

## SAROJANI S MOHAMMED

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### Education

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|------------------------------------------------------------------------|------|
| Ph.D. Educational Psychology, The University of Texas at Austin        | 2008 |
| S.B. Brain & Cognitive Sciences, Massachusetts Institute of Technology | 2004 |

### Current Role

#### Ed Research Works, Austin, TX

Steering Committee Member & Research Council Chair, Ed Tech Genome

Project: Jefferson Education Exchange (JEX)

09/2019 - 12/2020

Participate in the EdTech Genome Project (a sector-wide initiative to help people understand what edtech works where and why) as a member of the steering committee working to develop the EdTech Implementation Framework through identifying the critical, contextual variables that influence implementation, and thus efficacy, of all education technology solutions.

Lead a group of 15-20 researchers working to ensure the quality and uptake of the EdTech Implementation Framework.

Education Research Consultant: The Learning Accelerator (TLA)

09/2019 - 12/2019

Fight the injustice of knowledge-hoarding by making research meaningful to practice in order to foster the best learning environment for each learner.

Lead 2019 Blended Learning Measurement Fellowship with a cohort of 6 individuals conducting research that advances TLA's measurement agenda for blended learning.

Lead TLA's research study in partnership with Yet Analytics for Lindsay Unified School District.

### Technical Assistance, Research, and Evaluation Expertise

#### The Learning Accelerator (TLA), Austin, TX

Partner/Managing Partner

10/2014 – 08/2019

Dedicated to increasing our evidence base of equitable blended practices.

Based on a successful pilot; refined, expanded, and led TLA's 2019 Blended Learning Measurement Fellowship with a second cohort of 6 individuals conducting research that advances TLA's measurement agenda for blended learning.

Led TLA's research study in partnership with Yet Analytics for Lindsay Unified School District to develop and implement near- and long-term research and measurement strategies to better understand relationships between the District's Adult Learning Curriculum, Instructional Look Fors, and learner achievement.

The research agenda developed for the District was praised by the funding agency for the project as a model for other grantees to pursue meaningful, actionable research on their similarly grant-funded initiatives.

Developed the IgnitED Research series, bite-sized introductions to the evidence base on several research-grounded topics in the form of a pair of resources – a video, plus an Insight – that briefly outlines the research and digs deeper into examples of how this evidence can be applied in classrooms through interviews with educators.

Unsolicited, spontaneous feedback from educators was 100% positive, with comments such as, "Excited to see the other insights." and "I just watched the two initial installments on Learning Styles and Feedback. They are excellent, ..."

Led pilot Blended Learning Measurement Fellowship (2017 – 2018) with a diverse cohort of 3 individuals conducting research that advances TLA's measurement agenda for blended learning. This pilot achieved a Net Promoter score of 100% on the end-of-experience survey, and one Fellow with no prior graduate school experience single-authored their first peer-reviewed, academic publication through this Fellowship.

Guest edited May 2017 special issue of the Journal of Online Learning and Research: Connecting Research and Practice to Understand Efficacy in K-12 Blended Learning.

Led two Researcher-Practitioner Partnerships with Leadership Public Schools and Distinctive Schools to understand how best to sustain and scale each System's personalized learning initiative.

Published blended/personalized learning: Measurement in Emerging Learning Environments chapter in the second Edition of Handbook of Research on K-12 Online and Blended Learning, Measurement Agenda, District Guide to Measurement, Measurement Framework, and Research Clearinghouse.

Feb 2017 – Nov 2018: provided measurement strategy, guidance, leadership, and expertise as Measurement Advisor (formerly Partner) at Imagine Worldwide to build and scale a body of evidence-based practices in autonomous learning.

### **The Meadows Center for Preventing Educational Risk, The University of Texas at Austin**

Principal Investigator, Middle School Matters Institute (\$2.6 M, 3 years) 11/2012 – 08/2014

Managed a 3 Tier approach to increase middle school educators' access to and implementation of research-based practices to increase the number of students well prepared to earn a meaningful diploma.

100% of participants at the 2013 summer conference, which provided knowledge and targeted support in developing a campus transformation plan, agreed that, "As a result of my participation in this conference, I feel more confident that I can improve student outcomes at my school".

Co-Investigator and Director,

previously Webmaster & Graduate Research Assistant, Service and Dissemination 01/2012 – 08/2014  
Core, Texas Center for Learning Disabilities 01/2006 – 12/2011

Independently conceived of and managed Education Research Matters, a series of columns dedicated to translating research to practice and building users' capacity for consuming research.

Led the design and build of the Center's website; effectively and efficiently transitioned the site from content- to user-driven navigation (including usability study and move to a Content Management System).

