

Curriculum Vitae
MEGAN SVAJDA-HARDY
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EDUCATION

- 2018 – 2022 **Texas A&M University**, College Station, TX
Doctor of Philosophy, Curriculum and Instruction
Dissertation Title: Contextualized Understanding: Teachers' Classroom Management Needs and Supports
Chair: Andrew Kwok
- 2010 - 2011 **University of Mary Washington**, Fredericksburg, VA
Masters of Education
Thesis Title: Autonomy and Resiliency in the Classroom for At-Risk Students
- 2001 – 2005 **University of North Texas**, Denton, TX
Bachelor of Business Administration in Economics

PEER-REVIEWED PUBLICATIONS

- Svajda-Hardy, M.**, & Kwok, A. (Accepted). First-Year Teacher Needs in the Urban Classroom: Creating a Sustainable Framework for Classroom Management Coaching. *Urban Review*.
- Keese, J., Thompson, C., Waxman, H., McIntush, K., & **Svajda-Hardy, M.** (2023). A worthwhile endeavor? A meta-analysis of research on formalized novice teacher induction programs. *Educational Research Review*, 38.
<https://doi.org/10.1016/j.edurev.2022.100505>
- Williams III, J. A., Mallant, C., & **Svajda-Hardy, M.** (2022). A gap in culturally responsive classroom management coverage?: A critical policy analysis of states' school discipline policies. *Educational Policy*.
<https://doi.org/10.1177/08959048221087213>
- Kwok, A. & **Svajda-Hardy, M.** (2021). Classroom management coaching for first-year urban teachers: Purpose, design, and implementation. *Urban Education*.
<https://doi.org/10.1177/00420859211058418>
- 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*. 24, 1-14.
<https://doi.org/10.1007/s10984-020-09334-x>

Kwok, A., & **Svajda-Hardy, M.** (2019). From why to how: Building relational capacity in beginning teachers. *Journal of the Effective Schools Project*, 26. 16-23.

MANUSCRIPTS IN PROGRESS

Svajda-Hardy, M., Kwok, A., Hill-Jackson, V., & Hutchins, S. (Revise and Resubmit). The “Who” of Teacher Residencies: Preservice Teachers’ Reasons for Selecting a Teacher Residency Program. *Action in Teacher Education*.

Svajda-Hardy, M., & Kwok, A. (Revise and Resubmit). Analyzing state-level training statutes to support classroom & behavior management. *Educational Evaluation & Policy Analysis*.

Svajda-Hardy, M., & Kwok, A. (Under Review). Lost in Translation: Preservice Teachers’ Perceptions of Classroom Management Beliefs and Actions. *Teacher Development*.

Svajda-Hardy, M., & Kwok, A. (Under Review). What You Say Matters: Preservice Teacher Classroom Management Initial Development. *Educational Research for Policy and Practice*.

Williams III, J. A., Kwok, A., & **Svajda-Hardy, M.** (Under Review). Teachers’ Job Satisfaction and Perceptions of Working Conditions in an Urban Emergent School District. *Learning Environments Research*.

Kwok, A., **Svajda-Hardy, M.**, Hill-Jackson, V., & Hutchins, S. (Revise and Resubmit). Exploring a Teacher Residency as a Recruitment and Retention Strategy for High-Need Districts. *Journal of Education*.

PRESENTATIONS

Svajda-Hardy, M. & Kwok, A. (2023). *Analyzing state-level training statutes to support classroom & behavior management*. Association for Education Finance & Policy: Denver, CO.

Svajda-Hardy, M. & Kwok, A. (2023). *Meeting first-year teacher needs: Classroom management coaching as an induction support*. American Education Research Association Annual Conference: Chicago, IL. [paper session]

Svajda-Hardy, M. & Kwok, A. (2023). *Lost in translation: Preservice teachers’ perceptions of classroom management beliefs and actions*. American Education Research Association Annual Conference: Chicago, IL. [roundtable session]

