A. PERSONAL STATEMENT

I am currently a Research Associate Professor and head of the CREP Statistics Department and have extensive experience in providing accurate and meaningful data and reports to aid in the accountability and decision-making process regarding initiatives and programs affecting student success at the local, state and federal level. This includes past work as a Research Evaluator and the Coordinator of Assessment with Memphis City Schools, where I collaborated with principals and school staff in the analysis and interpretation of state assessment results. I also have broad experience in the areas research design, data analysis, and reporting through my work on various projects at the Center for Research in Educational Policy (CREP) at the University of Memphis, including the NSF funded evaluation of the Memphis Virtual STEM Academy at East High School.

In addition, I was part of the Leadership Team and led the data analysis efforts on a five year Investing in Innovation fund (i3) Validation grant from the U.S. Department of Education’s Office of Innovation & Improvement, working in conjunction with the Smithsonian Science Education Center (SSEC) to evaluate the impact of the SSEC’s LASER program, an inquiry-based science instruction model being implemented in three states. This large-scale mixed-method Randomized Controlled Trial (RCT) had stringent data collection, analysis and reporting requirements that ultimately met What Works Clearinghouse standards without reservations. I am also leading the quantitative data analysis efforts for a current Development grant (GRREC Get the Picture?!) under the same i3 program, looking at the impact of the development of self-determination skills on the college and career readiness of high school students with disabilities in several rural districts in the state of Kentucky. In my role as head of CREP’s Statistics Department, I have worked with representatives from numerous states to collect and house personally identifiable data for both minors and adults, and have experience and knowledge related to the collection, storage, and reporting of sensitive data.

Selected publications most relevant to the current application


**Selected presentations most relevant to the current application**


Borman, G., Randel, B., Zoblotsky, T., & Gargani, J. (May 2013). *Confirmatory & Exploratory Contrasts.* Presentation at the 2013 i3 Project Directors Meeting in Washington, DC.


B. POSITIONS AND HONORS

Professional Appointments
2007–present Research Associate Professor, Ctr for Research in Educ Policy, University of Memphis
2004–2007 Coordinator of Assessment, Memphis City Schools, Memphis, TN
2001–2004 Research Evaluator, Memphis City Schools, Memphis, TN
1997–2000 Professional School Counselor, Memphis City Schools, Memphis, TN
1996–1997 Teacher, Memphis City Schools, Memphis, TN

Other Experience and Professional Memberships
2018: Serve on the Strategic Planning Steering Committee for the College of Education, which is tasked with defining the vision, mission, core values, and strategic priorities for the College

2010-2013: Member of Tennessee Board of Regents Faculty Research Advisory Group. Represent the University of Memphis on a state-level panel responsible for assessing and addressing faculty development and training in the areas of research skills, research collaboration, and publishing for the entire Tennessee Board of Regents system.

2007-2011: Member and co-chair of College of Education Faculty Development Advisory Committee at UofM, which is responsible for determining, designing, and promoting professional development and research activities for the college faculty.

2007-present: As Director of Statistics at CREP, continue to update and coordinate research activities of the Center to ensure that the latest and most rigorous methodologies are being adopted for research projects. Collaborate with faculty within the College and from different colleges on research activities.

2004-2007: As the Coordinator of Assessment for Memphis City Schools, developed training materials for Memphis City Schools teachers related to interpreting Value Added data that were adopted by the State Department of Education and posted on the state DOE’s website.

Member of the American Evaluation Association

Honors and Awards
Dean’s List
Chi Sigma Iota (Counseling Honor Society)
President of Kappa Delta Epsilon (College of Education Honor Society)

C. CONTRIBUTIONS TO SCIENCE

1. Assisted in evaluating a large, multi-site initiative aimed at helping state, district and school leadership teams implement and sustain high-quality, inquiry-based science education for elementary and middle school students. This STEM project was part of a five year “Investing in Innovation” (i3) Validation grant awarded by the U.S. Department of Education, and undertaken in conjunction with the Smithsonian Institution’s Science Education Center (SSEC). This randomized controlled trial involved the collection and
analysis of qualitative and quantitative data in 125 schools in three very different regions: The Houston Independent School District, northern New Mexico, and rural North Carolina. The research design for the study has been designated as meeting What Works Clearinghouse (WWC) standards without reservations (the WWC’s highest rating).

