**Curriculum Vitae**

**Andrew H. Kwok**

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[ORCiD](https://orcid.org/0000-0002-0401-0420); [Google Scholar](https://scholar.google.com/citations?user=T1ctKw8AAAAJ&hl=en); [Publons](https://publons.com/researcher/1625709/andrew-kwok/)

**Academic Positions**

2018 - Present Assistant Professor, Department of Teaching, Learning, and Culture, College of Education and Human Development

 *Texas A&M University, College Station*

2016 – 2018 Assistant Professor, Department of Teacher Education and Foundations, College of Education

 *California State University, San Bernardino*

**Education**

2010 – 2016 University of Michigan, *Ann Arbor, MI*

Doctoral Studies in Educational Studies, Teaching and Teacher Education

*Managing Urban Classrooms: Exploring Beginning Teachers’ Classroom Management Beliefs, Actions, and Influences (Chair: Matthew Ronfeldt)*

2007 – 2009 California State University at East Bay, *Hayward, CA*

*Teaching Credential Single Subject, Biology*

2003 –2007 University of Michigan, *Ann Arbor, MI*

*Bachelor of Science in Brain, Behavior, and Cognitive Studies*

**Peer-Reviewed Publications** (*italics* denotes student)

1. **Kwok, A.,** *Rios, A*., & Kwok, M. (2022). Pre-service teachers’ motivations to enter the profession. *Journal of Curriculum Studies*. ***SJR: 0.982; H-index: 58* [**[**link**](https://www.tandfonline.com/doi/full/10.1080/00220272.2022.2025624)**]**
2. **Kwok, A.** (2022). Facilitating classroom management knowledge development in teacher education. *Educational Forum.* ***SJR: 0.555; H-index: 27 [***[***link***](https://doi.org/10.1080/00131725.2022.2048758)***]***
3. **Kwok, A.** (2021). Exploring pre-service teachers’ workplace preferences. *Educational Researcher*. 50(7), 463-473. ***SJR: 3.678; H-index: 118* [**[**link**](https://journals.sagepub.com/doi/10.3102/0013189X211011426)**]**
4. Bartanen, B., & **Kwok, A.** (2021). Examining clinical teaching observation scores as a measure of pre-service teacher quality. *American Education Research Journal*. *58*(5), 887–920. ***SJR: 3.223; H-index: 112* [**[**link**](https://journals.sagepub.com/doi/abs/10.3102/0002831221990359?journalCode=aera)**]**
5. **Kwok, A.,** & *Svajda-Hardy, M.* (2021). Classroom management coaching for first-year urban teachers: Purpose, design, and implementation. *Urban Education*. ***SJR: 2.089; H-index: 56* [**[**link**](https://doi.org/10.1177/00420859211058418)**]**
6. **Kwok, A.** (2021). Managing classroom management in teacher education. *Teaching and Teachers: Theory & Practice.* 27:1-4, 206-222. ***SJR: 1.45; H-index: 56 [***[***link***](https://dx.doi.org/10.1080/13540602.2021.1933933)***]***
7. **Kwok, A.**, *Rios, A*., *Suárez, M.*, *Worley, C*., *Keese, J*., Patterson, M., Huston, D., & Mitchell, D. (2021). Match games: Exploring the match between novice teachers and induction coaches. *Teaching and Teachers: Theory & Practice*. 27:1-4, 246-268. ***SJR: 1.45; H-index: 56 [***[***link***](https://www.tandfonline.com/doi/full/10.1080/13540602.2021.1939003)***]***
8. **Kwok, A.**, *Keese, J*., *Suárez, M.*, Mitchell, D., Huston, D. (2021). Novice teacher vertical professional development? Exploring teachers and their coaches’ beliefs throughout a two-year induction program. *Learning Environments Research*. ***SJR: 1.219; H-index: 33 [***[***link***](https://link.springer.com/article/10.1007/s10984-021-09360-3)***]***
9. **Kwok, A.**, & *Cain, C.* (2021). Alternative certified teachers’ perceptions of induction supports. *Professional Development in Education*. ***SJR: 0.943; H-index: 31 [***[***link***](https://doi.org/10.1080/19415257.2021.1879226)***]***
10. Mitchell, D., *Keese, J., Banerjee, M.,* Huston, D., & **Kwok, A**. (2021). Induction experiences of novice teachers and their coaches. Teacher Development, 25(4), 411–431. ***SJR: 0.461; H-index: 26 [***[***link***](https://www.tandfonline.com/doi/full/10.1080/13664530.2021.1944903)***]***