- Svajda-Hardy, M.**, Kwok, A., Hill-Jackson, V., & Hutchins, S. (2023). *Exploring a teacher residency as a recruitment and retention strategy for high-needs districts*. American Education Research Association Annual Conference: Chicago, IL. [roundtable session]
- Svajda-Hardy, M.** & Kwok, A. (2022). *'Don't smile 'til Christmas': What classroom management advice do preservice teachers find most salient?* American Educational Research Association Annual Conference: San Diego, CA. [paper session]
- Svajda-Hardy, M.** & Kwok, A. (2021). *Classroom management coaching for first-year urban teachers: Purpose, design, and implementation*. American Educational Research Association Annual Conference (Virtual Conference). [paper session]
- Williams III, J. A., Mallant, C., & **Svajda-Hardy, M.** (2021). *A gap in culturally responsive classroom management coverage?: A critical policy analysis of states' school discipline policies*. American Educational Research Association Annual Conference (Virtual Conference). [paper session]
- Keese, J., Thompson, C. G., McIntush, K., & **Svajda-Hardy, M.** (2021). *A meta-analysis of research on novice teacher induction and mentoring programs*. American Educational Research Association Annual Conference (Virtual Conference). [roundtable session]
- McIntush, K., **Svajda-Hardy, M.** & Kwok, A. (2020). *Do student demographics impact classroom management? A Qualitative Analysis of Preservice Teachers' Responses*. American Educational Research Association Annual Conference: San Francisco, CA <http://tinyurl.com/v933fh8> (Conference Canceled) [paper session]
- McIntush, K., **Svajda-Hardy, M.**, & Kwok, A. (2020). *Do student demographics impact classroom management? A Qualitative Analysis of Preservice Teachers' Responses*. Association of Teacher Education: Atlantic City, NJ. [paper session]
- Kwok, A. & **Svajda-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 of Teacher Educators Annual Conference: St. Edward's University: Austin, TX. [roundtable session]
- Kwok, A. & **Svajda-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. [paper session]

Svajda-Hardy, M. (2019). *Behavior or relationships? Pre-service teachers' classroom management beliefs and correlating characteristics* [Paper Session, presented on behalf of Dr. Andrew Kwok]. American Educational Research Association Annual Conference: Toronto, Ontario.

INVITED ADDRESSES

Teacher advocacy: Understanding the purpose for political involvement. Presented to Aggie Aspiring Educators Rising, Texas A&M University, April 5, 2023.

Interventions for interventionists: Supporting positive behavior in students. Presented to GEAR UP, Texas A&M University and Bryan ISD, May, 17, 2022.

Classroom management: The ins & outs of managing student behavior. Presented to Aggie Reads & Counts, Texas A&M University, September 1, 2019.

The "BIG" ones: Mistakes first-year teachers make. Presented to the Association for Childhood Education, Texas A&M University, Spring, 2019.

Cultural diversity and why first-year teachers struggle in the classroom. Presented to the Texas A&M University's Teaching, Learning, and Culture (TEFB 371) courses, Fall semester 2018 & Spring semester 2019.

UNFUNDED GRANTS

2023 Williams III, J., Hutchins, S., Kwok, A., Whiteside, E., & Svajda-Hardy, M. *Professional Learning on Responsive Classroom Management and Special Education*. Texas A&M University, Catapult Research Seed Grant. \$30,000 (Unfunded).

UNIVERSITY TEACHING EXPERIENCE

EDCI 604 E-Learning Classroom Management (Graduate)
Texas A&M University, Fall 2023
Focuses on the development of effective management skills crucial to successful instruction and student achievement; application of theory and research to practice and establish oneself as a professional in the area of classroom management; applicable to elementary, middle level, and secondary school settings.

EDCI 656 Learning Theories for Educators (Graduate)
Texas A&M University, Fall 2023
Educational applications developed from theory and research of young learners, specifically the processes of learning.

INST 222	Foundations of Education in a Multicultural Society (Undergraduate) <i>Texas A&M University, Fall 2020</i> Historical, philosophical, and cultural foundations of education emphasizing education for a multicultural society.
TEFB 273	Introduction to Culture, Community, Society, and Schools (Undergraduate) <i>Texas A&M University, Fall 2019</i> Field-based course that introduces the culture of schooling and classrooms for analysis within the scope of language, gender, racial, socio-economic, ethnic, ability, and academic diversity and educational equity.
TEFB 371	Dynamics and Management in Multicultural/Inclusionary Learning Environments (Undergraduate) <i>Texas A&M University, Spring 2020, Fall 2022, Spring 2023</i> A field-based course focusing on communication, methodology, and management perspectives that lead to democratic classrooms; organizational structures that focus on transformative, inclusionary learning; interventions for students with disabilities; analysis of systemic conditions placing children from diverse backgrounds and representing diverse abilities in positions of “risk” for incomplete success in school.

