



SAVE THE DATE!

UNIVERSITY OF MASSACHUSETTS COLLEGE OF EDUCATION

EDMUND GORDON CENTENNIAL CELEBRATION

**Sustaining Diversity, Culture, and Identity
in Pedagogies and Assessments**

An Online Colloquium Honoring the Work of Edmund Gordon

June 18, 2021

12:30-5:15

Join us on Zoom

<https://umass-amherst.zoom.us/j/2436124913>

Meeting ID: 243 612 4913

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+16468769923,,2436124913# US (New York)

Edmund 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 also the Senior Scholar in Residence at the SUNY Rockland Community College. Professor Gordon's distinguished career spans professional practice, scholarly life as a minister, clinical and counseling psychologist, research scientist, author, editor, and professor. He has held appointments at several of the nation's leading universities including Howard, Yeshiva, Columbia, City University of New York, and Yale. Additionally, Gordon has served as visiting professor at City College of New York and Harvard University. From July 2000 until August, 2001, he was Vice President for Academic Affairs and Interim Dean of Faculty at Teachers College, Columbia University. Gordon has been recognized as a preeminent member of his discipline. He is an elected Fellow of various prestigious associations including the American Psychological Association, American Society of Psychological Science, the American Association for Orthopsychiatry and Fellow and Life Member of the American Association for the Advancement of Science. In 1968 he was elected member of the National Academy of Education. Among his most recent honors is the Edmund W. Gordon Chair for Policy Evaluation and Research" created by the Educational Testing Service to recognize his lasting contributions to developments in education including Head Start, compensatory education, school desegregation, and supplementary education. In 2005 Columbia University named its campus in Harlem, N. Y. the Edmund W. Gordon Campus of Teachers College, Columbia University. In 2011-2013, Gordon served as the organizer and chair of the Gordon Commission in the Future of Assessment in Education. Gordon has been named one of America's most prolific and thoughtful scholars. He is the author of more than 200 articles and 18 books. Edmund W. Gordon, Ed. D. has been married to Susan G. Gordon, M.D. since 1948. Together they conceived and raised four children, whom they claim as their most important achievements.

Schedule of Events

12:30-1:30

Culturally Sustaining Approaches to Disrupting the Education Debt

(Formally known as the Achievement Gap)

Presentation 1

Pedagogy on Fire: Anti-Racism, Abolition, & Affirmation in Education

Jamila Lyiscott, University of Massachusetts Amherst

Presentation 2

Preparing Teacher Educators for Culturally Sustaining Praxis

Keisha Green, University of Massachusetts Amherst

Presentation 3

International Intersectional Approaches to Educational Equity

Sangeeta Kamat, University of Massachusetts Amherst

Discussion Facilitator

Limarys Caraballo, Queens College, CUNY

1:45-2:45

Justice-Oriented Assessment Of and For Learning: Using Assessments to Disrupt Deficit-Focused Narratives of Student Achievement

Presentation 1

An Anti-Racist Framework for Assessment Validation

Jennifer Randall, University of Massachusetts Amherst

Presentation 2

Developing an Anti-Racist Approach to Large Scale Assessments

Kristen Huff, Curriculum Associates

Presentation 3

Using Students' Funds of Knowledge to Assess Their Computational Thinking Skills: An Example of An Assets Based Approach to Assessment

Florence Sullivan, University of Massachusetts Amherst

Discussant/Moderator

Susan Lyons, Lyons Assessment Consulting

3:00-4:00

Using Assessments to Build Academic Self-Concept and Success

Presentation 1

An Experiential Approach to Test Design and Validation

Sergio Araneda, University of Massachusetts Amherst

Presentation 2

A Student-centered Design Approach to Culturally Responsive Assessment

Sandra M. Sweeney, University of Massachusetts Amherst

Presentation 3:

The Pow Pow Power of Positive Assessment

Stephen G. Sireci, University of Massachusetts Amherst

Discussant

Michael Walker, Educational Testing Service

4:15-5:15

Conversation at a Boundary Fire: Reflections on the Colloquium

Participants

Corey Washington, Michigan State University

Edmund Gordon, Professor of Psychology, Emeritus, Yale University; Professor Emeritus of Psychology and Education Teachers College, Columbia University



Keisha Green

Keisha Green is a community-engaged scholar and critical teacher educator with research interests in English Education, youth literacy practices, critical literacy, and critical pedagogy. She is published in journals including *International Journal for Qualitative Studies*; *Equity & Excellence in Education*; *Race, Ethnicity, and Education*; and *Educational Forum*. She has authored chapters in edited volumes including *Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities* and *Youth Voices, Public Spaces, and Civic Engagement*. Dr. Green currently serves as an Associate Professor of Teacher Education and Curriculum Studies at UMass Amherst College of Education, where she is the co-founder and co-director of the [Center of Racial Justice and Youth Engaged Research](#) and co-editor of the acclaimed journal [Equity & Excellence in Education](#). Dr. Green also serves as a consultant for area educational institutions supporting their diversity, equity, and inclusion efforts.



