

# MARCO ANDRÉS CHACÓN

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## EDUCATION

**University of California, San Diego** San Diego, CA  
*PhD: Education Studies, Anticipated: 2026* 2020 - present

**Georgetown University** Washington, D.C  
Certificate in Education Finance, 2023 2023

**Northwestern University** Evanston, IL  
*M.S.: Elementary Teaching, 2010* 2009 - 2010

**Washington University in St. Louis** St. Louis, MO  
*B.A.: Psychology, 2008* 2004 - 2008

## LANGUAGES

**Spanish:** fluent  
**French:** proficient  
**Mandarin:** pre-intermediate

## AWARDS & APPOINTMENTS

**School Teacher of the Year:** *Frontier STEM High School* Kansas City, MO 2017

**School Teacher of the Year Finalist:** *Frontier STEM High School* 2016

**Department Chair:** *Frontier STEM & district language department* 2016 - 2019

**Discipline Committee Member:** *Frontier STEM High School* 2015 - 2018

## PUBLICATIONS

**Chacón, M., & Raj, A.** (2022). The association between bullying victimization and fighting in school among US high school students. *Journal of Interpersonal Violence*. <https://doi.org/10.1177/08862605211055075>

**Chacón, M.** (2022). Students should learn about the human impact of war. *EdSource*. <https://edsources.org/2022/students-should-learn-about-the-human-impact-of-war/676233>

Rentería, J., Pescador, O., Nakajima, T., **Chacon, M.**, Guzman, A. (2022). Community Schools Cohort I short-term assessment. *Los Angeles Unified School District Strategic Data and Evaluation Branch*.

**Chacón, M.** (2023). Using Place-Based Learning to Explore Immigration History. *Edutopia*. <https://www.edutopia.org/article/immigration-history-project-high-school>

**Chacón, M., Levine, R., Bintliff A.** (2023). Student perceptions: how virtual student-led talking circles promote engagement, social connectedness, and academic benefit. *Active Learning in Higher Education*. <https://doi.org/10.1177/14697874231179238>

**Chacón, M.** (2023). 5 minute written check-ins. *Edutopia*. <https://www.edutopia.org/article/written-check-ins-with-students-teacher-relationship>

## INVITED PRESENTATIONS

Teaching, Learning, and Leading Amidst the Conflict Campaign: Voices from Educators and Youth- *AERA, April, 2024*

How Virtual Student-led Talking Circles Promote Engagement, Social Connectedness, and Academic Benefit during COVID-19 (Article Presentation) - *UC San Diego, May 2022*

The Association Between Bullying Victimization and Fighting in School Among US High School Students (Article Presentation) - *UC San Diego, February, 2022*

## RESEARCH EXPERIENCE

**Los Angeles Unified School District - Strategic Data & Evaluation** Los Angeles, CA  
*Data Analyst/Professional Expert* 2022 - present

*Community Schools Cohort I Evaluation, SENI spending evaluation*

- Coded and analyzed interview data; created coding scheme, integrated mixed methods data
- Co-wrote final report, co-designed graphics. PI: Jesus Ramirez

**University of California, San Diego** San Diego, CA  
**Graduate Student Researcher** 2020 - present

California School Board Conflict Campaign Study  
- Designed, conducted, coded and analyzed interviews of local school board members  
- Co-wrote article, detailing findings PI: Mica Pollock

*Teacher Characteristics Study*

- Conducted analyses, wrote manuscript examining characteristics of aspiring teachers: preparation to serve diverse student populations, and overcome stressors. PI: Anita Raj

*La Colonia de Eden Gardens Community Well-Being Study*

- Conducted interviews in Spanish and English, coded and analyzed qualitative data for study of community resilience and well-being during COVID-19 pandemic. PI: Amy Bintliff

**Washington University in St. Louis** St. Louis, MO  
**Cognitive Psychology Research Assistant** 2007 - 2009

- Conducted experiments studying middle school Spanish vocabulary acquisition  
- Recruited participants, analyzed & presented findings. PIs: Henry Roediger, Mark McDaniel

**TEACHING  
EXPERIENCE**

**Winston Preparatory School** New York, NY  
**History & Focus Teacher** 2019 - 2020

- Designed & taught immigration history curriculum to classes with learning disabilities  
- Tutored students with learning disabilities 1-on-1 on social and academic problem-solving skills

**Frontier STEM High School** Kansas City, MO  
**Social Studies Teacher** 2013 - 2019

- Taught inquiry-based 9th-12th grade Psychology elective classes to majority ELL population  
- Designed new Psychology curriculum, research projects, & assessments still used by teachers

**Spanish Teacher**

- Taught multi-level Spanish 1, 2, 3 and Advanced Placement classes  
- Beginner & Advanced groups with separate curricula taught simultaneously in all classes

**Chair of School and District Language Department**

- Chosen by administrators to lead meetings, give trainings, plan agendas, & mentor colleagues

**Frontier School of Innovation** Kansas City, MO  
**Middle School Social Studies & Spanish Teacher** 2011 - 2014

- Taught 4th - 8th grade History and Geography classes  
- Taught 6th - 8th grade multi-level Spanish classes

**Lloyd Elementary School** Chicago, IL  
**1st, 2nd and 4th Grade Bilingual teacher** 2010 - 2011

- Re-designed and taught highly differentiated, inquiry-based Math, Language Arts,  
- Science & Social Studies curricula to meet the needs of majority ELL population

**ADDITIONAL  
EXPERIENCE**

**Organization of the NorthEast** Chicago, IL  
**Youth Program Supervisor** 2005 - 2006

- Trained high school students on principles of community organizing & local politics  
- Created curriculum, recruited students and guest speakers.