

CREA

Center for Culturally Responsive Evaluation and Assessment Sixth International Conference 2021 (Virtual)

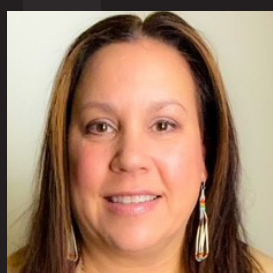
Interrogating Cultural Responsiveness against the Backdrop of Racism and Colonialism

September 29- October 1, 2021 • Pre-conference Workshops September 28, 2021





Opening Keynote Speaker
Patty Loew, Ph.D.
Northwestern University



Keynote Chair
Nicole Bowman, Ph.D.
Bowman Performance
Consulting



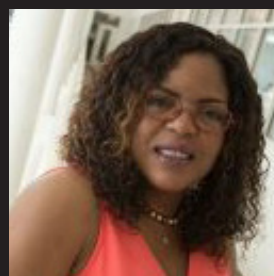
Chair
Monica B. Mitchel, Ph.D.
MERA Associates



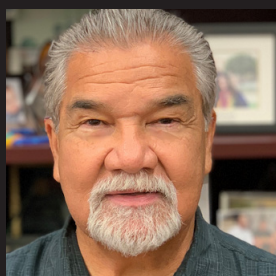
Panelist
Ezekiel Dixon-Román, Ph.D.
University of Pennsylvania



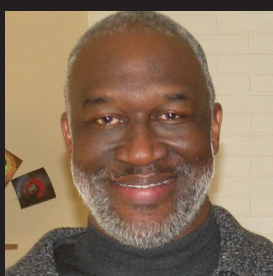
Panelist
Odis Johnson Jr., Ph.D.
Johns Hopkins University



Panelist
Ebony Omotola McGee, Ph.D.
Vanderbilt University



Discussant
Daniel G. Solorzano, Ph.D.
University of California,
Los Angeles



Discussant
Melvin E. Hall, Ph.D.
Northern Arizona University



Speaker
Na'ilah Suad Nasir, Ph.D.
Spencer Foundation and
American Educational
Research Association



Speaker
Mildred García, Ph.D.
American Association of State
Colleges and Universities

Welcome from the Dean



James D. Anderson

On behalf of the College of Education and the University of Illinois at Urbana-Champaign, I welcome you to the Sixth International Conference of the Center for Culturally Responsive Evaluation and Assessment (CREA). This year's theme, Interrogating Culturally Responsiveness Against the Backdrop of Racism and Colonialism, is especially timely as researchers, analysts, historians, administrators, and policymakers seek a better understanding of cultural diversity, context, and differences in our racial society, especially in a world that continues to experience racial, religious, and sexual orientation tensions.

The College, an early proponent of diversity and inclusion, established CREA in 2011 with a goal to more substantively promote the relevance of culture and cultural context in educational research, particularly in the areas of evaluation and assessment. Today we are compelled to think seriously regarding long-term solutions that can bring an end to persistent problems that have continued to plague our society - nationally and globally. CREA continues to forge alliances and to build new collaborations in educational research, evaluation, and assessment that remains unique among its peers.

The International CREA Conference, brings together an interdisciplinary group of scholars, researchers, and practitioners from around the world to engage in discourse that expands on theories and applications through professional development, learning, training, and collaborative discoveries in the field. The conference has welcomed attendees from the U.S. (including Hawaii and Alaska), Canada, Europe (particularly Ireland), Asia, New Zealand, and indigenous nations.

It is my hope that this year's conference will provide the enriched intellectual, interdisciplinary space for impactful dialogue that challenges status quo pedagogies and moves us toward educating the next generation in a different way. While all who attend the conference will not have exactly the same life experiences, our collective experiences share similarities that allow for some level of understanding that transcends barriers that may hinder our ability to listen, consider different viewpoints, identify shared values, and to facilitate socially responsible and dynamic professional development.

A handwritten signature in cursive script that reads "James D. Anderson". The ink is dark and the signature is fluid.

James D. Anderson
Dean and Gutgsell Professor



Stafford Hood

CREA Acknowledgments and Sponsors

I once again begin by expressing our sincere thanks to the College of Education at the University of Illinois at Urbana-Champaign for its financial, intellectual, and moral support since the establishment of CREA in 2011. Since that time

the collective vision for CREA as a community of researchers, scholars, and practitioners has been strengthened across the United States (including Alaska and Hawaii), internationally (particularly Ireland, New Zealand, and Australia), and Indigenous nations. Professor James D. Anderson as the Dean of our College of Education has devoted a career of more than 40 years at UIUC as a professor, administrator, and mentor that includes being instrumental in laying the foundation for what has become CREA in the College of Education and as a global community.

My sincere thanks for the dedicated contributions that have gotten us to this conference by the CREA UIUC Core Personnel, CREA Affiliated Researchers, and others in our global CREA family. Your scholarly work, practice, leadership, and tireless efforts continue to advance our collective core mission in substantive ways. You know who you are. Thanks also to longstanding CREA family member Professor Rodney Hopson (Educational Psychology) who continued his energy as a leader of the CREA Core UIUC faculty in getting us to this conference.

We are also very pleased to join in the centennial birthday celebration of our distinguished elder Professor Edmund W. Gordon. Elder Gordon is the 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. He is a prominent cornerstone upon which this body of work has evolved into what we now know as CREA. We thank him for continuing to push us forward.

