

# **Center for Culturally Responsive Evaluation and Assessment 3rd International Conference**

**Palmer House Hilton, Chicago, Illinois**

**April 20 to April 22, 2016**

**Preconference Workshops April 19**

**<http://education.illinois.edu/CREA/conference>**


# CREA

**The Next Generation of Theory and Practice: Rethinking Equity through  
Culturally Responsive Evaluation and Assessment**



**COLLEGE OF EDUCATION AT ILLINOIS**



The logo features the acronym 'CREA' in large, bold, sans-serif capital letters. Each letter is a different color: 'C' is blue, 'R' is yellow, 'E' is brown, and 'A' is green. These letters are centered on a grid of colored squares. The top and bottom rows of the grid are light gray, light blue, yellow, light pink, light green, and light gray. The middle row, where the letters are, has a dark blue square for 'C', a yellow square for 'R', a brown square for 'E', and a green square for 'A'. A horizontal gray bar with a slight gradient passes behind the text.

# CREA

**Center for Culturally Responsive Evaluation and Assessment**

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



Wilson

The University of Illinois at Urbana-Champaign was founded in 1867 as one of the original land-grant institutions, created by the Morrill Act which was signed by President Abraham Lincoln in 1862. The university has a long and rich history of cutting-edge research, innovative teaching, and strong public engagement locally, nationally, and internationally. The establishment of the Center for Culturally Responsive Evaluation and Assessment (CREA) is consistent with our mission. CREA is an interdisciplinary center that brings together researchers from across our university, the nation, and the globe to explore and emphasize the role of cultural context in educational interventions while also identifying the conditions and practices that enhance performance for learners irrespective of their educational contexts.

The CREA inaugural conference held in 2013, as well as the CREA 2014 conference, successfully convened a global and interdisciplinary group of scholars, researchers, and practitioners to engage in meaningful discussions focused on the role of culture in evaluation and assessment theory and practice. The CREA 2016 conference will continue this tradition.

On behalf of the University of Illinois at Urbana-Champaign, I welcome you. I hope you have an inspiring and stimulating conference.

Sincerely,

A handwritten signature in black ink, appearing to read 'Barbara J. Wilson', written in a cursive style.

**Barbara J. Wilson**

Interim Chancellor, University of Illinois at Urbana-Champaign

## Welcome from Dean Kalantzis



COLLEGE OF EDUCATION AT ILLINOIS

On behalf of the College of Education at the University of Illinois at Urbana-Champaign, I welcome you to the Third International 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 an integration 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 held in 2013 and the CREA 2014 conference have made major impacts in the field. The conferences draw engaging participants and interested visitors from the U.S. (including a large contingent from Hawaii), Indigenous nations, and nine non-US countries (including Germany, Canada, Ireland, China, Italy, 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.

**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 policymaking that is not only methodologically but also culturally and contextually defensible.

In today's pluralistic societies it is critically important that research and evaluation studies yield valid and actionable conclusions for the substantive understanding of the nature as well as influences of diverse cultural norms and practices. As a center, CREA brings together an interdisciplinary and international group of researchers and practitioners to address the vital need for policy-relevant studies that foreground findings of cultural and contextual dimensions to more accurately understand 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 programs that serve those who are poor and/or from culturally diverse backgrounds. Dr. Stafford Hood, Sheila M. Miller Professor of Education and Professor of Curriculum & Instruction and Educational Psychology, directs CREA. CREA is located in the College of Education at the University of Illinois at Urbana-Champaign. Fulfilling its intent to continually expand its international scope and reach, Dublin City University's School of Education Studies established a sibling CREA office in 2012 directed by Head of School Professor Joe O'Hara and Professor McNamara. Professors O'Hara and McNamara have been in collaboration with Professor Hood in the meaningful incorporation of culturally responsive approaches in evaluation as being vital to address the changing cultural and ethnic context of education in modern day Ireland.

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## 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 campus, but throughout the nation and the world. Today the College has four academic departments that serve more than 1600 students: Curriculum and Instruction; Educational Psychology; Education Policy, Organization and Leadership; and Special Education.

All departments offer master's and doctoral degrees, and Special Education and Curriculum and Instruction 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

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### University of Illinois Core Personnel

**Stafford Hood**, Sheila M. Miller Professor and Director  
**Kevin Franklin**, National Center for Supercomputing Applications  
**Jennifer Green**, Professor, Educational Psychology  
**Rosa Milagros Santos**, Professor, Special Education  
**Katherine Ryan**, Professor Emeritus  
**Thomas Schwandt**, Professor Emeritus  
**William Trent**, Professor, Education Policy, Organization and Leadership  
**Eboni Zamani-Gallaher**, Professor, Education Policy, Organization and Leadership

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### University of Illinois Affiliates

**James D. Anderson**, Education Policy Organizational and Leadership  
**Chris Dunbar**, Education Policy, Organization and Leadership  
**Denice Hood**, Education Policy, Organization and Leadership  
**Helen Neville**, Education Policy, Organization and Leadership  
**Angela R. Wiley**, Human and Community Development

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### Affiliated Faculty (Other Institutions)

**Tamara Bertrand-Jones**, Florida State University  
**Katrina Bledsoe**, DeBruce Foundation  
**Fiona Cram, Katoa Ltd.**, Maori, NgatiKahungunu Evaluator, Auckland, NZ  
**Olatokunbo (Toks) S. Fashola**, Johns Hopkins University and 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**, University of Florida  
**Drew Gitomer**, Rutgers University  
**Leslie Goodyear**, Education Development Center, Waltham, MA  
**Melvin Hall**, Northern Arizona University  
**Rodney Hopson**, George Mason University  
**Karen Kirkhart**, Syracuse University  
**Michelle Knight**, Teachers College, Columbia University  
**Laura Pan Luo**, China Agriculture University, People's Republic of China  
**Joan LaFrance**, Mekinak Consulting, Turtle Mountain Chippewa; Seattle, WA  
**Chance Lewis**, University of North Carolina, Charlotte  
**Dominica McBride**, Become, Inc., Chicago, IL  
**Gerry McNamara**, Dublin City University, Dublin, Ireland  
**Monica B. Mitchell**, President, MERAssociates  
**Joe O'Hara**, Dublin City University, Dublin, Ireland  
**Sharon Nelson-Barber**, WestEd, Honolulu, HI  
**Katherine Tibbetts**, Hawaii Evaluation and Research Services, Honolulu, HI  
**Caroline Turner**, California State University, Sacramento, CA  
**Nan Wehipeihana**, Kinnect Group, Wellington, NZ

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### Distinguished CIRCE Emeriti

**Robert Stake**, Professor Emeritus of Educational Psychology and Director of CIRCE, University of Illinois at Urbana-Champaign  
**Terry Denny**, Professor Emeritus of Educational Psychology, University of Illinois at Urbana-Champaign  
**Gordon Hoke**, Professor Emeritus of Educational Psychology, University of Illinois at Urbana-Champaign  
**Ernie House**, Professor Emeritus School of Education, University of Colorado Boulder



## “The Next Generation of Theory and Practice: Rethinking Equity through Culturally Responsive Evaluation and Assessment”

The Center for Culturally Responsive Evaluation and Assessment (CREA) 2016 Third International conference will once again convene national, international, and indigenous scholars and practitioners to focus on the role of culture in evaluation and assessment. We will take yet another step to advance our thinking (as well as action) about the theory and practice of evaluation and assessment, through a lens of Culturally Responsive Evaluation and Assessment.

We have made a special effort in our third international conference to address the centrality of human attributions, social contexts, diverse perspectives and situational differences in program evaluation and educational assessment. It is the consequence of these variations in culture and identity that also so greatly influence human behavior which require these correlates of human performance to be factored into the calculus of educational assessment and program evaluation. For example, this suggests that the validity of data from any test is, in part, dependent upon these contextual factors that, currently are excluded from consideration as traditional psychometrics have privileged the decontextualization of assessment probes in the interest of objectivity, reliability and validity.

This Third International CREA conference builds on efforts of our 2014 conference in raising our discourse on educational assessment comparably to that of evaluation that has always been prominently present. In this regard, we have included a thread of symposia across each day of the conference that is grounded in work produced by a special National Science Foundation funded project and concerned with the juxtaposition of Diversity, Equity and Excellence in STEM education. This work explores questions related to the implications about the extent culturally relevant assessment can be descriptive, diagnostic, prescriptive and even educative. In this group of papers, we embrace A. Wade Boykin's thinking for the Gordon Commission on the Future of Assessment, asserting that assessment can do more than measure capacity. Through greater sensitivity to the characteristics of learners, assessment should contribute to the cultivation of capacity.



Hood



Gordon

The mission of CREA and our community remains on generating evidence to inform policy-making that is not only methodologically but also culturally and contextually defensible. The CREA conference is unique in its definitive recognition of culture's centrality to evaluation and assessment as it intends to illuminate the landscape of culturally responsive evaluation and assessment, a space that remains largely uncharted. As was the case in our inaugural 2013 international conference and our 2014 international conference, the 2016 international conference will bring together an interdisciplinary group of researchers, scholars, and practitioners to inform, listen, and engage each other in this discourse within the context of our social responsibility to make a difference.

With much gratitude,

### Stafford Hood

Sheila M. Miller Professor,  
Professor of Curriculum  
& Instruction and  
Educational Psychology,  
Director, Center for Culturally  
Responsive Evaluation and  
Assessment

### Edmund W. Gordon

John M. Musser Professor of  
Psychology, Emeritus -  
Yale University,  
Richard March Hoe Professor  
of Psychology and Education,  
Emeritus - Teachers College,  
Columbia University



## About CREA at Dublin City University



MacCraith

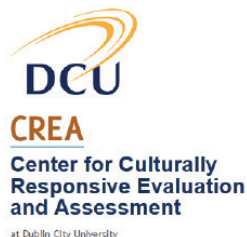
I am delighted to have this opportunity to express my support, and that of the Dublin City University community, for the third annual conference of CREA, the Centre for Culturally Responsive Evaluation and Assessment. The theme of the conference “*The Next Generation of Theory and Practice: Rethinking Equity through Culturally Responsive Evaluation and Assessment*” has great relevance for all of us who are involved in education in Ireland and Europe today. As many of you are aware, the unprecedented number of individuals seeking asylum within its borders is challenging Europe to address issues of identity, equity and belonging. While clearly a humanitarian challenge of enormous proportions, this reality also impacts our understanding of the role of education within our societies. In this new context, efforts to develop and maintain an equal and inclusive society will demand a fundamental reconceptualization of how we educate current and future generations, at the heart of which will be the linked issues of equity, respect and cultural responsiveness. It is, therefore, timely that CREA is choosing to explore these issues with a view to developing a roadmap to address these fundamental societal challenges.