11. **Kwok, A.**, Mitchell, D., & Huston, D. (2021). The impact of program design and coaching support on novice teachers’ induction experience. *Mentoring & Tutoring: Partnership in Learning*, 29(2), 1–28*.* ***SJR: 0.52; H-index: 33 [***[***link***](http://dx.doi.org/10.1080/13611267.2021.1915542)***]***
12. Kwok, M., *Rios, A*., **Kwok, A.,** & Matthews, S. (2020). Teacher candidates’ developing beliefs about diversity and its role in effective literacy teaching. *Education and Urban Society.* ***SJR: 0.994; H-index: 32 [***[***link***](https://journals.sagepub.com/doi/10.1177/0013124520974331)***]***
13. **Kwok, A.**, *McIntush, K*., & *Svajda-Hardy, M*. (2020). Equitable or equal classroom management? Teacher candidates’ contrasting beliefs about the impact of student demographics. *Learning Environments Research.* ***SJR: 1.072; H-index: 30 [***[***link***](https://link.springer.com/article/10.1007/s10984-020-09334-x)***]***
14. **Kwok, A.** (2020). Pre-service teachers’ classroom management beliefs and correlating characteristics. *Educational Studies*, 47(5), 609-626. ***SJR: 0.442; H-index: 38 [***[***link***](https://doi.org/10.1080/03055698.2020.1717932)***]***
15. **Kwok, A.** & *Hardy, M.* (2019). From why to how: Building relational classroom managers. *Journal of Effective School Projects.* *26*(1), 16-23.
16. **Kwok, A.** (2019). What are teachers’ classroom management actions throughout their first year? *Urban Education, 54*(3), 339-367. ***SJR: 0.982; H-index: 48 [***[***link***](https://doi.org/10.1177/0042085918795017)***]***
17. Mitchell, D., **Kwok, A.**, & Huston, D. (2019). Induction program structures as mediating factors for coach influence on novice teacher development.*Professional Development in Education, 46*(5), 812-832.***SJR: 0.835; H-index: 29 [***[***link***](https://doi.org/10.1080/19415257.2019.1643394)***]***
18. **Kwok, A.***,* Van Schagen, A., *Laufy, G*., & *Ventura, K*. (2019). Exploring the impact of stability ball chairs on challenging elementary student behavior. *Journal of Classroom Interaction.* ***SJR: 0.166; H-index: 5 [***[***link***](https://search.proquest.com/openview/02e40b5ec87d89af4d66d7a7a93842d3/1?pq-origsite=gscholar&cbl=48326)***]***
19. *Keese, J*., & **Kwok, A.** (2019). Preservice Teacher Field Trips: Opportunities to Experience Schools in High-Needs Contexts. *The Texas Forum for Teacher Education, 9*(1), 71-80*.* **[**[**link**](https://txate.org/resources/Documents/2019-Keese%20and%20Kwok.pdf)**]**
20. **Kwok, A.** (2018). Promoting “quality” feedback: First year teachers’ self-reports of how they develop as classroom managers. *Journal of Classroom Interaction, 53*(1), 4-18. ***SJR: 0.166; H-index: 5 [***[***link***](https://search.proquest.com/openview/d2064db2f09170f559e145e2402c16f2/1?pq-origsite=gscholar&cbl=48326)***]***
21. **Kwok, A.** (2017). Relationships between instructional quality and classroom management for beginning urban teachers. *Educational Researcher, 46*(7), 355-365. ***SJR: 3.473; H-index: 112 [***[***link***](https://journals.sagepub.com/doi/abs/10.3102/0013189X17726727)***]***
22. Ronfeldt, M., **Kwok, A.**, & Reininger, M. (2016). Teachers’ preferences to teach underserved students. *Urban Education. 51*(9), 995-1030. ***SJR: 1.706; H-index: 48 [***[***link***](https://journals.sagepub.com/doi/abs/10.1177/0042085914553676)***]***
23. **Kwok, A.** & Songer, N. (2013). Hearing urban classrooms: Teachers and student perspectives of an urban science curriculum. *The National Journal of Urban Education and Practice.* 7(1), 31-43.
24. Ronfeldt, M. Reininger, M., and **Kwok, A.** (2013). Recruitment or preparation? Investigating the effects of teacher characteristics and student teaching. *Journal of Teacher Education*, 64(4), 319-337. ***SJR: 3.53; H-index: 77 [***[***link***](https://journals.sagepub.com/doi/abs/10.1177/0022487113488143)***]***
25. Peters, V., Dewey, T., **Kwok, A.**, Hammond, G., & Songer, N. (2012). Predicting the impacts of climate change on ecosystems: A high school curricular module. *The Earth Scientist,* 28(3), 33-37. ***[***[***link***](https://www.nestanet.org/cms/sites/default/files/journal/Fall12.pdf)***]***