Sponsors and Affiliated Groups

CREA expresses its sincere thanks to the W.K. Kellogg Foundation, American Evaluation Association, and the Annie E. Casey Foundation for their contributions to our Sixth international conference. We are also appreciative of the funding from the National Science Foundation for the

Broadening Participation Research Center: Center for the Advancement of STEM Leadership for this second CASL-CREA Collaboration preconference workshop. This project furthers CREA's partnership with the Center for Advancement of STEM Leadership (CASL) in taking another meaningful step to substantively advance our commitment to, as well as, collaboration with HBCUs and other minority serving institutions. We look forward to continuing this collaboration initiated by CREA family member Dr. Melvin Hall with the tireless efforts of CASL's Drs. Orlando Taylor, and Nicole Moreland. Our thanks once again to Mr. Howard M. Walters of the W.K. Kellogg Foundation for his continuing support that has allowed us to invite young evaluators to attend CREA's conferences with this year's collaboration including the following partners: CREA/BECOME; Chicago-Land Evaluation Association; Lincoln University (PA); and the Pathways Initiative to nurture the CREA community of evaluators' pipeline and beyond. We are also grateful for the support from our longstanding partner AEA and AEA Executive Director Anisha Lewis as well as Dr. Kantahyanee Murray (Senior Research Associate) of the Annie E. Casey Foundation.

Sixth International Conference Team

The most thanks goes to the CREA's Sixth International Conference Team. Their tireless efforts, commitment, professionalism, and patience continues to be a core strength that makes all of this possible. Tim Leyhe has been a rock as our CREA Administrative Aide steering this effort in addition to providing support for our multiple external evaluation projects. There have been numerous CREA Graduate Research Assistants who have contributed considerable efforts since 2020 with some completing their degrees and moving on they include Shelana Martin (now Ph.D. student University of Cincinnati) and our newly minted Drs. Anthony Sullers and Ahu Yolac. They laid the foundation for Andre Garner (CREA Research Assistant) and Cecilia Vaughn-Guy (Doctoral student EPOL) to continue the work for this conference. All of your commitment and energy to this endeavor is reflective of who we are as a family and community. Thank you all.

With much gratitude,

Stafford Hood

Founding Director
Sheila M. Miller Professor Emeritus
Professor Emeritus, Curriculum & Instruction

Wednesday, 29/Sept/2021

12:30 pm- 2:00 pm

OPENING SESSION

Indigenous/ Native American Welcome Ceremony

Coordinated by **Joseph Podlasek**, Ojibwe
CEO of Trickster Art Gallery, Roselle, IL

CREA COMMUNITY WELCOMES

WELCOME

James D. Anderson

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

OPENING REMARKS

Stafford Hood

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

2:15pm - 3:45pm

***SYMPOSIA SESSIONS - Theorizing and engaging
evaluation through histories of racism,
colonialism, and complexity***

SYMPOSIUM

***Towards a Theory of Transformation for
Complex Systems***

Chair(s): **A. Rafael Johnson**, (Inspire to Change,
United States of America)

PRESENTATIONS

***Principles-Driven Responsive Philanthropy:
Building Bridges Across Communities for Peace,
Prosperity, and the Planet***

**Nora Murphy Johnson¹, A. Rafael Johnson¹,
Mark Guy², Mary Dalsin²**, ¹Inspire to Change, ²GHR

Towards a Theory of Transformative Change

**A. Rafael Johnson, Nora Murphy Johnson,
Sandra J. Agustín**, Inspire to Change

***Blue Marble Evaluation: Globally Responsive to
Culture and Context***

Charmagne Campbell-Patton, Blue Marble
Evaluation

PAPER PANELS

PAPER PANEL

***Evaluator reflections of indigeneity, coloniality,
and hegemony***

Chair/Discussant: **LISA APONTE-SOTO**, (Northwestern
University, United States of America)

***Dysconsciousness and Transformational Learning:
Reflections of Cultural Hegemony in STEM
Education and Evaluation***

**Angelique Tucker Blackmon¹,
Cirecie West Olatunji²**, ¹Innovative Learning Center,
LLC, United States; ²Xavier University Center for
Traumatic Stress

***Continuing Colonial Legacies: Participatory
Evaluation In International Development***

Akashi Kaul, Higher Ed Insight, United States of
America

PAPER PANEL

***Decolonizing systems toward empowering and
collaborative interventions***

Chair/Discussant: **Sylvia Epps**, Decision Information
Resources, United States of America

***Uncovering Ideologies of Colonialism: Assessing
Collaborative Systems Using Critical Community
Psychology***

Tiffany Jimenez¹, Ramy Barhouche²

¹National Louis University, United States of
America; ²Wilfred Laurier University, Canada

***Mathematical Mirrors, Windows, and Sliding-
Glass Doors: YA Texts as Sites for identifying with
Mathematics***

Sara Rezvi, Ahreum Han, Greg Larnell

The University of Illinois at Chicago, United States of
America

Islands of change: deconstructing coloniality in school culture through the teaching of African Brazilian history and culture

Thiago dos Santos Molina^{1,2}, Roseli Fischmann¹

¹University of Sao Paulo, Brazil; ²Secretaria Municipal de Educação de Salvador, Bahia

PAPER PANEL

Equitable contexts of teaching, learning, and representation in evaluation

Chair/Discussant: **Kerry Englert**, Regional Educational Laboratory, Central, United States of America

Following Their Voices: A study of a province-wide initiative to change teacher practice and meet Indigenous students' learning needs

