3:30 pm

Pri2: *Resilience and Stakeholder Engagement in Culturally Responsive Evaluation*

Paper Presentations

Engaging Stakeholders in a Culturally Responsive Evaluation of the Freedom Schools Program in the Los Angeles Juvenile Justice System

Maria Blanca Jimenez, Gwen Uman
Vital Research

Considering Resilience as an Alternative to Risk in Evaluating Program Outcomes: Theory, Method and Approach

Linda Liebenberg
Dalhousie University (Canada)

Waterford

2:30 pm - 3:30 pm

Wat2: *Challenges to Addressing Cultural Validity*

Paper Presentations

Cultural Validity in Educational Psychology: From Research to Practice

Patrice M Leverett, Stephanie D'Costa, Stephen Quintana
University of Wisconsin

Court ABCDE

12:30 pm - 2:15 pm

Cou2: *Luncheon and Keynote Address*

Introduction of Speaker:

Fiona Cram, Affiliated Faculty, CREA

Assessment as Acculturation: Procrustes in the Land Between the Mountain and the Sea

Dawn Hill Adams, Ph.D. (Choctaw)
Founder, Vision-Keeper, Senior Scientist and First President of the Tapestry Institute (Erie, CO)

Canterbury

2:30 pm - 3:30 pm

Can2: *Culturally Responsive Evaluation in STEM*

Paper Presentations

The Big Sky Science Partnership: Lessons in Culturally Responsive Evaluation

Joan LaFrance¹, Regina Sievert²
¹Mekinak Consulting; ²Salish Kootenai College

Orthographic Transitioning: Developing a Culturally Relevant Assessment that Measures Second Language Acquisition of Spelling Based upon First Language Literacy

Olatokunbo S. Fashola

Johns Hopkins University and
MERAssociates

Canterbury

3:45 pm - 5:15 pm

Can3: *Creating a Systematic and Sustainable University-Wide Approach to Increasing and Cultivating STEM Scholarship and Growth at a Minority Institution: Lessons Learned*

Chairs: **William Trent, Stafford Hood**
University of Illinois at Urbana-Champaign

Symposium Presentations

Creating a New Generation of STEM Graduates: Nurturing and Expanding the Pipeline using Stealth Learning

Olatokunbo S. Fashola

MERAssociates and Johns Hopkins
University

Transforming Opportunities for STEM within and Beyond the Brick and Mortar Buildings: From the Creation of a STEM Center to Creating International STEM Researchers

Monica Mitchel

MERAssociates

Using Concepts of Social Capital to Empower the Transformation and STEM Faculty Members to Embrace and Sustain Institutional Change

William Trent, Stafford Hood

University of Illinois at Urbana-Champaign

Butler

3:45 pm - 5:15 pm

But2: *Culturally Responsive Practices in Teacher Training and Professional Development*
Chair: **Denice Hood**

Paper Presentations

Informing Teacher Training: Addressing Cultural Responsiveness in Education and Training

Kathy Harrison

Dublin City University (Ireland)

Addressing the Black and White Achievement Gap through Culturally Responsive Pedagogy: A Review of the Literature to Inform Future Research

Nicole Linsey Jones

University of Wisconsin-Milwaukee

Using Critical Self-Assessment to Develop a School-Wide, Culturally Relevant, College-Going Culture

**Laura Vernikoff, Kelly Gavin Zuckerman,
Michael G. Wilson, Denzil Streete**

Teachers College, Columbia University

Prince of Wales

3:45 pm - 5:15 pm

Pri3: *Evaluating Community Based Programs: Models and Tools*

Chair: **Rodney Hopson,**

George Mason University

Paper Presentations

Strengthening Supplemental Literacy Supports for Culturally and Linguistically Diverse English Language Learners
Michelle Knight¹, Ramatu Bangura², Crystal Chen¹, Karishma Desai¹, Kumbirai Khosa¹

¹Teachers College, Columbia University;
²Sauti Yetu Girl's Educational and Leadership Initiative, New York

Community Engagement: The Story of our Lives

Dominica McBride¹, Lamont Washington²

¹Become, Inc., Chicago; ²The ARK of St. Sabina, Chicago

The RRC-ETI Evaluation Tool-basket: A Do-it-yourself Approach to Culturally Relevant Evaluations for Community-Based Programs

Linda Liebenberg

Dalhousie University (Canada)

