



Evaluation With Equity, Diversity, & Inclusion Lenses

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What does evaluation mean to your work in art education? How can you consider equity, diversity, and inclusion (ED&I) in your evaluation exploration? [BetterEvaluation](#) (2014) published a Rainbow Framework that can be a starting point for exploring evaluation practices. The ED&I Commission encourages you to question the lenses of evaluation. In this ED&I Commission column, we ask readers to think about the term “evaluation” and how schools and organizations are intentionally doing evaluative work through ED&I lenses. This column offers suggestions, but it is not to be seen as the only or final answer as you must be responsive to the communities to which you serve; we are not advocating for cookie-cutter evaluation practices.

As teachers, we have the opportunity to construct an equitable, diverse, and inclusive classroom. Even with required content standards, many art educators have the flexibility to create their curriculum and content. We can begin by examining the artists represented in our curricula. In doing so, we can identify where there are gaps in providing our students with diverse representation that reflects a variety of global artists from both the past and present. In addition to this inclusion, we must ensure we present artists in authentic and respectful ways that honor their many layers of identity(ies). Representation matters, but it is only a starting point. We must also examine our instructional practices. As educators, we can choose to decenter ourselves and instead empower our students by recognizing the value of individual voice and choice. We can provide opportunities for our students to engage in critical conversations that allow them to recognize systems of inequality and offer tools and strategies to take action against those systems. It is through such everyday evaluative practices that we

can transform art education. One resource teachers can use to begin to evaluate their curriculum is [NYU Steinhardt's Culturally Responsive Curriculum Scorecards](#).

Another consideration is how we can assess the work our schools or organizations are doing through ED&I lenses. Some institutions may have a dedicated diversity director, while others may not have such a resource. Depending on the nature and location of your organization, this work may be prioritized and actively pursued, given some thought and attention, or it may not be an institutional goal at all. Is there a committee or group that is evaluating programming and policy to ensure your institution is equitable and inclusive? Is there a procedure in place when an issue of equity arises, and is it attended to by individuals who have had cultural competency training? Has your institution reached out to other organizations more fluent in ED&I work for advice and support? These questions are critical to ensure that the experiences of students of the global majority and staff are not marred by colorblind policies designed to ignore or erase their day-to-day realities. We need to be attentive to each other's needs to foster true inclusivity and belonging.

Working to achieve equity acknowledges unequal starting places and the need to correct this imbalance through intentional and thoughtful collaboration. Organizations can create employee-led ED&I committees to assess their internal procedures and their external-facing programs. This should include analyzing how outreach is done toward partnerships, the community, or youth participants. Are the methods and language used accessible for all? How do we develop creative ways to make authentic connections with our communities and educate our staff on the communities we serve? Organizations should prioritize researching their core values and position ED&I as integral to their goals. They should develop partnership assessment tools to ensure their partners are aligned with their ED&I values and should also implement internal and external antiracist practices and policies.

By critically exploring the above questions and suggestions, art educators will be poised to help ensure that their own praxis and/or the larger institution they belong to is thoughtfully working to meet the needs of all students and their communities.

References and Resources

- BetterEvaluation. (2014). *[BetterEvaluation Rainbow Framework and Planning Tool](#)*.
NYU Steinhardt. (2022). *[Culturally Responsive Curriculum Scorecards](#)*.