**Manuscripts in Progress**

1. **Kwok, A.**, Patterson, M., *Suárez, M.*, Huston, D., & Mitchell, D. (Revise & Resubmit). Rate your coach: Exploring ratings of coaching skills throughout teacher induction. *International Journal of Educational Research.*
2. Williams, J., **Kwok, A.**, & *Svajda-Hardy, M.* (Revise & Resubmit). Teachers’ job satisfaction and perceptions of working conditions in an urban emergent school district. *The New Educator.*
3. Kwok, M., **Kwok, A.**, & Rios, A. (Revise & Resubmit). “All students matter”: Investigating colorblindness in pre-service teacher beliefs about literacy instruction. *Teaching and Teachers: Theory & Practice*.
4. **Kwok, A.** & Bartanen, B. (Revise & Resubmit). Early field experiences in teacher education. *Teaching and Teacher Education*.
5. *Svajda-Hardy, M*., & **Kwok, A.** (In Review). What and where are pre-service teachers learning about classroom management? *Mentoring & Tutoring: Partnership in Learning*.
6. Bartanen, B. & **Kwok, A.** (In Review). From interest to entry: The teacher pipeline from college application to initial employment. *American Education Research Journal*. **[**[**link**](https://doi.org/10.26300/hqn6-k452)**]**
7. *Svajda-Hardy, M*., & **Kwok, A.** (In Review). Coaching first-year teachers in classroom management. *Educational Researcher*.
8. *Svajda-Hardy, M*., & **Kwok, A.** (In Review). Lost in translation: Preservice teachers’ perceptions of classroom management beliefs and actions. *Journal of Education for Teaching*.
9. **Kwok, A**. & *Williams, J*. (In Preparation). Teaching styles of preservice teachers and mentor teachers.
10. **Kwok, A**. & *Gonzalez, A*. (In Preparation). What makes a good mentor teacher?
11. **Kwok, A**., *Davis, J*., *Halabi, S.,* Huston, D., Mitchell, D., & Hemsley, R. (In Preparation). How novice teachers account for student diversity.
12. *Svajda-Hardy, M*., & **Kwok, A.** (In Preparation). There’s a hole in the bucket: Analyzing state discipline policies for cultural responsiveness and support.
13. **Kwok, A.** & Kwok, M. (In Preparation). What you say and how you say it: Exploring clinical teaching field supervisor written feedback.
14. **Kwok, A.** & Bartanen, B. (In Preparation). Preservice teacher mobility, retention, and student achievement.
15. Bartanen, B. & **Kwok, A.**, & Kim, B. (In Preparation). Computational analysis of preservice teacher motivations.
16. Waddington, R.J., **Kwok, A.**, Huston, D., Mitchell, D., & Hemsley, R. (In Preparation). Induction coach matching and novice teacher retention.

**Invited Book Chapter**

**Kwok, A.** (In Review). *Classroom management*. H. Richard Milner (Volume Editor), Teaching and Teacher Education. Maisha Winn & Torry Winn (Editors), Bloomsbury Encyclopedia of Social Justice in Education.

Montague, M., & **Kwok, A.** (In Review). *Teacher training and classroom management*. Ed Saborine & Dorothy L. Espelage (Editors), Handbook of Classroom Management: Research, Practice, & Issues.

**Funded Grants**

2020-2025 Hill-Jackson, V., **Kwok, A**., & Hutchins, S. Aggie Teacher Education Residency Model (aggieTERM): A Partnership Among Local Education Agencies and Texas A&M University. United States Department of Education, Teacher Quality Partnership Grants Program. $13,315,674 (~$30,000 personally allocated).

2019-2021 Mitchell, D. & **Kwok, A.** RIMS BTSA CTI Induction Program FY 19-21. Subcontract through The Regents of the University of California, Riverside. Center of Teacher Innovation & Riverside County Superintendent of Schools. $75,000.

2021 **Kwok, A.** Undergraduate Student Research Initiative. Texas A&M University. $3,500.

**Kwok, A**. Improving teacher induction and preparation at the University of Kentucky, Lexington. Office of the Dean of Faculties, Texas A&M University, Southeastern Conference (SEC) Faculty Travel Grant. $1,500.

2020 Kwok, M., Matthews, S., Parker, D., **Kwok, A.,** & Parish, K. Using a Paired Placement Model and Structured Formative Assessments to Prepare Teacher Candidates. Texas A&M University, Teacher Education Mini-Grants. $10,000.

**Kwok, A.,** Bartanen, B., & Kwok, M. Text Mining Pre-Service Teachers’ Responses to Predict Success Within and Beyond Teacher Education. Texas A&M University, College of Education & Human Development Catapult Triad + Seed Grant Program. $30,000.

2019 **Kwok, A.** Undergraduate Student Research Initiative. Texas A&M University. $3,500.

**Kwok, A.** Kay & Jerry Cox STaR Fellowship. $2,000.

2018-2020 Hill-Jackson, V., Craig, C., James, M., Walichowski, M., **Kwok, A.,** Ybarra, B., Kwok, M. (Evaluator) aggieSTAR: Student Teachers Advanced Residency. Texas Education Agency, Grown Your Own, Teach Program: Cycle 2/Path 3. $235,500 + $15,500 Internal.

2018-2019 Waxman, H., Craig, C., **Kwok, A.,** Rollins, K., Stillisano, J., & Brown, D. Evaluation Proposal To Educate All Children (TEACH). TEACH Program. $65,553.

2018 Olson, J., Fahrenwald, C., Slattery, P., Clough, M., **Kwok, A.** Preparing and Supporting Principals for Science Education. Texas A&M University, College of Education & Human Development Catapult Triad+ Seed Grant Program. $10,000.

**Kwok, A.**, Kwok, M., Parker, D., Parish, K., & Ronsonet, M. Aggie Teacher Preparation Pipeline. Texas A&M University, College of Education & Human Development Catapult Triad + Seed Grant Program. $10,000.

Mitchell, D. & **Kwok., A.** RIMS BTSA CTI Induction Program FY 17-18. Subcontract through The Regents of the University of California, Riverside. Center of Teacher Innovation & Riverside County Superintendent of Schools. $8,124.

2017 Summer Research Fellowship, California State University, San Bernardino, $3000.

Mini-Grant for Community-Based Research, California State University, San Bernardino, $1925.

2016 Office of Student Research Faculty Reassigned Time Grant, California State University, San Bernardino, $4600.

Summer Research Fellowship, California State University, San Bernardino, $3000.

