

BIOGRAPHICAL SKETCH

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NAME: **Kaldon, Carolyn Ransford**

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

POSITION TITLE: **Research Assistant 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
Rhodes College, Memphis, TN	B.A.	1998	Psychology (with honors)
The Pennsylvania State University State College, PA	M.S.	2004	Human Development & Family Studies
The Pennsylvania State University, State College, PA	Ph.D.	2007	Human Development & Family Studies
Institute of Educational Sciences Summer Research Training Institute		2010	Clustered Randomized Trials
Institute of Educational Sciences Summer Research Training Institute		2011	Quasi-Experimental Design & Analysis

A. PERSONAL STATEMENT

I am currently a Research Assistant Professor and have extensive experience in working with districts and schools in the Mid-South and nationwide to conduct meaningful and high-quality research from local to federal levels focused on improving student success. I also hold a Professional Teaching License for grades 1-8, and previously taught in elementary schools in the urban Memphis metropolitan area. I have completed two IES Summer Research Training Institutes as well—Clustered Randomized Trials and Quasi-Experimental Design & Analysis. My specific areas of expertise include school-based research related to literacy and STEM programs, as well as academic interventions for at-risk students. I also have broad experience in the areas research design, instrument development, project management, 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 recently serving as the Principal Investigator (PI) on a national multi-site, quasi-experimental study for students in grades 3-5 of a targeted, small-group literacy intervention—the Leveled Literacy Intervention (LLI) System. Additionally, I have led two previous large-scale, mixed-methods studies establishing the efficacy of LLI which have been reviewed by the What Works Clearinghouse to “meet standards without reservation” (see References).

I also served as co-PI and led the research design, data collection, and reporting efforts on a five year Investing in Innovation fund (i3) Validation grant from the US 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. I also led the evaluation component of the Shelby County Schools’ Race to the Top project focused on improving their mentorship/coaching models in the district and its impact on teacher evaluation and student improvement. Finally, I served as PI for a multi-state instrument development project in partnership with Heinemann Publishing, which focused on developing a brief literacy tool to identify elementary students reading below grade level, so they can be routed quickly to intervention as appropriate.

For the current project, I will serve as co-PI and assist in providing technical assistance in research design and evaluation, and assist in conducting the evaluability assessment. I will also implement training for early career researchers or applicable school-based staff, and present findings to stakeholders.

Selected publications most relevant to the current application

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>

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

Kaldon, C. R., Lee, C. C., Sharpe, K., Gallagher, B., Holden, S., Lee, L., Stevens, N. L., Zhang, M., & Zoblotsky, T. A. (2017). *A Multi-Site Efficacy Study of the Leveled Literacy Intervention System for Students in Grades 3-5*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Ransford-Kaldon, C. R., Zoblotsky, T. A., Alberg, M. A., Rowe, M. P., & Strahl, J. D. (2013). *NSRC Laser i3 Validation Study: A Systemic and Sustainable Approach for Achieving High Standards in Science Education 2012-2013 Annual Interim Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy

Ransford-Kaldon, C. R., Ross, C. L., Lee, C. L., Flynt, E. S., Franceschini, L., & Zoblotsky, T. (2013). *The Efficacy of the Leveled Literacy Intervention System for K-2 Urban Students: An Empirical Evaluation of LLI in Denver Public Schools*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Ransford-Kaldon, C. R., Zoblotsky, T. A., Morrison, D. M., & Rowe, M. P. (2012). *NSRC Laser i3 Validation Study: A Systemic and Sustainable Approach for Achieving High Standards in Science Education 2011-2012 Annual Interim Report*. Memphis, TN: The University of Memphis, Center for Research in Educational Policy.

Ransford, C. R., Greenberg, M.T., Domitrovich, C.E., Small, M. E., & Jacobsen, L.J. (2009). The Role of Teachers' Psychological Experiences and Support Systems on the Quality of Perceived Implementation of a Social and Emotional Learning Program, *School Psychology Review*, 38, 510-532.

Ransford, C. R., Crouter, A.C., & McHale, S.M. (2008). Implications of Work Pressure and Supervisor Support for Fathers', Mothers', and Adolescents' Relationships and Well-being in Dual-earner Families, *Community, Work & Family*, 11, 37-60.

Selected presentations most relevant to the current application

Ransford-Kaldon, C. R. & Zoblotsky, T. A. (2014). *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.

