EMPLOYMENT OPPORTUNITY WITH Miami-Dade County Public Schools
POSTING DATE: 10/13/2023

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Supervisor II, Research Services</th>
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</thead>
<tbody>
<tr>
<td>FLSA Status (exempt, non-exempt)</td>
<td>Exempt</td>
</tr>
<tr>
<td>Position Status (full, part-time)</td>
<td>Full time</td>
</tr>
<tr>
<td>Location (city, state)</td>
<td>Miami, Florida</td>
</tr>
<tr>
<td>Company Name + Description</td>
<td>Miami-Dade County Public Schools</td>
</tr>
</tbody>
</table>

**Position Description**

**OCCUPATIONAL SUMMARY** Carries out or supervises evaluations and institutional research projects to provide management with analysis, statistical data, and studies for use in decision-making process. Serves as a statistical resource and in-house advisor on analytical techniques and their interpretation for District-wide committees.

**Essential Job Functions**

1. Designs and conducts educational research studies as requested by M-DCPS bureaus and offices. Develops/prepares survey instruments and needs assessment methodologies.
2. Consults with administrators at all levels to develop quantitative metrics and/or benchmarks to support District-wide performance improvement initiatives.
3. Prepares written reports on topics relevant to upcoming policy decisions confronting the District which are distributed to School Board members, the Superintendent’s cabinet, principals, and administrative staff.
4. Assists with the School Improvement process relative to academic achievement by identifying district and school-level patterns and trends by analyzing statewide assessment data; provides annual cross-sectional and longitudinal (cohort analysis) for the District.
5. Prepares comprehensive written reports for Board approval which detail research questions addressed, methodologies used, results, and conclusions. Prepares District-wide statistical reports to serve as resource tools for use by MDCPS staff in the decision-making process as well as to provide information to the public.
6. Interacts with evolving technologies in order to perform complex statistical analysis from mainframe and microcomputer systems.
7. Interprets the meaning and implications of statistical data and research study findings to a variety of audiences such as upper-level managers, M-DCPS Access Center superintendents, principals, teachers and parents.
8. Conducts research in the area of "Effective Schools" and strategies for school improvement.
9. Develops and implements various D.O.E. data collection activities, Title 1 Comparability, etc.
10. Performs other duties related to the general administrative responsibilities of the position.

**Qualifications Preferred (years of experience, education level etc.)**

**MINIMUM QUALIFICATION REQUIREMENTS**
1. Master's degree in education, statistics, mathematics, psychology or related field, with significant coursework in quantitative areas, research or computers.
2. Experience in the use of large mainframe and/or microcomputer applications for statistical data analysis and information retrieval.
3. Five (5) years with specific experience in the areas of educational research, planning, or management/financial/statistical analysis.
4. Demonstrated ability to communicate effectively in both oral and written forms.

**APPLICATION DEADLINE** is Monday, November 6, 2023 at 4:00 p.m. Please attach a RESUME, COVER LETTER and TWO PROFESSIONAL LETTERS OF RECOMMENDATION (signed and dated within one year) to your online profile. If there are any questions, please contact Mr. Jorge Rubio at 305.995.7247.

**How to Apply**
https://www.hrdadeschools.net/adminjobs/

EMPLOYMENT OPPORTUNITY WITH The Spencer Foundation
POSTING DATE: 10/9/2023
**Job Title**
PROGRAM STAFF – OPEN POSITIONS

**FLSA Status (exempt, non-exempt)**
exempt

**Position Status (full, part-time)**
full

**Location (city, state)**
Chicago, IL

**Company Name + Description**
Spencer Foundation

**Position Description**
The Spencer Foundation is conducting a search to hire team members at the Associate Program Officer (APO) and Program Officer (PO) levels. Both positions report to the Director of Programs.

**Essential Job Functions**
Primary responsibilities for both positions include: Working with Foundation staff on grant-making, including:
- Reviewing grant proposals and facilitating external reviews.
- Providing comments on proposals across field-initiated and Foundation-initiated programs.
- Preparing and presenting proposal recommendations.
- Writing and reviewing summaries of progress reports from grants.
- Coordinating, monitoring, and evaluating activities and outcomes for a portfolio of initiatives or grants.

Working with Program staff on developing and sustaining research programs, including:
- Writing analytic reviews to support the development of new research initiatives, which may be based on literature reviews, conversations with leading researchers, conference proceedings, and findings from recent grantmaking, for example.
- Planning and organizing convenings on important topics at the intersection of research, policy, practice, and equity with grantees and other scholars.
- Representing Spencer at meetings, conferences, and in outreach activities.
- Participating in the development of systems for capturing data from Spencer-sponsored research grantmaking.

Additional PO responsibilities include:
- Serving in key leadership roles: coordinating teams to move initiatives and workstreams forward.
- Supporting the professional development of and working closely with Associate Program Officers.
- Other strategic, data, reporting, and communications-related work, as needed.

**Qualifications Preferred (years of experience, education level etc.)**
Qualifications for both positions:
- PhD or comparable graduate degree(s); substantial focus on research and concentration in education or related social science field required.
- We are particularly interested in candidates who have expertise in quantitative research methods, higher education, or disability studies.
- Evidence of continued engagement with scholarly work and strong research and analytic skills; active program of research.
- Commitment to equity & belonging.
- Demonstrated ability to manage multiple and competing demands and to establish priorities and meet deadlines.
- Demonstrated excellence in written and oral communication skills.
- Experience collaborating within an organization, as well as a demonstrated ability to work with efficiency and diplomacy.
- Experience leading projects and teams.

Additional qualifications for PO position:
- At least 7 years of related professional experience, including in an academic appointment.
- Strong publication record in scholarly journals, books, reports, and other outlets.
- Experience leading projects and teams.

The Foundation currently operates in a hybrid environment, working in the office Tuesdays and Wednesdays and remotely the other days of the week. Additional days in the office may be required as needed. Program staff serve in term-limited appointments of 4 to 6 years, depending on role. The Spencer Foundation is committed to being a diverse and inclusive workplace. We encourage applicants of different backgrounds, cultures, gender experiences, abilities, and perspectives to apply. All qualified applicants will receive consideration for employment without regard to race, color, national origin, religion, sexual orientation, gender, gender identity, age, physical disability, or length of time spent unemployed.

**How to Apply**
Email a letter of interest and current resume to: Kathryn Gray, Director of Personnel
programrecruitment@spencer.org Applications will be considered until November 1 or until the position is filled.
### CTC

**POSTING DATE:** 9/13/2023

Someone submitted a custom form (NCME Job Posting Form) on 9/21/2023 at 10:54:11 AM.