Scott Tunison, Dawn Wallin

University of Saskatchewan, Canada

Native Student Perspectives: Ideas for Informing Survey Development

Kerry S. Englert¹, Lucy Fredericks², Lyn Bopp¹

¹Regional Education Laboratory, Central; ²North Dakota Department of Public Instruction

Principle versus Practice for the Disabled Community: A Pedagogical Action Research Approach toward Affecting Cultural Awareness and Change

Charles Mullins, Andrea Arce-Trigatti, Tennessee Technological University, United States of America

Evaluation of the Manhood Development Course for Black and Latino Male Youth

Amy Nelson Christensen¹, Paul Moga², David Castillo², Maria Mendez¹, Jesus Ramos¹, Rebecca Anderson¹

¹Loyola University Chicago, United States of America; ²Milwaukee Public Schools, Milwaukee, WI, United States of America

ROUNDTABLE SESSION

Building equitable systems and capacities and evaluations for social change

The Virtues of Respite Space

Geri Lynn Peak¹, Kimberly Harris², Mindelyn

Anderson³, ¹Two Gems Consulting; ²LEEAD; ³Mirror Group LLC

Critical Adult Education Praxis for Postcolonial Culturally Responsive Evaluation

Thomas G. Archibald¹, Leah Christina Neubauer²

¹Virginia Tech; ²Northwestern University Feinberg School of Medicine

Developing a Culturally Responsive, Feminist Intersectional Theoretical Framework for Interpreting the Experiences of Women Fieldworkers in India

Melissa Goodnight, Anaya Tiwari,

University of Illinois at Urbana-Champaign, United States of America

Indigenous Evaluation for Nation Building

Linda Lloyd, Palama Lee, Katherine Tibbetts

Lili'uokalani Trust, United States of America

Race: The Language We Use | The Practices We Keep

LaShaune Johnson¹, Tracy Hilliard², Paul Elam³, Kristine Andrews⁴, Mindelyn Anderson⁵

¹Estella Lucia Consulting; ²MPHI; ³MPHI; ⁴Child Trends; ⁵irror Group LLC

Beyond Program Evaluation: Applying Culturally Responsive Evaluation Principles and Approaches to Systems-level Change Efforts

Sarah Stachowiak, Leonor Robles

ORS Impact, United States of America

A Capacity Assessment Tool for Equity-Based Policy Advocacy

Joel Gutierrez¹, Shannon Williams²

¹ORS Impact; ²Alliance for Justice - Bolder Advocacy

5:00-6:30 PM

OPENING KEYNOTE ADDRESS

Ethics, Evaluation, and 7th Generation Thinking

Patricia Loew (Mashkiziibii- the Bad River Band of Lake Superior Ojibwe, Northwestern University)

Introduction of Keynote Speaker, Nicole Bowman (Mohican/Munsee), Bowman Performance Consulting

Thursday, 30/Sept/2021

9:00- 10:00

MORNING PLENARY SESSION

Measurement, Data Science, and the Critical

Ezekiel Dixon-Román, University of Pennsylvania

Odin Johnson, Johns Hopkins University

Ebony McGee, Vanderbilt University

Chair, **Monica Mitchell**, MERAssociates

Discussant, **Melvin Hall**, Northern Arizona University

10:15am - 11:45am

SYMPOSIA SESSIONS

Make Me Want to Holler: Disruption of STEM Opportunity Hoarding

SYMPOSIUM

Truth, Racial Healing & Transformation

Chair(s): **Sylvia Epps** (Decision Information Resources, United States of America)

PRESENTATIONS

Truth, Racial Healing & Transformation— The Origins and the Vision

Howard Walters, Kellogg Foundation

Truth, Racial Healing & Transformation— Evaluating 1 Framework across 14 Communities

Sylvia Epps, **Russell Jackson**, **Ron McCowan**,
Cynthia Walsh, **Natalia Ibanez**, Decision Information Resources

Truth, Racial Healing & Transformation— Unpacking the Work and Looking Forward

Rodney Hopson¹, **Shawnta Jackson**²

¹CREA, ²H&H Strategies

SYMPOSIUM

Seeing the System that Produces the Problem: How Assessment and Accountability Practices Exacerbate Systemic Inequities

Chair(s): **Steve Tozer** (Center for Urban Education Leadership, Univ. of Illinois at Chicago)

PRESENTATIONS

Persistent inequities in state-of-art accountability systems: What's the problem and what can we do about it?

Lisa Walker, **Steve Tozer**, Center for Urban Education Leadership, Univ. of Illinois at Chicago

Time to Scrap the MAP? The most widely used commercial assessment system in the country is looking like a poster child for structural racialization

Paul Zavitkovsky, Center for Urban Education Leadership, Univ. of Illinois at Chicago

PAPER PANELS

PAPER PANEL

Students, assessments and culture: Consideration of validity, fairness and (mis) appropriation

Chair: **Drew Gitomer**, Rutgers University

Approaches to addressing racial fairness and equity in educational assessment: A landscape analysis

Drew Gitomer¹, **Emi Iwatani**², ¹Rutgers University; ²Digital Promise

Including Student Perspectives in Cultural Validity **Pōhai Kūkea Shultz**¹, **Kerry S. Englert**²

¹University of Hawaii, Mānoa; ²Seneca Consulting

Language-as-a-Resource and Mathematics through the Constructivist Perspective

Hannah Valdiviejas, University of Illinois at Urbana-Champaign, United States of America

PAPER PANEL

Participatory methods and representation

Chair: **Melissa Goodnight**, University of Illinois at Urbana-Champaign, United States of America

Participatory Design of (Trans)formative Science Assessment: Possibilities and Challenges