Ransford-Kaldon, C. R. & Zoblotsky, T. A. (2014). *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., & 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.
- Ransford-Kaldon, C.,** Ross, C. L., Lee, C. C., & Flynt, E.S., (2013). *Effectiveness of the Leveled Literacy Intervention System on K-2 Literacy Achievement: An Urban-District Randomized Controlled Trial*. Paper presented at the 2013 Annual Meeting of the American Educational Research Association, San Francisco, CA, May 1, 2013.
- Ransford-Kaldon, C.,** Ross, C. L., Lee, C. C., & Flynt, E.S., (2013). *The Leveled Literacy Intervention System and K-2 Literacy Achievement in an Urban District: Research, Results, and Real-World Implementation of LLI*. Invited paper presented at the 2013 Annual Meeting of the International Reading Association, San Antonio, TX, April 26, 2013.
- Ransford-Kaldon, C.,** Flynt, E.S., Ross, C. L., Lee, C. (2013). An Empirical Evaluation of the Leveled Literacy Intervention Program's Impact on K-2 Literacy Achievement in an Urban Setting. Peer-reviewed paper presented at the 2011 Annual Meeting of the American Educational Research Association, San Francisco, CA, May 2, 2013.
- Ransford-Kaldon, C.,** & Zoblotsky, T. (2013). SSEC LASER i3 Validation Study: A Systemic and Sustainable Approach for Achieving High Standards in Science Education, Peer-reviewed paper presented at the 2013 Annual Meeting of the National Science Teachers Association, San Antonio, TX, April 20, 2013.
- Ransford-Kaldon, C.,** Flynt, E.S., & Ross, C. L. (2011). An Empirical Evaluation of the Leveled Literacy Intervention Program's Impact on K-2 Literacy Achievement. Peer-reviewed paper presented at the 2011 Annual Meeting of the American Educational Research Association, New Orleans, LA, April 9, 2011.
- Ransford-Kaldon, C.,** Flynt, E.S., & Ross, C. L. (2011). A Randomized Controlled Trial of a Response-to Intervention (RTI) Tier 2 Literacy Program: Leveled Literacy Intervention (LLI). Peer-reviewed paper presentation presented at the Biannual Meeting of the Society for Research on Educational Effectiveness, Washington D.C., March 4, 2011.

B. POSITIONS AND HONORS

Professional Appointments

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|--------------|--|
| 2008–present | Research Assistant Professor, Center for Research in Educational Policy, The University of Memphis, |
| 2007–2008 | Research Associate, (Educational Studies Division), RTI International, Research Triangle Park, NC |
| 2002–2007 | Graduate Teaching & Research Assistant, (Human Development and Family Studies), Pennsylvania State University, State College, PA |
| 1998–2002 | Elementary Teacher, Memphis City Schools, Memphis, TN |

Other Experience and Professional Memberships

- Served as a proposal reviewer for the 2014 NSF DRK-12 competition.
- Was invited to attend two IES Research Method Training Programs: Institute of Education Sciences Summer Research Training Institute in *Quasi-Experimental Design & Analysis (2011)*, and Institute of Education Sciences Summer Research Training Institute in *Clustered Randomized Trials (2010)*.

- Worked with several STEM-oriented studies or evaluations. Recently, she led the evaluation component of the LASER i3 Validation grant for the Smithsonian’s Science Education Center, which met stringent data collection, analysis and reporting requirements from the What Works Clearinghouse.
- Has extensive experience in leading randomized controlled trials, quasi-experimental studies, and evaluation, including large scale, multi-year projects with multi-disciplinary teams.
- Member of the Society for Research in Educational Evaluation
- Member of the American Educational Research Association

Honors and Awards

- 2014-2015: **PI Millionaire:** University of Memphis Research Foundation annually awards recognition to PI’s who obtain over \$1 million in research support.
- 2012-2013: **First Time Principal Investigator:** University of Memphis Research Foundation annually awards recognition to first time principal investigators for attaining a position of research leadership on an externally funded project.
- 2010-2011: **Invited Participant for IES Research Method Training Programs:** Institute of Education Sciences Summer Research Training Institute in *Quasi-Experimental Design & Analysis (2011)*, and Institute of Education Sciences Summer Research Training Institute in *Clustered Randomized Trials (2010)*

C. CONTRIBUTIONS TO SCIENCE

1. Conducted and co-led an evaluation 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 126 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) Group Design Standards Without Reservations (the WWC’s highest rating).
2. Led multiple efficacy studies of a supplemental literacy system developed by Heinemann Publishing Company by conducting a mixed-methods randomized controlled trial involving students in the Denver Public School System, as well as in rural Georgia and 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.

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

Funded Research (last 3 years)

Heinemann Publishing FPL Classroom PILOT Study	PI	\$175,675	12/01/17-12/31/18
Heinemann Publishing, LLI Efficacy Study Grades 3-5	PI	\$924,079	11/01/14-06/30/18
Heinemann Publishing, Benchmark Diagnostic Tool	PI	\$891,479	11/01/14-06/30/17

Scholastic Publishing Company An Efficacy Study of Scholastic’s Independent Reading Assessment	PI	\$207,884	01/01/14-12/31/15
Institute of Education Sciences i3 study entitled, A Validation Study of The LASER Model: A Systemic and Sustainable Approach for Achieving High Standards in Science Education	Co-PI	\$3,334,986	10/01/10-09/13/15
Shelby County Schools in Memphis, TN Evaluation of Shelby County Schools’ Teacher Coaching Models	PI	\$398,690	06/01/13-12/31/14
Shelby County Schools, Memphis, TN Education Reform Through Professional Learning: An Evaluation of Shelby County Schools’ Race to the Top	PI	\$249,221	10/01/11-10/31/14
Arts Memphis Collective Impact through the Arts	PI	\$15,182	09/01/12-06/30/13
Heinemann Publishing Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell’s Leveled Literacy Intervention Program (LLI)	PI	\$1,001,280	01/01/11-06/30/13
Institute of Education Sciences Applications of Intelligent Tutoring Systems (ITS) to Improve the Skill Levels of Students with Deficiencies in Mathematics	PI	\$80,174	2009 – 2012
U.S. Office of Innovation and Improvement Evaluation of Shelby County Schools’ Professional Development for Arts Education (PDAE) “Arts Infusion Project”	Co-PI	\$47,961	08/13/10-10/31/12