2. Assisted in evaluating an i3 Development grant in conjunction with the Green River Regional Educational Cooperative (GRREC) to examine the impact of an intervention intended to improve the overall college/career readiness of 900 students with disabilities in each participating school in nine rural, high poverty Kentucky school districts.

3. Evaluated a supplemental literacy system developed by Heinemann Publishing Company by conducting two mixed-methods randomized controlled trials involving students in the Denver Public School System and in Tifton, Georgia and Middletown, New York. Pre- and post- test performance were compared on three measures of student literacy achievement: The Fountas & Pinnell Benchmark Assessment System, the Development Reading Assessment, 2nd Edition (DRA2), and the STAR Early Literacy Assessment. The quality of instruction was examined using classroom observations and participant feedback. Both studies met WWC standards without reservations.

4. Have worked with the Virginia Department of Education as external evaluator for over ten years for its 21st Century Community Learning Centers program. This project involves the collection of data across the state, analysis of data, the design of rubrics to interpret and report findings, and the presentation of results to technical and non-technical audiences. The research design involves a quasi-experimental, matched group design using Hierarchical Linear Models (HLM) and Hierarchical Generalized Linear Models (HGLM) as well as qualitative data analysis.

D. ADDITIONAL INFORMATION: RESEARCH SUPPORT AND/OR SCHOLASTIC PERFORMANCE

**Funded Research (last 3 years)**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Role</th>
<th>Amount</th>
<th>Start/End</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Department of Education</td>
<td>Co-PI</td>
<td>$1,565,658</td>
<td>09/01-08/31/21</td>
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<td><strong>LASER Focused: A Model for Teaching Inquiry-Based Science to English Learners</strong></td>
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<td>U.S. Department of Education</td>
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<td><strong>Get the Picture?! Guiding and Engaging Exceptional Teens</strong></td>
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<td>Smithsonian Science Education Center</td>
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<td><strong>Colorado LASER Pilot Year 4</strong></td>
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<td>Heinemann Publishing</td>
<td>Co-PI</td>
<td>$175,675</td>
<td>12/01-12/31/18</td>
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<td><strong>FPL Classroom PILOT Study</strong></td>
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<tr>
<td>Pulaski County Special School District</td>
<td>PI</td>
<td>$7,975</td>
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<tr>
<td><strong>Pulaski CSSD Report Card Data Analysis 18-19</strong></td>
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Analysis of publically available data on the district and schools using data from the Arkansas Department of Education (ADE) Data Center website. Data were provided for the district and for each school, comparing results by race (African-American vs. Caucasian) and comparing the district and schools to the state.
Hardin County, TN Board of Education  
Role: PI  
$20,025  
05/01/16-09/30/17

West Tennessee Math/Science Partnership
The evaluation focused on the extent to which the professional development deepens math and science content knowledge of teachers, influences pedagogical content knowledge, as well as affects use of instructional technology in the classroom, integration of math, science, and CTE, and use of modeling as a teaching technique in the classroom.

Shelby County Schools  
Role: PI  
$22,960  
01/01/17-08/14/17

Project STAND (Student Transition, Acceleration and NCRS Demonstration Project)
Project STAND (Student Transition, Acceleration and NCRS Demonstration Project) in Shelby County Schools works with its partners to provide services to youth residents of the Juvenile Court of Memphis and Shelby County through Hope Academy, the school operating within the Juvenile Court’s detention center.

Heinemann Publishing  
Role: Co-PI  
$891,479  
11/01/14-06/30/17

Benchmark Diagnostic Tool
Develop and test construction properties of the Benchmark Diagnostic Tool (BDT) to help ensure the BDT is collecting valid and reliable data to be used for identifying students at-risk for reading challenges.

One-to-One Institute  
Role: PI  
$44,975  
01/01/15-06/30/16

Project Red
Assessed the impact on academic achievement of a program for successfully introducing technology into the classroom in participating districts by evaluating three available surveys (Project RED Signature District Building Administrator survey, Project RED Signature District Central Office Administrator survey, and the Project RED Signature District Implementation Survey) from the 18 participating districts and compared results to state achievement test data outcomes for schools in these districts.