

PETER BJORKLUND, JR.

EDUCATION

Teachers College, Columbia University, New York, NY

May 2016

Master of Education, International Educational Development; GPA 4.0

Concentration: International Humanitarian Issues

Thesis: *Spontaneous Teachers, Job Satisfaction, and Teacher Identity in Kakuma Refugee Camp*

Santa Clara University, Santa Clara, CA

June 2011

Master of Arts in Interdisciplinary Education; GPA 3.97

Concentration: Curriculum and Instruction

Thesis: *Motivation & Engagement in Latina/o Students in Predominantly White and Asian AP and Honors Classes*

Occidental College, Los Angeles, CA

May 2006

Bachelor of Arts in History; GPA 3.51

Minor in Education and Russian Studies

Graduated Cum Laude

RESEARCH EXPERIENCE

Graduate Research Assistant, Teachers College, Columbia University, New York, NY

September 2015 – Present

- Assisted in authoring and drafting concept note and proposal for the \$193,000 grant funded by the State Department Bureau of Population Refugees and Migration
- Conduct ongoing literature search and reviews for pertinent publications, reports and resources for project
- Manage and organize all quantitative and qualitative data collected throughout project
- Conduct data analysis with appropriate software (Stata, NVivo); code qualitative data and write thematic and country-specific memos; clean survey data, conduct descriptive and inferential analyses of data
- Contribute to development of research instruments (survey and interview guides)
- Traveling to Nairobi (February 2016) to conduct qualitative interviews with relevant stakeholders

Graduate Research Assistant, Kakuma Refugee Camp, Kenya & Teachers College

June 2015 – Present

- Helped to create a teacher training program for teachers in crisis context in collaboration with representatives from the UNHCR, UNICEF, The International Rescue Committee, Save the Children and the Norwegian Refugee Council
- Piloted the teacher training program with 27 primary school refugee teachers in Kakuma Refugee Camp
- Analyzed feedback from pilot, which helped create the final product that was presented to the NRC in September 2015 and will be published as an open source resource in January 2016

- Created and implemented survey of teacher professional identity to refugee teachers
- Carried out qualitative research by helping to conduct a total of 81 interviews with primary school teachers, and aided in conducting over 20 classroom observations
- Using NVivo to code qualitative data and develop teacher and thematic memos

Educational Researcher, ChildFund, Washington, D.C./New York

March 2015 – June 2015

- Research current projects focused on education for marginalized groups
- Review and edit case studies of ChildFund education programs
- Compiling a four-day teacher training module on psychosocial well-being focused on Ebola to be implemented in Guinea

Independent Researcher, Santa Clara University Masters Thesis, Santa Clara, CA

September 2010 – June 2011

- Conducted qualitative study collecting and coding data from ten students from Los Altos High School using a variety of metrics such as surveys, interviews, journaling sessions, and classroom observations
- Presented results of thesis to students and faculty at Santa Clara University

TEACHING & PROFESSIONAL EXPERIENCE

High School Social Studies Teacher, Los Altos High School, Los Altos, CA

August 2007 – June 2014

- Created and developed differentiated lesson plans and assessment for 9th through 12th grade students in World Studies, Contemporary World Issues (CWI), and Global Connections classes
- Utilized a variety of teaching methods including lectures, group discussions, primary document analysis, online discussion forums, research papers, essays, and small group work
- Developed new curriculum to meet Common Core Standards
- Designed interactive website that included all readings, classwork, homework, videos, lecture podcasts, and study materials to make class content and assignments more accessible to students
- Head of AP and honors Student Well Being Study, examining access and equity in AP and honors classes
- Nominated by a student to receive the “Symetra Hero in the Classroom” – recognized as one of 15 Bay Area teachers for outstanding leadership and instructional skills and the ability to build trust among students, parents and the community by investing in students’ long-term success (Fall 2014)

Leadership Team Member, Los Altos High School, Los Altos, CA

August 2009 – June 2014

- Nominated and elected by colleagues for three consecutive two-year terms
- Met monthly to discuss and make decisions about school policies, accreditation, and staff development

Master Teacher, Los Altos High School, CA

August 2011 - June 2012

- Instructed and supervised a student teacher from Santa Clara University who was subsequently hired at Los Altos HS

Freelance Editor, New York, NY

May 2015 - Present

- Edit academic articles and book chapters for practitioners and TC Faculty

PUBLICATIONS & PRESENTATIONS

Bjorklund, P. & Bravo, M. (under review). Improbable success: Latina/o high school students educational resilience in Advanced Placement and honors classes. *Diaspora, Indigenous, and Minority Education*.

Panelist, 2015 Annual Comparative International Education Society (CIES), Washington D.C.
March 2015

Presented paper titled, “Improbable Success: Latina/o High School Students Educational Resilience in Advanced Placement and Honors Classes” to CIES scholars, practitioners and attendees of the annual conference

SKILLS & COMPETENCIES

Stata

SPSS

NVivo

Qualtrics

Microsoft Office Suite

California Single Subject Teaching Credential (Social Studies, 2008)