



CREA

Center for Culturally Responsive Evaluation and Assessment

New Mexico Evaluators Social Justice & Evaluation Conference September 12, 2017 Albuquerque, NM

*The Journey of One Aspiring Culturally Responsive
Evaluator and Lessons Learned Along the Way:
A Welcomed Return to New Mexico*

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Mullingar Educate Together National School Mullingar, Ireland



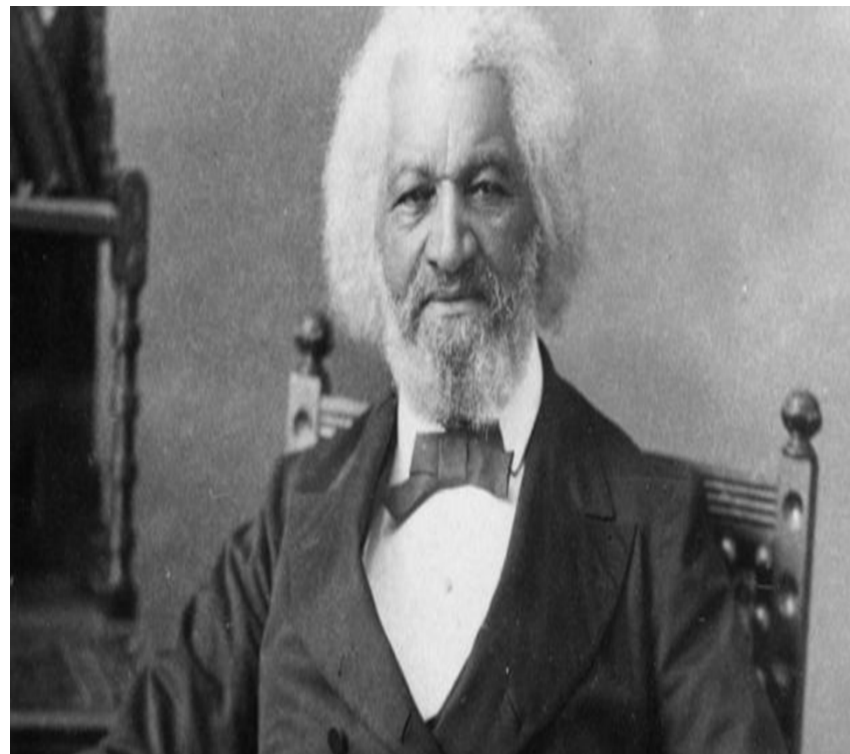
Rangikura School Ascot Park, Porirua –New Zealand



**“Power concedes nothing
without a demand.**

**It never did and it never
will”**

(Frederick Douglass, 1857)



2 of my “right” questions

- To what extent do we understand the importance, role, and influence of culture and cultural context in educational assessment and program evaluation?
- Should culture and cultural context be a critical consideration in the design, implementation, and reporting of program evaluations when conducted in communities of color?

Evolution of Core Question 1:

To what extent do we understand the importance, role, and influence of culture and cultural context in educational assessment and program evaluation?

- 1984-1988
 - Illinois State Board of Education
 - Illinois Education Reform Act of 1985
 - Bias Review System
 - » Illinois Goals Assessment Program
 - » Illinois Certification Testing System
- 1988-1992
 - Northern Illinois University
 - North Central Regional Educational Laboratory
 - Evaluation of a consortium of 11 schools in major urban school districts across the Midwest (including MN)

Need for Cultural Competence in Evaluation?

1. Could it be that the universal educational evaluator [one size fits all] was a wrong-headed idea?
2. Could it be that the more highly trained evaluator needed more training?
3. Could it be that cultural competence and/or incompetence lay at the heart of a successful or unsuccessful educational evaluation? I

Core Question 2:

Should culture and cultural context be a critical consideration in the design, implementation, and reporting of program evaluations when conducted in communities of color?

I can find no logical explanation as to why our evaluations should not be culturally responsive or that we should not behave in culturally responsible ways in our work as evaluators. (Hood, 2001)



Karen Kirkhart

Professor Syracuse University

Multicultural Validity in Evaluation

- “The vehicle for organizing concerns about pluralism and diversity in evaluation, and as a way to reflect upon the cultural boundaries of our work
- “the accuracy, correctness, genuineness, or authenticity of understandings (and ultimately evaluative judgments) across dimensions of cultural difference.”