Waterford

3:45 pm - 5:15 pm

Wat3: *Exploring New Ways of Thinking about Culturally Responsive Evaluations*

Chair: **Kevin Favor**, Lincoln University

Paper Presentations

Using Evaluative Fit to Judge an Evaluation's Cultural Responsiveness

Nick L Smith

Syracuse University

Reclaiming the Human Soul in Education as a Social Justice Culturally Responsive Initiative

Philip Jay Bostic

University of Wisconsin at Madison

Culturally Responsive Practice Using Critical Race Methodologies Across Three Fields

Constance Shepard, Deborah H. McMurtrie, Stefanie Benjamin

University of South Carolina

Westmont

3:45 pm - 5:15 pm

Wes2: *Culturally Responsive Evaluation and the Opportunity Gap*

Chair: **Caroline Turner**, California State University, Sacramento

Paper Presentations

Possibilities for Cultural Responsiveness in Large-Scale School Evaluation Policies

Katherine Ryan, Jennifer Timmer

University of Illinois at Urbana-Champaign

Learning from Multiple Voices in Closing the Achievement Gap Schools

Esperanza De La Vega, Moti Hara, Meredith Michaud

Portland State University

CSU Summer Algebra Institute Project: Culturally-Based Program Development and Evaluation

Rehema Gray¹, Jacqueline Mimms², Kyndall Brown³

¹University of Illinois at Urbana-Champaign; ²California State University; ³University of California, Los Angeles

Court ABCDE

3:45 pm - 5:15 pm

Cou3: Roundtables in Courtyard

1. Community Engagement and Evaluation**Roundtable Presentations***Social Movement Development Model***Jane Kimondo, Lisa Marie Pickens,
Susan Eleuterio**

Crossroads Fund

*Understanding the Community Impact of
Youth-Led Outreach: Using Participatory
Evaluation to Communicate Across Cultural
Boundaries***Zdanna Tranby¹, Aiyana Sol Machado²**¹Science Museum of Minnesota; ²The Kitty Anderson Youth Science Center
of the Science Museum of Minnesota*Culturally Responsive Evaluation (CRE) and
Young People-Elevating Youth Voice***Kanwarpal Dhaliwal¹, Jara Dean-Coffey²,
Jill Casey², Kimberly Aceves¹**¹jdPartnerships; ²RYSE Center**2. Culturally Responsive Considerations in
Higher Education****Roundtable Presentations***Self-Assessed Emotional Health Among
College Students: Results from the CIRP
Freshman Survey***Gerunda B. Hughes, Michael B. Wallace**
Howard University*Equipped With More Than The Student's
Academic Record: Fostering Persestence
and Degree Completion***Nadrea R. Njoku, Khaula Murtadha,
Jeremy Bohonos**Indiana University, Indianapolis, Indiana
(IUPUI)**3. Culturally Responsive Evaluation and
Assessment in Hawaiian Schools****Roundtable Presentations***Translating Impacts in the Native Hawaiian
Community***Akiemi Glenn³, Kaipo Kukahiko¹,
Mills Crystal², Patria Weston-Lee¹**¹Consuelo Foundation; ²Crystal Mills &
Associates; ³Consultant*Driving Student Progress with Culturally
Relevant Assessment Tools***Charlene Hoe¹, Mahina Duarte²,
Ivy Meahilahila Kelling³, Taffi Wise⁴,
Katie Benioni⁴, Marci Waialeale Sarsona⁵,
Lisa V. Mireles⁵, Haunani Seward⁶,**¹Hakipu'u Learning Center PCS; Na Lei
Na'auao; ²Halau Ku Mana PCS; Na Lei
Na'auao; ³Ke Kula 'o Samuel M Kamak-
au, LPCS; Na Lei Na'auao; ⁴Kanu o Ka
'Aina Learning 'Ohana; Na Lei Na'auao;
⁵Kamehameha Schools Ho'olako Like
Department; ⁶Ke Kula o Ni'ihau o Kekaha
Learning Center; Na Lei Na'auao**4. Culturally Responsive Strategies in
Professional Development****Roundtable Presentations***Shifting the Culture of Evaluation:
Working with Bilingual Bi-cultural Staff***Andrea Giron**

Denver Museum of Nature & Science

Court ABCDE**9:00 am - 10:30 am****Cou4: Distinguished Senior Scholar Address****Introduction of Speaker****Stafford Hood**, Director, CREA**Discussant****William Trent**, CREA Core Faculty*Toward the Exploitation of Measurement Science in the Service of Diversity, Excellence and Equity in Education***Edmund W. Gordon**, Ph.D.