Florence Sullivan

Florence R. Sullivan is a professor of learning technology in the department of Teacher Education and Curriculum Studies at the University of Massachusetts, Amherst. Dr. Sullivan's research focuses on student collaborative learning with computational media such as Robotics and Scratch, as well as equity-based assessment and teacher professional development related to the integration of computer science concepts in K-8 teaching. Dr. Sullivan is the author of numerous articles and chapters devoted to these research interests, including the book "Creativity, Technology and Learning: Theory for Classroom Practice" published by Routledge in 2017. Dr. Sullivan has served as PI or Co-PI on a number of NSF supported research projects and she serves as an associate editor for the journal ACM Transactions on Computing Education.



Steve Sireci

Stephen G. Sireci, Ph.D. is Distinguished University Professor and Director of the Center for Educational Assessment in the College of Education at the University of Massachusetts Amherst. He is known for his research in evaluating test fairness, particularly issues related to content validity, test bias, cross-lingual assessment, standard setting, and computerized-adaptive testing. He has authored/coauthored over 130 publications, and is the co-architect of the multistage-adaptive Massachusetts Adult Proficiency Tests. He is a Fellow of the American Educational Research Association, and of Division 5 of the American Psychological Association; Past-President of the National Council on Measurement in Education, and President-Elect of the International Test Commission. He is still looking for his first record deal.

[Media link](#)



Sergio Araneda

Sergio Araneda is a doctoral student in educational measurement at the University of Massachusetts Amherst. He is originally from Chile, and he did his undergraduate studies in applied mathematics (Ingeniería Civil Matemática) at Universidad de Chile. He worked in the finance industry for 4 years before entering in the field of educational measurement. Sergio started working at DEMRE - the test agency in Chile in charge of the construction of the test used for College Admission - doing research related with the Chilean admission system. Later, he started his doctoral studies in 2019 under Stephen Sireci as his advisor; and he has worked since in several research projects in the Center for Educational assessment at UMass. His research interests are related to the transference of practices from game design into test design, and how the concept of test-taking experience can provide a rich framework to improve test design and validation. Sergio is also the coordinator of FEVED (Forum of Chilean professionals in educational assessment), a group of young professionals in Chile that gather to do critical reflections and promote good practices in educational tests in Chile. Outside research, Sergio enjoys boardgames, baking and tea.



Michael Walker

Michael Walker is distinguished Presidential Appointee and Director of the Center for Research on Validity, Fairness & Equity in Learning and Assessment at Educational Testing Service. Dr. Walker holds a Ph.D. in quantitative psychology and an MS in statistics, both earned at the University of Illinois, Urbana Champaign. He also has an MA and a BA in psychology, both earned at Wake Forest University. With more than three decades of involvement in the field of testing, Dr. Walker is a recognized, published expert on all aspects of designing and maintaining testing programs. Current research focuses on issues in standardized testing: equating, concordance, subgroup differences, and essay reliability. Published work includes fair test design and use, maintaining and transitioning testing programs; test scaling and equating; test reliability; and use of constructed response items. Dr. Walker has lectured on psychometric issues, both domestically and abroad.



Susan Lyons

Susan Lyons, Ph.D. is the Principal consultant for Lyons Assessment Consulting. Dr. Lyons works at the intersection of educational measurement and social justice. She partners with clients to provide thought leadership, design systems, lead research, and offer technical advice that leverages the power of assessment to create a more equitable future. Current clients include states, school districts, non-profits, and testing companies. In addition to her consulting work, Dr. Lyons teaches at Boston College and is the Executive Director of a non-profit organization aimed at advancing gender and racial equity in the field of educational measurement, Women in Measurement, Inc.



