

DATE: 05.10.2024 / ISSUE NO: 202405

NCME PRESIDENT'S *Inaugural Remarks*



Continuity, Unity, and Service

Andrew Ho, Harvard Graduate School of Education

Current NCME President Andrew Ho will periodically send messages to members via News@NCME. These are his inaugural remarks, edited from his presentation to NCME membership prior to the Presidential Address in Philadelphia on April 13, 2024.

Colleagues, as is tradition, in my role as Vice President / President-Elect, I have 5 minutes to briefly preview themes that I hope to elevate as President. My first theme is continuity. My second is unity. My third is service.

First, since my initial term on the NCME board in 2017, I have watched the board work to build continuity. Here, I have picked one of many accomplishments from each of the past 8 presidents that I believe has stood the test of time through intentional investment by subsequent boards and presidents.

- Mark Wilson elevated Classroom Assessment (The NCME board will meet and attend the NCME Special Conference on Classroom Assessment this September).
- Randy Bennett broadened our international reach (e.g., CEJEME, our Chinese English Journal of Educational Measurement and Evaluation).
- Rebecca Zwick centered Fairness (a central focus of the 5th edition

of Educational Measurement and the forthcoming revision of the Joint Standards).

- Steve Sireci launched SIGIMIEs (thriving in webinars and in our annual meeting program).
- Ye Tong built our webinar presence through COVID (including a series on diversity, equity, and inclusion).
- Derek Briggs grew consensus on foundations of measurement, including the Task Force I chaired on Foundational Competencies in Educational Measurement (Ackerman et al., 2023).
- Deborah Harris responded to the release of ChatGPT by convening a memorable annual meeting session, (which she revisited in a coordinated session at this conference).
- Michael Walker is fielding a robust response to his forthcoming Presidential Task Force on Educational Measurement and Civil Rights.

If an NCME member from 2017 suddenly time-traveled to 2024, how delighted would they be with the ways that we engage our members and society? We have a new conference, a new journal, SIGIMIEs, fairness debates, biweekly webinars, ChatGPT, and Foundational Competencies. As president, I genuinely feel that it would be enough for me to simply continue advancing these signature contributions. Over the next few months, I commit to continuity. I will hit the ground running, not by changing the direction of the race, but by taking worthy batons from presidents past and advancing them. Under the steady hand of our Executive Director Rich Patz, our growth on all these fronts will be intentional, invested, and I hope in the spirit of continuity, enduring.

Second, unity. We are the National Council on Measurement in Education, and I can tell you from my position on the board that the state of our organization is strong. It is strong in spite of turmoil in education and educational measurement, not to mention turmoil in national and international politics, technology, climate, and health. Some of this turmoil is cyclical, but some of it is cynical. Malicious actors are sock-puppeting extreme views, to manufacture disinformation and division.

What is the role of a strong organization in a period of turmoil and disinformation? In a word, unity. To read from our mission, and I quote, "...NCME is a community of measurement scientists and practitioners..." A community, and here I emphasize the word unity in community.

Now we should not confuse unity with uniformity. We certainly need not and do not hold the same views. By unity I mean a condition of harmony and accord, not oneness. Building unity means that we must embrace civil disagreements to build consensus and understand those disagreements. I commit to building unity, both within this organization and among other organizations and entities that intersect with our mission. I will be reaching out to doctoral measurement programs, national and international organizations, and other entities in this spirit of unity, to build consensus about our foundational competencies, and to cohere an alliance of organizations aligned with our mission. I will be attending NCSA, ITC, and IMPS, and of course our own NCME Classroom Assessment Conference, among other gatherings, to build this community.

I have mentioned 1) continuity and 2) unity. My third theme is service. As

I've said, the state of our organization is strong. And I believe it is only growing stronger. Thanks to the leadership of co-editors Linda Cook and Mary Pitoniak and dozens of NCME authors and reviewers, the 5th edition of Educational Measurement will be published over the next year. Thanks to Kristen Huff and the Standards Management Committee with AERA and APA, the revision of the Joint Standards is underway. This year's program is full of advances in psychometric modeling, innovative applications, and new conceptual frameworks. For a strong organization with so much existing knowledge and thriving scholarship, I think about the last three words of our NCME mission, "to advance theory and applications of educational measurement to benefit society." How can we best use what we know and what we learn to benefit society? In a word, my answer is service. Service comes in many forms, paid and unpaid, in scholarship and in professional practice. Many of you serve in formal and informal roles in NCME. You are reviewers or editors for journals. You sit on Technical Advisory Committees, deliver expert testimony, speak in webinars. You may even spread the gospel of good measurement practice to your networks and the public on Twitter, Facebook, or LinkedIn. You serve graduate students and interns, or you are graduate students who mentor junior graduate students. Organizationally, NCME represented good service when past boards made the decision to make the Joint Standards free, the fifth edition of Educational Measurement free, and the forthcoming revision of the Joint Standards free, as well.