To review this contact form go to:
https://ncme.site-ym.com/admin/content/custom_form_dataset.asp?id=32502268

<table>
<thead>
<tr>
<th><strong>Job Title</strong></th>
<th>Psychometrician</th>
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<tbody>
<tr>
<td><strong>FLSA Status (exempt, non-exempt)</strong></td>
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</tr>
<tr>
<td><strong>Position Status (full, part-time)</strong></td>
<td>full-time</td>
</tr>
<tr>
<td><strong>Location (city, state)</strong></td>
<td>remote in Canada, or hybrid in Greater Toronto Area</td>
</tr>
</tbody>
</table>

**Company Name + Description**
CTC / Canadian Test Centre Inc. CTC / Canadian Test Centre is a leading Canadian educational test publishing company, having served school districts and schools across Canada over the past 40 years. With a history of developing educational assessments in well-grounded test theory and psychometric methods, CTC is looking to the future of assessment for Canadian educators.

**Position Description**
As Psychometrician, your role would be to work together with the other members of the assessment development team to design assessments, provide analysis to help the team make decisions, scale and equate test items and forms, and do research to solve problems related to the development of innovative methods and assessments that leverage new technologies.

**Essential Job Functions**
Your daily work would include data management, analysis and reporting, IRT scaling, equating and vertical linking, research toward developing methods that support assessment development that leverages new technologies.

**Qualifications Preferred (years of experience, education level etc.)**
Applicants should have a doctoral degree in Educational Measurement, Educational Psychology or the equivalent, at least 3 years operational experience doing IRT scaling and equating (experience doing vertical linking is also an asset), proficient in R programming, strong project management and problem solving skills.

**How to Apply**
Please send an expression of interest and resume/CV to David Galati, Managing Director at david.galati@canadiantestcentre.com

### Royal College

**POSTING DATE:** 9/13/2023

<table>
<thead>
<tr>
<th><strong>Job Title</strong></th>
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<tbody>
<tr>
<td><strong>FLSA Status (exempt, non-exempt)</strong></td>
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<tr>
<td><strong>Position Status (full, part-time)</strong></td>
<td>Full-time, permanent</td>
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<tr>
<td><strong>Location (city, state)</strong></td>
<td>Ottawa, Ontario, Canada</td>
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</tbody>
</table>

**Company Name + Description**
The Royal College of Physicians and Surgeons of Canada is a national, nonprofit organization established in 1929 by a special Act of Parliament to oversee the medical education of specialists in Canada. Today, the Royal College has over 55,000 members and the vision remains to advance the learning for specialist physicians to deliver the best health care for all. The Royal College partners with patients, Fellows, residents, and other health care collaborators to

**Position Description**
As Psychometrician, your role would be to work together with the other members of the assessment development team to design assessments, provide analysis to help the team make decisions, scale and equate test items and forms, and do research to solve problems related to the development of innovative methods and assessments that leverage new technologies.

**Essential Job Functions**
Your daily work would include data management, analysis and reporting, IRT scaling, equating and vertical linking, research toward developing methods that support assessment development that leverages new technologies.

**Qualifications Preferred (years of experience, education level etc.)**
Applicants should have a doctoral degree in Educational Measurement, Educational Psychology or the equivalent, at least 3 years operational experience doing IRT scaling and equating (experience doing vertical linking is also an asset), proficient in R programming, strong project management and problem solving skills.

**How to Apply**
Please send an expression of interest and resume/CV to David Galati, Managing Director at david.galati@canadiantestcentre.com
As psychometrician you will provide expertise regarding the technical measurement aspects of assessments. You will apply expert knowledge as a psychometrics professional with an in-depth understanding of statistical and/or other analysis techniques designed to support psychometric and other research projects of broad scope and complexity.

The Royal College of Physicians and Surgeons of Canada is a national, nonprofit organization established in 1929 by a special Act of Parliament to oversee the medical education of specialists in Canada. Today, the Royal College has over 55,000 members and the vision remains to advance the learning for specialist physicians to deliver the best health care for all. The Royal College partners with patients, Fellows, residents, and other health care collaborators to lead specialty medical education through setting standards, assessment, and enabling continuous learning so that we can provide the best care possible for patients.

**Essential Job Functions**

Here’s an insight into your typical day to day: • Contributes to the conceptualization and development of Royal College exams based on an understanding of each medical specialty by providing expertise in psychometric measurement principles and quantitative analysis to ensure the utility, validity, and reliability of Royal College exams. • Provides expert advice and sets the direction of exam development, exam quality, and assessment practices (e.g., standard setting, rater calibration) by leading the development of position papers, best practices, policies, procedures, and examination/assessment tools based on identified needs to ensure that the exams continue to adhere to acceptable professional standards for certification assessment. • Leads quantitative research activities by overseeing the collection, analyzing, and reporting of data, collaborating with project teams, and writing reports to ensure the continued quality, reliability, and validity of Royal College exams. • Leads the production of and/or produces psychometric reports that present examination result information by overseeing the collecting, transforming, and formatting of examination data to inform stakeholders (candidates, boards, committees, Royal College leadership, legal) of exam results and performance. • Provides oversight and expertise on the development of exam quality improvements and assessment practices by collaborating and maintaining liaison with fellows, medical educators and organizations involved in medical education/assessment to improve examination and assessment approaches and methods. • Counsels’ stakeholders (boards, committees, Royal College leadership and staff, legal) on how to addresses the evolving needs of the exams by researching and suggesting new and innovative psychometric techniques to influence exam boards/committees in determining the most appropriate and optimal methodologies to be used for their examinations. • Leads research initiatives and academic publication within the milieu of examinations and/or assessment practices by producing works grounded in relevant theories and applies applicable methodological approaches to publish and disseminate research. • Collaborates and maintains liaison with fellows, medical educators and sister and international organizations involved in medical education to organize and advance effective assessment approaches and methods by attending and/or presenting at conferences, collaborating on research projects, and publishing research.

**Qualifications Preferred (years of experience, education level etc.)**

Does this sound like you? • Level of education, training, and experience equivalent to a Ph.D. with expertise in evaluation in education. 3 years of demonstrated experience in assessment. • Operational testing experience in high stakes assessment and computer-based testing. • Advanced understanding of, and the ability to use, statistical analysis software and databases. • Demonstrated experience in developing and implementing assessment initiatives. • Demonstrated ability in developing evaluation tools, policies, and initiatives. • Writing, communication and interpersonal skills for concise and clear expression and the ability to lead interactive educational activities. • Efficiency and skill in assimilating, organizing and outlining information and statistical material and in the use of computer technology. • Organizational and time-management skills to deal with concurrent activities, the management of multiple priorities and the meeting of deadlines. • Superior analytical skills, accuracy, and careful attention to detail in handling quantitative material. • Capacity for independent action and problem-solving. • Occasional travel 2-5 times per year. • Eligible to work in Canada.

