

Curriculum Vitae
MEGAN SVAJDA-HARDY
mhardy2@tamu.edu
ORCID; [Google Scholar](#)

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

- 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. (Revise and Resubmit). Analyzing state-level training statutes to support classroom & behavior management. *Educational Evaluation and 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. *Teaching Education*.

Svajda-Hardy, M., & Kwok, A. (Under Review). Classroom Management Coaching for First Year Teachers: A COACH Framework. *Teachers College Record*.

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*.

Kwok, A., **Svajda-Hardy, M.**, Hill-Jackson, V., & Hutchins, S. (In Progress). The "Who" of Teacher Residencies: Preservice Teachers' Reasons for Selecting a Teacher Residency Program.

PRESENTATIONS

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

Svajda-Hardy, M. & Kwok, A. (2023, upcoming). *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, upcoming). *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, upcoming). *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

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.

UNIVERSITY TEACHING EXPERIENCE

INST 222	Foundations of Education in a Multicultural Society <i>Texas A&M University, Fall 2020</i> Historical, philosophical, and cultural foundations of education emphasizing education for a multicultural society.
TEFB 371	Dynamics and Management in Multicultural/Inclusionary Learning Environments <i>Texas A&M University, Spring 2020, Fall 2022</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.
TEFB 273	Introduction to Culture, Community, Society, and Schools <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.

CURRICULUM DEVELOPMENT

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

EDCI 604 Texas A&M University 2020; 2021
 Classroom Management: E-Learning
 Texas A&M University 2019

CONTRACTED SERVICE

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

AWARDS & RECOGNITION

2022 Distinguished Honor Graduate
College of Education and Human Development
Texas A&M University
 2022 Student Expression of Appreciation
Doctoral Commencement
Texas A&M University
 2022 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 <i>Legislative Affairs Consultant</i>
2021 - 2022	Graduate & Professional Student Government <i>Advocacy Co-Chair of Legislative Affairs</i>
2021 - 2022	Graduate Council <i>Graduate & Professional Student Government Liaison</i>
2021 - 2022	Faculty Senate <i>Graduate & Professional Student Government Liaison</i>
2021 - 2022	Honors Council <i>Graduate & Professional Student Government Liaison</i>
2020	Institute of Teacher Education <i>Graduate Student Assistant</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

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

2020 - 2021 *Project: Educational Policy Review*
Research Assistant for Ishara Casellas Connors, Ph.D.
Texas A&M University

2018 - 2022 *Project: College of Geosciences Peer Mentorship Program*
Aggie Teacher Trajectory Research Team
Texas A&M University

2018 - 2019 *Project: Pre-Service Teacher Entry & Exit Survey Analysis*
Research Assistant for Andrew Kwok, Ph.D.
Texas A&M University

*Project: "These Kids Are Out of Control" - Curriculum development
for online classroom management course based on Dr. Richard
Milner, et al. 2019 book*

MEMBERSHIPS

2019 – present Kappa Delta Pi, International Honor Society in Education

2018 – present Texas A&M University; Teaching, Learning and Culture Graduate
Student Association

2004 - 2005 University of North Texas; College of Business Student
Government
Senator

2003 – 2005 Alpha Phi Omega, Service Fraternity