

BIOGRAPHICAL SKETCH

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NAME: **Zoblotsky, Todd A.**

eRA COMMONS USER NAME (credential, e.g., agency login):

POSITION TITLE: **Research Associate Professor**

EDUCATION/TRAINING: *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training, if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	Completion Date <i>MM/YYYY</i>	FIELD OF STUDY
Louisiana State University, Baton Rouge, LA	B.A.	08/1991	English
Louisiana State University, Baton Rouge, LA	M.Ed.	08/1996	Guidance
The University of Memphis, Memphis, TN	Ed.D.	12/2003	Counseling & Personnel Services

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

Arthur, R. M., Bertz, C. A., Gallagher, B. M., Muzzi, C., Young, A., & **Zoblotsky, T. A.** (2017). *SSEC Colorado LASER Initiative 2015-2016 Annual Report*. Report prepared for the Smithsonian Science Education Center. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Bertz, C. A., **Zoblotsky, T. A.**, Tang, Y., & Muzzi, C. (2017). *The LASER Model: A Systemic and Sustainable Approach for Achieving High Standards in Science Education Year 1 Technical Report Part II: School Sustainability Study*. Memphis, TN: The University of Memphis, Center for Research in Educational policy.

Goldfeder, E. A., Lee, L., Shearon, E., **Zoblotsky, T.**, Tang, Y. (2017). *Memphis Virtual STEM Academy Program 2015-2016 Annual Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Muzzi, C. & **Zoblotsky, T.** (2018). *TSIN Rural STEM Collaborative Fall 2018 Teacher Survey Report*. Prepared for the Tennessee STEM Innovation Network. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., **Zoblotsky, T.**, Huang, Y., & Gallagher, B. (2010). *Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell's Leveled Literacy Intervention system (LLI)*. Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from <https://ies.ed.gov/ncee/wwc/Study/78712>

Ransford-Kaldon, C., Ross, C., Lee, C., Sutton Flynt, E., Franceschini, L., & **Zoblotsky, T.** (2013). *Efficacy of the Leveled Literacy Intervention System for K–2 urban students: An empirical evaluation of LLI in Denver Public Schools*. Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from <https://ies.ed.gov/ncee/wwc/Study/85470>

What Works Clearinghouse (2017). *WWC Intervention Report: Leveled Literacy Intervention*. Washington, DC: Author. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf

Zoblotsky, T. A., & Ransford-Kaldon, C. (2018). Roadblocks to implementing randomized controlled trials in educational research. *SAGE Research Methods Cases*. doi: <http://dx.doi.org/10.4135/9781526442246>

Zoblotsky, T. A., Bertz, C., Tang, Y., & Arthur, R. (2017). *West Tennessee Math Science Partnership S²M²LN Professional Development Program*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Zoblotsky, T., Bertz, C., Gallagher, B., & Alberg, M. (2016a). *The LASER model: A systematic and sustainable approach for achieving high standards in science education: SSEC i3 validation final report of confirmatory and exploratory analyses [elementary schools]*. Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from <https://ies.ed.gov/ncee/wwc/Study/163>

Zoblotsky, T., Bertz, C., Gallagher, B., & Alberg, M. (2016b). *The LASER model: A systematic and sustainable approach for achieving high standards in science education: SSEC i3 validation final report of confirmatory and exploratory analyses [middle schools]*. Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from <https://ies.ed.gov/ncee/wwc/Study/500>

Selected presentations most relevant to the current application

Bertz, C. A., Rowe, M. P., McSparrin-Gallagher, B., Tang, Y., Young, A., & **Zoblotsky, T. A.** (2016, April). Reducing the effect of cultural and language barriers for refugee students in science. Presented at the annual meeting of the American Educational Research Association, Washington, DC.

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

Gaylor, E., Starke, P., & **Zoblotsky, T.** (2018). *The Implications of Findings from Completed i3 Evaluations: STEM in Pre-K and Elementary Schools*. Presentation at the 2018 i3 Project Directors Meeting in Washington, D.C., June 12, 2018.

Ransford-Kaldon, C. R. & **Zoblotsky, T. A.** (2014a). *A Randomized Controlled Trial Validating the Impact of the LASER Model of Science Education on Student Achievement and Teacher Instruction*. Paper

presented at the Society for Research on Educational Effectiveness, 2014 Spring Conference in Washington, D.C., March 6, 2014.

Ransford-Kaldon, C. R. & **Zoblotsky, T. A.** (2014b). *The Impact of an Inquiry-Based Science Instructional Method (LASER) on Student Achievement and Teacher Instruction*. Paper presented at the American Educational Research Association 2014 National Conference in Philadelphia, PA, April 6, 2014.

Zoblotsky, T.A., Ransford-Kaldon, C. R., & Alberg, M. (2013). *The Impact of an Inquiry-Based Science Instructional Method on Student Achievement and Teacher Instructional Methods*. Paper presented at the National Science Teachers Association (NSTA) 2013 STEM Forum & Expo in St. Louis, MO, May 18, 2013.

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
1993–1996 Teacher, East Baton Rouge Parish School System, Baton Rouge, LA

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

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.