How can NCME best serve? How can we benefit society? How can NCME help to amplify your service? To help you best benefit society? These are the questions I will explore with the board over the first few months of my presidency.

This is a great organization in a position of strength. I look forward to advancing it with you, towards continuity, towards unity, and in service.

Make Your Mark as the Next

ITEMS Editor

NCME is seeking a new Editor for the Instructional Topics in Educational Measurement Series (ITEMS). This role offers the chance to lead the development of new modules on the latest topics in psychometrics, shaping the education of measurement practitioners. ITEMS, a digital resource evolved from educational modules started in 1987, provides applied lessons on current topics in educational measurement.

The ITEMS Editor will identify topics for future modules, assist instructors with outlines, and advise on content and instructional design. No specific prerequisites are required, but passion for educational measurement and a knack for developing instructional content are essential.

Interested candidates should send a Curriculum Vitae and cover letter detailing their experience and vision for ITEMS to Jerome Clauser and Hong Jiao at ncmepubs@gmail.com. Letters of recommendation are welcome but not required.

Applications are due by May 30, 2024 with the appointment expected in mid-2024. The appointed Editor will shadow the current Editor through 2024 and begin a three-year term starting January 2025.

2024 NCME Special Conference on Classroom Assessment



Photographer: Ying Chen, UIC

We are pleased to announce that the 5th NCME Special Conference on Classroom Assessment will be held in person this year on September 19-20, 2024, at the Palmer House Hotel in Chicago, IL. The conference theme is *“Reclaiming the Promise of Balanced Assessment Systems: Achieving Deeper Learning at Scale for Both Students and Adults.”*

This year’s special conference will be co-hosted by the University of Illinois at Chicago and the Chicago Public Schools, with support from the Center for Assessment. These hosts continue NCME’s longstanding commitment to improving assessment practices that privilege deeper learning for all, and that happen directly between teachers and their students.

For more information, visit www.ncme.org/event/classroom-assessment/upcoming-meeting.

Read more news on NEWS@ncme
webpage

Updates from the Field



Report Reveals Inequities in Educational Measurement

A recent report underscores substantial gender and racial disparities within the educational measurement profession, revealing challenges in salary, rank, and perceptions of diversity, equity, and inclusion (DEI). Supported by the American Educational Research Association (AERA), the National

Council on Measurement in Education (NCME), and Women in Measurement (WIM), the study involved 1,312 professionals from universities, think tanks, and other research organizations.

Key findings indicate that White men enjoy higher salaries and senior positions compared to peers from other demographics, and women of color report the lowest DEI effectiveness and face frequent, unaddressed workplace discrimination. The report calls for actionable steps towards more equitable workplaces, including pay equity audits, anti-bias training, and transparent policy communication.

You can access the [full report here](#) for more insights and recommendations from this pivotal study.



Summer 2024 NAEP Data Training Workshop
Announced

The National Assessment of Educational Progress (NAEP) will hold its Data Training Workshop for quantitative researchers from June 26–28, 2024, in Arlington, VA. This training is ideal for advanced graduate students, educational researchers, and analysts from educational agencies keen on mastering NAEP data analysis. Participants will engage in hands-on sessions using the R program, exploring NAEP operations, psychometric models, and complex sample designs.

The National Center for Education Statistics (NCES) sponsors the workshop, covering all costs, including travel, accommodation, and meals for participants. Note that individuals employed by PRESTO or NAEP Alliance contract holders are not eligible for financial support.

Applications close on May 12, 2024 and acceptance notifications are due by May 24, 2024. Applicants should have a solid statistics background and familiarity with R. COVID-19 safety measures will be observed, and mask-wearing is optional but recommended.

For details and the draft agenda, visit the [NAEP Data Training Webpage](#).

Educational Resources

NCME highlights a classic resource for student members: the "*Measurement Faculty - Issues & Advice Video Series*" developed by the Educators of Measurement SIGMIE. This invaluable series offers insights and strategies for students interested in or pursuing a faculty career in measurement. The series covers crucial topics such as:

- Key insights students should have about faculty careers
- Strategies to foster student interest in academic roles
- Tips for retaining junior faculty members
- Practical advice for succeeding as a faculty

These videos provide valuable perspectives and expert advice, aiming to support and inspire our future educators in educational measurement. Videos can be found [here](#).





Try email marketing for free today!