As DCU enters an historic year in its own development, which will see the establishment of the DCU Institute of Education, the first Faculty of Education in Ireland, it is important that we have an opportunity to draw on the wisdom and insight of the broad community of scholars and practitioners who make up CREA. DCU values the strong links that we have forged with the University of Illinois and recognizes the value of events such as the CREA conference in maintaining and enhancing these connections.

I am delighted that colleagues from DCU’s Centre for Evaluation, Quality and Inspection will be present at the conference and look forward to their bringing ideas and insights back to the wider DCU community. It is my sincere hope that the conference will be a lively, stimulating and challenging event and I hope that we have the opportunity of welcoming you to DCU in the not too distant future.

**Brian MacCraith**

President and Professor, Dublin City University



## Welcome from the Annie E. Casey Foundation



Murray

On behalf of the Annie E. Casey Foundation (AECF), I welcome you to the Center for Culturally Responsive Evaluation and Assessment (CREA) Third International Conference. We are pleased to support the CREA conference, and commend CREA for continuing to bring inspired scholars and practitioners from across the U.S. and the globe together for critical learning and dialogue. This extraordinary conference provides a venue for participants to network, strengthen skill sets, and affirm their commitment to culturally sensitive and culturally responsive research that impacts the communities we serve.

AECF has a long-standing commitment to research and practice that addresses inequality and disparities. CREA's core mission and the remarkable CREA conference goals align with AECF's Foundation-wide directive to incorporate race equity and inclusion into all aspects of our work. In 2014, our Research, Evaluation, and Learning (REAL) unit launched the Expanding the Bench (ETB) initiative. The goal of this effort is to increase the number of historically under-represented researchers and evaluators of color. ETB uses a three-pronged approach: strengthening ties, building capacity and increasing field demand. ETB initiated its work by identifying and promoting the work of independent evaluators and small evaluation firms led by people of color through our Advancing Collaborative Evaluation database. In our building capacity work, we recently launched Leaders in Equitable Evaluation and Diversity (LEEAD), an online evaluation training program informed by many of the theory, research, and practices of participatory and empowerment evaluation. We work to increase field demand by partnering with other funders and allies in promoting the importance of diversity in the field and in the science of evaluation.

We are pleased to partner with the CREA Conference and are confident that the conference sessions and workshops will inform your work as well, ultimately to advance our collective goals to achieve greater social equity.

We are so grateful for the leadership of and partnership with Dr. Stafford Hood, my colleague and Director of CREA and Professor of Curriculum & Instruction and Educational Psychology at the University of Illinois at Urbana-Champaign. We also thank the CREA staff, planning committee, Research Assistants and volunteers for their tireless work in making this conference possible.

Finally, we are pleased to join other funders supporting this important conference and appreciate their contributions to this effort. On behalf of our President and CEO, Patrick McCarthy, Debra Joy Perez, Senior Vice President for Research, Evaluation, and Learning and myself, welcome!

To your success,

**Kantahyanee W. Murray, Ph.D.**

Senior Research Associate  
Research, Evaluation and Learning  
Annie E. Casey Foundation



THE ANNIE E. CASEY FOUNDATION

## CREA Acknowledgments and Sponsors



COLLEGE OF EDUCATION AT ILLINOIS

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 2011. 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 CREA Core Personnel at UIUC, CREA Affiliated Researchers, and the other strongly committed members of the CREA family whose scholarly work, practice, leadership, and tireless efforts continue to support the core mission in substantive ways. 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 in a loud voice. This Third International conference is one more step in our journey as we grow as a CREA community that must serve 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 first thank CREA's partner for CREA III 2016, Professor Edmund W. Gordon and his Diversity, Equity and Excellence in Achievement & Assessment in STEM Education Project. His multi-dimensional support, guidance, and pulling together a group of stellar scholars from the Gordon Commission has made an incredible contribution.

Also, a very special thanks must be extended to the Annie E. Casey Foundation for its significant support to make this year's conference possible.

Of course, special mention to our neighbors, friends, and supporters, the Chicagoland Evaluation Association.

### Third International Conference Team

The most thanks goes to the CREA Third International Conference Team. They are the ones responsible for the outstanding planning, coordination, and simply making this Third International 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 Andrea Fierro for their management and operational planning for all the conference details. To the CREA Graduate Research Assistants (past and present) Dominic Combs, Mai Hoang, Derek Houston, and Leah Peoples, why contributed beyond the call of duty when it was just us manning this ship and with Joe Cross joining us a bit later to also make major contributions. Thank you all!

### Third International Conference Planning Committee

We would also like to thank the Third International Conference Planning Committee for their thoughtful input, support, review of proposals and attentiveness to our following the appropriate protocols for the Indigenous members of our community.

Sharon Nelson-Barber, WestED (Honolulu, Hawaii)  
Fiona Cram, Katoa Ltd. (Auckland, New Zealand)  
Joan LaFrance, Mekinac Consulting (Seattle, Washington)  
Joe O'Hara, Dublin City University/CREA-Dublin (Dublin, Ireland)

Finally, thanks to our CREA Core Personnel colleagues: Kevin Franklin, Jennifer Greene, Katherine Ryan, William Trent, Thomas Schwandt, Rosa Milagros Santos and Eboni Zamoni-Gallaher. Thanks for always being there with a helping hand or much needed brainpower.

With much gratitude,

**Stafford Hood**  
Director, CREA

## Center for Culturally Responsive Evaluation and Assessment Third International Conference

### “The Next Generation of Theory and Practice: Rethinking Equity through Culturally Responsive Evaluation and Assessment”



The Center for Culturally Responsive Evaluation and Assessment (CREA) 2016 Third International Conference will bring together national, international, and indigenous scholars and practitioners to focus on the role of culture in evaluation and assessment. This conference will take yet another step to advance our thinking as well as action about the theory and practice of evaluation and assessment; viewed through a lens of Culturally Responsive Evaluation and Assessment.

CREA continues to engage aggressively its mission to generate evidence for policy-making; evidence that is not only methodologically but also culturally and contextually defensible. Our interdisciplinary community of U.S. and international scholars are not only committed to studying this fundamental mission, but also how we might take action.

The CREA conference is unique in its definitive recognition of culture's centrality to evaluation and assessment; and continues to illuminate the landscape of culturally responsive evaluation and assessment -- a space that remains largely uncharted.

Sessions will focus on:

- Broadening participation in STEM and beyond
- Building capacity in global and local communities and neighborhoods
- Developing equitable measures, methods and metrics
- Examining policies and practices of influence and consequence

Stafford Hood  
Director, CREA



## Overview of Pre-Conference Schedule

**Tuesday, April 19, 2016**

Palmer House Hotel: Chicago

**7:30am – 5:30pm**

*Check-in table open on 5th floor*

**8:30am – 4:30pm**

(with 1-hour lunch break)

*Culturally Responsive Indigenous Evaluation (CRIE): Indigenous Knowledge, Frameworks, & Case Studies to Inform/Transform Evaluation Practice*

Presenters:

**Fiona Cram**, (Maori/NgatiKahungunu) Ph.D. (Director, Katoa Ltd.)

**Nicole Bowman** (Mohican/Munsee), Ph.D. (President, Bowman Performance Consulting)

**8:00am – 12:00pm**

*Culturally Relevant Evaluation Meets Quantitative Research Methodology: What is the Outcome?*

Presenter:

**Olatokunbo Fashola**, Ph.D. (Johns Hopkins University/MERAssociates)

*Foundations of Culturally Responsive Evaluation*

Presenters:

**Rodney Hopson**, Ph.D. (Professor, George Mason University)

**Karen Kirkhart**, (Professor, Syracuse University)

**1:15pm – 5:30pm**

*Evaluating Broadening Participation in STEM Programs: Issues and Approaches*

Presenters:

**Leslie Goodyear**, Ph.D. (Principal Research Scientist, Education Development Center)

**Gary Silverstein**, Ph.D. (Associate Director, WESTAT)

**Kamau Bobb**, Ph.D. (Program Officer, NSF Directorate for Computer & Information Science & Engineering)

**1:15pm – 5:30pm**

*Putting Communities at the Center of Community-based Evaluation*

Presenter:

**Katrina L. Bledsoe**, Ph.D. (Senior Research Director and Founding Director, ThinkShift)

## CREA Pre-Conference Workshop Presenters



**Katrina Bledsoe, Ph.D.**

(Senior Research Director and Founding Director, ThinkShift)

Dr. Bledsoe is a senior research director at the Kansas City, Missouri-based DeBruce Foundation responsible for starting ThinkShift, a research and social innovation institute focused on community, economic, and education development. Dr. Bledsoe received her doctoral degree from Claremont Graduate University in Psychology with a concentration in Applied Social Psychology and Specialization in Evaluation Research. Prior to arriving to the DeBruce Foundation, she was a research scientist and senior evaluation specialist at Education Development Center (EDC) in Washington, DC. Dr. Bledsoe is a trained evaluator, mixed methodologist, and social psychologist with 20 years of evaluation experience at the local, state, and federal government levels. Her expertise is in community-based education and social services program evaluation, mixed methodology and methods, applied social psychology, and cultural contexts. Dr. Bledsoe has served as principal investigator, co-principal investigator, or project director, on a variety of projects, ranging from education to school-based health and mental health. She is also a consultant to agencies such as the Office of Juvenile Justice and Delinquency Prevention, the National Science Foundation and to schools, universities, and community-based organizations.