2015 Rackham One-Term Dissertation Fellowship, University of Michigan, $9690.

2014 School of Education Mini-Grant, University of Michigan, $300.

School of Education Spring/Summer Research Grant, University of Michigan, $4000.

2013 Rackham Student Research Grant, University of Michigan, $3000.

Rackham and School of Education Travel Grant, University of Michigan, $1000.

2012 Race and Educational Inequality Student Faculty Co-Authored Manuscript Grant, University of Michigan, $2750.

Institute of Social Research-Rackham Summer Training Award, University of Michigan, $2000.

Rackham and School of Education Travel Grant, University of Michigan, $1000.

Graduate Student Fellowship, University of Michigan.

**Unfunded Grants**

2022 **Kwok, A.** & Bartanen, B. Deepening Our Understanding of the Teacher Pipeline from College Application to Early Employment. Spencer Foundation, Small Grant Submission. $50,000 (Unfunded).

2020 **Kwok, A.** & Bartanen, B. Improving the Supervisor Observations. Texas A&M University, Teacher Education Mini-Grants. $10,000.

**Kwok, A.,** Bartanen, B., & Thompson, C. From Preparation to Retention: Tracking Teacher Candidates’ Trajectories into Underserved Schools. Spencer Foundation, Large Grant Submission. $249,999.

2019 **Kwok, A.,** Suárez, M. I., Patterson, M., Koh, P., Kwok, M., Thompson, C., & Newell, K. From Preparation to Retention: Tracking Teacher Candidates’ Trajectories into Underserved Schools. Spencer Foundation, Large Grant Submission. $374,999.

Bartanen, B., **Kwok, A.**, & Matthews, S. Teacher Motivations and Staying in the Profession. Texas A&M University, College of Education & Human Development Catapult Triad + Seed Grant Program. $30,000.

**Kwok, A.** Disrupting Pre-Service Teachers’ Trajectories Towards Underserved Schools. William T. Grant Foundation, William T. Grant Scholars Program Submission. $350,000.

**Kwok, A.,** Suárez, M. I., Patterson, M., & Koh, P. Novice Teacher Development: Exploring the Impact of Induction and Coaching Through Multiple Methodologies. Spencer Foundation, Small Grant Submission. $49,763.

**Kwok, A.,** Patterson, M., Mitchell, D., & Almeida, T. Improving Novice Teacher Professional Development Through Induction: Extending a Research-Practice Collaborative. Spencer Foundation, Research-Practitioner Partnership Grant Submission. $399,844 (Not Funded).

**Kwok, A.** Learning the Benefits of Match for Teachers. Glasscock Faculty Research Fellowship, Texas A&M University. $5,000.

Ray, K., Shell, D., Procaccia, E., **Kwok, A.,** & Yamauchi, T. Building Innovative Teams, Texas A&M University, X Grant Round 2.

**Kwok, A.** & Keese, J. Measuring the Impact of Houston ISD Field Trips on Teacher Candidate Attitudes to Work in Underserved Districts, American Education Research Association, Educational Research Service Project. $5,000.

2018 **Kwok, A.,** Craig, C., Waxman, H. Teacher Preparation Pathways to Underserved Schools. Spencer Foundation, Small Research Grant. $50,000.

Capraro, M. M., **Kwok, A.,** Brightsmith, D. High Impact Educational Experiences Abroad = Pedagogically Enhanced Pre-Service Teachers. Texas A&M University, T3 Triad Round 2. $30,000.

**Kwok, A.** Teacher Candidate Pipeline to Underserved Schools. Texas A&M University, Internal Submission for the Oak Ridge Associated Universities Ralph E. Powe Junior Faculty Enhancement Award. $5,000.

**Kwok, A.,** Hill-Jackson, V., Parker, D., Keese, J., Hays, K. Teacher Preparation Pipeline to Underserved Schools. Texas A&M University, PESCA Grant. $25,000.

2017 Howard, B., **Kwok., A.**, & Mitchell, D. Residency for Educational Specialist Interns. The Commission on Teacher Credentialing CalEd Grant Initiative. $1,250,000.

**Kwok, A.** & Snead, L. Investigating Pre-Service Teachers’ Classroom Management Beliefs and Correlations with Demographic Characteristics. Spencer Small Research Grant, $50,000.

**Presentations** (*italics* denotes student)

*Svajda-Hardy, M.,* & **Kwok, A**. (2022, April 22-25). Don’t Smile ‘til Christmas’: What Classroom Management Advice Do Preservice Teachers Find Most Salient? AERA Annual Conference, San Diego, CA.

Bartanen, B., & **Kwok, A**. (2022, April 22-25). Who is Interested in Teacher Certification? AERA Annual Conference, San Diego, CA.

**Kwok, A**. & Bartanen, B. (2022, April 11-12). From Interest to Entry: The Teacher Pipeline from College Application to Initial Employment. Association for Education Finance and Policy Annual Virtual Conference.

**Kwok, A**. & Bartanen, B. (2022, March 17-19). From Interest to Entry: The Teacher Pipeline from College Application to Initial Employment. Association for Education Finance and Policy Annual Conference, Denver, CO.

*Rios, A*., *Gonzalez, A*., & **Kwok, A**. (2022, Feb. 11-16). The Good, Bad, and the Ugly: PST Evaluations of Cooperating Teachers. Association of Teacher Educators Annual Conference, Chicago, IL.

