

CONTACT DETAILS

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INTRODUCTION

Hello! My name is Michael Fienberg, and I am a passionate, motivated researcher and former educator. I hope to use my data analysis talents and research skills to make a positive impact.

ACADEMIC BACKGROUND

USC, Rossier School of Education

Ph.D in Urban Education Policy (2024, Expected)
M.S. in Public Policy Data Science (2022, Expected)

Pepperdine University

M.A. in Education (2015)

Clear Mathematics Credential (2017)

University of Michigan

B.A. in Film with Screenwriting Sub-concentration
(2013)

B.A. in Communications (2013)

PROFESSIONAL SKILLS

Proficient in Stata

Proficient in Python

Extremely Adept at Microsoft Excel

Dynamic Written and Spoken Communicator
Strong Analytical Abilities

- Unique Problem Solving Approaches
Organized

Highly Capable Collaborator

Strong Quantitative and Data Analysis Skills

MEMBERSHIPS

AERA

AEFP

APPAM

USC: CEPEG

USC: Quantitative Working Group

PEER-REVIEWED CONFERENCE PRESENTATIONS

The Impact of High School Exit Exams on Student Outcomes. UCEA Graduate Student Summit: Columbus, Ohio. November 10-13, 2021.

Social Media Use and Parents' Willingness to Send Their Children to School In-Person During the COVID-19 Pandemic. AEFP Conference: Denver, Colorado. Accepted to Present March 17-19, 2022.

The Impact of High School Exit Exams on Student Outcomes. AERA Conference: San Diego, California. Accepted to Present April 21-26, 2022.

MICHAEL FIENBERG

RESUME

DOCTORAL STUDENT AT UNIVERSITY OF SOUTHERN CALIFORNIA,
ROSSIER SCHOOL OF EDUCATION

CAREER PROGRESSION

GRADUATE RESEARCH ASSISTANT

USC Rossier School, August 2020 - August 2024 (Expected)
20 Hours/Week

- Research assistant to Drs. Morgan Polikoff and Adam Kho
- Works closely with advisors to complete data entry and analysis using Stata software, literature reviews, qualitative interviews, meta-analyses, longitudinal studies, and originally conducted quantitative research on a variety of education topics including school reform, curriculum, program evaluation, and alternative schooling.
- Typically support two-three ongoing projects at any given time; manages workflow to ensure that all work is high quality and completed on schedule

MATHEMATICS TEACHER

Calabasas High School, August 2015- June 2020
35 Hours/Week

- Taught AP Statistics, CP Statistics, Guided Studies, and Finite Mathematics to nearly 1,000 total students of all abilities grades 9-12.
- Used a variety of planning, instruction, and assessment techniques to reach all students. Focus on making Advanced Placement math accessible to traditionally non-AP students, and on helping to bring struggling students up to level as the first teacher of the Guided Studies course.
- Collaborated with dozens of colleagues within and outside of department to develop curricular plans to reach a variety of students

DATA COORDINATOR

Calabasas High School, August 2018 - June 2019
5 Hours/Week

- Gathered, organized, and analyzed data for school's WASC accreditation process for 2018-19. Data included demographics, student performance on standardized and state testing, and student equity in AP and Honors participation.
- Formulated, designed, and completed ten data projects including: analyzed methodology of US News and World Report; created an analysis interpreting the reasons for student Ds and Fs broken down by department; investigated Special Ed and 504 student performance in SPED and Gen Ed classes; and analyzed cohort data to see student mobility in Math and English honors courses.
- Collaborated with the Principal, Assistant Principal of Curriculum and Instruction, Department Chairs, and various colleagues to determine and meet fellow teacher data and information needs.

PUBLICATIONS

Silver, D., Fienberg, M., & Polikoff, M. (2022, January 13). Support for mask and vaccine policies in schools falls along racial and political lines. Urban Institute. <https://www.urban.org/research/publication/support-mask-and-vaccine-policies-schools-falls-along-racial-and-political-lines>

Polikoff, M., Silver, D., Garland, M., Saavedra, A. R., Rapaport, A., & Fienberg, M. (2021). The impact of a messaging intervention on parents' school hesitancy during Covid-19. SSRN Electronic Journal. <https://doi.org/10.2139/ssrn.3942872>