

**PILAR GONZALEZ**  
**EDUCATION DEVELOPMENT CENTER, INC.**  
**96 MORTON STREET, NEW YORK, NY 10014**  
**(212) 807-4208 – PGONZALEZ@EDC.ORG**

**PROFESSIONAL PREPARATION**

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Teachers College, Columbia University	Sociology & Education/Education Policy	MA – 2010
Long Island University	Education/Teaching English to Speakers of Other Languages	MS – 2007
Harvard University	History and Science	BA – 2001

**CURRENT POSITION**

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Research Associate, EDC Center for Children and Technology (EDC|CCT)

**OVERVIEW OF RESEARCH AND EVALUATION EXPERTISE**

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- Management of program evaluations that focus on determining the effectiveness of teacher professional development and other supports for teaching and learning, including recruiting study participants; developing surveys, assessments, and protocols for focus groups, interviews, and observations; collecting data by conducting observations, interviews, focus groups, surveys, and assessments; analyzing qualitative and quantitative data; writing reports, and disseminating at conferences.
- Technical assistance experience working with school district and state leadership, in order to enhance staff capacity to use research to support teaching, learning, and professional development. Support consisted of researching and analyzing key policy issues, soliciting input from policymakers, preparing and presenting resources and materials, and providing expertise in improving schools and working with students with special needs.

**SELECTED RESEARCH AND EVALUATION EXPERIENCE**

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**Research Associate I, *Teaching American History* (2011-Present)**

EDC, New York, NY

Manage and conduct program evaluation activities for four American History teacher-training programs administered by the New York City Department of Education and funded by the U.S. Department of Education, including two programs focusing on teaching English Language Learners and students with other special needs. Attend and observe teacher professional development seminars, create surveys and assessment to measure teacher learning and solicit feedback, analyze data, and write yearly evaluation reports for the U.S. Department of Education.

**Research Associate I, *Grow Up Great* (2013-Present)**

EDC, New York, NY

Conduct program evaluation activities for art and science program that partners cultural institutions with preschools, funded by PNC Bank. Contribute to development of observation protocols, surveys, and assessments; conduct preschool classroom observations and administer surveys; analyze qualitative and quantitative data; and write reports.

**Research Associate I, *PBS LearningMedia* (2014-Present)**

EDC, New York, NY

Conduct research activities for focus group study and impact study of a digital resource library for teachers sponsored by the Public Broadcasting Service (PBS). Recruit participants; contribute to development of focus group protocols, observation protocols, surveys, assessments, and professional development materials; conduct teacher focus groups and classroom observations; analyze qualitative and quantitative data; and write reports.

**Research Associate I, *WBA Badges* (2013-Present)**

Conduct research activities for study about the use of digital badges in the context of an innovative, Common Core-aligned, online teacher professional development program. Recruit participants; contribute to the development of interview protocols and surveys; administer surveys; analyze qualitative and quantitative data; write reports; disseminating findings through conference presentations.

**Research Assistant II, *Regional Educational Laboratory Northeast and Islands* (2010-2011)**

EDC, New York, NY

Responsible for research and technical assistance. Built state and district leadership and practitioner research capacity to inform policy and practice by communicating with state and local policymakers and practitioner networks, and conducting and sharing research in response to research requests. Provided technical assistance to states and districts by researching and analyzing key policy issues, soliciting input from policymakers, and preparing and presenting resources and materials for state and district leaders. Analyzed reports and data on Persistently Low Achieving and Restructuring (PLAR) schools for the New York City Department of Education.

**RELATED PROFESSIONAL EXPERIENCE**

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**Graduate Research and Policy Intern, *New Visions for Public Schools* (2009-2010)**

New York, NY

Research, writing, and data analysis to enhance the capacity of New Visions for Public Schools as a School Support Organization in New York City schools. Research topics included community asset mapping, college and career readiness, and school data management systems.

**ESL Teacher, *Various employers* (2005-2010)**

New York, NY

Taught ESL to elementary school general education and special education students. Presented and attended teacher professional development workshops. Communicated with parents from diverse cultures to help them support their children's schooling. Designed and implemented a new ESL program at a charter school.

**SELECTED PUBLICATIONS AND PRESENTATIONS**

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Goldberg, D.T., Keane, J., Manning, C., Diamond, J. & Gonzalez, P. (2014, April). *Open Badges for New Opportunities: Learning Anywhere, Anytime with Digital Credentials*. Panel presentation at the 2014 Annual Conference of the Humanities, Arts, Science and Technology Alliance and Collaboratory, Lima, Peru.

Gonzalez, P. & Tally, B. (2012, June). *Using Historical Role-Playing Games to Teach History Content and Critical Thinking Skills*. Presentation at the 2012 Annual Conference of the International Society for Technology in Education, San Diego, CA.