Jennifer Randall

Jennifer Randall is an associate professor in the Research, Educational Measurement, and Psychometrics program at the University of Massachusetts. Dr. Randall received her bachelor's (1996) and master's (1999) degrees from Duke University and her doctoral degree from Emory University (2007). She began her career as a public-school teacher in secondary history working with historically marginalized students. She has (and continues to) advocate for socially just assessment practices through her service on local, state, and federal committees. Currently, she is particularly interested in the differential negative impact of both large and small-scale assessments on historically marginalized populations in the U.S. and abroad; and the ways in which a culturally sustaining, anti-racist approach to instruction and assessment can mitigate these negative outcomes. Specifically, she is committed to exploring the ways in which we can create an assessment system culture in which the sociocultural identities of students are deliberately considered and valued - not as an afterthought, but rather - in the planning and development phases of assessment. She teaches courses in measurement theory, scale development, statistics, and classroom assessment.



Sandra Sweeney

Sandra is a Ph.D. candidate in the Research, Educational Measurement, and Psychometrics program at the University of Massachusetts, Amherst. Her research interests include validity, examinee engagement, and equity as it relates to educational assessment. She has written conference papers and co-authored publications on timing considerations in test development, a funds of knowledge approach to assessment, computer adaptive testing, and examinee effort. Sandra is particularly interested in finding ways to leverage technology, student-centered design principles, and strengths-based approaches to create equitable assessments and learning experiences for all students. She is currently working on an experimental study for her dissertation research which aims to create a new assessment interface and design that is centered on the experience and perspectives of Black and Brown students.



Limarys Caraballo

Limarys Caraballo is an Associate Professor of English Education at CUNY Queens College, Deputy Director of the Urban Education doctoral program at the CUNY Graduate Center, and Senior Research Fellow in the Institute for Urban and Minority Education at Teachers College, Columbia University, where she is also the founding co-director of the Cyphers for Justice (CFJ) program. Limarys was a *Cultivating New Voices among Researchers of Color Research Fellow* of the National Council of Teachers of English, received the AERA Curriculum Studies Outstanding Dissertation Award, and was recently awarded the AERA Social Contexts of Education (Division G) Early Career Award. Her research interests include students' multiple identities and literacies, academic achievement, youth participatory action research (YPAR), and preparing teachers to teach English in diverse sociocultural contexts. Limarys' scholarship focuses on reframing deficit conceptions of lower-income students of color and advancing the theory and development of curricula, pedagogies in K-12 and teacher education that support the multiple identities and literacies of minoritized students.



Jamila J. Lyiscott

Jamila Lyiscott aka, Dr. J, is an aspiring way-maker, a community-engaged scholar, nationally renowned speaker, and the author of *Black Appetite. White Food: Issues of Race, Voice, and Justice Within and Beyond the Classroom*. She currently serves as an Assistant Professor of Social Justice Education at the University of Massachusetts Amherst, where she is the co-founder and co-director of the Center of Racial Justice and Youth Engaged Research. Dr. J is most well known for being featured on TED.com where her video, '3 Ways to Speak English,' has been viewed over 4.8 million times, and for her commissioned TED Talk, '2053' in response to the inauguration of the 45th occupant of the white house. She has delivered keynotes and workshops at 100s of institutions throughout the nation where she works closely with youth, educators, and communities towards racial healing, equity, and justice.

Dr. J's scholarship and activism work together to explore, assert, and defend the value of Black life globally. As a testament to her commitment to educational justice for youth of color, she is the founder and co-director of the Cyphers For Justice (CFJ) program, apprenticing NYC high school youth, incarcerated youth, and educators into research and activism through hip-hop, spoken word, and media literacy.

Dr. J serves as co-editor of the highly acclaimed journal of *Equity & Excellence in Education*, and holds faculty fellowships at the University of Notre Dame, and Teachers College, Columbia University. She is the recipient of the 2019 AERA Outstanding Public Communication of Education Research Award and the 2019 Scholar-Activist & Community Advocacy Award. In her active efforts to disrupt the bounds of the academy, she has also been featured in Spike Lee's "2 Fists Up," on NPR, Cosmopolitan, NowThis, and many other media outlets nationally and internationally.



Kristen Huff

Kristen Huff, M.Ed., Ed.D., currently serves as the Vice President of Assessment and Research at Curriculum Associates, where she leads a team of assessment designers, psychometricians, and researchers in the development of online assessments integrated with personalized learning and teacher-led instruction. Prior to this role, she served as the Senior Fellow for the New York State Education Department as well as serving in leadership roles with several major assessment companies. Dr. Huff has deep expertise in k-12 large scale assessment, served as Co-Chair of the NCME Task Force on Classroom Assessment 2016-2020, and is the recipient of the 2021 Career Achievement Award from the Association of Test Publishers.