**How to Apply**

How to get noticed? Please apply through our UKG recruitment platform with your résumé, covering letter and salary expectations by October 9, 2023. [https://www.royalcollege.ca/ca/en/about/careers.html](https://www.royalcollege.ca/ca/en/about/careers.html)
Position Description
The Department of Educational Psychology in the College of Education at the University of Utah invites applications for a tenure-track Assistant Professor in Learning and Cognition, with primary responsibilities in the Learning Sciences program. The Learning Sciences program offers MS and PhD degrees in Learning and Cognition, as well as master’s degrees in Secondary Science Education, Statistics, Instructional Design and Educational Technology. Learning Sciences faculty provide support to the graduate programs across the department, and also contribute to undergraduate teacher education in elementary and secondary methods in science, mathematics, and technology education, as well as general survey courses in learning and research. Learning Sciences faculty also conduct basic or applied research in their areas of expertise include STEM education, educational technology, and cognitive processes. Research in this program contributes not only to foundational theory in the learning sciences, but it also informs the design and development of effective educational materials and interventions. Position Rank: This is a nine-month, full-time position. The appointment is at the rank of Assistant Professor.

Essential Job Functions
Position Responsibilities: Responsibilities of the position will include: • Develop and maintain a strong record of research, publication, grant writing, and other scholarly activities. • Design, teach, and coordinate core courses at the undergraduate or graduate level in critical areas (e.g., cognition, quantitative methodology, measurement, advanced topics in quantitative methods and measurement) and individual area of scholarship. • Mentor/supervise graduate students and serve on graduate student committees. • Engage in service for program, department, college, community, and profession.

Qualifications Preferred (years of experience, education level etc.)
Applicant Required Qualifications: This position requires an earned doctorate in Educational Psychology, Learning Sciences, Psychology, or a related field. Candidates should have a theory-driven program of research that addresses key questions in learning sciences and that utilizes or advances high-quality quantitative methodologies. Preferred Qualifications: • Programmatic research agenda that is grounded in educational and/or psychological theories of learning and cognition. • Clear potential for obtaining external funding and publishing scholarly works in high-quality outlets. • Interest and experience in interdisciplinary and collaborative research. • Demonstrated ability or potential for high-quality teaching. • Commitment to the promotion of equity, diversity, and inclusion across research, teaching, and service.

How to Apply
https://utah.peopleadmin.com/postings/153403
education. The mission of the QM program is to advance the theory and practice of statistics and measurement in the social and behavioral sciences. The program provides graduate training in research design and analysis as well as advanced training in psychometrics, educational assessment, and quantitative research methodology.

Position Description
The Quantitative Methodology (QM) Program in Department of Educational Psychology at the University of Georgia invites applications for a tenure-track Assistant Professor with expertise in Educational Data Mining and Learning Analytic Methodologies to begin the 2024-2025 academic year in August 2024. The successful candidate will be part of the Data Science and Artificial Intelligence to Advance Teaching & Learning Cluster. This position is housed in the Mary Frances Early College of Education. Scholarship conducted by cluster faculty has the potential to enhance assessment and active learning in classrooms; illuminate previously unseen inequities in classrooms and educational systems; transform educational data into new insights that benefit students, teachers, and administrators; and improve data science education in K-12 and higher education. This cluster will strengthen and expand UGA’s position as a national leader in discipline-based education research and build on existing core strengths in data science and artificial intelligence for teaching and learning. The candidate will also join a growing community of 14+ discipline-based education researchers in biology, physics, chemistry, and engineering. The cluster faculty will be able to work closely with the Scientists Engaged in Education Research (SEER) Center, the Artificial Intelligence for STEM Education (AI4STEM Education) Center, the Digital Humanities Lab, and the Owens Institute for Behavioral Research. Additional information about the UGA President's Initiative on Data Science and Artificial Intelligence may be found at this link: [https://provost.uga.edu/data_science_ai/](https://provost.uga.edu/data_science_ai/). The successful applicant will also be expected to maintain a high-quality research program, seek external funding, serve as a mentor for students in research, teaching and service, direct theses and dissertations, participate in faculty governance, and contribute to the QM Program community and the Department of Educational Psychology. This position requires a) teaching the equivalent of two courses per semester in the program or department and b) the delivery of both face-to-face and online instruction. The candidate will contribute to teaching in high-demand social science research methodology courses for graduate students across the college and university, as well as educational data mining and learning analytics courses for students interested in advanced and extended topics within these methodologies.

Essential Job Functions
The successful applicant will also be expected to maintain a high-quality research program, seek external funding, serve as a mentor for students in research, teaching and service, direct theses and dissertations, participate in faculty governance, and contribute to the QM Program community and the Department of Educational Psychology. This position requires a) teaching the equivalent of two courses per semester in the program or department and b) the delivery of both face-to-face and online instruction. The candidate will contribute to teaching in high-demand social science research methodology courses for graduate students across the college and university, as well as educational data mining and learning analytics courses for students interested in advanced and extended topics within these methodologies.

Qualifications Preferred (years of experience, education level etc.)
- A doctorate degree (Ph.D. or similar) at the time of employment with a specialization in educational data mining, learning analytics, applied machine learning or data science in educational research. - Evidence of promise of moving towards a strong record of scholarly research that advances methodology. This includes an active record of scholarship and productivity in terms of peer-reviewed publications in academic journals and professional presentations commensurate with experience. - Evidence or strong potential for seeking and attracting external funding. Evidence of potential may include success with small-scale proposals, training/preparation relative to seeking external funds, and/or research in novel and high interest areas for funding sources. - Evidence or the promise of teaching graduate courses and mentoring students, such as record of presentations and trainings, course evaluations, informal mentoring in terms of working with others on projects - Excellent communication and interpersonal skills. - Evidence of history or background applying educational data mining and learning analytics in K-16 practical settings. - Evidence of methodological research and development, as evidenced through methodological briefs, reports, or publications.

How to Apply
Apply here: [https://www.ugajobsearch.com/postings/341715](https://www.ugajobsearch.com/postings/341715)
PAYROLL ACCOUNTANT Full Time 12 months Responsible for the accuracy of payrolls and payroll related records. Supervise the payroll office professionals. Maintain and enhance the efficiency of the payroll process and the accuracy of related data. Ensure statutory reporting requirements are met in an accurate and timely manner. Provide any payroll documentation needed for the District’s annual fiscal compliance reporting.