Project Manager, Measurement & Assessment Team, Promoting Adolescents'  
Comprehension of Text: Reading for Understanding Project

01/2011 – 08/2014

Managed a team in developing measures of comprehension, American history content, and metacognitive processes for the IES-funded study.

Developed and oversaw a data management process (entry, cleaning, checking) resulting in high levels of data accuracy (>95% in a relational database of >1500 student records and growing).

Principal Investigator, External Evaluation of the RAISEup Texas Demonstration  
(\$276,277, 4 years)

12/2010 – 08/2014

Led a formative and summative evaluation of an adolescent literacy program (Strategic Instructional Model/Content Literacy Continuum: SIM/CLC) implemented in 8 central Texas middle schools/6 districts.

Led development of a stakeholder-driven, two-level, theory-based logic model to guide evaluation questions, design, data collection, and analyses.

Effectively combined student accountability and demographic data across districts to answer rigorous regional- and school-level questions.

Created a calendar for data sources and evaluation milestones, which districts added to their bimonthly steering committee meetings.

Data Manager, Collaborative Strategic Reading (CSR) Project 09/2008 – 06/2013

Independently built, and managed the maintenance of, a student- and teacher-level database of 2000+ student records for a multi-year, multi-state research study investigating the effect of CSR instruction on adolescents' reading comprehension.

Principal Investigator, External Evaluation of the 2011 – 2012 ACE (A Community for Education) Project (\$25,000) 05/2012 – 10/2012

Led a summative evaluation of a one-on-one literacy tutoring program provided in either English or Spanish at 11 Austin-area campuses.

Conceived a graphical representation for understanding differences in progress monitoring trends between students who did or did not exit intervention, for ACE's board, funders, and school districts.

Used data to identify an "optimal dosage" recommendation for the number of weeks of intervention that should be provided before determining response, which ACE then implemented.

Conceived and achieved implementation of a regression discontinuity study design to allow for causal analyses in 2012 – 2013.

Project Manager, State Response to Intervention (RTI) Collaborative, Center on Instruction Special Education/RTI Strand 01/2006 – 10/2012

Led a collaborative focused on documenting 8 State Departments of Education's practices in implementing RTI, as supported by their Regional Comprehensive Centers (RCCs); developed and produced a series of technical assistance resources based on lessons learned.

Initiated and maintained high participation rates and engagement in quarterly/triannual collaborative calls and meetings among the state departments and RCCs for the 5-year duration of the project.

Principal Investigator, External Evaluation of the 2009 – 2010 Austin Partners in Education Classroom Coaching Programs (\$21,296) 03/2010 – 12/2010

Led a summative evaluation of four mentoring programs implemented in 2nd (bilingual), and 6th grade reading, and 8th grade mathematics, in 23 schools in the Austin Independent School District.

Conceived of and managed a factor analysis of an existing survey to answer (previously unanswered) evaluation questions.

Implemented geographic and text cloud data visualization techniques to extract practically meaningful findings from qualitative data.

### **Evaluation Research Services Inc., Austin, TX**

Evaluation Consultant, Washington HB2136 & RTI2; Hawai'i Pihana Na Mamo & Reading First; and Oregon Reading First External Evaluations 07/2008 – 08/2013  
11/2005 - 10/2008

Designed collection of, securely managed, analyzed, and reported on quantitative data for thousands of students to evaluate statewide early reading and RTI programs.

Developed and implemented a student matching heuristic on a dozen demographic variables to create highly matched groups for analysis (>90% match on each variable) as part of a quasi-experimental design.

Improved response rate from year 1 (24%) to year 4 (est. 40%) on a four-year, 11-district, 113-school survey of Washington educators.

Applied data visualization techniques (e.g., sparklines) to present vast amounts of quantitative data in easily interpretable formats.

## Recent, Peer-Reviewed Articles

Mohammed, S. S. (2018). Measurement in Emerging Learning Environments. In K. Kennedy & R.E. Ferdig (Eds.), Handbook of research on K-12 online and blended learning (2nd ed., pp. 111-120). Pittsburgh, PA: ETC Press.

Mohammed, S. (2017). Special Issue: Connecting Research and Practice to Understand Efficacy in K-12 Blended Learning. Journal of Online Learning Research. 3(1), pp. 1-4. Association for the Advancement of Computing in Education (AACE).

## Selected Sponsored Reports

Price, C., Mohammed, S. S., Lopez, A., & Nchise, A. (2019). Effect of Learning Facilitators' Participation in Guided Reading Professional Learning Opportunities on Learners' Achievement and Learning Facilitators' Instructional Behaviors. Online publication: The Learning Accelerator.

