SAROJANI S MOHAMMED

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

	Current Role

The Learning Accelerator (TLA), Austin, TX

Partner   10/2014 – present

- Dedicated to understanding if, when, and how blended learning is implemented effectively in K-12 school districts nationally.
- Leading pilot Blended Learning Measurement Fellowship (2017 – 2018) with a diverse cohort of individuals who will be conducting research that advances our measurement agenda for blended learning.
- 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.
- Published blended learning Research Clearinghouse, District Guide to Measurement, Measurement Framework, and Measurement Agenda.
- Feb 2017 – present: providing measurement guidance, leadership, and expertise as Measurement Advisor (formerly Partner) at Imagine Worldwide as part of TLA's incubation efforts.

	Research and Evaluation Expertise

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,   01/2012 – 08/2014

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

- 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'   01/2011 – 08/2014
Comprehension of Text: Reading for Understanding Project

- 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 RAISE^{up} Texas Demonstration   12/2010 – 08/2014
($276,277, 4 years)

- 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   05/2012 – 10/2012
Community for Education) Project ($25,000)

- 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   01/2006 – 10/2012
Instruction Special Education/RTI Strand

- 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 & RTI[2]; Hawai'i Pihana Na Mamo & Reading First; and Oregon Reading First External Evaluations — 11/2005 – 08/2013

- 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.

Academic Appointments, The University of Texas at Austin

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

Selected Professional Service

Strategic & Research Advisor, *Mission Advancement Committee*, United Way for Greater Austin	2010 – present
Scientist Reviewer, Institute of Education Sciences - NCER, fiscal years 2018, & 2013 - 2016 *Researcher-Practitioner Partnerships in Education Research*	10/2017 – 02/2018, 2013 - 2016
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 Educational Technology, USED, *Rapid Cycle Technology Evaluation Initiative*	2015 - present
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