CURRICULUM DEVELOPMENT

TEFB 371	Dynamics and Management in Multicultural/Inclusionary Learning Environments Texas A&M University 2020; 2021
EDCI 604	Classroom Management: E-Learning Texas A&M University 2019

CONTRACTED SERVICE

Fall 2022	Aggie TERM - Curriculum Development <i>Classroom Management 101</i>
Spring 2022	Heart of Texas Gear UP - Professional Development Session <i>Supporting Positive Behavior in Students</i>

AWARDS & RECOGNITION

2022	Distinguished Honor Graduate <i>College of Education and Human Development</i> <i>Texas A&M University</i>
2022	Student Expression of Appreciation

2022 *Doctoral Commencement*
Texas A&M University
 President's Advocacy Award
Graduate and Professional Student Government
Texas A&M University

STATE & NATIONAL SERVICE

2021 - Present Teaching and Teacher Education
Manuscript Reviewer

2020 - Present Journal of Teacher Education
Manuscript Reviewer

2020 - Present American Educational Research Association Member
 Division K
Proposal Reviewer

2020 - Present American Educational Research Association Member
 Division L
Proposal Reviewer

2020 - Present American Educational Research Association Member
 Special Interest Group: Urban Learning, Teaching and Research
Proposal Reviewer

2020 American Educational Research Association Member
 Special Interest Group: Classroom Management
Weinstein Outstanding Research Paper Award - Reviewer

2019 - Present American Educational Research Association Member
 Special Interest Group: Classroom Management
Proposal Reviewer

2019 - Present American Educational Research Association Member
 Special Interest Group: Classroom Management
Community Service Team Member

UNIVERSITY SERVICE

2022 - Present Graduate & Professional Student Government
Legislative Affairs Consultant

2021 - 2022 Graduate & Professional Student Government
Advocacy Co-Chair of Legislative Affairs

2021 - 2022 Graduate Council
Graduate & Professional Student Government Liaison

2021 - 2022 Faculty Senate
Graduate & Professional Student Government Liaison

2021 - 2022 Honors Council
Graduate & Professional Student Government Liaison

2020 Institute of Teacher Education
Graduate Student Assistant

RESEARCH EXPERIENCE

2022-2023	Postdoctoral Research Assistant for Andrew Kwok, Ph.D. and John Williams III, Ph.D. Texas A&M University <i>Project: (Re)Addressing CRCM: Twenty Years of Framework Utilization</i>
2020 - 2022	Research Assistant for Andrew Kwok, Ph.D. Texas A&M University <i>Project: Educational Policy Review</i>
2020 - 2021	Research Assistant for Ishara Casellas Connors, Ph.D. Texas A&M University <i>Project: College of Geosciences Peer Mentorship Program</i>
2018 - 2022	Aggie Teacher Trajectory Research Team Texas A&M University <i>Project: Pre-Service Teacher Entry & Exit Survey Analysis</i>
2018 - 2019	Research Assistant for Andrew Kwok, Ph.D. Texas A&M University <i>Project: "These Kids Are Out of Control" - Curriculum development for online classroom management course based on Dr. Richard Milner, et al. 2019 book</i>

PROFESSIONAL & WORK EXPERIENCE

2018 – 2019	Campus Intervention Coach Classroom Management and Discipline Bryan ISD
2012 – 2018	Teacher High School History Middle School Social Studies and History Bryan ISD
2011 - 2012	Teacher Elementary, Middle, and High School Social Studies and History Harmony Science Academy
2008 - 2009	Director of Government Relations – Richmond, Virginia Virginia Hospitality and Travel Association
2006 – 2008	Political/Government Sector – Washington, D.C. Federal & state liaison for large national interest group Campaign management & finance for a national political party

MEMBERSHIPS

2019 – present	Kappa Delta Pi, International Honor Society in Education
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2018 – present	Texas A&M University; Teaching, Learning and Culture Graduate Student Association
2004 - 2005	University of North Texas; College of Business Student Government <i>Senator</i>
2003 – 2005	Alpha Phi Omega, Service Fraternity