Caitlin Fine, University of Colorado Boulder, United States of America

Societal Values and their Representation in Children's Musical Preferences

Victor Manuel Rubio Carrillo, University of Miami

PAPER PANEL

Evaluation for whom and for what?: models and assessments of promise

Chair: **Tracy Hilliard**, Michigan Public Health Institute, United States of America

Smokescreens and White Saviors: Examining Misappropriations of Cultural Responsiveness in Student Assessments

Crystasany Turner, Kelly Renee Allen, Leanne Evans, University of Wisconsin-Milwaukee, United States of America

Kujichagulia—Collective Determination: How Best Starts for Kids - Trauma Informed and Restorative Practices Program is shifting power to community through culturally responsive evaluation

Tracy Marie Hilliard¹, Yolanda McGhee²

¹MPHI (Michigan Public Health Institute), United States of America; ²Public Health Seattle & King County

Insights on Standardized Testing amidst the Covid-19 Pandemic: A Comparative Analysis for a New Normal

Rosnidar Arshad, University of Nevada, Las Vegas, United States of America

PAPER PANEL

Evaluation theories of white supremacy, coloniality, and justice

Chair: **Cherie Avent**, University of Illinois at Urbana-Champaign

Culturally Responsive Evaluation, White Supremacy and Settler Coloniality

Karen E. Kirkhart, Nadaya A. Brantley, Syracuse University, United States of America

Justice as Distribution and Rights: Implications for Evaluation Theory and Practice

Leanne Kallemeyn, Eleanor Titiml, Loyola University Chicago, United States of America

PAPER PANEL

Intersections of Critical Race Theory policy and culturally responsive evaluation practice

Chair: **Asma Ali**, AA & ASSOCIATES

At the Intersection of CRE and CRT: Implications for Evaluation Theory & Practice

Ashlee Lewis¹, Rodney Hopson², Michelle Bryan¹

¹University of South Carolina; ²University of Illinois Urbana-Champaign

Hope for Whom? A Critical Race Theory Policy Analysis of Florida's House Bill 7069 Schools of Hope Policy

George Ligon IV, Equitable Education Solutions, LLC, United States of America

Societal Values and their Representation in Children's Musical Preferences

Victor Manuel Rubio Carrillo, University of Miami, United States of America

ROUNDTABLE SESSIONS

Innovative theories, measures, methods, and approaches

Bilingual, Bicultural, Biliterate: What it takes to deliver quality translations in applied research settings

Cristina Magaña, Sophia Lee, Gabriela Magaña, Veronica Awan, Mili Ferrer, Harder+Company
Community Research, United States of America

Some Contributions of Practice Theory to a Conceptualization of CRE Evaluation

Arthur E. Hernandez, University of the Incarnate Word, United States of America

Employing emancipatory research methods in a restrictive climate

Cirecie West-Olatunji¹, Chandra R. Story²

¹Xavier University of Louisiana, United States of America; ²Middle Tennessee State University, United States of America

Issues of Equity and Social Justice: Culturally Responsive Assessments in Educator Preparation Programs

Judith Helen Collazo, Patricia Fears, LeNessa Coe-Clark, Lillian Reeves, University of South Carolina - Alken, United States of America

Key Conversations in LGBTQ+ Evaluation: Resisting White and Western Approaches to Demographic Categorization

Jason Roth^{1,2}, Megan M Ruprecht^{1,2}, Gregory Phillips II^{1,2}, Erik Elías Glenn^{1,2}, Dylan Felt^{1,2}

¹Northwestern University, Feinberg School of Medicine; ²Evaluation, Data Integration, and Technical Assistance (EDIT) Research Program

Managing the Complexities of Undoing Western Evaluation Approaches: How Do We Decolonize Practice?

Robin Miller, Jaleah Rutledge, Michigan State University, United States of America

12:30- 2:00

THE EDMUND W. GORDON DISTINGUISHED SENIOR LECTURE AND CENTENNIEL CELEBRATION

The Cultural Nature of Learning: Implications for Assessment

Na'ilah Suad Nasir, Spencer Foundation

Welcome Remarks Edmund W. Gordon

Chair and Introduction of Speaker

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

Discussant: **Rodney Hopson**, University of Illinois at Urbana-Champaign

SYMPOSIUM

Seeing and Challenging the Unjust Waters We Swim In: Skill-building Session on Rich Picturing, a Culturally Responsive, Systems Method

Chair(s): **Melvin Hall** (Northern Arizona University), **Emily Gates** (Boston College)

PRESENTATIONS

Introducing Rich Pictures: A Systems Method for Collective Sensemaking

Emily Gates, Clara Shim, Boston College

Skill-building Exercise to Use Rich Pictures & Reflective Debrief

Aileen Reid, University of North Carolina at Greensboro

Examples and Ideas for Using Rich Pictures in Culturally Responsive Teaching & Evaluation

Lorna Rivera, Georgia Institute of Technology

SYMPOSIUM

Implementing and Evaluating a Campaign to Reduce Disparities and Transform Communities

Chair(s): **Leslie Cooksy** (Sierra Health Foundation, United States of America)

PRESENTATIONS

Building a Legacy for Black Children through Community Transformation

Kindra Montgomery-Block, The Center at Sierra Health Foundation

A Transformative Approach to Evaluating the Black Child Legacy Campaign

Lawrence T. Winn¹, Maisha T. Winn¹, Vajra M. Watson², ¹The Transformative Justice in Education Center, UC Davis, ²Research and Policy for Equity, UC Davis

