PEOPLE POST AND DISSEMINATE

Researcher Position Opening

The Consortium for Policy Research in Education (CPRE) at Teachers College, Columbia University is seeking a Research Scientist to support research on instructional improvement and professional development in literacy and/or mathematics in the US and abroad.

Created in 1985, CPRE unites researchers from seven of the nation’s leading research institutions—University of Pennsylvania, Teachers College Columbia University, Harvard University, Stanford University, University of Michigan, University of Wisconsin-Madison, and Northwestern University—in an effort to improve elementary and secondary education through practical research. CPRE researchers have made their mark studying the effectiveness of federal, state, and local policies, with particular emphasis on accountability systems, school finance, teacher quality initiatives, assessment systems, and school governance. CPRE-TC focuses on research and development of tools, processes, and policies intended to promote the use of evidence-based practices and the continuous improvement of instructional practice locally, nationally and across the globe. This work focuses on four related core areas that CPRE considers to be central to instructional improvement – development and use of learning progressions, formative assessment, adaptive instruction, and knowledge management in support of continuous improvement.

Primarily, the research scientist will design research projects and evaluations and prepare funding proposals in support of CPRE’s work. Secondarily, he or she will assist in a formative and summative evaluation of a newly-developed tablet-based K-12 curriculum based on the Common Core State Standards. This project will study patterns of implementation and adequacy of the supports provided for teachers and provide formative feedback to developers, and will also examine the impacts of the program on student outcomes.

The research scientist will also support research and documentation of CPRE-TC’s international work, which centers on the critical issue of improving instruction and specifically on incorporating adaptive instruction and high-impact instructional practices and building local capacity to design and deliver related professional development and support school change. In addition to on-going instructional improvement programs in Thailand, Jordan, Palestine, and Mexico, CPRE is developing new projects with Chile, Turkey, Poland, and Saudi Arabia.

Salary will be commensurate with experience and salary history. Though CPRE positions are contingent on external funding, we have successfully managed this multi-million dollar center for over 25 years across universities in order to maintain staff positions. The projects for which we are hiring at TC have initial funding of 3 years, with additional years’ funding expected.

Minimum Qualifications
Education: Doctorate attained or expected in education or one of the social sciences.
Experience: At least three years’ experience conducting education research or evaluations of a similar nature to CPRE’s work. Advanced skills in qualitative analysis and familiarity with case study analysis. Good writing and general research skills. Familiarity with CPRE and its research; deep knowledge of recent lines of work at CPRE-TC.

Preferred Qualifications
Quantitative and qualitative research skills. Math or literacy content background. Experience teaching in public schools. Experience coordinating projects involving teams of researchers. Experience seeking funding and leading research efforts, including collaborating on multi-project and multi-university efforts.

To Apply
Please apply through the TC website: careers.tc.columbia.edu/applicants/Central?quickFind=53858
Position is open until filled.