

**Michael John “Micky” Strachota**

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**EDUCATION**

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**Clark University, Worcester, MA**

Bachelor of Arts, Community, Youth, and Education Studies (GPA 3.73)

May 2019

Dean’s List, First and Second Honors, six semesters

Honors Thesis: “Assembling Ensemble: Theorizing and Enacting Ensemble Culture in the Classroom”

**TEACHING EXPERIENCE**

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**Breakthrough Greater Boston**

Cambridge Site, Jun - Aug, 2017; Somerville Site, Jun - Aug, 2018

Teaching Fellow

- Taught middle school social studies at Breakthrough’s Cambridge and Somerville campuses
- Created and taught original social studies curriculum
- Acted as an advisor and mentor for several middle school boys
- Served as a member of the Teacher Advisory Team, supporting Breakthrough teachers and administrators

**In Our Own Words Poetry and Art Club, Clark University**

2017- 2018

Instructor and Coordinator

- Facilitated an after school poetry, art, and performance club for youth ages 12 to 17
- Focused on creating a multilingual space with an assets based approach to language and art
- Co-led the undergraduate course that ran and researched the after school club

**Hiatt Center for Urban Education, Clark University**

2017 - 2019

Teaching Assistant

- Served as an Undergraduate Peer Learning Assistant in:
  - Youth Participatory (Action) Research, Spring 2019, Dr. Jie Park
  - Social Justice Participatory Research, Spring 2018, Dr. Sarah Michaels
  - Complexities of Urban Education, Spring 2017, Dr. Eric DeMeulenaere

**Pioneer Valley Performing Arts Charter Public School, South Hadley, MA**

Jan - Jun 2016

Teaching Assistant

- Assisted a high school history teacher in planning and facilitating classes

Substitute Teacher

Jan - Jun 2016

- Paid substitute teacher and study hall facilitator in middle and high school

Theater Instructor

2014 - 2017

- Organized and led theater camps for 8-12 middle and high school aged youth
- Coached actors and non-actors as they wrote, rehearsed, directed, and performed short plays and full-length musicals

**RESEARCH EXPERIENCE**

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**“Assembling Ensemble: Theorizing and Enacting Ensemble Culture in the Classroom”**

2017 - 2019

- Honors thesis and practitioner research project in my Breakthrough classroom
- Investigated building classroom culture through a performance-based pedagogy
- Presented at the Penn Ethnography Forum, February 2019

- “Identity, Power, and Discourse in a Multilingual Poetry and Art After School Club”** *Jan - Apr 2017*
- Carried out collaborative practitioner research on how emergent bilingual youth perform identity work and how facilitators’ responses can disrupt or reinforce traditional power hierarchies
  - Presented at a Presidential Session at the American Educational Research Association Annual Meeting, April 2017

- “Ire with IRE: Dialogic Tools for Investigating Classroom Talk”** *Oct 2016 - Feb 2017*
- Conducted research with an undergraduate peer and high school biology teacher on dialogic tools that promote academically productive talk and practitioner inquiry
  - Presented at the Penn Ethnography Forum, February 2017

- Next Generation Science Exemplar System (NGSX), Research Assistant** *2016 - 2019*
- Paid position assisting university-based researchers in collecting and analyzing data on the NGSX professional development program for science teachers

- Poetry Inside Out: The Experience of Bilingual Students, Research Assistant** *Jun - Jul 2015*
- Conducted participatory research with bilingual high school students and Clark University faculty

## **HONORS AND AWARDS**

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- Elizabeth D. Hodder Award for Excellence in Teaching** *Aug 2018*
- Breakthrough Greater Boston’s Somerville Teaching Fellow recipient

*References available upon request*