Dr. Bledsoe is the author of chapters, articles, and blogs focusing on evaluation practice, mixed methodology and evaluation, as well as cultural responsiveness in evaluation, social psychology, and other topics. Dr. Bledsoe is the 2013 winner of the American Evaluation Association's (AEA) Multiethnic Issues in Evaluation Topical Interest Group's Scholar Award.



**Kamau Bobb, Ph.D.**

(National Science Foundation)

Dr. Bobb is a Program Officer at the National Science Foundation in the Directorate for Computer & Information Science & Engineering. He is on rotation from Georgia Tech where he is a research scientist and one of the chief strategists for STEM education for the Georgia Tech Research Institute (GTRI). Prior to his current assignment, he served as a liaison to the University System of Georgia (USG) and was the director of the USG system-wide STEM Initiative. Dr. Bobb has more than 10 years' experience in STEM policy analysis and program implementation. Prior to joining the faculty at Georgia Tech, he was a science and technology policy analyst at SRI International where he conducted research on university

strategic planning and STEM workforce analysis for clients in the United States and in the Middle East. Dr. Bobb holds a Ph.D. in Science and Technology Policy from Georgia Tech and M.S. and B.S. degrees in Mechanical Engineering from the University of California Berkeley.



**Nicole Bowman**

(Mohican/Munsee), Ph.D. (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.



**Fiona Cram**

(Maori/NgatiKahungunu) 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.



**Olatokunbo (Toks) S. Fashola, Ph.D.**  
(Johns Hopkins University)

Dr. Fashola is an Adjunct Research Scientist at the Johns Hopkins University and Principal Research Scientist and Vice President, Mathematics Education Research Associates, MERA. She received her Ph.D. in 1995 from the University of California, Santa Barbara. Her research interests include reading, after-school programs, language development, emergent literacy, program evaluation, educational policy issues, problem solving, school-wide reform, and bilingual education. She has authored and co-authored numerous articles, chapters, and reports on these topics, including *Show Me the Evidence! Proven and Promising Programs for America's Schools*, *Review of Extended-Day and After-School Programs and their Effectiveness*, *Building Effective After-School Programs*, and *Effective Programs for Latino Students*.



**Leslie Goodyear, Ph.D.**  
(Principal Research Scientist, Education Development Center)

Dr. Goodyear has 20 years of experience evaluating educational projects and programs at local, regional, national, and international levels. She has conducted evaluations and evaluation capacity building in formal and informal educational settings, afterschool, youth civic engagement, HIV prevention, youth development, and human services programs, with a recent focus on STEM educational programs in informal settings.

Currently, as Principal Research Scientist at EDC, she serves as the PI for multi-year evaluations of the NSF Broadening Participation in Computing–Alliances Program, the Statewide Evaluation of the Illinois 21st Century Community Learning Centers Program, and the Teen Science Café Network. From 2009 to 2012, she took a leave from EDC to serve as a Program Officer at the National Science Foundation where she administered grants in the programs of the Division of Research on Learning, including ITEST, Informal Science Education, Promoting Research and Innovation in Methodologies for Evaluation, and CAREER; supervising evaluation and research contracts; and developed directorate and division level evaluation policy.

All the projects and programs that Leslie evaluates are targeted at broadening participation of underrepresented groups. Dr. Goodyear is invested in ensuring that evaluation approaches and techniques are responsive to the culture and context of programs and the people they serve.



**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 coauthored 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.



**Gary Silverstein, Ph.D.**  
(Westat)

Dr. Silverstein is Associate Director at Westat and has provided evaluation and technical assistance services at the Federal, state, and local levels. His evaluation work has focused on assessing the implementation and impact of efforts to expand access to the Internet and other technologies, examining the relationship between learning technologies and student achievement, and studying Federal, state, and local efforts to broaden participation. His technical assistance work has focused on helping stakeholders develop logic models and identify performance indicators. He has also developed performance monitoring systems for a wide range of educational initiatives.



**Pre-Conference Workshops****Tuesday, April 19, 2016**

Palmer House Hotel: Chicago

**8:30am – 4:30pm*****Culturally Responsive Indigenous Evaluation (CRIE): Indigenous Knowledge, Frameworks, & Case Studies to Inform/Transform Evaluation Practice*****Location: Chicago**

Presenters:

**Fiona Cram**, (Maori/NgatiKahungunu) Ph.D. (Director, Katoa Ltd.)**Nicole Bowman** (Mohican/Munsee), Ph.D. (President, Bowman Performance Consulting)

CE Credits: 7 credits

**Agenda**

<b>8:45am</b>	<i>Doors Open &amp; Light Refreshments</i>
<b>9:00am</b>	<i>Opening Talking Circle: Welcome and Introductions (All)</i>
<b>9:30am</b>	<i>Part I: Who Should Undertake Indigenous Evaluation (IE)?</i>
<b>10:30am</b>	<i>BREAK</i>
<b>10:45am</b>	<i>Part II: What do Evaluators Need to Understand about Indigenous Context?</i>
<b>12:00pm</b>	<i>LUNCH</i>
<b>1:00pm</b>	<i>Part III: How Should IE Be Done?</i>
<b>2:30pm</b>	<i>BREAK</i>
<b>2:45pm</b>	<i>Continue &amp; Wrap Up - Part III: How Should IE Be Done?</i>
<b>3:15pm</b>	<i>Closing Talking Circle: Discussion, Reflection, and Give Aways</i>
<b>3:50pm</b>	<i>AEA Workshop Evaluation &amp; Adjourn Workshop</i>

**8:00am – 12:00pm*****Culturally Relevant Evaluation Meets Quantitative Research Methodology: What is the Outcome?*****Location: Buckingham**

Presenter:

**Olatokunbo Fashola**, Ph.D. (Johns Hopkins University/MERAssociates)

CE Credits: 3.5 credits

**Agenda**

<b>8:00am</b>	<i>Introduction and Icebreakers</i>
<b>8:30am</b>	<i>Overview of the Workshop and Statement of the Problem</i>
<b>8:45am</b>	<i>Address the State of Affairs In Selected Cities</i>
<b>9:00am</b>	<i>Identification of the Problem Statement</i>
<b>10:00am</b>	<i>Quantitative Attributes of the Problem Statement</i>
<b>10:15am</b>	<i>Qualitative Attributes of the Problem Statement</i>
<b>11:15am</b>	<i>Qualitative Approaches to Addressing the Problem Statement</i>
<b>12:15pm</b>	<i>Quantitative Approaches to Addressing the Problem Statement</i>
<b>12:30pm</b>	<i>Final Research Proposal</i>

## Overview of Conference Schedule

**Tuesday, April 19, 2016**

Palmer House Hotel: Chicago

**8:00am – 12:30pm**

### ***Foundations of Culturally Responsive Evaluation***

**Location:** Price

Presenters:

**Rodney Hopson**, Ph.D. (Professor, George Mason University)

**Karen Kirkhart**, (Professor, Syracuse University)

CE Credits: 3.5 credits

### **Agenda**

<b>8:00am</b>	<i>Welcome and Introductions</i>
<b>8:30am</b>	<i>A Brief History of Culture in the Evaluation Profession</i>
<b>8:45am</b>	<i>Culturally Responsive Evaluation (CRE) within the Context of this History: A Theory Emerges</i>
<b>9:00am</b>	<i>From Theory to Strategies for CRE Practice. I. Cultural Locations of Evaluators and Contexts</i>
<b>10:00am</b>	<i>BREAK</i>
<b>10:15am</b>	<i>From Theory to Strategies for CRE Practice. II. Culturally Congruent Methods</i>
<b>11:15am</b>	<i>From Theory to Strategies for CRE Practice. III. Giving Back to Community</i>
<b>12:15pm</b>	<i>Validity, Equity and Metaevaluation</i>
<b>12:30pm</b>	<i>Workshop Concludes</i>

**1:15pm – 5:30pm**

### ***Evaluating Broadening Participation in STEM Programs: Issues and Approaches***

**Location:** Price

Presenters:

**Leslie Goodyear**, Ph.D. (Principal Research Scientist, Education Development Center)

**Gary Silverstein**, Ph.D. (Associate Director, WESTAT)

**Kamau Bobb**, Ph.D. (Program Officer, NSF Directorate for Computer & Information  
Science & Engineering)

CE Credits: 3.5 credits

### **Agenda**

<b>1:15pm</b>	<i>Introduction</i>
<b>1:30pm</b>	<i>Logic Model Development</i>
<b>2:00pm</b>	<i>Crafting Appropriate and Relevant Evaluation Questions</i>
<b>3:15pm</b>	<i>Discussion about the Range of Data Collection Strategies that Might be Used to Assess Implementation and Influence</i>
<b>4:00pm</b>	<i>Communicating with Stakeholders and Funders</i>
<b>5:00pm</b>	<i>Common Obstacles that You Can Expect to Encounter in Evaluations of Broadening Participation in STEM Initiatives</i>
<b>5:30pm</b>	<i>Workshop Concludes Consulting</i>

**Overview of Conference Schedule****Tuesday, April 19, 2016**

Palmer House Hotel: Chicago

**1:15pm – 5:30pm*****Putting Communities at the Center of Community-based Evaluation*****Location: Buckingham**

Presenter:

**Katrina L. Bledsoe, Ph.D.** (Senior Research Director and Founding Director, (ThinkShift))

CE Credits: 3.5 credits

**Agenda****1:15pm***Introduction to the Workshop***1:30pm***Understanding What is Meant by Community-Based Evaluation***2:00pm***Understanding the Current State of the Field of Evaluation***3:15pm***The Move from Objectivity to Equity in Evaluation***4:00pm***Overview of Design Thinking: Why this Technique?***5:00pm***Three Techniques that Can Better Help You Design a People/Community-Centered Evaluation***5:30pm***Concluding Comments and Thoughts*