Portraiture: A Transformative Methodology for Culturally Responsive Evaluation

Vajra M. Watson, Research and Policy for Equity, UC Davis

PAPER PANELS

PAPER PANEL

Equity, humility, capacity building, and decoloniality

Chair: Sylvia Epps, Decision Information Resources

A critical examination of Evaluation Capacity Building in the Global South from a decolonizing perspective

Satlaj Dighe, University of Minnesota, United States of America

Cultivating Evaluation Education and Development (CEED)

Emily Hecker, The Evaluation Center at the University of Colorado Denver

PAPER PANEL

Restoring educative practices and lived experiences in Black education

Chair: Tamara Bertrand Jones, Florida State University

Black Male Educators and Nice White Ladies

Ronald Cunningham, Indiana University Purdue University Indianapolis, United States of America

Creating Culturally Responsive Restorative Justice Practices: An Ethnographic Process Evaluation of Restorative Circles in a Predominantly Black High School

Olivia Marcucci, John Hopkins University, United States of America

Do I Stay or Do I Go? Lived Experiences of Teachers of Color in Reform-Oriented Urban Schools

Andrea Terrero Gabbadon, Temple University, United States of America

PAPER PANEL

Arts, culture, access, and justice

Chair: Katrina Bledsoe, Strategic Learning Partners for Innovation, Education Development Center

A Culturally Responsive Picture is Worth 1,000 Surveys: Applying CRE to Arts Programs

Suzanne Callahan¹, Katrina Bledsoe²

¹Suzanne Callahan, Callahan Consulting for the Arts, United States of America; ²Katrina Bledsoe Consulting, United States of America

Using CRE to Guide Organizational Capacity and to Practice Organizational Humility

Oscar S. Cerna, MDRC, United States of America

PAPER PANEL

Frameworks and measures of culturally responsiveness and readiness

Chair: Kathy Tibbetts, Lili'uokalani Trust

Using New Measures of Culturally Relevant and Responsive Pedagogy in Teacher Preparation

Muffet Trout, Todd Busch, University of St. Thomas, United States of America

Evaluation of the North Dakota Native American Essential Understandings through a Culturally Responsive Lens

Shelby Hubach, Steven Tedeschi
Marzano Research, United States of America

Norming Bi/ Multilingualism: From Classroom Assessment to Policy Practice

Anel Suriel, Rutgers Graduate School of Education, United States of America

PAPER PANEL

Health, race, and community responses to prevention and survival

Chair: Monica Mitchell, MERAssociates

Using Social Determinants of Health and the role of Racism and Discrimination in Teen Pregnancy Prevention

Jeffrey Guidry¹, Lauren Harris², Sheara Jennings³, Edward Reddicks⁴, ¹Change Happens, Inc., United States of America; ²Change Happens, Inc, United States of America; ³University of Houston, School of Social Work, United States of America; ⁴Change Happens, Inc., United States of America

Pediatric clinic-going experiences of Japanese sojourning mothers: phenomenological and oral history studies of culturally appropriate and linguistically accessible health services

Carolyn Oldham, University of Kentucky, United States of America

Insights on Standardized Testing amidst the Covid-19 Pandemic: A Comparative Analysis for a New Normal

Rosnidar Arshad, University of Nevada, Las Vegas, United States of America

ROUNDTABLES

CRE toward transformative organizational partnerships

What Does it Mean to be a Culturally Responsive Evaluator in 2020: Confronting Racism and Colonialism, Claiming Liberation, and Championing Racial Equity

Tracy Marie Hilliard¹, Osa Maiyanne Adaján²

¹MPHI (Michigan Public Health Institute); ²Creative Research Solutions

It Takes a Community to Build a Culturally Responsive Evaluation

Kristen Morio¹, Tammy Schwartz², Paul Flaspohler³, Raquel Radina², Mary Delaney⁴, Janet Albright-Captain⁵, Alison Slaughter¹, Phyllis Kyei Mensah², ¹Discovery Center for Evaluation, Research, & Professional Learning; ²Miami University College of Education, Health, & Society; ³Miami University College of Psychology; ⁴Community Matters; ⁵Rothenberg Preparatory Academy, Cincinnati Public Schools

Look in the Mirror: Aligning Culturally Responsive Evaluation with Diversity, Equity and Inclusion Oriented Organizational Practices

Cristina Magaña, Sophia Lee, Gabriela Magaña, Veronica Awan, Mili Ferrer, Harder+Company Community Research, United States of America

4:00pm - 5:30pm

PAPER PANELS

PAPER PANEL

Innovative Indigenous and Culturally responsive frameworks and practices

Chair: Fiona Cram, Katoa Ltd, New Zealand

Cultural Refugeeism: Materializing the Cultural Expertise of Black Youth

Tasha Austin, Rutgers, Graduate School of Education, United States of America

Interrogating cultural responsiveness through iwi/tribe specific evaluation frameworks

Aneta Katarina Raiha Cram, Victoria University of Wellington, New Zealand

Application of a Culturally Responsive Framework to Develop a Measure of Readiness for Teaching STEM in High Needs Schools

Shannon Sampson, Min Xiao, University of Kentucky, United States of America

PAPER PANEL

Partnerships and STEM technology and Public Health

Chair: Emi Iwatani, Digital Promise Global

Capturing the Untold Narratives of HBCU Leaders: Sustaining HBCU Leaders to Broaden Participation in STEM