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**



Stake Retirement Symposium 1998

Robert Stake
Professor Emeritus
University of Illinois at Urbana-
Champaign

- *Hood (1998) Responsive Evaluation Amistad Style: Perspectives of One African American Program Evaluator*



U.S. v. Libellants and Claimants of the Schooner Amistad

[40 U.S. 518](#) (1841)

Slave Rebellion on Amistad 1839



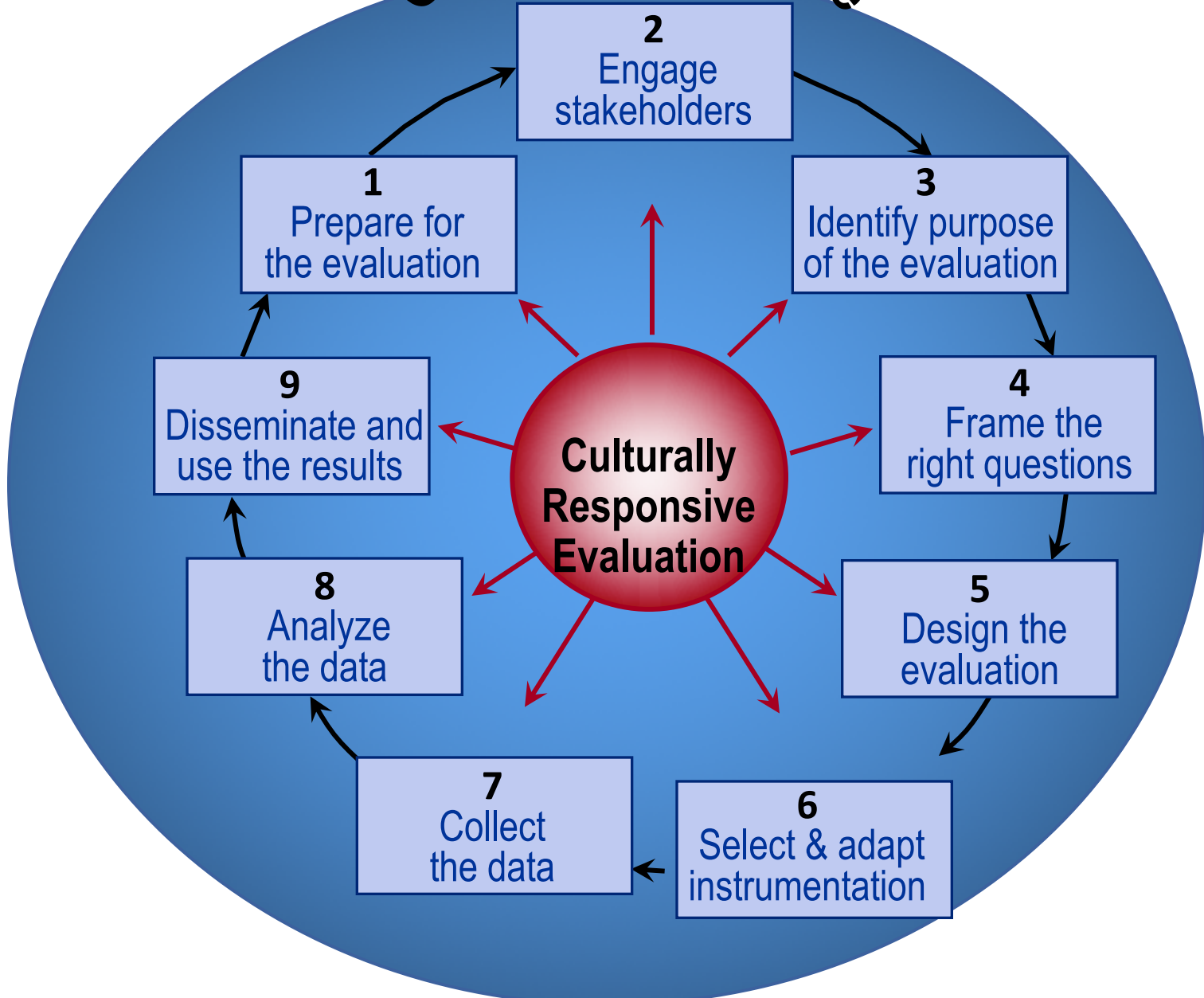
Case Argued Before U.S. Supreme Court 1841 by John Quincy Adams