Essential Job Functions
Duties include: General Accounting Prepare accounting related entries to general ledger. Regularly maintain detailed reconciliations of payroll liability accounts. Provide detailed analysis and explanation of account variances. Assist with annual audit preparation. Payroll Remit data to agencies for payday, quarterly, and calendar reporting. Reconcile payroll information per pay period and calendar/fiscal balancing. Prepare, balance, and submit payroll invoices to accounts payable. Partner with Labor Relations and Benefits staff in the benefits administration process to ensure all deductions are accurate and timely. Monitor deductions for annual limit (403b). Maintain all payroll records in an efficient, orderly, and secure manner. Prepare and verify all assigned Journal entries related to payroll, benefits, and deductions. Reconcile Journal entries and year-to-date figures in preparation for year-end. Reconcile payroll related general ledger accounts. Other Assist in other support of the Finance department such as report preparation and analysis. Performs such other tasks and assumes other responsibilities as assigned. Supervisory Responsibilities Supervises office professionals in Payroll. Responsible for the overall direction, coordination, and evaluation of this unit. Carries out supervisory responsibilities in accordance with the District's policies and applicable laws. Responsibilities include training employees; planning, assigning, and directing work. Minimum Qualifications: Requires Bachelor's degree in Accounting or Finance or related field, and a minimum three years of experience in Payroll - or related experience and/or training; or equivalent combination of education and experience. Minimum 3 years general ledger experience. Excellent verbal and written communication skills. Highly proficient with numbers and accounting spreadsheets. Highly proficient with payroll, with preference of experience with Skyward payroll software. Excellent organizational skills and interpersonal skills, including ability to resolve disputes and observe confidentiality. Ability to use PC and widely used software packages, e.g., spreadsheets (Excel), databases (Access), word processing (MS Word), and Gmail. Ability to learn new software packages as necessary. Ability to meet deadlines; accomplish work in order of priority; professionally maintain composure and effectiveness under pressure and changing conditions. Ability to learn new duties and adjust to new situations within a reasonable amount of time. Ability to negotiate conflict and maintain constructive working relationship with people at all levels of an organization – both internal and external to Anoka-Hennepin. Ability to work effectively with individuals in a variety of settings, including program staff and business office staff. Experience supervising staff. Ability to maintain regular attendance, which includes completing an assigned day. Performs other tasks and assumes other responsibilities as directed. Salary: $80,343 and up, DOQ, plus flexible benefits package.

Qualifications Preferred (years of experience, education level etc.)
Preferred Qualification: Certified Payroll Professional (CPP) or Fundamental Payroll Certification (FPC) preferred. Payroll experience in school district setting preferred. Working knowledge of SKYWARD preferred.

How to Apply
All Applicants must complete the Anoka-Hennepin Schools online application at www.ahschools.us/jobs
Position Description

Job Description The TIMSS & PIRLS International Study Center is home to two major international research programs that monitor student achievement in mathematics, science, and reading. TIMSS (the Trends in International Mathematics and Science Study) is conducted on a four-year cycle and measures mathematics and science achievement at fourth and eighth grades. Currently involving more than 70 countries from all parts of the globe, TIMSS has successfully completed international assessments of student achievement every four years since 1995, and currently 2023 is underway. TIMSS Advanced assessed the mathematics and physics achievement of students with advanced preparation in these subjects in 1995, 2008, and 2015. Currently involving more than 60 countries, PIRLS (the Progress in International Reading Literacy Study) and prePIRLS assess fourth-grade student achievement in reading literacy on a five-year cycle. With the latest assessment completed in 2021, PIRLS 2026 will be the sixth cycle, marking its 25th year. The most current cycles of both TIMSS and PIRLS have completed the transition to fully digital assessments. TIMSS and PIRLS are sponsored by the IEA (International Association for the Evaluation of Educational Achievement), an independent international cooperative of national research institutes and governmental research agencies headquartered in Amsterdam, the Netherlands. To date, the TIMSS & PIRLS International Study Center has attracted more than $70 million in research funds to Boston College. The Senior Research Director, Statistics, Psychometrics, and Assessment Innovations oversees all data-related technical aspects of the TIMSS and PIRLS international assessments. The position manages and supervises areas concerned with operational data analyses and the continuous development and improvement of processes using modern assessment technologies. The Senior Research Director is expected have extensive experience, evidenced by high quality publications and presentations, with advanced quantitative methods such as generalized latent variable modeling, machine and deep learning, and as well as with applications of these methods to assessment development and data analytics issues such as automated item generation, automated scoring, sequence data mining, and automated test assembly. The position reports to the executive director of the TIMSS & PIRLS International Study Center. The position requires travel to approximately six international meetings per year and supervises up to six professional staff and acts as liaison and manages international contractors and statistical and psychometric quality control partners. Support implementation of long-term strategy and serve as part of the senior leadership team of the TIMSS & PIRLS International Study Center. Managing the technical assistant/associate director(s), psychometrician(s) and research specialist(s), as well as statistical programming at the TIMSS and PIRLS International Study Center. Manage work of area leads and supervise all activities relating to assessment design and implementation, operational data analysis and computing, including assisting in planning workload, staffing, and training needs, including all phases of the psychometric analyses of the cognitive assessment and context questionnaires scales. Manage work of area leads and supervise the implementation of long-term methodological developments and innovations in testing to ensure the adoption of state-of-the-art machine learning and data science tools to support assessment automation, processing, and visualization activities. Plan agenda and actively participate in managing technical meetings, such as project management meetings and technical expert group meetings. Supervise and act as the liaison for the international sampling contractor. Coordinate and resolve issues around sampling planning and decisions made between local partners, international sampling contractor, and IEA sampling unit. Develop staff to ensure all analytic and sampling decisions follow best practice, and data analysis and psychometric procedures are conducted to the highest standards. Manage and direct documenting and publishing technical documentation and databases related to the TIMSS and PIRLS programs, including working with and advising on the work of the IEA Data Processing Center in creating the TIMSS and PIRLS international databases.

Requirements
- Experience in project management, including scheduling and reporting
- Experience in supervising professional staff
- PhD and 12 or more years of experience in research and management of research staff with a background in data science in education, applied statistics, psychometrics, educational measurement, or a related field
- Experience in advanced psychometric methodologies, machine learning and assessment technologies for development, scoring and assembly
- Experience in statistical computing and data analysis with large scale assessment data, including advanced IRT scaling methods for large-scale assessment data
- Experience working in an international and multicultural environment
- Experience in writing research proposals and publications
- Experience in working with sampling partners and reviewing designs for population sampling plans
- Strong communication skills, both oral and written
- Ability to persevere, maintain focus in reviewing technical material, pay close attention to detail
- Skill in using word processing, excel, database, and presentation software
- The ability to work with others under pressure to adhere to tight deadlines
- Exercise maturity of judgment
- Competitive salary commensurate with relevant experience.

Boston College introduces Found in 1863, Boston College is a Jesuit, Catholic university located six miles from downtown Boston with an enrollment of 9,484 full-time undergraduates and 5,250 graduate and professional students. Ranked 35 among national universities, Boston College has 888 full-time and 1,281 FTE faculty, 2,711 non-faculty employees, an operating budget of $1.4 billion, and an endowment in excess of $3.5 billion.

