

National Science Foundation

The Cultural Context of
Educational Evaluation:

The Role of Minority
Evaluation Professionals

**WORKSHOP
PROCEEDINGS**

JUNE 1-2, 2000

*Arlington Hilton and Towers Hotel
Arlington, Virginia*



Directorate for Education and Human Resources
Division of Research, Evaluation and Communication

ACKNOWLEDGEMENTS

These proceedings are an edited version of a two-day meeting with minority evaluation professionals. Session summaries were prepared by invited participants, several of whom were also asked to prepare papers/presentations to frame the discussion. Dr. Elmima Johnson organized the conference and served as editor of this document. We would like to acknowledge the contributions of all attendees, including members of the Directorate for Education and Human Resources who gave invited comments or served as workshop discussants. We also would like to acknowledge the assistance of Joy Frechtling and Martine Brizium, Westat, Inc., in conference planning and logistics under Contract No. REC-9412965.

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Any views, findings, conclusions, or recommendations expressed in this report are those of the participants, and do not necessarily represent the official views, opinions, or policy of the National Science Foundation.

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INTRODUCTION

The National Science Foundation (NSF) Directorate for Education and Human Resources (EHR) sponsored a two-day workshop on the cultural context of educational evaluation June 1-2, 2000, at the Arlington Hilton and Towers in Arlington, Virginia. Invited participants included 15 nationally recognized minority evaluation professionals as well as EHR staff. The meeting served as a platform for presentation of seven invited papers and talks. It also provided a forum for examining a host of issues associated with evaluation.

The NSF Assistant Director for EHR and the Director of the Division of Research, Evaluation and Communication delivered opening remarks and framed the meeting's purpose within NSF and the Directorate. Three workshop sessions followed, organized around two major themes:

- Academic achievement by underrepresented minorities and
- Training and participation of minority professionals in the evaluation of mathematics and science programs.

Invited papers and presentations stimulated dialogue. Invited discussants, experienced educators familiar with program accountability issues across the educational continuum, offered their views.

The workshop represents the opening of a dialogue and will serve as a reference point for the Directorate as it determines its role in building capacity within the field of educational evaluation. This report presents the formal workshop papers and presentations as well as highlights of the discussions. Appendices list the workshop agenda and participants.