**Kwok, A.,** & Bartanen, B. (2022, Jan 27). Examining clinical teaching observation scores as a measure of pre-service teacher quality. Research Symposium Series. The Collaborative for Innovation in Teacher Education, Texas A&M University.

Kwok, M., *Rios, A*., **Kwok, A**. (2021, Dec. 1-4). Countering a deficit narrative: Exploring complexity in pre-service teacher beliefs on diversity and literacy instruction. Literacy Research Association Annual Conference, Atlanta, GA.

**Kwok, A.** (2021, October). The teacher (education) pipeline. EPE Colloquium Series. Department of Educational Policy Studies and Evaluation, University of Kentucky.

**Kwok, A.** (2021, April). *Culturally Responsive Classroom Management Research and Practice: A Conversation with Carol Weinstein*. AERA Annual Meeting Virtual Meeting.

**Kwok, A.** (2021, January). *Mentoring and coaching beginning teachers towards effective classroom management*. We Teach Texas P12 Mentoring & Coaching Academy. Texas A&M University. [[video link](https://youtu.be/CGP_sFk1tWQ)]

**Kwok, A**., *Rios, A.,* Suárez, M., *Worley, C.*, Patterson, M., *Keese, J.*, Huston, D., & Mitchell, D. (2021, April). *Match Games: Exploring the Match Between Novice Teachers and Induction Coaches*. AERA Annual Meeting Virtual Meeting.

**Kwok, A**. & *Cain, C.* (2021, April). *Alternative certified teachers’ perceptions of new teacher induction*. AERA Annual Meeting Virtual Meeting.

*Svajda-Hardy, M.* & **Kwok, A**. (2021, April). *Classroom Management Coaching for First-Year Urban Teachers: Purpose, Design, and Implementation*. AERA Annual Meeting Virtual Meeting.

Kwok, M., *Rios, A*., Matthews, S., & **Kwok, A**. (2020, December). *A Continuum from Equality to Equity: Analyzing Teacher Candidate Perceptions of the Interplay Between Literacy and Multicultural Instruction*. Literacy Research Association, Houston, TX.

 ***Best Paper Award in Area 1 (Pre-Service Teacher Education)***

**Kwok, A**. Mixed Methods Research Course. *Teacher Induction*. February 2020, College Station, TX.

**Kwok, A.,** & Bartanen, B. *Classroom Observations in Teacher Preparation Programs: Do Race and Gender Biases Have Implications for Teacher Supply?* Association for Education Finance and Policy. February 2020, Fort Worth, TX.

**Kwok, A**. AERA Teacher Induction Special Interest Group. Classroom management for induction programs. April 2020, San Francisco, CA. (Conference cancelled).

*Rios, A. R.*, Kwok, M. N., Matthews, S. D. & **Kwok, A**. (2020, Apr 17 - 21) It's Not Just About Text Selection: Unearthing Tensions Within Preservice Teacher Beliefs Along the Continuum of Culturally Relevant Literacy Instruction [Roundtable Session]. AERA Annual Meeting San Francisco, CA [http://tinyurl.com/unxlta5](https://urldefense.com/v3/__http%3A/tinyurl.com/unxlta5__;!!KwNVnqRv!TSItw586zTqyOuYKknbz8L9lYr-34x9LNTOiXSs2QxxVA5R_qqOSFwOB5zyYnA$) (Conference Canceled)

*McIntush, K., Svajda-Hardy, M.,* & **Kwok, A**. (2020, Apr 17 - 21) *Do Student Demographics Impact Classroom Management? A Qualitative Analysis of Preservice Teachers' Responses* [Roundtable Session]. AERA Annual Meeting San Francisco, CA [http://tinyurl.com/v933fh8](https://urldefense.com/v3/__http%3A/tinyurl.com/v933fh8__;!!KwNVnqRv!TiZdUBOV_ulZAMkZyO-yMUSAYwCARkwb-Vna0KNSxduX87QRxhWcMJ0GRdJx_CA$) (Conference Canceled)

Kwok, M. N., *Rios, A. R.,* **Kwok, A**. & Matthews, S. D. (2020, Apr 17 - 21) Teacher Candidates' Developing Beliefs About Diversity and Its Role in Effective Teaching [Roundtable Session]. AERA Annual Meeting San Francisco, CA [http://tinyurl.com/ueqbgmv](https://urldefense.com/v3/__http%3A/tinyurl.com/ueqbgmv__;!!KwNVnqRv!Uf4mV6Q-dImEvwT4XUgS7Xm-HQLdtBEPyckcdKZqPdTT-0AHjzgOcb-u6xv05w$) (Conference Canceled)

Foran, A. & **Kwok, A**. (2020, Apr 17 - 21) Teacher Candidate Beliefs About Classroom Management and Their Career Plans [Roundtable Session]. AERA Annual Meeting San Francisco, CA [http://tinyurl.com/qrhjshg](https://urldefense.com/v3/__http%3A/tinyurl.com/qrhjshg__;!!KwNVnqRv!UXf1tMZX43YFOvEdDuoRJ2Qsi15hWZWSIT0AP5rHBYd7uHgulTIdzN7pcN5PZQ$) (Conference Canceled)