Essential Job Functions

The Senior Research Director, Statistics, Psychometrics, and Assessment Innovations oversees all data-related technical aspects of the TIMSS and PIRLS international assessments. The position manages and supervises areas concerned with operational data analyses and the continuous development and improvement of processes using
modern assessment technologies. The Senior Research Director is expected to have extensive experience, evidenced by high quality publications and presentations, with advanced quantitative methods such as generalized latent variable modeling, machine and deep learning, and as well as with applications of these methods to assessment development and data analytics issues such as automated item generation, automated scoring, sequence data mining, and automated test assembly. The position reports to the executive director of the TIMSS & PIRLS International Study Center. The position requires travel to approximately six international meetings per year and supervises up to six professional staff and acts as liaison and manages international contractors and statistical and psychometric quality control partners. Support implementation of long-term strategy and serve as part of the senior leadership team of the TIMSS & PIRLS International Study Center. Managing the technical assistant/associate director(s), psychometrician(s) and research specialist(s), as well as statistical programming at the TIMSS and PIRLS International Study Center. Manage work of area leads and supervise all activities relating to assessment design and implementation, operational data analysis and computing, including assisting in planning workload, staffing, and training needs, including all phases of the psychometric analyses of the cognitive assessment and context questionnaires scales. Manage work of area leads and supervise the implementation of long-term methodological developments and innovations in testing to ensure the adoption of state-of-the-art machine learning and data science tools to support assessment automation, processing, and visualization activities. Plan agenda and actively participate in managing technical meetings, such as project management meetings and technical expert group meetings. Supervise and act as the liaison for the international sampling contractor. Coordinate and resolve issues around sampling planning and decisions made between local partners, international sampling contractor, and IEA sampling unit. Develop staff to ensure all analytic and sampling decisions follow best practice, and data analysis and psychometric procedures are conducted to the highest standards. Manage and direct documenting and publishing technical documentation and databases related to the TIMSS and PIRLS programs, including working with and advising on the work of the IEA Data Processing Center in creating the TIMSS and PIRLS international databases.

Qualifications Preferred (years of experience, education level etc.)
Requirements •Experience in project management, including scheduling and reporting •Experience in supervising professional staff •PhD and 12 or more years of experience in research and management of research staff with a background in data science in education, applied statistics, psychometrics, educational measurement, or a related field •Experience in advanced psychometric methodologies, machine learning and assessment technologies for development, scoring and assembly. •Experience in statistical computing and data analysis with large scale assessment data, including advanced IRT scaling methods for large-scale assessment data •Experience working in an international and multicultural environment •Experience in writing research proposals and publications •Experience in working with sampling partners and reviewing designs for population sampling plans •Strong communication skills, both oral and written •Ability to persevere, maintain focus in reviewing technical material, pay close attention to detail •Skill in using word processing, excel, database, and presentation software •The ability to work with others under pressure to adhere to tight deadlines •Exercise maturity of judgment

How to Apply
https://bc.csod.com/ux/ats/careersite/2/home/requisition/8110?c=bc

EMPLOYMENT OPPORTUNITY WITH UMN
POSTING DATE: 9/7/2023

Job Title
Associate/Full Professor-QME-Applied Measurement

FLSA Status (exempt, non-exempt)
exempt

Position Status (full, part-time)
full-time

Location (city, state)
Minneapolis MN,

Company Name + Description
The Department of Educational Psychology in the College of Education and Human Development at the University of Minnesota provides training in the cognitive, emotional, and social learning processes that underlie education and human development across the lifespan, including: the psychological foundations of education, quantitative methods in education, the practice and science of counseling psychology, school psychology, and special education. Faculty and students provide leadership and consultation to the state, nation, and international community. The department’s scholarship and teaching enhance professional practice in schools and universities, community mental health agencies, business and industrial organizations, early childhood programs, and government agencies. For additional information about the department visit: www.cehd.umn.edu/edpsych.

Position Description
The Department of Educational Psychology in the College of Education and Human Development at the University of Minnesota seeks an individual to contribute to the research, teaching, and service with a primary affiliation within the
Quantitative Methods in Education Program. This position will begin in Fall Semester 2024 and is expected to be filled at the tenured Associate or Full Professor level. We seek a scholar who is well-versed in the development and application of measurement and/or psychometric models/methods in educational research. We are particularly interested in a scholar with evidence of a nationally recognized research program that contributes to the interdisciplinary research environment of the Department, College, and University. Further, we seek an individual who has a demonstrated commitment to diversity, equity, inclusion, particularly as it relates to ensuring equitable opportunities for those who have been historically marginalized to learn, grow, and thrive across their lifespans. This is a 9-month, full-time appointment located on the Minneapolis Campus with a target start date of August 2024. The University of Minnesota encourages a healthy work life balance for employees. CEHD is committed to an excellent employee experience, offering a flexible work environment that meets the needs of students, staff, faculty, and the communities we serve. Flexible work arrangements may include flexibility in schedule and/or work location. Please note this position does require some in person teaching on the Twin Cities campus.

**Essential Job Functions**

Specific responsibilities include, but are not limited to: Research (40%) • Develop and sustain a strong and coherent record of scholarship, pertinent to the development and application of statistical methods, measurement, and/or psychometric models in educational settings. • Maintain a commitment to securing external funds in support of their scholarly inquiry. Graduate Advising and Teaching (40%) • Mentor and advise graduate students. • Teach graduate-level courses on topics such as item response models, survey design, cognitive diagnostic models, process data analytical models, test development, generalizability theory, equating, performance assessment, and/or score reporting for educational research. Course assignment(s) will build on the individual’s areas of expertise and research. • Develop and deliver courses in ways that effectively account for a variety of diverse backgrounds, communities, identities, and abilities. Service (20%) • Participate in department, college, university, and other outreach and public engagement activities, including service on internal committees or task forces, and making presentations to external constituencies. • Participate in the activities of relevant professional organizations in quantitative methods in education.

**Qualifications Preferred (years of experience, education level etc.)**

**Required Qualifications** • An earned doctorate in educational psychology, psychology, statistics, or a related field with emphasis in quantitative methods. • Preparation, training, and experience focused on the development and application of statistical methods, measurement, and/or psychometric methods in educational research, or other settings (e.g., nonprofit organizations, think tanks, industry). • Evidence of a strong and well-established programmatic line of research and resultant research productivity in the form of peer-reviewed publications, conference presentations and other relevant research products (e.g., book chapters). • Demonstrated ability to work collaboratively and collegially in department, college, university, and community service and governance. • Established record of securing external sponsored funds. • Experience teaching graduate courses in statistics and measurement, such as test/survey development, measurement theory, the application of statistical and/or psychometric methods in educational research. • Experience and/or interest in working with diverse student populations or doing work in diverse communities. • Student advising experience at the graduate level. • Evidence of leadership in the field (for example, serving on editorial boards of methodological journals, national/international professional committees, sponsored grant review panels) Preferred Qualifications • Demonstrated ability to engage in interdisciplinary research. • Research in educational settings