**Overview of Conference Schedule**  
**Wednesday, April 20, 2016**  
 Palmer House Hotel: Chicago

**9:00am – 3:45pm**

*Check-in table open on 3rd floor*

**1:00pm – 2:00pm**

*Opening Session in Empire room*

**Welcome Ceremony**

Trickster Art Gallery is proud to share our culture with a song from our drum, Native Veteran presenting the first flag of these lands, our Eagle Feather Staff, concluded with a prayer from Joseph Podlasek, Ojibwe CEO of Trickster Art Gallery

**Welcome**

**Mary Kalantzis**

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

*Opening Remarks*

**Stafford Hood**

Director, CREA

**Sheila M. Miller** Professor of Education

Professor of Curriculum & Instruction and Educational Psychology  
 College of Education, University of Illinois at Urbana-Champaign

**2:15pm – 3:45pm**

*Concurrent Sessions: Symposia, Paper Panels, and Roundtables*

**5:00pm – 6:15pm**

*Keynote Address and Welcome Reception*

University Club (76 E Monroe St, Chicago, IL 60603)

**Introduction of Speaker**

**Sharon Nelson Barber**, WestED

*Transformative Epistemology: Hawaiian, Indigenous, Holographic  
 (aka: Universality Found in all Specifics)*

**Manulani Aluli-Meyer**, Ed.D.

International Indigenous Scholar-Practitioner at the University of Hawaii at West Oahu, PIKO Community Liaison

**Closing and Acknowledgments**

**Mary Kalantzis**

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

**James D. Anderson**

Head and Gutgsell Professor, Ed. Policy, Organization and Leadership  
 University of Illinois at Urbana-Champaign

**6:15pm – 8:00pm**

*Reception*



**Overview of Conference Schedule**  
**Thursday, April 21, 2016**  
 Palmer House Hotel: Chicago

<b>8:00am – 5:15pm</b>	<b><i>Check-in table open on 3rd floor</i></b>
<b>7:30am – 9:00am</b>	<b><i>Complimentary Coffee and Tea available in Madison Room</i></b>
<b>8:30am – 9:45am</b>	<p><b><i>Morning Plenary Session</i></b>  <i>Gordon/IUME Session 2</i>  <i>Human Diversity and Achievement in STEM: Cultural Diversity and Pedagogy</i>  <i>Human Diversity &amp; the Pedagogical Troika</i>  <b>A. Wade Boykin</b>, Howard University</p> <p><i>Culture, Experience, and Learning</i>  <b>James Gee</b>, Arizona State University</p>
<b>10:00am – 11:30am</b>	<b><i>Concurrent Sessions: Symposia, Paper Panels, and Roundtables</i></b>
<b>12:00pm – 1:45pm</b>	<p><b><i>Luncheon and Edmund W. Gordon Distinguished Senior Lecture</i></b></p> <p><b><i>Greetings from the National Science Foundation</i></b>  <b>Julia Clark</b>, Program Director, Division of Research on Learning (DRL),          National Science Foundation</p> <p><b><i>Introduction of Speaker</i></b>  <b>James D. Anderson</b>, University of Illinois at Urbana-Champaign          Discussant: <b>Joanna Gorin</b>, Vice President for Research, ETS</p> <p><i>When Tests Miss the Mark: Toward More Culturally Responsive Assessment</i>  <b>Lloyd Bond</b>          Senior Research Scientist, Retired, Carnegie Endowment for the Advancement of          Teaching, Emeritus Professor of Educational Research Methodology at the          University of North Carolina, Greensboro</p>
<b>2:00pm – 3:30pm</b>	<b><i>Concurrent Sessions: Symposia, Paper Panels, and Roundtables</i></b>
<b>3:45pm – 5:15pm</b>	<b><i>Concurrent Sessions: Symposia, Paper Panels, and Roundtables</i></b>

## Overview of Conference Schedule

**Friday, April 22, 2016**

Palmer House Hotel: Chicago

**8:30am – 12:15pm**

*Check-in table open on 3rd floor*

**8:00am – 9:30am**

*Complimentary Coffee and Tea available in Madison Room*

**9:00am – 10:30am**

*Concurrent Sessions: Symposia, Paper Panels, and Roundtables*

**10:45am – 12:15pm**

*Concurrent Sessions: Symposia, Paper Panels, and Roundtables*

**12:30pm – 2:30pm**

*Luncheon and Keynote Address*

***Introduction of Speaker:***

**Stafford Hood,**

Director, CREA

University of Illinois at Urbana-Champaign

*Standard Interventions in the Time of Differences: Notes on the Role of Culture and Equity*

**Alfredo Artiles, Ph.D.**

Ryan C. Harris Professor of Special Education and Associate Dean of Academic Affairs at Arizona State University's Mary Lou Fulton Teachers College

***Closing Comments/Reflections***

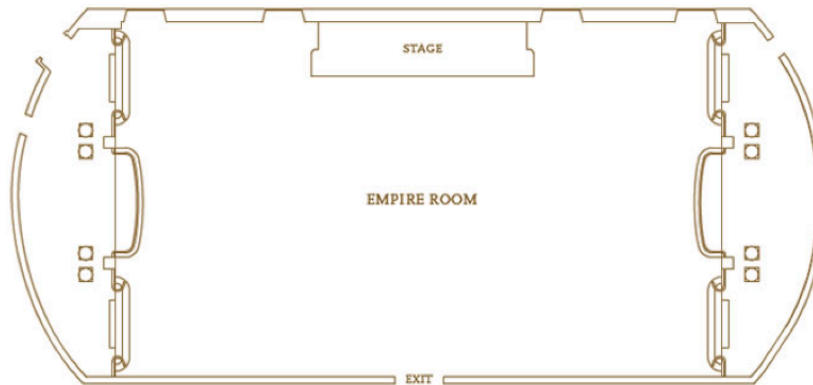
**Stafford Hood,** Director, CREA

***Closing Ceremony***

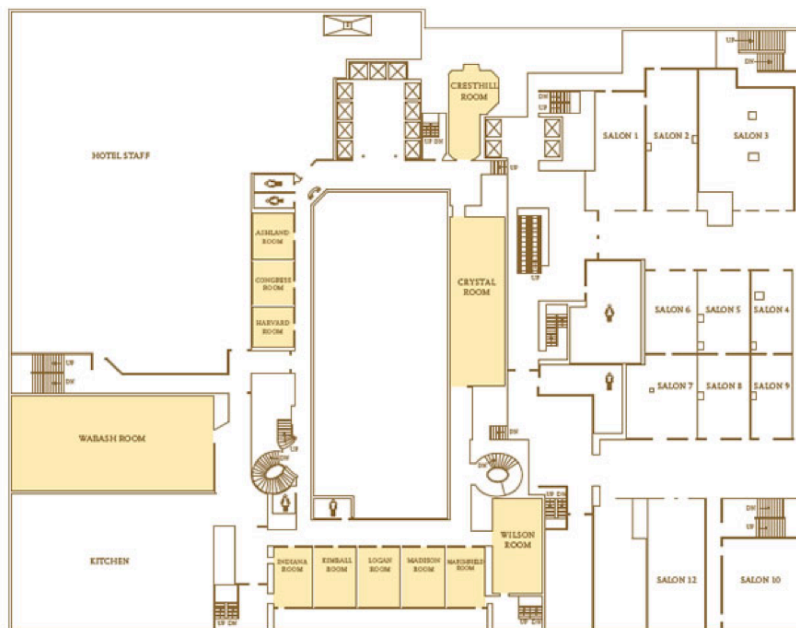
Trickster Art Gallery is proud to share our culture with a song from our drum, Native Veteran presenting the first flag of these lands, our Eagle Feather Staff, concluded with a prayer from Joseph Podlasek, Ojibwe CEO of Trickster Art Gallery

## Palmer House Hilton Meeting Room Floor Plan

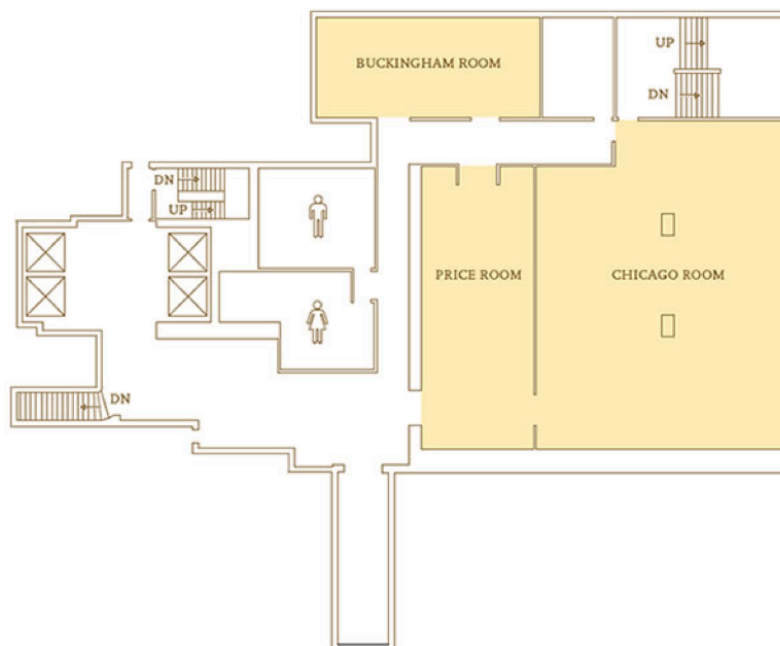
### Lower Level



### Third Floor



### Fifth Floor



## CREA Conference 2016

## Keynote Speakers

## Keynote Speakers



**Manulani Aluli-Meyer, Ed. D.**  
International Indigenous Scholar-Practitioner  
at the University of Hawaii at West Oahu, PIKO  
Community Liaison

Manulani Aluli-Meyer is the fifth daughter of Emma Aluli and Harry Meyer. Her family hails from Mokapu, Kailua, Wailuku, Hilo and Kohala on the islands of Oahu, Maui and Moku O Keawe. The Aluliohana is a large and diverse group of scholar-activists who have spent their lives in Hawaiian education, justice, land reclamation, health, cultural revitalization, arts education, prison reform, transformational economics, food sovereignty, Hawaiian philosophy and most of all, music.