*Keese, J*., **Kwok, A**., Suárez, M. I., Mitchell, D. E., Huston, D. & Almeida, T. (2020, Apr 17 - 21) Integrating Sustained and Vertical Professional Development for Novice Teacher Growth [Paper Session]. AERA Annual Meeting San Francisco, CA [http://tinyurl.com/rqbtkar](https://urldefense.com/v3/__http%3A/tinyurl.com/rqbtkar__;!!KwNVnqRv!RX6xoTaxFdbGU_ZWfesY8q8LjUnaUsF1yd12_SC9ETrV_Q7EhM19umognHq0Gg$) (Conference Canceled)

*Rios, A*., Kwok, M., Matthews, S., & **Kwok, A.** (2020). *Does Diversity Matter? Preservice Teacher Perceptions of Culturally Relevant Literacy Instruction.* Association of Teacher Education. February 2020, New Jersey, NY.

*McIntush, K*., *Hardy, M*., & **Kwok, A**. (2020). *Do Student Demographics Impact Classroom Management? A Qualitative Analysis of Pre-Service Teachers’ Responses.* Association of Teacher Education. February 2020, New Jersey, NY.

**Kwok, A.** & *Keese, J*. (2019). *Urban School Field Trips: Providing Pre-Service Teachers with Opportunities to Experience High-Needs Schools*.Texas Association for Teacher Educators, Austin, TX.

**Kwok, A.** & *Hardy, M*. (2019). *Classroom Management & the First-Year Teacher: Understanding the Beliefs of First-Year Teachers and How Their Education Leaders Can Support Them*. Texas Association for Teacher Educators, Austin, TX.

**Kwok, A.,** *Keese, J*., *Banerjee, M*., Mitchell, D., Huston, D., & Howard, B. (2019). *Induction Experiences of Novice Teachers and Their Coaches*. California Council of Teacher Education Spring Policy Action Network, Sacramento, CA.

Mitchell, D., Huston, D., **Kwok, A.,** *Keese, J*., *Banerjee, M*., & Howard, B. (2019). *The Impact of Coaching and Induction Program Structures on Novice Teacher Development.* California Council of Teacher Education Spring Policy Action Network, Sacramento, CA.

**Kwok, A.** (2019). *Creating General Education Partners*. Invited presentation for SPED 414. Texas A&M University, College Station, TX.

**Kwok, A.** & *Hardy, M*. (2019). *Researching teacher candidates’ classroom management knowledge development through a pre-/post-instrument assessment*. Transformational Teaching and Learning Conference. Texas A&M University, College Station, TX.

**Kwok, A.** (2019). *Behavior or relationships? Pre-service teachers’ classroom management beliefs and correlating characteristics.* American Educational Research Association. April 2019, Toronto, Ontario.

Van Schagen, A., **Kwok, A.,** *Ventura, K*., *Young, V*., *Simon, K*., *O'Malley, T*., *Carrasco, H*., & *Bain, A*. (2019). *The Impact of Stability Ball Chairs on Urban Elementary Teacher and Student Behavior.* Society for Research in Child Development. Baltimore, MD.

**Kwok, A.** & *Guo, Q*. (2018). P*re-service teachers’ classroom management beliefs and content area.* American Educational Research Association. April 2018, New York City, NY.

**Kwok, A.,** Van Schagen, A., *Laufy, G*., & *Ventura, K*. (2018). *Exploring the impact of stability ball chairs on challenging elementary student behavior.* American Educational Research Association. April 2018, New York City, NY.

**Kwok, A.** & *Guo, Q*. (2017). *Does content area impact how a classroom is managed? Pre-service teachers’ beliefs on content area and classroom management.* Poster presented at California Council of Teacher Education. October 2017, San Diego, CA.

**Kwok, A.,** Van Schagen, A., *Laufy, G*., & *Ventura, K*. (2017). *More moving for less misbehavior? Exploring the impact of classroom chairs on elementary student behavior.* Poster presented at California Council of Teacher Education. October 2017, San Diego, CA.

**Kwok, A.** (2017). *Types of classroom management beliefs and actions on instructional quality.* Paper presentation at American Educational Research Association. April 2017, San Antonio, TX.

**Kwok, A.** (2016). *Influencing classroom managers*. Paper presentation at American Educational Research Association. April 2016, Washington, D.C.

**Kwok, A.** (2015). *Managing urban classrooms: Exploring beginning teachers’ beliefs, actions, and influences in classroom management.* Paper presentation at American Educational Research Association. April 2015, Chicago, IL.

**Kwok, A.** (2015). *Classroom management for undergraduate students*. Guest Lecture for Environment Science Methods Course in the School of Natural Resources. February 2015, Ann Arbor, MI.

**Kwok, A.** (2015). *Teaching classroom management in higher education*. Faculty presentation at Slippery Rock University. February 2015, Slippery Rock, PA.

Dershimer, R.C., Birdyshaw, D., Morales, C.J., Bricker, L.A., Kademian, S.M., & **Kwok, A.** (2014). *Reading, talking, and writing like scientists and engineers*. Workshop presented at the annual meeting of the Michigan Science Teachers Association, Lansing, MI.

**Kwok, A.** (2014). *Classroom management for pre-service secondary mathematics teachers*. Guest Lecture in the School of Education. February 2014, Ann Arbor, MI.