John M. Musser Professor of Psychology, Emeritus at Yale University; Richard March Hoe Professor, Emeritus of Psychology and Education at Teachers College, Columbia University; Director Emeritus of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University

Canterbury**10:45 am - 11:45 am****Can4: Culturally Responsive Assessment Practices in Schools****Paper Presentations***Educator Self-Assessment in Pursuit of Equity***Jennifer Rose**¹, **Lori Casey**², **Pam Horn**³, **Lynn Owens**⁴¹Illinois PBIS Network ; ²Woodland School District 50; ³Elgin School District U-46;⁴Schaumburg School District 54*Culturally Responsive Assessment for Teachers of Culturally and Linguistically Diverse Students***Angela Ohenebema Owusu-Ansah**
Elon University**Butler****10:45 am - 11:45 am****But3: Perspectives on Culturally Responsive Evaluations****Paper Presentations***Black Scholars on Culturally Responsive Evaluation: Four Case Studies***Tamara Bertrand Jones**
Florida State University*Exploring Intersections of Systems Thinking and Culturally Responsive Evaluation***Emily Gates, Jennifer Greene**
University of Illinois at Urbana-Champaign**Prince of Wales****10:45 am - 11:45 am****Pri4: A Framework for Engaging in Culturally Competent Neuropsychological Assessment****Symposium Presentations***Culturally Appropriate Neuropsychological Assessment with University Students***Lisa De La Rue, Kim Collins, Maria Valgoi**
University of Illinois at Urbana-Champaign*Using Data to Inform Assessment of International Students at an American University: A Preliminary Approach***Betsy Basch, Kim Collins**
University of Illinois at Urbana-Champaign

Waterford

10:45 am - 11:45 am

Wat4: *Equity Minded Work in the Community College*

Paper Presentations

Pathways To Results, An Agent for Change?: Examining Organizational Cultural Responsiveness and the Development of Equity-Minded Thinking in Practitioners

Debra Bragg, Ann Jones, Randi Congleton, Edmund Graham, Nicholas Melrose

University of Illinois at Urbana-Champaign

Learning About Equity and Equity-Mindedness by Assessing Syllabi for Culturally Inclusive Practices: Findings from a Study

Cheryl Dy Ching

University of Southern California

Westmont

10:45 am - 11:45 am

Wes3: *Exploring the Hispanic/Latino Label and School Learning Experiences for African American Parents*

Paper Presentations

Development of Parent Measures of Children's Out-of-School Learning Experiences

Sandra R. Murray Nettles

University of Illinois at Urbana-Champaign

¡Soy más que Hispano o Latino! Exploring the Use of the "Hispanic or Latino/a" Label through Alternative Representation

Gabriela Garcia, Carolina Hidalgo, Jennifer Greene

University of Illinois at Urbana-Champaign

Court ACBDE

12:00 pm - 1:45 pm

Cou5: *Luncheon and Keynote Address*

Introduction of Speaker and Discussant
Drew Gitomer, Rutgers University

Validity in Context

Pamela Moss, Ph.D.

Professor, School of Education

University of Michigan, Ann Arbor

Canterbury

2:00 pm - 3:30 pm

Can5: *Program Evaluation and the Third Side of the Coin: Reconciling Cultural Affiliation and Evaluation Training to Perform Responsively in Your Community of Origin*

Chair: **Melvin E Hall**, Northern Arizona University

Symposium Presentations

A Perspective from New Zealand

Fiona Cram

Katoa Ltd

A View From the African Diaspora on Two Continents

Rodney Hopson

George Mason University

A View from the Intersection:

Race, Gender, Diaspora

Hazel Symonette

University of Wisconsin

A View from the Margins: Blurred Lines/ Divided Loyalties

Melvin Hall

Northern Arizona University

Butler

2:00 pm - 3:30 pm

But4: *Interdisciplinary Latina/o Evaluator Perspectives on Culturally Responsive Evaluation Practices in Latina/o Communities*

Chairs: **Saul I. Maldonado**, University of California, Santa Cruz; **Lisa Aponte-Soto**, DePaul University

Symposium Presentations

Successes and Challenges of Implementing a Culturally Responsive Evaluation: Working with Non-Profit Organizations

Maria Jimenez
Vital Research, LLC

Strategies for Culturally Responsive Educational Practices for Latina/o Youth Support Services

Lisa Aponte-Soto¹, **Gabriela Garcia**²
¹DePaul University, ²University of Illinois at Urbana-Champaign

Centering Cultural Validity: How Formative Assessment Can Promote Latina/o Students' Mathematics Achievement

Saul I Maldonado
University of California, Santa Cruz

Assessing Innovative Pathways to Guidance Counseling and Education for Latino Youth