Manu works in the field of indigenous epistemology and its role in worldwide awakening. Professor Aluli-Meyer obtained her doctorate from Harvard (Ed.D. 1998) by studying Hawaiian epistemology via language, history, and the clear insights of Hawaiian mentors. She is a worldwide keynote speaker and has published extensively on the topic of native intelligence and its synergistic linkages to quantum sciences, transformational evaluation practices, and to liberating pedagogy. Her book: *Hoʻoulu: Our Time of Becoming – Hawaiian Epistemology and Early Writings*, is in its third printing. Her background is in wilderness education, experiential learning and ecological literacy, and she has been an Instructor for the Outward Bound schools, Wilderness Hawaii, Hawaii Bound, and other alternative learning programs. Dr. Aluli-Meyer championed the Hawaiian Charter School movement in Hawaii, worked within the prisons, and developed Hōea Ea and Kaiāo Garden for the Hawaii Island Food Sovereignty movement. Professor Aluli-Meyer was the International Indigenous Scholar in 2005-06 at NgāPae o teMāramatanga, the Center for Māori Research Excellence at the University of Auckland. She is an international evaluator of Indigenous PhD's and is mentored with the lessons learned.

Dr. Aluli-Meyer has been an Associate Professor of Education at the University of Hawaii in Hilo and host to many creative community transformational education projects within/outside the university. She has just completed 5 years in New Zealand working for TeWānanga o Aotearoa as lead developer/teacher for their Masters of Applied Indigenous Knowledge, He Waka Hīringa. She is currently working at the University of Hawaii at West Oahu within their Title III Grant on creating cultural Learning Communities with faculty and staff. Manu is also a wahinekalaipohaku - stone carver - and a recluse living in a public sphere who is passionate

about hoʻoponopono – family healing method - and its role in planetary awakening. Hoʻoululāhui o Hawaiinuiākea.



**Alfredo Artiles, Ph.D.**  
Ryan C. Harris Professor of Special Education and Associate Dean of Academic Affairs  
at Arizona State University's Mary Lou Fulton  
Teachers College

Dr. Artiles is the Ryan C. Harris Professor of Special Education and Associate Dean of Academic Affairs at Arizona State University's Mary Lou Fulton Teachers College. He is an affiliated faculty in the ASU School of Transborder Studies and the School of Social Transformation. His scholarship focuses on understanding and addressing educational inequities related to the intersections of disability with sociocultural differences. He directs the Equity Alliance, co-edits the International Multilingual Research Journal (Taylor & Francis) and Teacher College Press' book series Disability, Culture, & Equity.

Dr. Artiles was Vice President of the American Educational Research Association (AERA) (2009-2011), is an AERA Fellow, a Spencer Foundation/National Academy of Education Postdoctoral Fellow (1998-2000), and a 2008-09 Resident Fellow at the Center for Advanced Study in the Behavioral Sciences (Stanford University). He received the 2012 Palmer O. Johnson Award from AERA. Dr. Artiles has held visiting professorships at Leibniz University (Germany), the University of Göteborgs (Sweden), University of Birmingham (UK), and Universidad Rafael Landívar (Guatemala). He is a Commissioner in President Obama's Advisory Commission on Educational Excellence for Hispanics.

He was named 2009 Distinguished Alumnus by the University of Virginia's Curry School of Education Foundation. Recent publications include *Inclusive education: Examining equity on five continents* and was published by Harvard Education Press (2011, with Kozleski & Waitoller).



## CREA Conference 2016

### Keynote Speakers



**Lloyd Bond, Ph.D.**  
**Retired, Senior Research Scientist, Carnegie**  
**Endowment for the Advancement of Teaching**

Lloyd Bond (Ph. D., 1976, Psychology/  
 Psychometrics, The Johns Hopkins University)

is currently a retired (2008) Senior Scholar with the Carnegie Foundation for the Advancement of Teaching in Stanford California and Emeritus Professor of Educational Research Methodology at the University of North Carolina, Greensboro. From 2002 to 2008, he was a Senior Scholar at Carnegie working in the area of assessment across several Carnegie Foundation programs. Dr. Bond taught test theory and psychometrics at the University of Pittsburgh from 1976 to 1988, and at the University of North Carolina (Greensboro) from 1988 to 2002.

Dr. Bond has published widely in the area of assessment, measurement theory, and testing policy and has made fundamental contributions to the measurement of teaching performance and to the literature on measures of quantitative reasoning. He has held editorial positions on the leading journals in educational and psychological measurement and serves on numerous commissions and panels devoted to testing and testing policy. Professor Bond, with Professor Richard M. Jaeger, co-directed the team of measurement specialists that performed all of the preliminary psychometric analyses to assure the technical measurement quality of the assessments of the National Board for Professional Teaching Standards. He was a member of two prior AERA/APA/NCME committees to revise the Standards for Educational and Psychological Testing, and is currently a member of the Design and Analysis Committee of the National Assessment of Educational Progress (NAEP).

A fellow of both The American Psychological Association and the American Educational Research Association (AERA), Professor Bond is the recipient of numerous honors and awards, including the Presidential Citation from AERA for Contributions to Educational Measurement.

The new K-8 charter school in the Chicago neighborhood where Dr. Bond grew up was recently named in his honor.

**CREA Conference 2016**  
**Wednesday, April 20, 2016**

**1:00pm – 2:00pm**  
**Empire**

**Opening Session**

**Welcome Ceremony**

Trickster Art Gallery is proud to share our culture with a song from our drum, Native Veteran presenting the first flag of these lands, our Eagle Feather Staff, concluded with a prayer from Joseph Podlasek, Ojibwe CEO of Trickster Art Gallery.

**Welcome**

**Mary Kalantzis**

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

**Opening Remarks**

**Stafford Hood**

Director, CREA  
 Sheila M. Miller Professor of Education  
 College of Education, University of Illinois at Urbana-Champaign

**2:15pm – 3:45pm**  
**Wilson**

**Symposium**

**Gordon/IUME Session 1**

**Human Diversity and Achievement in STEM:  
 Can Assessment Help?**

Edmund W. Gordon Study Group on Diversity, Equity and Excellence in Achievement and Assessment in Science, Technology, Engineering and Mathematics Education (Institute for Urban and Minority Education, Teachers College, Columbia University)  
 Chair: **Sherice Clark**, University of Pittsburgh  
*Discussant:* **Katherine Ryan**, University of Illinois at Urbana-Champaign

**Symposium Presentations**

*Exploitation of Extant Capacity of Measurement Science to Facilitate the Cultivation of Intellect*  
**Catherine Voulgarides, Amanda Walker Johnson**,  
 University of Massachusetts

*The Limits of Test Bias as an Explanation or Solution*  
**Juliette Lyons-Thomas<sup>1</sup>, Keena Arbuthnot<sup>2</sup>**  
<sup>1</sup>Regents Research Fund, <sup>2</sup>Louisiana State University

**2:15pm – 3:45pm**  
**Salon 1**

**Paper Panel**

**Practicing Culturally Responsive Evaluations in Health and Higher Education**

Chair: **Eboni Zamani-Gallaher**, University of Illinois at Urbana-Champaign

**Paper Presentations**

*Developing Evaluation Indicators for Culturally-Defined Mental Health Programs*  
**Nicki King**  
 University of California-Davis

*Creating College Access: Opening a Liberal Arts, Junior College*  
**Aurora Chang, Leanne Kallemeyn, Michael Hines**  
 Loyola University Chicago

**2:15pm – 3:45pm**  
**Chicago**

**Symposium**

**Developing Culturally Responsive Assessments in Support of Hawaiian Culture-Based Charter Schools**

Chair: **Katherine Tibbetts**, Hawai'i Evaluation and Research Services

## CREA Conference 2016

### Wednesday, April 20, 2016

#### Symposium Presentations

*Assessing and Supporting Student Growth and Development*

**Meahilahila Kellig**

Ke Kula O Samuel M. Kamakau

*Assessing and Supporting Commitment to Culture and Community*

**Mahina Duarte**

Kanu O Ka'Āina Charter School

*Assessing and Supporting Readiness*

**Charlene Hoe**

Hakipu'u Learning Center

**2:15pm – 3:45pm**  
**Buckingham**

#### Paper Panel

***Developing Culturally Responsive Assessment: Tools and Methods; DIF & Beyond***

Chair: **Chris Dunbar**, University of Illinois at Urbana-Champaign

#### Paper Presentations

*Local by Design: Cultural Relevancy in Large-Scale Assessment*

**Jenny Flinders, Gail Tiemann, William Bennett, Meghan Ecker, Karin Chang**

University of Kansas

*Methods for the Comparison of DIF Across Assessments*

**Holmes Finch**

Ball State University

**2:15pm – 3:45pm**  
**Price**

#### Roundtables

***Pre-service Teachers Contributions to Culturally Responsive Activities***

#### Roundtable Discussions

*Sustained Dialogue with Pre-Service Teachers in a Teacher Education Program*

**Natasha Murray-Everett**

University of Illinois at Urbana-Champaign

*Effect of Service Learning on Multicultural Competence of Teacher Candidates: From a Doing with Framework*

**Insoon Han<sup>1</sup>, Nedra Hazareesingh<sup>1</sup>, Peihong Cao<sup>2</sup>**

<sup>1</sup>University of Minnesota Duluth, <sup>2</sup>Northeast Normal University, China

**5:00pm – 6:15pm**  
**University Club** (76 E Monroe St, Chicago, IL 60603)

#### Keynote Address and Welcome Reception

#### Introduction of Speaker

**Sharon Nelson Barber**, WestED

*Transformative Epistemology: Hawaiian, Indigenous, Holographic (aka: Universality Found in all Specifics)*

**Manulani Aluli-Meyer, Ed. D.**

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#### Closing and Acknowledgments

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**James D. Anderson**

Head and Gutsell Professor, Ed. Policy, Organization and Leadership

University of Illinois at Urbana-Champaign

## CREA Conference 2016

Wednesday-Thursday, April 20-21, 2016

6:15pm – 8:00pm

**Welcome Reception**8:30am – 9:45am  
Empire**Plenary Session****Gordon/IUME Session 2****Human Diversity and Achievement in STEM:  
Cultural Diversity and Pedagogy**