Translating CRE from Theory to Practice

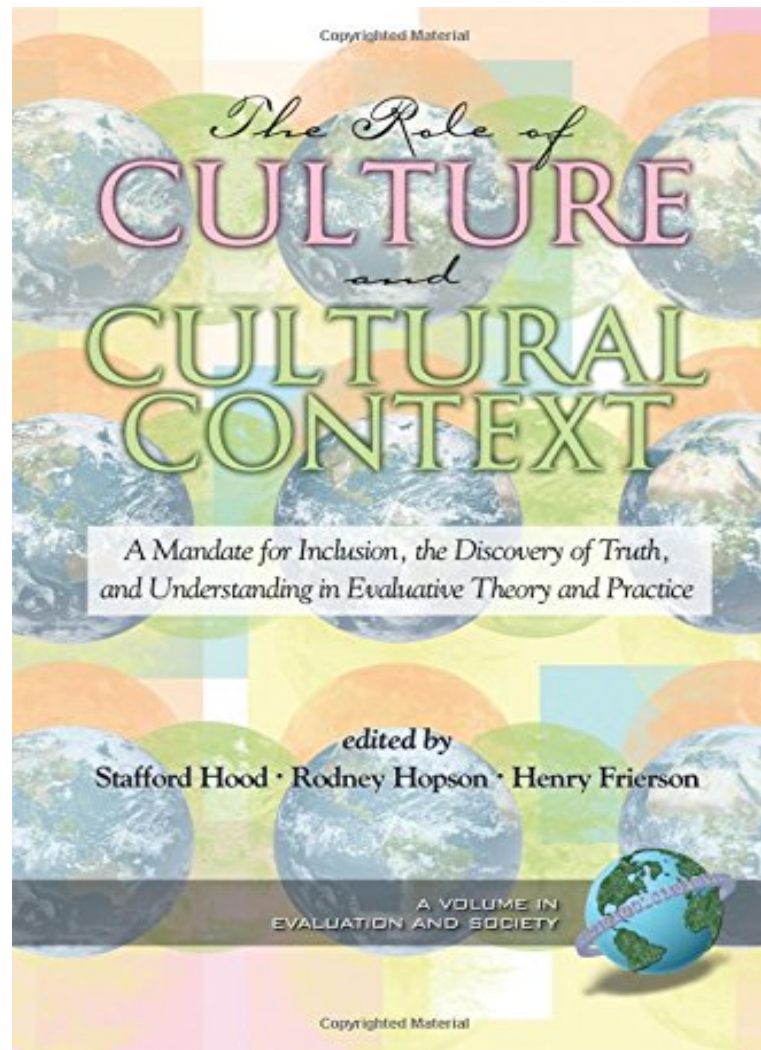
- NSF User Friendly Handbook for Project Evaluation (2002 and 2010)
 - Frierson, H. T., Hood, S., & Hughes, G. B. (2002). Strategies that address culturally-responsive evaluation. In J. Frechtling (Ed.), *The 2002 user-friendly handbook for project evaluation* (pp. 63-73). Arlington VA: National Science Foundation.
 - Frierson, H. T., Hood, S., Hughes, G. B., & Thomas, VNSF. G. (2010). A guide to conducting culturally-responsive evaluations. In J. Fechtling (Ed.), *The 2010 user-friendly handbook for project evaluation* (pp. 75-96). Arlington, VA: National Science Foundation.

Cultural Relevance



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Reference point in 2005 and Now

- **Principle 1:** *Without nuanced the consideration of cultural context in evaluations conducted within communities of color and/or poverty there can be no good evaluations*
- **Principle 2:** *If evaluators consider and become more responsive to cultural context and adopt strategies that are congruent with cultural understandings, the face of educational evaluation can be profoundly changed for the better*
- **Principle 3:** *We also unapologetically assert that we have zero tolerance for continuing the current practice of assigning evaluators unaware of the cultural landscape to projects that serve the least served children [people] of our society.*



Culturally Responsive Evaluation Defined

“A theoretical, conceptual and inherently political position that includes the centrality of and attunes to culture in the theory and practice of evaluation. CRE recognizes that demographic, sociopolitical and contextual dimensions, locations and perspectives, and characteristics of culture matter fundamentally in evaluation.”