Camille McKayle¹, Kimarie Engerman¹, Angelicque Tucker Blackmon², Mohomodou Boncana¹, Clavier Nisha¹, ¹UVI/ CASL, Virgin Islands, U.S.;

²Innovative Learning Center, LLC

Communities at the Center – 2018 Ebola Outbreak in Democratic Republic of Congo (DRC)

Ekaterine Shapatava, Christine Prue

CDC, United States of America

Resisting edtech colonialism through Inclusive Innovation in Kentucky Appalachia

Emi Iwatani¹, Pati Ruiz¹, Traci Tackett², Aileen Owens³, Quinn Burke¹

¹Digital Promise, United States of America; ²Bit Source KY, United States of America; ³South Fayette School District PA, United States of America

PAPER PANEL

Teacher education as site of challenging whiteness and inequality

Chair: Grisel Robles Schrader, Northwestern University

A Protocol for Use with Transgender or Gender Diverse Student Data When Faced with Traditional Gender-Based Norms

Timothy J Peterson, Amanda Kidwell, Madison Metropolitan School District, United States of America

Bridging the gap: Cultural wealth and college transitions for Upward Bound students

Ashley Carpenter, Massachusetts Institute of Technology, United States of America

Critically Unpacking Implicit Race Bias in Teacher Practice: White Discomfort as Productive Professional Development

Arlo Kempf, Ontario Institute for Studies in Education of the University of Toronto

PAPER PANEL

Narratives of participation and leadership in HBCUs, PWIs, and HSIs

Chair: Janice Fournillier, Georgia State University

Taking the Money is Not Enough: A Case Study of how Culturally Responsive Evaluation Promotes the Ethical Use of Title V Funds

Rick Sperling¹, Joan Bieber², Kate Solis²

¹St. Mary's University, United States of America; ²Our Lady of the Lake University, United States of America

Me, Myself and I: Black Women Thriving at a PWI

Victoria Carter-Jones, Texas A&M University, United States of America

ROUNDTABLE SESSIONS

CRE and equitable leadership, development, and liberation

A case study of creating multicultural team science: A selection process and norms for a data science education model

Veronica S. Smith, data2insight LLC, United States of America

Acts of Accountability: Destabilizing Personal Power and Privilege to Center Community Truths

Elizabeth Taylor-Schiro^{1,2}, Aaron Hauger^{1,3}

¹University of Minnesota - Twin Cities, United States of America; ²Minnesota Indian Women's Resource Center; ³VOICE Educational Consulting LLC

Breaking Down The Barriers to Culturally Responsive Education

Mo Thomas¹, Shannon Kelley², ¹Johns Hopkins University; ²University of Connecticut

Building an Equitable and Culturally Responsive Evaluation Practice in International Development

Maddison Staszkiwicz, Global Brigades, Inc.

Early Childhood Educational Leaders' Views On Preschool Discipline Using Q-Methodology

Lisa Anne Enright, San Francisco State University, United States of America

Overcoming Oppression & Undergoing Transformation: Liberation through Destigmatization

Kimberly Nicole Harris, Educa Consulting, United States of America

Reflections from Evaluators of Color Working With Philanthropy

Pilar Mendoza, Engage R+D, United States of America

Confronting hostile workplaces and white supremacist organizational culture: Perspectives from Data Folk of Color on how to transform the evaluation ecosystem and disrupt the watering down of social justice & CRE concepts in evaluation

Nicole Robinson¹, Miloney Thakar¹, Gerardo Rodriguez¹, Troy Williams², ¹Milwaukee Evaluation!, Inc.; ²University of Wisconsin - Madison

Friday, 01/Oct/2021

9:00am - 10:30am

SYMPOSIA SESSIONS

SYMPOSIUM

Being Whole: A Critical Reflection on the Nuance of Emotional Embodiment and Subjectivities Within Intergroup Dialogues in Higher Education

Chair(s): Easton Davis (Syracuse University), **Jersey Cosantino** (Syracuse University, United States of America)

PRESENTATIONS

Reclaiming the Body: An Autoethnography in the Power of Emotions in Intergroup Dialogue on Race and Ethnicity in Higher Education

Easton Davis, Syracuse University

Speaking Out While Speaking In: Reimagining the Transformative Possibilities of Intergroup Dialogue Through the Integration of Mindfulness-Based Anti-Racist Practices and Insight Dialogue Frameworks

Jersey Cosantino, Syracuse University

PAPER PANELS

PAPER PANEL

Complex culturally responsive reforms, interventions, and adaptations

Chair: Rebecca Teasdale, University of Illinois - Chicago

The Examination of Cultural and Linguistically Responsive Teaching and Learning

Laura Swanlund, Angelique Masellis, Meg Schnoor
Palatine School District 15, United States of America

The Dangers of Teaching Like A Champion for Black and Brown Students

Ronald Cunningham, Ashley Sciacca, Indiana University Purdue University Indianapolis, United States of America

The Lived Experiences of Black Female Graduates of P-12 Private Schools

Teresa Leary Jenkins, The University of Memphis, United States of America

PAPER PANEL

Culturally responsive pedagogy, teaching, and learning experiences and environments

Chair: Ayehsa Boyce, Arizona State University

Conceptualizing Reciprocity: Embodying Utang Na Loob, Pakisama, and Alay-Alay as Filipina American Researchers and Evaluators

Rose Ann Eborda Gutierrez, Christine Abagat Liboon, Ariana Dimagiba
UCLA, United States of America

The impact of culturally responsive pedagogy and urban immersion experiences for pre-service special education teachers

Mark Zablocki, Debbie Shelden, April Mustian
Illinois State University, United States of America