Ivan Soto
Lewis University

Prince of Wales

2:00 pm - 3:30 pm

Pri5: *Interrogating Issues of Power, Equity and Fairness*

Chair: **Nan Wehipeihana**, Kinnect Group (New Zealand)

Paper Presentations

Give it Over! A Framework for Exploring Power Sharing as Foundational to Culturally Responsive Evaluation

Nan Wehipeihana
Research Evaluation Consultancy - Kinnect Group (New Zealand)

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

Laura Pan Luo
China Agriculture University (China)

Going Into the Reality of a Qualitative and Participative Method of Evaluation

Luigina Mortari, Chiara Sità
University of Verona (Italy)

Waterford

2:00 pm - 3:30 pm

Wat5: *Exploring Cultural Competence in Higher Education*

Chair: **Kevin Favor**, Lincoln University

Paper Presentations

Weaving Culture Throughout Our Practice: The Integration of Cultural Competency

Keshia Martin
University of North Carolina at Greensboro

Cultivating Culturally Responsive Evaluation in Organizations by Integrating Community-Based Research (CBR) into the Educational Leadership Doctorate

Laurie Stevahn
Seattle University

International Doctoral Students' Self-Regulation and Cultural Influence: A Pilot Study

Yi-Chin Wu
Florida State University

Canterbury

3:45 pm - 5:15 pm

Can6: *Using Evaluations to Inform Policy and Decision-Making*
 Chair: **Katherine Elizabeth Ryan**,
 University of Illinois at Urbana-Champaign

Paper Presentations

Responding to Evaluative Findings Before and After Policy Implementation: The Case of Misguided Attempts at Integration of Korean Internationals at an American School

Hye-Young Park, Charles Secolsky
 University of Illinois at Urbana-Champaign

Using Participatory Evaluation to Gain an Understanding of the Impacts of a Government Marriage Education Initiative
Rafiqah Mustafaa
 University of Illinois at Urbana-Champaign

Butler

3:45 pm - 5:15 pm

But5: *Using a Cultural Lens in Science, Health and Technology*
 Chair: **William Cope**, University of Illinois at Urbana-Champaign

Paper Presentations

Crossing Cultural Borders in Shanghai and California: Conducting Culturally Competent Assessments and Evaluations of Child Health and Happiness Education Programs

Changhua Rich¹, Minxia Yun², Yonli Wang³, Sally Valenzuela¹, Hao Ren¹, Yihong Wang¹

¹CTB/McGraw-Hill Education, United States of America; ²Shanghai Minhang

Implementing a Quality Improvement System for Tajakistan Laboratories: Reflection on Culturally Responsive Practices in a Medical Setting
Asma M. Ali, Wendy Ameson, Cathy Robinson, Shannon Castle
 ASCP

Scientific Animations Without Borders: Working with the Crowd for International Development
Barry Robert Pittendrigh, Julia Bello-Bravo
 University of Illinois at Urbana Champaign

Prince of Wales

3:45 pm - 5:15 pm

Pri6: *Evaluating Community and University Collaborative Programs*
 Chair: **Pamela Nicole Frazier-Anderson**,
 Frazier-Anderson Research & Evaluation

Paper Presentations

Evaluating the Commonwealth Coordinated Care Program: Virginia Medicaid's Approach to Culturally Responsive Evaluation

Gerald Craver¹, Meredith Lee¹, Emily Carr¹, Fuwei Guo¹, Alison Cuellar², Gilbert Gimm²

¹Virginia Department of Medical Assistance Services; ²George Mason University

Advocating the Well-Being of Children and Families through a Culturally Responsive Community-University Partnership
Robert Helfenbein, Alycia Elfreich
 Indiana University

Court ABCDE

9:00 am - 10:00 am

Cou6: **CREA Now and Looking Forward**
James Anderson, University of Illinois at Urbana-Champaign
Mary Kalantzis, University of Illinois at Urbana-Champaign
William Trent, University of Illinois at Urbana-Champaign

Canterbury

10:15 am - 11:15 am

Can7: **Focused Chatter 1: Focused Chatter Breakout Session 1**
 Chair: **Jennifer Green**
 University of Illinois at Urbana-Champaign

Butler

10:15 am - 11:15 am

But6: **Focused Chatter 2: Focused Chatter Breakout Session 2**
 Chair: **Melvin E. Hall**
 Northern Arizona University

Prince of Wales

10:15 am - 11:15 am

Pri7: **Focused Chatter 3: Focused Chatter Breakout Session 3**
 Chair: **Thomas Schwandt**
 University of Illinois at Urbana-Champaign