Edmund W. Gordon Study Group on Diversity, Equity and Excellence in Achievement and Assessment in Science, Technology, Engineering and Mathematics Education (Institute for Urban and Minority Education, Teachers College, Columbia University)

Chair: **Eleanor Armour-Thomas**, Queens College, CUNY

*Discussant:* Melvin Hall, Northern Arizona University

**Symposium Presentations***Human Diversity & the Pedagogical Troika*

**A. Wade Boykin**

Howard University

*Culture, Experience, and Learning*

**James Gee**

Arizona State University

10:00am – 11:30am  
Salon 2**Symposium****Diversity and Equity: How Large Scale Assessment Informs Educational Research**

Chair: **Raman Grover**, University of British Columbia

**Symposium Presentations**

*Examination of Test Equivalence Between French and English Language Versions of Progress in International Reading Literacy Study 2011*

**Shawna Goodrich, Kadriye Ercikan**

University of British Columbia

*The Income Achievement Gap: A Comparison Across Countries in Mathematics, Reading, and Science*

**Juliette Lyons-Thomas<sup>1</sup>, Dallie Sandilands<sup>2</sup>,  
Shawna Goodrich<sup>3</sup>, Michelle Chen<sup>3</sup>**

<sup>1</sup>Regents Research Fund, <sup>2</sup>EMP Educational Measurement Professionals, <sup>3</sup>University of British Columbia

*Examining the Characteristics of High Performing Students of Low SES Backgrounds on the PISA Mathematics Assessment*

**Raman K. Grover, Kadriye Ercikan**  
University of British Columbia

*Is Inequality Inevitable? The Impact of Student and School SES on Achievement for Different Ethnic Groups*

**Mustafa Asil, Jeffrey K. Smith**  
University of Otago

10:00am – 11:30am  
Chicago**Symposium****Addressing Structural Racism through Systems-Oriented Evaluation**

Chair: **Patricia Jessup**, Jessup & Associates

**Symposium Presentations**

*A Foundation's Commitment to Children, Racial Equity, and Community Engagement: Implications for Evaluation*

**Kimberly Robinson, Huilan Krenn**  
W.K. Kellogg Foundation

*What Evaluators Need to Know About Structural Racism*  
**Nicole Bowman (Mohican/Munsee)<sup>1</sup>,  
Beverly Anderson Parsons<sup>2</sup>**

<sup>1</sup>Bowman Performance Consulting, <sup>2</sup>InSites

*Evaluation Designs to Address Structural Racism and Community Engagement & Leadership*

**Beverly Anderson Parsons<sup>1</sup>, Patricia Jessup<sup>2</sup>**

<sup>1</sup>InSites, <sup>2</sup>Jessup & Associates

**CREA Conference 2016**  
**Thursday, April 21, 2016**

**10:00am – 11:30am**  
**Salon 1**

**Paper Panel**

***Developing Evaluation of Equitable Measures Using Culturally Responsive Strategies***

Chair: **Pamela Frazier-Anderson, Frazier-Anderson**  
 Research and Evaluation

**Paper Presentations**

*A Framework for the Development of Equitable Measures: Strategies and Methods for Developing a State-wide Assessment Appropriate for Children with Special Needs in California*

**David Sul<sup>1</sup>, Kristen Burmester<sup>2</sup>**

<sup>1</sup>Napa County Office of Education, <sup>2</sup>UC Berkeley BEAR Center

*Uncovering the Underlying Assumptions of My Brother's Keeper for Dignity-based Measurement in Boys and Men of Color Work*

**Monique Liston**

University of Wisconsin-Milwaukee

*Enhancing Non-Cognitive Assessments Using a Performance Measurement Framework*

**Meghan Ecker-Lyster, Gail Tiemann, Karin Chang**

University of Kansas

**10:00am – 11:30am**  
**Marshfield**

**Paper Panel**

***Exploring Evaluative Approaches to Address Social Justice or Just Justice***

Chair: **Karen Kirkhart**, Syracuse University

**Paper Presentations**

*Mixed Methods and Wicked Problems: Transformative Culturally Responsive Approaches*

**Donna Mertens**

Independent Consultant

*Social Justice Education: A Journey in Capacity Building*

**Linda P Thurston, April Warren-Grice**

Kansas State University

**10:00am – 11:30am**  
**Kimball**

**Paper Panel**

***Interrogating Theory through Practice within Underrepresented Groups***

Chair: **Rodney Hopson**, George Mason University

**Paper Presentations**

*Conducting Responsive Evaluations Research Innovation in the 21st Century*

**Katrina Lynn Bledsoe**

DeBruce Foundation

*Participation without Culture: A Look at the Intersection of Participatory Monitoring and Evaluation and Culturally Responsive Evaluation*

**Akashi Kaul**

George Mason University

*Incorporating Unknowns: Proposing Goal Free Evaluation as a Mechanism of Cultural Value Representation*

**Jenna Michelle LaChenaye**

University of Alabama at Birmingham



## CREA Conference 2016

### Thursday, April 21, 2016

10:00am – 11:30am  
Wilson

#### Paper Panel

#### *Applying Culturally Responsive Evaluation in Healthcare*

Chair: **Thomas Schwandt**, University of Illinois at Urbana-Champaign

#### Paper Presentations

*Who are They? A Case Study of Community Health Workers in Primary Healthcare Settings*

**Constance Renee Shepard**

University of South Carolina Columbia

*Equity Matters: Building and Sustaining a Network of Diverse Researchers and Evaluators*

**Lisa Aponte-Soto**

Equal Measure

10:00am – 11:30am  
Price

#### Roundtables

#### *Culturally Responsive Evaluation and Assessment within Indigenous Communities*

#### Roundtable Discussions

*Evaluating Native Hawaiian Culture-Based STEM Initiatives in Early Childhood*

**Landry Leimalani Fukunaga, Alison Makaanui-Lopes, Kaiponohea Hale, Zijin Yang, Theresa Kelly**

Kamehameha Schools, Hawaii

*Culturally-Responsive Evaluation in Native Hawaiian Contexts: CREA Hawai'i and the Development of a Native Hawaiian Evaluation Framework*

**Jon Matsuoka<sup>1</sup>, Palama Lee<sup>2</sup>, Herb Lee<sup>3</sup>, Cheryl KauhaneLupenui<sup>4</sup>, Lisa Watkins-Victorino<sup>5</sup>, Summer Maunakea<sup>6</sup>, Katherine Tibbetts<sup>7</sup>**

<sup>1</sup>Consuelo Foundation, <sup>2</sup>Queen Lili'uokalani Children's Center, <sup>3</sup>The Pacifican-American Foundation, <sup>4</sup>The Leader Project, <sup>5</sup>Office of Hawaiian Affairs, <sup>6</sup>Kokua Hawai'i Foundation, <sup>7</sup>Hawai'i Evaluation and Research Services

*Key Elements for a Culturally Respectful Program Evaluation for Native American (NA) and Alaska Native (AN) Education Programs*

**Kiyah Hannah Kivalahula**

University of Hawaii at Manoa

*What Happens When Young Māori and Pasifika Men Live In-Zone and Attend a Prestigious High School? A Mixed-Method Culturally Responsive Evaluation of the InZone Project*

**Fiona Cram<sup>1</sup>, Pale Sauni<sup>2</sup>, Vivienne Kennedy<sup>3</sup>, Alexandra McKegg<sup>4</sup>, Terrance Wallace<sup>5</sup>, Deborah George<sup>6</sup>**

<sup>1</sup>Centre for Social Impact, New Zealand; <sup>2</sup>Independent Evaluator, New Zealand; <sup>3</sup>Kimi NZ Ltd, New Zealand; <sup>4</sup>Independent Evaluator, New Zealand; <sup>5</sup>InZone Project, New Zealand; <sup>6</sup>Auckland Grammar School, New Zealand

12:00 Noon – 1:45pm  
Empire

#### *Luncheon and Edmund W. Gordon Distinguished Senior Lecture*

#### *Greetings from the National Science Foundation*

**Julia Clark**, Program Director, Division of Research on Learning (DRL),  
National Science Foundation

#### *Introduction of Speaker*

**James D. Anderson**, University of Illinois at Urbana-Champaign

*Discussant: Joanna Gorin*, Vice President for Research, ETS

## CREA Conference 2016

### Thursday, April 21, 2016

*When Tests Miss the Mark: Toward More Culturally Responsive Assessment*

**Lloyd Bond**, Ph.D.

Retired, Senior Research Scientist, Carnegie Endowment for the Advancement of Teaching

**2:00pm – 3:30pm**  
**Salon 1**

#### **Symposium**

##### **Gordon/IUME Session 3**

##### **Human Diversity and Achievement in Stem: Cultural Variety May Not Be The Problem**

Edmund W. Gordon Study Group on Diversity, Equity and Excellence in Achievement and Assessment in Science, Technology, Engineering and Mathematics Education (Institute for Urban and Minority Education, Teachers College, Columbia University)

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

#### **Symposium Presentations**

##### *Democracy, Meritocracy and the Uses of Education*

**Audra Saa Meroe**

NSF Diversity in STEM

##### *What is the Problem: Social Division and STEM Achievement?*

**Edmund W. Gordon**

Professor Emeritus, Yale University and Teachers College, Columbia University

**2:00pm – 3:30pm**  
**Chicago**

#### **Symposium**

##### **Broadening STEM Participation in Rural Settings: The Integration of Place and Indigenous Culture**

Chair: **Jakita Thomas**, Spelman College

#### **Symposium Presentations**

*Culturally Relevant Pedagogy in Gaming and Robotics to Broaden STEM Participation of Indigenous Students in Rural Settings*

**Jacqueline Leonard**

University of Wyoming

*Changing Culturally Responsive Teacher Self-Efficacy in Teaching STEM in Rural Settings with Indigenous Populations*

**Monica Mitchell**

MERAssociates LLC

*STEM Self-Efficacy and Career Interest of Middle School Students in Rural Settings among Indigenous Populations*