**How to Apply**

Applications must be submitted online: [https://hr.myu.umn.edu/jobs/ext/357308](https://hr.myu.umn.edu/jobs/ext/357308). The initial screening of applications will begin in October. For best consideration, please submit application materials by September 25th, 2023. For general questions about the application process, contact Alicia Vegell at epsy-hr@umn.edu. To request an accommodation during the application process, please e-mail employ@umn.edu or call (612)-624-UOHR (8687).
Position Description
The Department of Educational Psychology in the College of Education and Human Development at the University of Minnesota seeks an individual to contribute to the research, teaching, and service with a primary affiliation within the Quantitative Methods in Education Program. This position will begin in Fall Semester 2024 and is expected to be filled at either the tenure-track Assistant or tenured Associate or Full Professor level. We seek a scholar who is well-versed in the development and application of statistical methods in educational research. We are particularly interested in a scholar with evidence of, or the potential to develop, a nationally recognized research program that contributes to the interdisciplinary research environment of the Department, College, and University. Further, we seek an individual who has demonstrated commitment to diversity, equity, inclusion, particularly as it relates to ensuring equitable opportunities for those who have been historically marginalized to learn, grow, and thrive across their lifespans. This is a 9-month, full-time appointment located on the Minneapolis campus with a target start date of August 2024. The University of Minnesota encourages a healthy work life balance for employees. CEHD is committed to an excellent employee experience, offering a flexible work environment that meets the needs of students, staff, faculty, and the communities we serve. Flexible work arrangements may include flexibility in schedule and/or work location. Please note this position does require some in person teaching on the Twin Cities campus.

Essential Job Functions
Specific responsibilities include, but are not limited to: Research (40%) ● Develop and sustain a strong and coherent record of scholarship, pertinent to the development and application of statistical methods in educational settings. ● Maintain a commitment to securing external funds in support of their scholarly inquiry. Graduate Advising and Teaching (40%) ● Mentor and advise graduate students. ● Teach graduate-level courses on topics such as Bayesian methods, causal modeling, quasi-experimental research designs, latent variable models, advanced statistical models, and/or statistical computing. Course assignment(s) will build on the individual's areas of expertise and research. ● Develop and deliver courses in ways that effectively account for a variety of diverse backgrounds, communities, identities, and abilities. Service (20%) ● Participate in Department, College, University, and other outreach and public engagement activities, including service on internal committees or task forces, and making presentations to external constituencies. ● Participate in the activities of relevant professional organizations in quantitative methods in education.

Qualifications Preferred (years of experience, education level etc.)
Required Qualifications for all applicants: ● An earned doctorate in educational psychology, psychology, statistics or a related field with emphasis in quantitative methods. ● Preparation, training, and experience focused on the development and application of statistical methods in educational research or other related settings (e.g., nonprofit organizations, think tanks, industry). ● Experience and/or interest in working with diverse student populations or doing work in diverse communities. For applicants at the Associate or Full level: ● Evidence of a strong and well-established programmatic line of research and resultant research productivity in the form of peer-reviewed publications, conference presentations and other relevant research products (e.g., book chapters). ● Demonstrated ability to work collaboratively and collegially in Department, College, University, and community service and governance. ● Established record of securing external sponsored funds. ● Experience teaching graduate courses in applied statistics, such as introductory statistics, latent variable modeling, research design, causal modeling, or any other relevant course related to application of statistical methods in educational research. ● Student advising experience at the graduate level. ● Evidence of leadership in the field (for example, serving on editorial boards of methodological journals, national/international professional committees, sponsored grant review panels) Preferred Qualifications for all applicants: ● Demonstrated ability to work collaboratively and collegially in Department, College, University, and community service and governance. ● Demonstrated ability to engage in interdisciplinary research. For applicants at the Associate or Full level: ● Research in educational settings

How to Apply
Applications must be submitted online: https://hr.myu.umn.edu/jobs/ext/357169. The initial screening of applications will begin in October. For best consideration, please submit application materials by September 25th, 2023. For general questions about the application process, contact Alicia Vegell at epsy-hr@umn.edu. To request an accommodation during the application process, please e-mail employ@umn.edu or call (612)-624-UOHR (8687).
Job Title
Program Director/Faculty Member in Data Science

FLSA Status (exempt, non-exempt)
Exempt

Position Status (full, part-time)
Full-Time

Location (city, state)
Chestnut Hill, MA

Position Description
Boston College is hiring a Program Director/Faculty Member in Data Science. This admin-faculty dual role will lead the new M.S. in Data Science program with responsibilities in these areas: 1) academic development and teaching, 2) program leadership and management, and 3) Data Science advocacy.

Essential Job Functions
The PD will work closely with senior faculty on curriculum planning and program assessment and provide program updates to the Department. The PD will develop and teach data science courses, build external partnerships, hire adjunct faculty, select keynote speakers, recruit and support students, and be an integral part of the data science community across Boston College. In addition, the PD will build a cohesive community of students and alumni.

Qualifications Preferred (years of experience, education level etc.)
Master's degree or higher in Data Science, Computer Science, Statistics, or a related field. Strong knowledge of data science concepts, techniques, and tools, as well as industry trends and practices. A minimum of 3-5 years data science sector experience. Passionate about ethical and responsible data science that values fairness, transparency, and privacy. Interest in fostering the use of data science for people and the common good. Program management and teaching experience will also be helpful for this position, but are not required.

How to Apply
https://apply.interfolio.com/128848

EMPLOYMENT OPPORTUNITY WITH Curriculum Associates
POSTING DATE: 9/1/2023

Job Title
Senior Psychometrician

FLSA Status (exempt, non-exempt)
Exempt

Position Status (full, part-time)
Full Time

Location (city, state)
Remote

Company Name + Description
Curriculum Associates is a rapidly growing educational technology and publishing company committed to making classrooms better places for teachers and students.