(Hopson, 2009)

Rodney Hopson
George Mason University



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A VOLUME IN **EVALUATION AND SOCIETY**

Continuing the Journey to Reposition Culture and Cultural Context in Evaluation Theory and Practice



edited by

Stafford Hood | Rodney Hopson
Henry Frierson



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Hopes for the consequences of my efforts: What I want is

- What I do to be of consequence toward increasing the number of “next generation” evaluators who would be more racially and ethnically diverse.
- What I do to be of consequence in contributing to the training of the next generation of evaluators
- What I do will be of consequence in my lifelong journey to be a culturally responsive evaluator;
- What I do (and hopefully what you will do) will be of consequence in the pursuit of social justice in evaluation as a member of the evaluation community.

Ernie House

Professor Emeritus

University of Colorado-Boulder



- Evaluators know thyself and do not shy away from challenging your colleagues”.

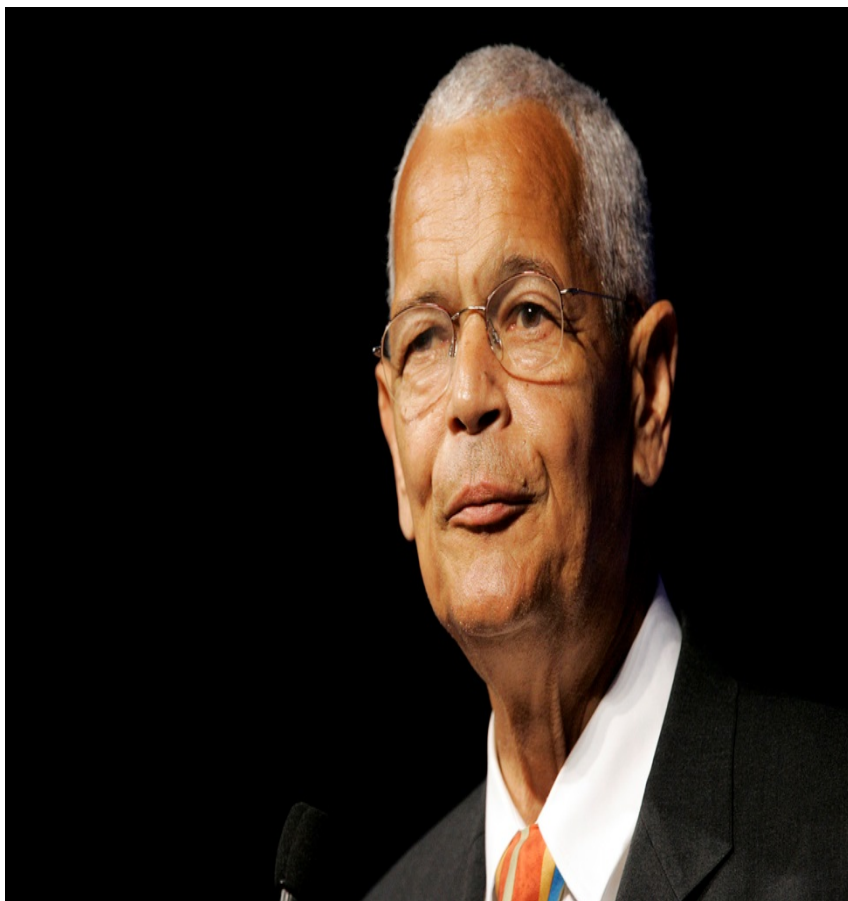
Little Singer Community School Winslow Arizona



Reverend Martin Luther King Jr.



- “Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will. Lukewarm acceptance is much more bewildering than outright rejection.”



- [Speaking Truth to Power]
“...means at all times following your highest sense of right, whatever the consequences, however lonely the path and however loud the jeers. It is holding on to the power of truth when everyone around you is accepting compromises.”



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CREA 4th International Conference September 27-29 Chicago, Illinois



**Evidence Matters: Culturally Responsive Evaluation and Assessment
Translating to Action and Impact in Challenging Times**



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