**Olatokunbo (Toks) Fashola**

MERAssociates/John Hopkins University

**2:00pm – 3:30pm**  
**Wilson**

#### **Paper Panel**

##### **Culturally Responsive Measures for Investigating Equity in Classrooms**

Chair: **Leslie Goodyear**, Principal Research Scientist, Education Development Center

## CREA Conference 2016

### Thursday, April 21, 2016

#### Paper Presentations

*Applying the Multiliteracies Theory to Develop a Special Education Classroom Observation Tool*

**Tiffany Phillips, Chakoria Wells, Amber Gibson, DeLon Isom**  
Howard University

*Investigating Equity in Accommodating English Language Learners' literacy outcomes*

**Pei-Ying Lin**  
University of Saskatchewan, Canada

*Learning Lab: A Culturally Responsive Systemic Intervention Methodology for Addressing the Racialization of School Discipline*

**Aydin Bal, Kemal Afacan, Rebekka Olsen, Halil Cakir, Dian Mawene**  
University of Wisconsin-Madison

**2:00pm – 3:30pm**  
**Salon 2**

#### Paper Panel

*Refining the Vision and Application of Culturally Responsive Evaluation as an Asset in the Midwest, Hawaii, and Ireland*

Chair: **Kevin Favor**, Lincoln University

#### Paper Presentations

*The Relationship Gap: The Heart of the Achievement Gap*

**Jason Altman**  
TerraLuna Collaborative

*Reclaiming Culture: What Culturally Responsive Evaluation of Culture-Based Education looks like within a Native Hawaiian Context*

**Anna Lydia Ah Sam<sup>1</sup>, Herb Lee Jr.<sup>2</sup>, KaponoCiotti<sup>2</sup>**  
<sup>1</sup>University of Hawaii, <sup>2</sup>Pacific American Foundation

*A Blueprint for a New Vision of Culturally Responsive Schools in Ireland*

**Joe O'Hara, Gerry McNamara, Claire O' Rourke**  
Dublin City University, Ireland

**2:00pm – 3:30pm**  
**Kimball**

#### Paper Panel

*Engaging Underrepresented Students in STEM*

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

#### Paper Presentations

*Spanning the Pacific Part II: The MACIMISE Project*

**Joan LaFrance, Janet Gordon**  
Mekinak Consulting

*Role of Culture in Evaluation of STEM Education Reform*

**Rafiqah Mustafaa, Jennifer Greene, Marielisbet Perez, Julian Williams**  
University of Illinois at Urbana-Champaign

*Can Digital Badges use and Strengthen Ethnic Identity?*

**Samuel Abramovich**  
University of Buffalo- SUNY

**2:00pm – 3:30pm**  
**Marshfield**

#### Paper Panel

*Increasing the Participation of Underrepresented Minorities in STEM Programs in America*

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

#### Paper Presentations

*The Values-Engaged, Educative (VEE) Approach and Broadening Participation*

**Marlon Mitchell**  
University of Illinois at Urbana-Champaign

## CREA Conference 2016

### Thursday, April 21, 2016

*Broadening Participation in a Selective University:  
Northwestern's Academic Mentoring Program*

**Marina Micari, Rachael Baiduc**

Northwestern University

*Community-Based Summer STEM Programs: Preparing  
the Next Generation of Latino/a and Black Scientists and  
Engineers*

**Natalie Simone King, Jessica Alyce Wilson**

University of Florida

**2:00pm – 3:30pm**  
**Price**

#### **Roundtables**

***Efforts to Increase Culturally Responsive Practices in  
Organizations and Programs***

#### **Roundtable Presentations**

*Leaders in Equitable Evaluation and Diversity: Expanding  
the Bench of Underrepresented Minority Evaluators*

**Kantahyanee Murray, Debra Joy Perez, Aasha Abdill,**

**Ji Won Shon, Karla Mendez**

The Annie E. Casey Foundation

*CRE and Development and Assessment of Diversity  
Learning Programs: The Example of Diversity Edu*

**Alison Akant**

Diversity Edu

*Please Don't Stop the Music: Measuring the Impact  
of a Music Education Non-Profit's Mission to Teach,  
Mentor, and Inspire the Journey of Lifelong Musicianship  
for Students in Urban Communities through a Culturally  
Responsive Lens*

**Amber N. Mason**

Georgia State University

**3:45pm – 5:15pm**  
**Chicago**

#### **Symposium**

***Culturally Responsive Teaching for Young Black Children:  
Theory and Evidence***

Chair: **Bryant Jensen**, Brigham Young University

#### **Symposium Presentations**

*The Power of Culturally Responsive Teaching for Young  
Black Children*

**Tonia Durden**

University of Nebraska-Lincoln

*Culturally Responsive Preschools and the Language  
Development of Black Children*

**Stephanie Curenton**

Rutgers University

*From Gaps to Opportunities: Advancing Achievement for  
Young Black Children*

**Marisha Humphries**

University of Illinois-Chicago

*Measuring Sociocultural Interactions in Classrooms for  
Young Black Children*

**Bryant Jensen**

Brigham Young University

**3:45pm – 5:15pm**  
**Salon 1**

#### **Symposium**

***Interconnecting the AEA Guiding Principles and the  
Program Evaluation Standards for Meta-Evaluation of  
Culturally Responsive Evaluations***

Chair: **Katherine Tibbetts**, Hawai'i Evaluation and  
Research Services

## CREA Conference 2016

### Thursday, April 21, 2016

#### Symposium Presentations

##### *Focus on Utility*

**Hazel Symonette**

University of Wisconsin-Madison

##### *Focus on Accuracy*

**Donald Yarbrough**

University of Iowa

##### *Focus on Propriety*

**Katherine Tibbetts**

Hawai'i Evaluation and Research Services

**3:45pm – 5:15pm**

**Salon 2**

#### **Paper Panel**

##### ***Culturally Responsive Indigenous Evaluations***

Chair: **Joan LaFrance**, Mekinak Consulting

*Discussant:* **Fiona Cram**, Maori/NgatiKahungunu, Katoa Ltd.

#### **Paper Presentations**

*Culture as the Framework for the Design, Implementation, and Evaluation of a Quality Early Childhood Education Program in High Need Native Hawaiian Communities*

**Anna Lydia Ah Sam<sup>1</sup>, Kanoelani Naone<sup>2</sup>**

<sup>1</sup>University of Hawaii, <sup>2</sup>Institute for Native Pacific Education and Culture

*Culturally Responsive Evaluation in Education: The New Zealand Journey*

**Lynda Pura-Watson**

Education Review Office, New Zealand

*Looking Beyond the Numbers: What Do the Words Say? Working Towards an Indigenous Evaluation Methodology with the Manito Ikwe Kagiikwe Evaluation*

**Amanda Dawn Woods**

University of Manitoba, Canada

**3:45pm – 5:15pm**

**Marshfield**

#### **Paper Panel**

##### ***The Evaluator's Role in Building Sustainable, Equitable, Communities***

Chair: **Rodney Hopson**, George Mason University

#### **Paper Presentations**

*Building the Capacity of Community Based Organizations: An Evaluation Toolkit for Conducting Cultural-Responsive Evaluations*

**Josephine Serrata<sup>1</sup>, Rebecca Rodriguez<sup>2</sup>, Martha Hernandez-Martinez<sup>1</sup>**

<sup>1</sup>Casa De Esperanza, <sup>2</sup>Georgia State University

*A Blended Approach: Challenges and Opportunities When Using Culturally Responsive Evaluation and Values Engaged Evaluation*

**Leah Peoples, Marlon Mitchell, Dominic Combs**

University of Illinois at Urbana-Champaign

**3:45pm – 5:15pm**

**Kimball**

#### **Paper Panel**

##### ***Evaluating University Efforts to Increase Diversity***

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

#### **Paper Presentations**

*Identity in Academia: An Exploration of Early Career Professional Development for Women of Color*

**Tamara Bertrand Jones**

Florida State University



## CREA Conference 2016

### Thursday April 21, 2016

*Underrepresented Students' Aspirations to Pursue Graduate Education: The Role of Undergraduate Research Programs*

**Klavdija Zorec**

University of Hawaii

**3:45pm – 5:15pm**  
**Wilson**

#### **Paper Panel**

#### **Exploring the Approaches to Evaluate Teacher Training**

Chair: **Joe O'Hara**, Dublin City University

#### **Paper Presentations**

*Beyond 'Matchmaking': An examination of Teachers' Approaches to Data-Driven Decision Making*

**Margaret Evans**

Illinois Wesleyan

*Impact of the International Collaborative Project on Transformative Development of Teacher Training Curricula in Georgian and Israeli Higher Education Institutions*

**Izabella Petriashvili**

Ivane Javakhishvili Tbilisi State University, Georgia

*To Reach Across the Breach: Evaluation and Assessment of an Urban School District's Cultural Proficiency Design*

**Kimberly Ann Carson, Tharon Paul Washington**

George Mason University

## CREA Conference 2016

### Friday, April 22, 2016

**9:00am – 10:30am**  
**Wilson**

#### **Symposium**

#### **Gordon/IUME Session 4**

#### **Human Diversity and Achievement in STEM: Assessment in the Enablement of STEM Achievement**

Edmund W. Gordon Study Group on Diversity, Equity and Excellence in Achievement and Assessment in Science, Technology, Engineering and Mathematics Education (Institute for Urban and Minority Education, Teachers College, Columbia University)

Chair: **A. Wade Boykin**, Howard University

#### **Symposium Presentations**

*Talk as a Lever for Equity in STEM*

**Juliette Lyons-Thomas<sup>1</sup>, Sherice Clarke<sup>2</sup>**

<sup>1</sup>Regents Research Fund, <sup>2</sup>University of Pittsburgh

*Dynamic Pedagogy: The Development of Intellectual Competence Using STEM Subject Matter*

**Eleanor Armour-Thomas<sup>1</sup>, Edmund W. Gordon<sup>2</sup>**

<sup>1</sup>Queens College – CUNY, <sup>2</sup>Professor Emeritus, Yale University and Teachers College, Columbia University