Position Description
Curriculum Associates is seeking a talented measurement professional to join our remote psychometric team at the Psychometrician or Senior Psychometrician level. We are looking for someone who is excited about solving real world technical challenges involved in operational assessment products as well as designing research to support
assessments includes the i-Ready Diagnostic (a large-scale, K–2 computer-adaptive assessment in Reading and Math), the Assessment of Spanish Reading in grades K–6, and the i-Ready Early Literacy Assessments for students in grades K–6. In this role you will conduct operational psychometric analyses in support of products that are designed to improve student outcomes in reading and mathematics. Analysis efforts include building evidence of reliability and validity, field testing, item calibration, vertical scaling, and computerized adaptive testing. This position will provide the opportunity to support a research agenda providing psychometric solutions that will drive decision making around enhancements to the next generation i-Ready assessment programs. In your role, you will work closely with a set of leading experts in the field, consultants, and technical advisory committee members. Please note: A cover letter is required for consideration. This opportunity is right for you if: You are passionate about K–12 education and want and make a positive impact for students and teachers You are obsessed with data quality and data integrity You want to work with formative and interim assessments to support students and teachers making data-based decisions You think assessment and instruction should be designed to function as a coherent system You can independently handle quantitative analyses and communicate the results clearly and succinctly to non-technical audiences You are a self-directed worker who will thrive in a remote working environment The impact you’ll have: You will contribute to multiple phases of the assessment process You will analyze operational data to support students and teachers in the classroom and determine ways to improve the operational assessment products being used You will draft documentation for internal and external audiences, including process documentation, analysis specifications, and reporting of results You will have opportunities to present research findings to diverse audiences, including internal stakeholder meetings and professional conferences You will contribute to quality control processes to ensure the accuracy of data, analyses, and findings of research projects Who we’re looking for: Ph.D. in educational measurement, psychometrics, educational psychology, quantitative psychology, or related field (with 3 or more years of experience at the Psychometrician level) Experience designing and conducting empirical research studies Deep knowledge of educational measurement principles, including familiarity with psychometric concepts such as measurement error, validity, reliability estimation, classical test theory (CTT), and item response theory (IRT) Experience using SAS or R to manipulate, clean, and maintain large, complex datasets Proficiency with industry standard measurement software (e.g., Winsteps, FlexMIRT) Ability to work in a fast-paced environment and adapt to changing priorities as product needs shift or critical customer issues arise Excellent written and verbal communication skills Independent worker and collaborative colleague who team members value We’d also love to see, though not required: Experience leading operational psychometric work for large scale K–12 assessment programs Knowledge of key state and national policies on educational assessment A strong foundation in computer adaptive testing (CAT) Experience using SQL for querying from large, complex databases Location: This is a remote position which will work collaboratively with a team of other researchers, most of whom are also working remotely. Curriculum Associates is a socially responsible, rapidly growing educational company headquartered northwest of Boston, MA. Travel expectations: Less than 10% of total time. Travel for this position will likely include one semi-annual team meeting, one semi-annual technical advisory committee meeting, and travel to national conferences when proposals have been accepted. Pay range: The role’s range is $93,250 - $166,250. The wage range for this role takes into account the wide range of factors that Curriculum Associates considers in making compensation decisions based on our Compensation Philosophy. Actual base pay within that range will vary based upon several factors including but not limited to, prior experience and relevant skill sets. At Curriculum Associates, it is not typical for an individual to be hired at or near the top of the range for their role and compensation decisions are dependent on the facts and circumstances for each case. This role is also eligible to participate in the company bonus plan. The Company recognizes that minimum wage varies by location and will ensure all compensation decisions comply with applicable state and local laws. Benefits: Benefit eligible employees (and their families) are covered by medical, dental, vision, and basic life insurance. Employees can enroll in our company’s 401K plan and receive an employer match. Employees have access to a flexible vacation and sick policy in addition to twelve paid holidays and a winter office closure between Christmas and New Year’s.

**Essential Job Functions**

Curriculum Associates is seeking a talented measurement professional to join our remote psychometric team at the Psychometrician or Senior Psychometrician level. We are looking for someone who is excited about solving real world technical challenges involved in operational assessment products as well as designing research to support innovation in the next generation of assessments. Our assessments provide valuable feedback to teachers and students and are primarily used to place students into individualized instructional paths. The i-Ready suite of assessments includes the i-Ready Diagnostic (a large-scale, K–2 computer-adaptive assessment in Reading and Math), the Assessment of Spanish Reading in grades K–6, and the i-Ready Early Literacy Assessments for students in grades K–6. In this role you will conduct operational psychometric analyses in support of products that are designed to improve student outcomes in reading and mathematics. Analysis efforts include building evidence of reliability and validity, field testing, item calibration, vertical scaling, and computerized adaptive testing. This position will provide the opportunity to support a research agenda providing psychometric solutions that will drive decision making around enhancements to the next generation i-Ready assessment programs. In your role, you will work closely with a set of leading experts in the field, consultants, and technical advisory committee members. The impact you’ll have: You will contribute to multiple phases of the assessment process You will analyze operational data to support students and teachers in the classroom and determine ways to improve the operational assessment products being used You will draft documentation for internal and external audiences, including process documentation, analysis specifications, and reporting of results You will have opportunities to present research findings to diverse audiences, including internal stakeholder meetings and professional conferences You will contribute to quality control processes to ensure the accuracy of data, analyses, and findings of research projects

**Qualifications Preferred (years of experience, education level etc.)**

Who we’re looking for: Ph.D. in educational measurement, psychometrics, educational psychology, quantitative psychology, or related field (with 3 or more years of experience at the Psychometrician level and 5 or more years of experience at the Senior Psychometrician level) Experience designing and conducting empirical research studies Deep knowledge of educational measurement principles, including familiarity with psychometric concepts such as...
EMPLOYMENT OPPORTUNITY WITH NPLEX
POSTING DATE: 8/25/2023

Job Title
Psychometrician/Test Development Director (P/TDD)

FLSA Status (exempt, non-exempt)
exempt

Position Status (full, part-time)
0.6 FTE to 1.0 FTE

Location (city, state)
Remote from anywhere in U.S.. Headquarters in Portland, Oregon

Company Name + Description
NPLEX (Naturopathic Physicians Licensing Examinations). We develop licensing examinations for candidates to become naturopathic doctors in North America.

Position Description
NPLEX is looking for a staff psychometrician in the U.S. who will work remotely with our 4-member staff in Oregon. This is the perfect opportunity for someone who wants to have a huge impact in a small non-profit organization dedicated to public safety in the healthcare field. The ideal candidate is committed to advancing alternative medicine (including naturopathic, functional, chiropractic, acupuncture, etc.). Contact christalouise@nabne.org for full description.

Essential Job Functions
After a 4-month training period, the person selected for this position will have responsibility for test development and psychometric evaluation of six examinations (twice a year), leading groups of SME in all aspects of development including revision of practice analyses, item writing, psychometric evaluation of items, cut scoring, statistical reporting, documentation of scoring decisions, etc.

Qualifications Preferred (years of experience, education level etc.)
Doctoral-level education in educational measurement or quantitative psychology, experience in developing licensing/credentialing examinations, facility with item-banking software, knowledge of both classical test theory and item response theory, excellent writing skills.

How to Apply
Send inquiry (for complete position description and further instructions on application) to christalouise@nabne.org.

EMPLOYMENT OPPORTUNITY WITH NCSBN
POSTING DATE: 8/15/2023

Job Title
Exam Development Manager, Examinations

FLSA Status (exempt, non-exempt)
Exempt

Position Status (full, part-time)
Full-time

Location (city, state)
Position Description
POSITION TITLE: Exam Development Manager, Examinations
STATUS: Full time / Exempt
LOCATION: Chicago, Illinois (Hybrid: 2 days/week on-site, 3 days/week remote)

ABOUT NCSBN
The National Council of State Boards of Nursing (NCSBN) is an independent, not-for-profit organization through which nursing regulatory bodies act and counsel together on matters of common interest and concern affecting public health, safety and welfare, including the development of nursing licensure examinations. Our mission empowers and supports nursing regulators in their mandate to protect the public.