Court ABCDE

11:30 am - 1:15 am

Cou7: **Luncheon and Keynote Address**
Introduction of Speaker
Caroline Turner
 President, Association for the Study of Higher Education
 California State University, Sacramento

Missing Voices and Perspectives in Evaluation, Beyond the Evaluand: The Case for Diversity in Researchers and Evaluators
Debra Joy Pérez, Ph.D.
 Vice President for Knowledge Support
 Annie E. Casey Foundation

Canterbury

1:30 pm - 3:00 pm

Can8: **Culturally Responsive Practices in American Indigenous Communities**

Roundtable Presentations

Using a Museum's Ethnobotany Collection to Help Native American Youth Explore Their Community Funds of Knowledge
Steven Robert Guberman
 Science Museum of Minnesota

A Two Row Assessment and Evaluation
Rebecca Jamieson, Rick Hill, Linda Parker
 Six Nations Polytechnic (Canada)

Responsive Indigenous Evaluation: A Cultural and Contextual Framework for Indian Country

Nicole R. Bowman-Farrell¹, Carolee Dodge-Francis², Monique Tyndall³
¹Bowman Performance Consulting, LLC & University of Wisconsin-Madison;
²University of Nevada; Las Vegas;
³Goucher College

Windsor**1:30 pm - 3:00 pm****Win1:** *Race and Ethnicity in Evaluation and Assessment***Roundtable Presentations***Measuring Racial Equity: Challenges, Opportunities, and Applications of Culturally Responsive Assessment***LaKeesha Nicole Woods,**
Jae Hyun Julia Lee
Community Science*The Application of Culturally Responsive Program Evaluation in Advancing HBCU Enrollment***Kevin Favor, Carl Walton,**
Denise Gaither-Hardy
The Lincoln University*Conducting an Evaluation through a Racial Equity/Culturally Responsive Lens***Willard Walker¹, Paul Elam¹,**
Christopher Dunbar²
¹Public Policy Associates, Inc.,
²Michigan State University**Butler****1:30 pm - 3:00 pm****But7:** *Cultural Responsiveness in International Contexts***Roundtable Presentations***Pas à Pas (Step by Step): Culturally Responsive Evaluation in Haiti***Janet Marie Smith¹, R. Rachel St. Louis Bernard²**
¹Edscape Consulting LLC; ²Tufts University*Examining the Contextual Conditions Influencing Student Success in Low Income Neighborhoods in Yucatan***Galo E. Lopez-Gamboa,**
Edith J. Cisneros-Coheurnour
Universidad Autonoma de Yucatan
(Mexico)*Examining the Characteristics of Exemplary Secondary Schools in Southern Mexico***Edith J. Cisneros-Coheurnour**
Universidad Autonoma de Yucatan
(Mexico)**Prince of Wales****1:30 pm - 3:00 pm****Pri8:** *Preparing and Developing Culturally Responsive Educators***Roundtable Presentations***Preparing Competent Cultural Responsible Personnel***Benedict Lazarus Adams, Dr. Crystal Hill Morton**
Indiana University School of Education at (IUPUI)*Transformative Professional Development: Afterschool Programs Serving As Culturally Responsive Learning Communities for In-Service Teachers***Tyra Good**
Good Knowledge Connections*Developing a Culture of Responsiveness: Promoting Cultural Competency Among New Professionals and Graduate Students***Keshia Martin**
University of North Carolina at Greensboro

Buckingham**1:30 pm 3:00 pm****Buc1:** *Program Theory and Methodology in Evaluation***Roundtable Presentations**

*Program Theory Evaluation:
A New Program Theory Construction Tool*
Julian Tehan Williams
University of Illinois at Urbana-Champaign

*Assessing Antiracism Progress in
Institutions: Feedback on Evaluation
Methods and Tools*
**Joy Brooke Bailey¹, Robette Ann Dias¹,
Diane Renee Rogers²**
¹Crossroads Antiracism Organizing and
Training ; ²Western Michigan University

*Giving Voice to Children: An Exploratory
Study on Young Children's Experiences in
a Racial and Ethnic Socialization Program*
Kimberly Ho
University of Miami

Court ABCDE**3:15 pm 4:45 pm****Cou8:** **Closing Ceremony**
Joseph Podlasek
Trickter Art Gallery, Ojibwe from LCO
Reservation (Wisconsin)

Closing ceremony will be shared in a good way by the Native American community powwow drum circle of many tribes. There is no way to say "good bye" in any Indian language, we sing and say "until we meet again".

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