**9:00am – 10:30am**  
**Chicago**

#### **Symposium**

#### **Why Can't We Hear the Voices? Evaluation Practices that Are Responsive to Culture, Gender, Identification, Sexual Orientation, Ability and Other Dimensions of Diversity**

Chair: **Linda Thurston**, Kansas State University

#### **Symposium Presentations**

*Missing Voices: Cultural Competence, Gender, and Sexual Orientation*

**Linda P. Thurston<sup>1</sup>, April Warren-Grice<sup>2</sup>**

<sup>1</sup>Kansas State University, <sup>2</sup>Midwest Equity Assistance Center

## CREA Conference 2016

### Friday, April 22, 2016

*Unintentionally Excluded: How Universal Design for Evaluation (UDE) can Improve Participation of Marginalized Groups*

**June Gothberg**

Western Michigan University

*Unspoken Voices: Supporting Participation in Evaluation with Trauma-informed Practice*

**Ronda Jensen**

University of Missouri Kansas City

**9:00am – 10:30am**

**Salon 2**

#### **Symposium**

#### ***Culturally Competent Suicide Assessment and Lethal Means Restriction***

Chair: **Dorothy Espelage**, University of Illinois at Urbana-Champaign

#### ***Symposium Presentations***

*CARS Culturally Responsive Suicide Assessment*

**Danielle Spangler**

Palo Alto University

*Culturally Competent Intervention*

**Maryke Harrison**

Palo Alto University

*Interventions for Sexual and Gender Minorities*

**Brandon Hoefflein**

Palo Alto University

**9:00am – 10:30am**

**Kimball**

#### **Paper Panel**

#### ***Building Accountability Partnerships to Promote Cultural Responsiveness among Teachers***

Chair: **Kevin Favor**, Lincoln University

#### **Paper Presentations**

*Rethinking Cultural Responsiveness and Equity in Special Education*

**Sue Ann Bube, Laurie Stevahn**

Seattle University

*The Student Survey on Culturally Responsive Teaching Practices: The Development of a Short Survey*

**Tameka L Payton, Trent R. Haines**

Morgan State University

*Equitable Teacher Preparation Accountability*

**Kisha Porcher**

American Evaluation Association

**9:00am – 10:30am**

**Marshfield**

#### **Paper Panel**

#### ***Perspectives in Evaluation Training, Thinking and Practice***

Chair: **Jennifer Greene**, University of Illinois at Urbana-Champaign

*Critical Dance Pedagogy: Creative Process as Embodied Social Change*

**Selene B. Carter, Nyama McCarthy-Brown**

Indiana University

*Promising Practices in Tribally Driven Participatory Research: An Effective Model for Tribal and Non-Tribal Research Partnerships*

**Nicole R. Bowman-Farrell (Mohican/Munsee), Anne Chamberlain**

Bowman Performance Consulting, LLC

*A Path to Reduce Inequities in Evaluation: Indigenous Evaluation in Tribal Colleges*

**Janet V. Gordon, Joan LaFrance**

The Gordon Group

## CREA Conference 2016

### Friday, April 22, 2016

**9:00am – 10:30am**  
**Price**

#### **Roundtables**

***Practicing Social Justice through Culturally Responsive Practices in the Development of Programs and Policies***

#### **Roundtable Presentations**

*Rethinking Aculturación: A Discussion Towards the Development of Appropriate Acculturation Instruments for Measuring Latina/o Health Outcomes*

**Lisa Aponte-Soto**  
Equal Measure

*Career Development Needs Analysis and Program Proposal for International Students*

**HyeJin Tina Yeo, Siew Szetho**  
University of Illinois at Urbana Champaign

*Promoting Culture to Broaden Participation in STEM*

**Tierra T. Ellis**  
Howard University

*Early Childhood Family Interaction Program Assessment*  
**Kanoe Naone**  
INPEACE

*Reframing Student Success from a Hawaiian Worldview*  
**Walter Kahumoku**  
Kamehameha Schools, Hawaii

**10:45am – 12:15pm**  
**Salon 2**

#### **Symposium**

***Being Culturally Responsive: Discerning When, Where, and How Cultural Familiarity Counts***  
Chair: **Melvin Hall**, Northern Arizona University

#### **Symposium Presentations**

**Nicole Bowman<sup>1</sup>, Wanda Casillas<sup>2</sup>, Fiona Cram<sup>3</sup>, Rodney Hopson<sup>4</sup>, Hazel Symonette<sup>5</sup>**

<sup>1</sup>Bowman Performance Consulting, LLC, <sup>2</sup>Deloitte Consulting, LLP, <sup>3</sup>Katoa Ltd, <sup>4</sup>George Mason University, <sup>5</sup>University of Wisconsin-Madison

**10:45am – 12:15pm**  
**Chicago**

#### **Symposium**

***Who Defines Success? Innovations in Measuring Student Success in Indigenous Education***  
Chair: **Shawn Kanaiaupuni**, Kamehameha Schools, Hawaii

#### **Symposium Presentations**

*The Papakū Makawalu Competency Assessment*  
**Roxane Stewart**  
Ka 'Umeke Ka'eo Public Charter School

*He Kumuka Aina – Environment as Ancestor, Teacher, and Source*  
**Brandon Ledward**  
Kamehameha Schools, Hawaii

**10:45am – 12:15pm**  
**Kimball**

#### **Paper Panel**

***Culturally Responsive Capacity Building for Teachers, Faculty, and Staff: Culture, Language, and Technology***  
Chair: **Pamela Frazier-Anderson**, Frazier-Anderson Research and Evaluation

#### **Paper Presentations**

*Conducting Effective External Research on Technician Education in the Community College Context*  
**Nick L Smith<sup>1</sup>, Louise Yarnall<sup>2</sup>**  
<sup>1</sup>Syracuse University, <sup>2</sup>SRI International

*Enhancing Teaching with Technology for All Students*  
**Sonny Magana, Laurie Stevahn**  
Seattle University

**CREA Conference 2016****Friday, April 22, 2016**

*Professional Development for Special Education Staff in a Culturally Diverse School*

**Roslyn Horn<sup>1</sup>, Sharon McNeely<sup>2</sup>**

<sup>1</sup>Argosy University, <sup>2</sup>Retired

**10:45am – 12:15pm**

**Wilson**

***Paper Panel***

***Global Perspectives of Culturally Responsive Evaluations in Education***

Chair: **Gerry McNamara**, Dublin City University

*Discussant:* Jessica Li, University of Illinois at Urbana-Champaign

***Paper Presentations***

*Citizen-led Evaluation of Education in Rural India: Exploring Partner Organizations' and Volunteers' Participation in ASER*

**Melissa Rae Goodnight**

University of California Los Angeles

*The Use of English BDI-II versus Chinese BDI-II on International Students*

**Chiaothong Yong<sup>1</sup>, Dasen Luo<sup>2</sup>**

<sup>1</sup>Indiana University of Pennsylvania, <sup>2</sup>Miami University, Oxford, OH

**10:45am – 12:15pm**

**Price**

***Roundtables***

***Broadening Participation in STEM Using CRE Approaches***

***Roundtable Discussions***

*Findings from NOAA Center for Atmospheric Sciences (NCAS) CAREERS Camps to Broaden Participation in STEM for Underrepresented Minority Groups*

**Jo-Anne Manswell Butty, Kadidia Thiero, Tierra T. Ellis**

Howard University

*Using Research on Equity to Inform Evaluation of a Museum-Elementary School Engineering Curriculum Collaboration*

**Shannon K. McManimon, Lauren Causey**

Science Museum of Minnesota

**12:30pm - 2:30pm**

**Empire**

***Luncheon and Keynote Address***

***Introduction of Speaker:***

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

*Standard Interventions in the Time of Differences: Notes on the Role of Culture and Equity*

**Alfredo Artiles**, Ph.D.

Ryan C. Harris Professor of Special Education and Associate Dean of Academic Affairs at Arizona State University's Mary Lou Fulton Teachers College

***Closing Comments/Reflections***

**Stafford Hood**, Director, CREA

***Closing Ceremony***

Trickster Art Gallery is proud to share our culture with a song from our drum, Native Veteran presenting the first flag of these lands, our Eagle Feather Staff, concluded with a prayer from Joseph Podlasek, Ojibwe CEO of Trickster Art Gallery.

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USA  
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USA  
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### **Bowman-Farrell, Nicole R.**

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Howard University  
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UC Berkeley BEAR Center  
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Associates,  
USA  
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### Finch, Holmes

Ball State University  
USA  
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University of Kansas  
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### Fukunaga, Landry Leimalani

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### Gee, James

Arizona State University  
USA  
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### Gibson, Amber

Howard University  
USA  
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### Goodnight, Melissa Rae

University of California Los Angeles  
USA  
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### Goodrich, Shawna

University of British Columbia  
Canada  
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### Goodyear, Leslie

Education Development Center  
USA  
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### Gordon, Edmund

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### **Serrata, Josephine**

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### **Shepard, Constance Renee**

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### **Silverstein, Gary**

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### **Sul, David**

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### **Szetho, Siew**

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### **Tibbetts, Katherine**

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### **Tiemann, Gail**

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### **Trent, William**

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### **Wanda, Casillas**

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### **Warren-Grice, April**

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### **Washington, Tharon Paul**

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### **Watkins-Victorino, Lisa**

Office of Hawaiian Affairs  
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### **Wells, Chakoria**

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### **Wilson, Jessica Alyce**

University of South Florida  
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### **Woods, Amanda Dawn**

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Canada  
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### **Yang, Zijin**

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### **Yarbrough, Donald**

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### **Yeo, HyeJin Tina**

University of Illinois Urbana Cham-  
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### **Yong, Chiaothong**

Indiana University of Pennsylvania  
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### **Zorec, Klavdija**

University of Hawaii  
USA  
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## Notes

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# CREA



**COLLEGE OF EDUCATION AT ILLINOIS**

**Center for Culturally Responsive Evaluation and Assessment**

College of Education

University of Illinois at Urbana-Champaign

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