JOB SUMMARY
We are seeking an experienced test development professional to join our Examinations department. The ideal candidate will bring value to our team by utilizing their knowledge and expertise of licensure/certification exam development processes to provide exam analysis input and assist in developing NCSBN examinations. Reporting to the Associate Director, Examinations, the Exam Development Manager will have the opportunity to partner with examinations team members to develop processes for the launch of upcoming NCSBN examination products, while having the opportunity to manage NCSBN existing exams processes, such as NNAAP and MACE. This role is a great opportunity for an individual with advanced test development skills that wants to grow with an organization committed to advancing nursing regulation and policy worldwide!

Essential Job Functions
RESPONSIBILITIES
• Participate in managing the exam development processes, working across teams to ensure effective outcomes in statistical analysis in item development (e.g., preliminary item analysis), and facilitate appropriate disposition.
• Lead in conducting practice analysis and knowledge, skills, and abilities (KSA) studies, preparation work (review of literature, logs, interviews, etc.), SME panel facilitation, survey development, review of results, and report development.
• Overall management of NNAAP/MACE and other upcoming projects to ensure the availability of items that meet program specifications.
• Manage Exam Development team assignments and deliverables to ensure broader department and organizational deadlines are met.
• Present and participate in panels (sensitivity, standard setting, etc.), conferences, and committee meetings as required.
• Assists the Associate Director, Examination in the development of research and publication activities.
• Performs other duties as assigned.

Qualifications Preferred (years of experience, education level etc.)
QUALIFICATIONS
• Bachelor's Degree in psychology, education, testing, or nursing. • Master's Degree preferred. • Minimum 8 years of licensure/certification test development experience. • Management and leadership experience preferred. • Research experience preferred. • Excellent written and verbal communication skills and have demonstrated ability to present material to and facilitate various groups. • Strong project management and analytical skills. • Strong verbal and communication skills. • Windows-general; E-mail-general; Excel-general; PowerPoint-intermediate/advanced; Word-intermediate/advanced. • Strong collaboration, time management and multi-tasking skills. TO BE CONSIDERED Interested candidates must submit their resume as soon as possible. The National Council of State Boards of Nursing (NCSBN) is an equal employment opportunity employer. Decisions affecting employment are considered without regard to disability, race, color, religion, gender, national origin, age, genetic information, military or veteran status, sexual orientation, marital status or any other protected characteristic.

How to Apply

EMPLOYMENT OPPORTUNITY WITH NBME
POSTING DATE: 8/15/2023

Job Title
Director, Test Development – Simulations

FLSA Status (exempt, non-exempt)
Exempt

Position Status (full, part-time)
Full time

Location (city, state)
Philadelphia, PA (primarily remote)

Company Name + Description
NBME offers a versatile selection of high-quality assessments and educational services for students, professionals, educators, regulators and institutions dedicated to the evolving needs of medical education and health care. To ensure our assessments meet the highest standards of quality, stay relevant and align to the current curriculum in medical schools and training programs, we rely on a wide network of collaborators. These include the volunteers who help develop our exam questions, the committees and panels who represent various groups within the medical education community, external researchers and health profession organizations. We are committed to meeting the needs of educators and learners globally with assessment products and expert services such as NBME®.
Position Description
At NBME®, we're united by a common goal - to improve patient care through effective assessment of health care professionals. NBME® is seeking a Director to provide leadership and management of the Computer-based Case Simulation and Performance-Based Assessment sub-units of the Test Development team. USMLE Computer-based Case Simulations are dynamic, interactive simulations of patient-care situations designed to evaluate students approach to clinical management. This role plays an essential role in ensuring annual exam production targets are realized, high-quality standards are maintained, and operationalizing innovative assessments for healthcare professionals. Diversity, Equity, and Inclusion Statement At NBME®, we continue to innovate and improve how we fulfill the evolving needs of the health care community. This commitment starts and ends with the people at NBME. By recruiting and empowering talented individuals from various disciplines and backgrounds, which includes professionals with diverse life experiences, abilities, and perspectives, NBME can take a well-informed, robust approach to advancing medical education and assessment for years to come. We also continue to focus on ensuring that our DEI work is impactful and ingrained in everything we do, including with our staff, workplace culture, products and services, the Philadelphia community and the broader medical education landscape. For more information about our Computer-based Case Simulation please see the Step 3 practice cases on the United States Medical Licensing Examination® (USMLE®) website: https://www.usmle.org/step-3-test-question-formats/computer-based-case-simulations. This role has been designated as primarily remote which means it generally does not require onsite work more than an average of 2-3 times per month and may require additional prescheduled onsite work. Preference will be given to candidates in the following states: PA, NJ, DE, and MD.

Essential Job Functions
RESPONSIBILITIES - Implement content development and test construction methods best suited to individual examinations. - Ensure appropriate training of test committee members. Organize test committee meetings for optimal efficiency and quality of product. - Participate in research activities for NBME and external organizations, including research and development into methods and systems used for examination development, new content blueprints and coding systems, and alternative formats to assess competencies not measured with current formats. - Participate in key activities and initiatives to further NBME’s mission and vision. - Manage, mentor, and develop staff, including identification of professional activities. Encourage process improvement by staff and promote a mindset that fosters continuous quality improvement. - Participate in strategic and tactical planning for the Test Development unit. Consider implications of changes in programmatic direction and priorities; work with test development teams to share information and implement change. - Attend meetings and conference calls with internal and external stakeholders, and exam governance to plan for and develop examinations and participate in ad hoc discussions as necessary. Promote satisfaction of internal and external customers. Maintain liaison with existing NBME customers and assist in seeking new customers. Serve as NBME representative externally. - Manage and oversee daily operations of production teams, including the development of overarching schedules, implementation of best practices and security procedures for examination material, and appropriate staff/resource allocation to ensure efficient, high-quality services. Collaborate with Test Development peers to ensure smooth functioning of operations, problem resolution, and on-time delivery of materials.

Qualifications Preferred (years of experience, education level etc.)
Skills and Abilities - This position requires managerial experience in test development. Excellent interpersonal, leadership, and managerial skills are required. - Demonstrated ability to work with the content development technology required to develop assessments that test skills and abilities. - Strong foundational knowledge of psychometric best practices for content development. - Ability to develop working relationships with MD, DO, and PhD subject matter experts. - Proven ability to collaborate with external stakeholders and across all internal organizational units. - Fluency with current Diversity, Equity, and Inclusion aspects, responsibilities, and implications for assessment development. - Ability to embrace, manage, and implement organizational change - 5+ years of assessment experience (healthcare assessment preferred) - Experience developing simulation, gaming, performance-based, and/or workplace-based assessments - Experience managing multiple assessment components with competing timelines and resource constraints. - Bachelor's degree or a combination of equivalent education and experience.

How to Apply
https://nbme.applicantpro.com/jobs/3000244