Strategies for Mentoring and Advising Evaluation Graduate Students of Color

Ayesha Sherita Boyce, University of North Carolina Greensboro, United States of America

PAPER PANEL

Strategies and structures of transformative practice and intergenerational support

Chair: **Michelle Bryan**, University of South Carolina

Support structures and academic and career success of underrepresented SSTEM students participating in an NSF grant funded program

Janice Fournillier, Natasha McClendon, Suazette Reid Mooring, Georgia State University, United States of America

PAPER PANEL

Complex culturally responsive reforms, interventions, and adaptations

Chair: **Nicole Robinson**, NNR Evaluation, Planning & Research

Customizing Mindset Interventions to Navigate the -ISMs of Higher Education: Intersectionality as an Institutional Variable

Lawanda Cummings¹, Jhenai Chandler², Stefanie Washull², Camille McKayle¹, ¹University of the Virgin Islands; ²Santa Fe College

Evaluation strategies and outcomes of inclusive excellence STEM faculty

Susan M. Keenan¹, Kerry Englert², Lori Reinsvold¹, Elizabeth Kersey¹, Kristen Stoddard¹

¹University of Northern Colorado, United States of America; ²Seneca Consulting, United States of America

Criminal Justice Reform: starting with culturally relevant, transformative, capacity building reentry model

Brent Seungho In, Thomas Kenemore
Loyola University Chicago, United States of America

ROUNDTABLE SESSIONS

CRE and reflective learning/teaching practices and assessments

A Funds of Knowledge Approach to Support Computational Thinking in Early Elementary Grades

Darrell Earnest, Florence Sullivan, Jennifer Randall, Sandra Botha, University of Massachusetts, Amherst, United States of America

Being in relation to dialogue

Kari E. Weaver¹, Gordon Louie¹, Christopher Patterson², Duhita Mahatmya¹, Sherry K. Watt¹
¹University of Iowa; ²James Madison University

Sustaining the GEDI Pipeline

Natasha McClendon¹, Alemayehu Bekele², Leah Peoples⁴, Jose Reyes⁵, Liya Aklilu⁶, Saúl Maldonado³, ¹Georgia State University; ²Education Development Center; ³San Diego State University; ⁴NYU Metropolitan Center for Research on Equity and the Transformation of Schools; ⁵University of San Diego; ⁶IAVI

Evaluating a culturally responsive internship program for students in an MSW program

Melinda Lloyd, Palama Lee, Katherine Tibbetts
Lili'uokalani Trust, United States of America

Going Out on a Limb: Creating Safe Spaces to Attend to Racism & Colonialism in Evaluations of STEM Education Programs

Cherie Avent, Aileen Reid, Ayesha Boyce
University of North Carolina at Greensboro, United States of America

10:45am – 12:15pm SYMPOSIA SESSIONS

SYMPOSIUM

Combating Epistemicide and Deflecting the White Gaze through Liberatory Accountability as an expansion of Culturally Responsive and Equitable Evaluation Practice

Chair: **GERI PEAK** (Two Gems Consulting Services, United States of America)

Presentations

Uprooting Epistemicide: Applying the Theories of Decoloniality and Liberation to Evaluation and the Assessment of Program Quality
Shawna Murray-Browne, Shawna Murray-Browne,
LCSW-C | Kindred Wellness, LLC

Roots of Anti-blackness in Human/Social Services: Implications for Liberatory Evaluation and Assessment

Dayvon Love, Leaders of a Beautiful Struggle

Equitable Evaluation Guideposts: Lessons for Evaluation from An Equity Framework
Michael Scott, Geri Peak, quity Matters, Inc.

Transforming the Self for True Liberation: Implications for Culturally Responsive and evolving Evaluation Practice
Geri Peak, Two Gems Consulting Services

SYMPOSIUM

Tackling Wicked Problems in Complex Ecologies of Evaluation: Lessons learned from UIUC EPSY EvaLab

Chair(s): **Andrea Kunze,** (University of Illinois Urbana-Champaign), **Cherie Avent** (University of Illinois at Urbana-Champaign)

Presentations

Understanding How the STEM Academy Sees Race: The Graduate Student Perspective
Andrea Kunze, Kolin Heck, Rodney Hopson
University of Illinois Urbana-Champaign

Factors Driving Sustainable Intergenerational Broadening Participation (BP) Programs in STEM with a Focus on the Graduate Education Diversity Internship (GEDI) Program

Ananya Tiwari¹, Esther Nolton², Brandi Gilbert³, Rodney Hopson³, Melissa Goodnight¹

¹University of Illinois at Urbana-Champaign, ²George Mason University, ³Community Science

Stand up and Box: Evaluating the Liberatory Powers of an After-School Boxing Program

Molly Galloway, Larry Washington, University of Illinois at Urbana-Champaign

Doing Science: Evaluating the Impact of a Physics Laboratory Course Reform

Katie Regelson, University of Illinois at Urbana-Champaign

SYMPOSIUM

Evaluation Capacity Building Through The Steans Family Foundation Evaluation Pipeline Internship Program: A Pilot Program

Chair(s): **Leanne Kallemeyn** (Loyola University Chicago), **Eleanor Ngerchelei Titiml** (Loyola University Chicago, United States of America)

Presentations

North Lawndale Perspective: Steans Family Foundation and Community Partners

Betty Green¹, Yolanda Knight², Patricia Ford², Marissa Filippo², ¹LAMP, ²Steans Family Foundation

Planning, Implementation, Evaluation, Org. Perspective: Evaluation Educators and Interns

Tania Rempert, Marla Stamps, Planning, Implementation, Evaluation Org.

