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## MICHAEL CHAVEZ-REILLY

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### EDUCATION

- 2014        **Ph.D. in Sociology of Education**, New York University  
*Dissertation: "Inequality and Opportunity in Work-based Learning"*  
NYU Scholarship, 2005-2006; Research Assistantship, 2006-2008;  
Doctoral Development Grant, 2010.
- 1989-1990    **M.A. in Latin American Studies**, Stanford University
- 1985-1989    **B.A. in Political Science**, University of Chicago

### RESEARCH EXPERIENCE

2016 – Present        **Research Analyst**, American Museum of Natural History  
Investigate the effects of informal science education programs on NYC students, teachers, and schools. Use quantitative and qualitative methods to understand the role of science investigations in the professional development of teachers and the academic development of students. Interview and observe teachers and students, design and analyze surveys, and utilize administrative data to understand how inquiry-based learning shapes individual teaching and learning trajectories.

2014 – 2015    **Research Associate**, NYU Institute for Education and Social Policy  
Evaluated three out-of-school learning programs: *Make Your Summer Job*, *CTE Summer Scholars* and the *College Access and Success* program. Observed classroom and worksite activities, conducted interviews with staff and students, developed surveys, analyzed qualitative and quantitative data, and used geospatial data to demonstrate the relationship between neighborhood characteristics and services provided.

2008 - 2013    **Research Assistant**, Department of Sociology, New York University  
*Intergenerational Racial Stratification and the Black-White Achievement Gap Project*  
Performed all aspects of data management including cleaning, merging and imputation of data. Created weights, standardized variables, and indexes. Assembled codebook. Performed all aspects of data analysis including descriptive statistics, missing data, correlations, factor analyses, multivariate regressions, structural equation modeling, decompositions, and propensity score matching. Supervised undergraduate research assistant.

2007 - 2011    **Consultant**, Youth Development Institute. New York, NY  
Authored case studies of community-based education initiatives. Interviewed students, college administrators and staff, and community-based organization staff. Documented a collaboration between a technical college and a community-based organization designed to retain students at-risk of dropping out. Documented the activities of three Beacon after-school centers.

2005 - 2008    **Research Assistant**, NYU Institute for Education and Social Policy  
Involved in multi-year evaluations of two national programs: the *Cornerstone Literacy Initiative* and the *International Baccalaureate Program*. Conducted site visits, interviewed school and district personnel, and observed classrooms. Designed surveys and interview protocols. Analyzed survey data. Coded and analyzed qualitative data.

## RECENT PUBLICATIONS

- 2018 MacPherson, A, Chavez-Reilly, M, and Hammerness, K. "Explaining the "advantage" in Urban Advantage: Features of an effective professional learning program for middle school science teachers." *Submitted to the Journal of Teacher Education*.
- 2015 Chavez-Reilly, M, Philp, M, Leardo, M and Weinstein, M. *The CTE Summer Scholars Program: Evaluation Report Year 4*. New York: Institute for Education and Social Policy.
- Silander, M, Chavez Reilly, M & Weinstein, M. *How to be an entrepreneur: Summer learning and youth development*. New York: Institute for Education and Social Policy.
- 2012 Wahl, E, Kleinbard, P, and Chavez Reilly, M. *The Best of Two Worlds: Community College and Community Organization Collaboration to Support Student Success*. New York: Jobs for the Future and Youth Development Institute.

## RECENT PRESENTATIONS

- 2019 "What Factors are Associated with Implementing Successful Science Investigations?" 2019 Annual Meeting of the American Educational Research Association, New York, NY. Toronto, Canada.
- 2018 "Supporting and Sustaining Productive Research Practice partnerships in STEM." 2018 Annual Meeting of the American Educational Research Association, New York, NY.
- "Professional Learning in Urban Advantage and the Development of Core Science Teaching Practices." 2018 Annual Conference of the National Association of Research in Science Teaching, Atlanta, GA
- 2015 "Making contacts or making copies? The Role of Internships, Coops and Apprenticeships in Transitions to Employment." NYU IESP Summer Seminar Series.
- 2009 "Intergenerational Racial Stratification and the Black-White Achievement Gap." *Eastern Sociological Society*, Baltimore (March).

## SELECTED TEACHING EXPERIENCE

Spring 2016 **Adjunct Assistant Professor**, Guttman Community College, New York, NY  
Taught multiple sections of *Ethnographies of Work*, a course where students apply sociological theories and methods to investigate a potential career.

Fall 2011 **Teaching Assistant**, NYU Steinhardt. Statistics I. Professor Joel Middleton  
Taught statistical concepts and problem-solving to undergraduates.

2002 – 2003 **High School Social Studies Teacher**, Staples High School, Westport, CT  
Developed lesson plans in U.S. History, World History, and the Humanities for 9<sup>th</sup> and 10<sup>th</sup> graders. Lessons involved project-based and cooperative learning activities. Managed the behavior and performance of over 110 students. Worked with writing coach to improve students' writing. Worked with students, counselors, and parents to address student-learning needs.

**COMPUTER SKILLS** STATA, SAS, SPSS, Excel QGIS, ArcGIS, Qualtrics, Dedoose, Atlas.ti