Price, C., Mohammed, S. S., Rabbitt, B., Lopez, A., & Nchise, A. (2019). Guided Reading Professional Learning: Effect on Instructional Behaviors and Learner Achievement. Online publication: The Learning Accelerator.

Price, C., Mohammed, S. S., Rabbitt, B., Lopez, A., & Nchise, A. (2019). BetterLesson and PBLWorks Professional Learning at LUSD: Effects on Instructional Behaviors and Learner Outcomes. Online publication: The Learning Accelerator.

Mohammed, S. S. (2015). District Guide to Blended Learning Measurement. Online publication: The Learning Accelerator.

Bailey, J., Duty, L., Ellis, S., Martin, N., Mohammed, S., Owens, D., Rabbitt, B., Rodriguez, L., Schneider, C., Terman, A., Vander Ark, T., & Wolfe, J. (2015). Blended Learning Implementation Guide 3.0. Online publication: Foundation for Excellence in Education.

Mohammed, S. S. (2015). Blended Learning Research Clearinghouse 1.0. Online publication: The Learning Accelerator.

\*Lopez, M., Mohammed, S. S., & \*Van Kummer, D. (2013). External evaluation of the Research-Validated Approach to Instruction for Secondary Excellence in Texas 2011-2014 demonstration project: Midproject report. Austin, TX: The Meadows Center for Preventing Educational Risk.

Evaluation Research Services. (2013). Washington final report: Evaluation of improving core subject instruction for all students pilot project (HB 2136) and re-tooling instruction through response to intervention (RTI). Austin, TX: Author.

Roberts, G., Mohammed, S. S., Wexler, J. A., & \*Leroux, A. J. (2012). Washington response to intervention: Year 3 Report. Austin, TX: Evaluation Research Services.

Tackett, K. K., \*Leroux, A. J., & Mohammed, S. S. (2012). ACE: A Community for Education – Evaluation report. Austin, TX: The Meadows Center for Preventing Educational Risk.

*\* indicates graduate students under my supervision.*

## Professional Service

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|----------------------------------------------------------------------------------------------------------------|-------------------|
| Member, Pre-Kindergarten Partnerships Advisory Board, United Way for Greater Austin                            | 7/2019 – present  |
| Member, Advisory Board, Office of Special Education Projects, USED, Center for Inclusive Software for Learning | 11/2018 – present |
| Founding Board Member, Capacity Catalyst                                                                       | 2018 - present    |
| Member, Research Advisory Committee, Highlander Institute                                                      | 8/2017 – present  |
| Member, Validity Committee, LearnPlatform                                                                      | 12/2016 – present |
| Member, Advisory Board, SXSW EDU                                                                               | 11/2015 – present |
| Member, High School Readiness Advisory Committee, Overdeck Family Foundation                                   | 12/2019           |

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| Co-Facilitator & Guest Instructor, Methods in Community-Engaged Research, Huston-Tillotson University/Capacity Catalyst/MEASURE                              | 8/2019 – 12/2019                 |
| Participant, Learner Centered Outcomes Inquiry, Education Reimagined                                                                                         | 2019                             |
| Strategic & Research Advisor, Mission Advancement Committee, United Way for Greater Austin                                                                   | 2010 – present                   |
| Evaluator, Education Innovation and Research (EIR) Program: Early-Phase (Tier 2) Grant Review                                                                | 6/2019 – 7/2019                  |
| Scientist Reviewer, Institute of Education Sciences - NCER, fiscal years 2017, & 2013 - 2015 Researcher-Practitioner Partnerships in Education Research      | Feb 2018, 2016, 2015, 2014, 2013 |
| Member, Technical Working Group, Office of Educational Technology, USED, Rapid Cycle Technology Evaluation Initiative                                        | 2015 – 2018                      |
| Guest Editor, Special Issue of the Journal of Online Learning and Research: Connecting Research and Practice to Understand Efficacy in K-12 Blended Learning | 2016 – 2017                      |
| Member, Technical Working Group, Office of Special Education Projects, USED, Center on Online Learning and Students with Disabilities                        | 2015 – 2017                      |
| Member, IDEA Public Schools Blended Learning Consultants Group                                                                                               | 2015 – 2016                      |

#### Academic Appointments, The University of Texas at Austin

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|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Assistant Director, The Meadows Center for Preventing Educational Risk (MCPER), and the Vaughn Gross Center for Reading and Language Arts (VGC) | 05/2011 – 08/2014 |
| Associate Director of Program Evaluation, MCPER                                                                                                 | 02/2010 – 08/2014 |
| Director, Web-based Content and Dissemination, MCPER (www.mcper.org)                                                                            | 01/2009 – 08/2014 |