Evaluation Perspective

Eleanor Ngerchelei Titiml¹, Leanne Kallemeyn²

¹Loyola University Chicago, ²Loyola University Chicago

SYMPOSIUM

Expanding the Bench: Evaluators Partnering to Drive Change Towards Justice

Chair(s): **Rachele C Espiritu** (Change Matrix)

Presentations

Field Building for Culturally-Responsive and Equitable Evaluation: Getting Beyond the Conversation

Elizabeth Waetzig, Rachele C Espiritu
Change Matrix

Connecting Diverse Evaluators and Evaluation Partners for Equity

London Losey, Alina Taniuchi, Change Matrix

A New Pathway for Diverse Evaluators to Gain Knowledge and Experience in Culturally Responsive and Equitable Evaluation

Sandra Silva, Karla Mendez, Kristin Lacy, Kazzandra Medellin, Rachele Espiritu,
Change Matrix

SYMPOSIUM

Radical Change: Interrogating Evaluation's Role in Transforming a Discriminatory Status Quo

Chair(s): Dominica McBride (Become: Center for Community Engagement and Social Change)

Presentations

Acknowledging Research and Evaluation's Colonized History: Ready for Change or Scared Silent?

Katrina Bledsoe, Education Development Center

Interrupting Racism and Oppression through Critical Reflective Practice

Gail Dana Sacco, Wayfinders for Health

Discrimination based on race and colonial status and what else? Ethical Implications for Casting A Wider Culturally Responsive Net

Donna M. Mertens, Gallaudet University

PAPER PANELS

PAPER PANEL

International and domestic cases of evaluation quality and assessment

Chair: Emily Gates, Boston College

Challenging the Orthodoxy - Exploring the effects of national and transnational policies and practices to enhance Culturally Responsive practices in Schools - Lessons to be learned across European regimes of Assessment

Martin Brown, Joe O'Hara, Gerry McNamara

EQI - The Centre for Evaluation Quality and Inspection
- DCU Institute of Education

Examining the Internal Structure of Culturally Specific Assessments

David Sul, Sul & Associates International, United States of America

Participatory and Culturally Responsive Evaluation with Community Ambassadors

Sarah Gabriella Hernandez¹, Obari Cartman², Octavia Tyson³, Kim Dash¹

¹Education Development Center; ²Education Development Center, Healing Empowering & Learning Professionals (HELP LLC); ³Chicago Department of Public Health

Culturally Responsive Assessment of Data Literally for Language Minority Students

Semi Yeom, University of Maryland, College Park

PAPER PANEL

Debates, practices, and praxis in using CRE in complex contexts

Chair: Karen Kirkhart, Syracuse University

Affect and decolonization: Uncovering emotional manifestations of marginalization and belonging in a museum

Katie Todd¹, Sarah May²

¹Museum of Science, Boston, and University of Pittsburgh, United States of America; ²Museum of Science Boston, United States of America

Utilization of an Anti-bias Literacy Approach in Early Learning: Lessons Learned from the first three years of the Y/Q Early Learning Initiative

Jen Cooper¹, Elizabeth Frank², Ashley Nazarak¹, Melanie Stathis¹, Jasmine Rogasner¹, Tania Rempert², Marla Stamps², Jay Ward²

¹YMCA of Metro Chicago, Chicago, IL; ²Planning, Implementation, Evaluation Org, Chicago, IL

Transnational Debates on Race on TikTok

Yoonjin Nam, University of Illinois at Urbana Champaign, United States of America

ROUNDTABLE SESSIONS

Doing CRE in deep evaluative systems and practice work

Cultural Responsiveness: Disrupting Prejudicial or Discriminatory Discourse within Higher Education

Aaliyah A Baker¹, Mitra Fallahi²

¹Cardinal Stritch University, United States of America; ²Cardinal Stritch University

Infusing Equity and Justice into Utilization Focused Evaluation

Danielle Haywood, Michaela Anang, George Washington University Trachtenberg School of Public Policy and Administration

Living INTO the AEA Professional Practice Competency: Ethical, Culturally Responsive and Equitable Evaluation Practice in the Presence of Racism and Colonialism

Katherine Tibbetts¹, Hazel Symonette²,

¹Lili'uokalani Trust, United States of America;

²University of Wisconsin-Madison

Moving Culturally Relevant Pedagogy from the Classroom to the Community: VI-EPSCoR Outreach Education and Diversity

Lawanda Cummings, Resa Berkeley, Jarvon Stout
University of the Virgin Islands

Performative Wokeness: Holding Ourselves to Material Standards of Allyship and Anti-Racist Action

David McCuskey, Dylan Felt, Esrea Sandon Perez-Bill, Aris Brown, Gregory Phillips II

Northwestern University, United States of America

12:30- 2:00

Closing Keynote and Local Indigenous Closing Ceremony

Beyond Rhetoric: Evaluating Institutional Accountability for Diversity, Equity, and Inclusion

Mildred Garcia, American Association of State Colleges and Universities

Discussant, **Daniel Solórzano**, University of California-Los Angeles

Chair and Introduction **Stafford Hood**

CLOSING COMMENT AND REFLECTIONS

Stafford Hood, CREA Founding Director

INDIGENOUS AND NATIVE AMERICAN CLOSING CEREMONY

Coordinated by **Joseph Podlasek**, Ojibwe CEO of Trickster Art Gallery, Roselle, IL