Ronfeldt, M., **Kwok, A.**, & Reininger, M. (2013). *Student teachers’ preferences to teach in underserved schools.* Poster presented at American Educational Research Association. April 2013, San Francisco, CA.

Hearn, K., Holmstrom, K., Mrachko, J., Setty, R., **Kwok, A.**, & McQueen, K. (2013). *School of Education Partnership with Teach for America.* Session presented at the TeachingWorks Colloquia. June, 2013: Ann Arbor, MI.

Ronfeldt, M., Reininger, M., Shirrell, M., & **Kwok, A.** (2012). *Student teaching in urban districts.* Session presented at American Educational Research Association. April, 2012: Vancouver, BC.

Ronfeldt, M. & **Kwok, A.** (2012). *More or better student teaching?* Paper presented at the University of Michigan Educational Studies Colloquium. March, 2012: Ann Arbor, MI.

**Kwok, A.** & Bhatt, M. (2012). *What predicts teachers’ preferences for teaching underserved student populations?* Paper presented at the University of Michigan Graduate Student Conference. April, 2012: Ann Arbor, MI.

**Higher Education Teaching Experience**

Texas A&M University

*TEFB 371- Dynamics and Management in Multicultural/Inclusionary Learning Environments*

*EDCI 604- E-Learning Classroom Management*

*EDCI 715- Academic Writing for Graduate Students: Creating Manuscripts for Publication*

California State University, San Bernardino

*ESEC 410- Adolescent Learning and Development*

*ESEC 417- Educational Psychology: Instructional Theory, Assessment, and Classroom Management*

*ESEC 520 A/B/C/D/E/F- California Teacher Performance Assessment 2.0 Seminar and Field Test*

*ESEC 550B/C- Student Teaching*

University of Michigan

*Education 650- Reflective Teaching: Field Experience*

*Teach for America Seminar and Field Observation Instructor****-*** *Secondary Science and Mathematics*

**Professional Service**

**State & National**

Journal of Teacher Education

*Associate Editor (2021-Present)*

Center for Teacher Innovation, Riverside County Office of Education

*University Induction Partner (2017-Present)*

*Co-Project Investigator (2017-Present)*

American Educational Research Association

Division K

*Early Career Faculty Pre-Conference Award (2017)*

*Proposal Reviewer*

Special Interest Group: Classroom Management

*Treasurer*

*Communications Officer*

*Proposal Reviewer*

Special Interest Group: Teacher Induction

*Proposal Reviewer*

Journal Reviewer

* *Review of Educational Research*
* *Educational Researcher*
* *Urban Education*
* *Journal of Teacher Education*
* *Teachers & Teaching: Theory & Practice*
* *Teaching & Teacher Education*
* *Journal of Educational Research*
* *Learning Environments Research*
* *Teacher Education Quarterly*
* *Journal of Teacher Education*

Association for Education Finance & Policy

*Session Chair (2022)*

California Council of Teacher Education Member

*CCTE New Faculty Support Program Award (2016-2017)*

*Institutional Delegate (2017-2018)*

National Council of Teacher Quality

*Advisory Group for Teacher Preparation (2014)*

Geneticist/Educator Network of Alliance (2009)

**Institutional: Texas A&M**

University Service

2019 TAMU X-Grant Reviewer

College Service

2022 Dean Search Committee

2021 Program Coordinator II Search Committee

 WestEd Teacher Preparation Curriculum Team

2019 CEHD Office of Organization Development and Diversity Initiatives Program Manager Search Committee

 TPI-US Program Self-Assessment Committee

Department Service

2021 TLAC Tenure Track Annual Review Revision Committee

 Cluster Hire in Secondary Education Committee

2020 Clinical Assistant Professor in Technology and Teacher Education Search Committee

 TLAC Budget Reduction Committee

 EdTPA Task Force Consultant

 EC-8 Teacher Preparation Curriculum Redesign

2019 STaR-Cox Fellow

 TLAC Tiger Team Diversity Initiative

 Education Research Center Director Search Committee

 Education Research Center Post-Doctoral Research Associate Search Committee

 TLAC Tenure Track Annual Review Revision Committee

 Provost Faculty Investment Program Search Committee

**Institutional: University of Michigan**

2013 University of Michigan School of Education Secondary Science (Diverse Context Focus) Position Search Committee

2012 University of Michigan Becoming Educators of Tomorrow

*Treasurer*

2010 University of Michigan School of Education Dean’s Outreach Recruitment Committee

**Professional and Work Experience**

2007–2010 Excel High School, *Oakland, CA*

9-12th grade Teacher

*AP Environmental Science, Introduction to Biology, Advanced Biology, College Preparation; Department Chair, Leadership Team, Urban Debate Coach*

2007 Oakland Teaching Fellow, *Oakland, CA*

*Lead teacher in an Oakland Unified School District summer school classroom*

2005 America Reads, *Ann Arbor, MI*

*Teach literacy to elementary children in Detroit*

**Research Experience**

2010 – 2013 *Center for Essential Science; Project: Change Thinking for Global Science: Fostering and Evaluating the Ecological Impacts of Climate Change* (Nancy B. Songer)

2011 – 2013 *Transition to Teaching Survey Analysis* (Matthew Ronfeldt)

2012 – 2014 *University of Michigan/Teach for America Interim Certification* (Kendra Hearn)

2014 – 2015 *Vocabulary Comprehension* (Gina Cervetti)

**Curriculum Development**

Transformation Leader, California State University, San Bernardino Single Subject Credential Program Curriculum Transition from Quarter to Semester, 2016-2017

Editor, California State University, San Bernardino Single Subject Credential Program Handbook, 2016-2017

Songer, N.B., Dewey, T., Peters, V., Reicher, M., Kwok, A., Zaidi, S., Tupper, B., Hammond, G., Myers, P. (2014) *Climate Change and Impacts on Ecosystems: A High School Curricular Unit.*Ann Arbor, MI: The University of Michigan.

Songer, N.B., Dewey, T., Peters, V., Reicher, M., Kwok, A., Zaidi, S., Tupper, B., Hammond, G., Myers, P. (2014) *Climate Change and Impacts on Ecosystems: A Middle School Curricular Unit.*Ann Arbor, MI: The University of Michigan.

**Public Datasets**

1. Kwok, Andrew. Pre-service Teacher Motivation. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2020-5-18. [[link](https://doi.org/10.3886/E119525V1)]
2. Kwok, Andrew. Classroom Management Beliefs Survey. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2020-1-13. [[link](https://doi.org/10.3886/E117204V1)]
3. Kwok, Andrew. CTI Teacher Induction. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2019-10-11. [[link](https://doi.org/10.3886/E112304V1)]
4. Kwok, Andrew. Classroom Management Plan Data. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2019-10-01. [[link](https://doi.org/10.3886/E112148V1)]

**Media**

1. “Teachers Are Leaving the Classroom, But the Pandemic Is Not Yet To Blame”, March 2nd, 2022. [[link](https://today.tamu.edu/2022/03/02/teachers-are-leaving-the-classroom-but-the-pandemic-is-not-yet-to-blame/)]
2. “Recruiting the next wave of teachers,” February 24th, 2022. Voices of Impact, College of Education & Human Development. [[link](https://voi.education.tamu.edu/project/andrew-kwok-recruiting-the-next-wave-of-teachers/)]
3. “Sealing the gap on teacher attrition.” College of Education & Human Development, September 2nd, 2021. [[link](https://education.tamu.edu/sealing-the-gap-of-teacher-attrition/)]
4. “Developing culturally-responsive educators.” College of Education & Human Development, March 16th, 2021. [[link](https://education.tamu.edu/developing-culturally-responsive-educators/)]
5. “Alternative seating: How does its novelty affect classroom behavior?” Texas A&M University, January 26th, 2021. [[link](https://research.tamu.edu/2021/01/26/alternative-seating-what-are-the-effects-on-students-and-teachers/)]
6. “Do classroom seating options make a difference?” College of Education & Human Development, January 25th, 2021. [[link](https://education.tamu.edu/do-classroom-seating-options-make-a-difference/)]
7. “Brazos Valley 2020: Education.” KBTX Feature, May 6th, 2019. [[link](https://www.kbtx.com/content/news/Brazos-Valley-2020-Education-509508991.html)]
8. “Improving Retention Through Classroom Management.” College of Education & Human Development, April 10th, 2019. [[link](https://education.tamu.edu/improving-retention-through-classroom-management/)]
9. “My First Year, under a microscope.” Oakland Tribune, June 25th, 2008. [[link](https://www.eastbaytimes.com/2008/06/25/my-first-year-under-a-microscope/)]

**Professional Affiliations**

* American Education Research Association
* Association for Educational Finance & Policy
* American Association of Colleges for Teacher Education
* Association of Teacher Educators
* Literacy Research Association

**Advising**

Texas A&M University

Post-Doctoral Students

1. *Mario Suárez (Utah State University)*
2. *Megan Svjada-Hardy*

Doctoral Chair/Co-Chair

1. *Megan Svjada-Hardy (2022)*
2. *Ambyr Rios (Kansas State University)*
3. *Carrie Damico (Ed.D.)*
4. *Kara Woodley (Ed.D.)*
5. *Joel Berrien (Ed.D., 2020)*
6. *Caitlin Cain (Ed.D., 2020)*
7. *Jeffrey Keese (Ph.D., 2019, Mercer University)*

Doctoral Committee

1. *Jennifer Stumbaugh (Ed.D., Educational Administration & Human Resources, 2022)*
2. *Ashley Marquez (Ed.D., Educational Administration & Human Resources, 2022)*
3. *Karen McIntush*

Master’s Committee

1. *Sydney Brown (Health & Kinesiology)*
2. *Meagan Stauss*
3. *Gabriel Garcia-Lavin*
4. *Haley Smith*
5. *Jayme Harvick*
6. *Micaela Massacci*
7. *Makayla Fremin*
8. *Jake Whitely*
9. *Trayvon Battle*
10. *Stephen Rhodes*

Undergraduate Mentoring

1. *Alexandria Gonzalez*
2. *Sara Ines Halabi*
3. *Rachel Faulk*
4. *Ennis Rios*
5. *Jenna Davis (2020 TLAC Undergraduate Student Award Winner)*

California State University, San Bernardino

Undergraduate Mentoring: *Karina Ventura, Gabrielle Laufy*

Master’s Mentoring: *Eyda-Qi Guo*