Jeffrey W. Keese

3104 Foxwood

Bryan, Texas 77803

979-219-0963

jeffkeese@tamu.edu

jeffkeese@gmail.com

ORCID: 0000-0001-5065-8239

<https://scholar.google.com/citations?user=0CbeV6AAAAAJ&hl=en&oi=ao>

Texas A&M University

College Station, Texas

Department of Teaching, Learning and Culture

College of Education and Human Development

|  |
| --- |
| **EDUCATION** |

2017-present Ph.D. student, Texas A&M University – College Station

Curriculum & Instruction – **Graduation date: May 2020**

Focus areas: Teacher education, teacher support, quantitative and mixed-methods methodologies

2007 M.Ed., Texas A&M University – College Station

 Curriculum & Instruction

 Focus areas: Secondary education, Social Studies

2005 B.A., Texas A&M University – College Station

 History

 Focus areas: World history, geography, education

|  |
| --- |
| **PROFESSIONAL EXPERIENCE** |

2020- Senior Research Associate (post-doctoral) – Texas A&M University (College Station, Texas). Responsibilities include instrumentation design, data collection, statistical analyses, and report writing on grant-funded research projects.

2017-2020 Education Research Assistant – Texas A&M University (College Station, Texas).

 Responsibilities included assisting with data collection, instrument design, statistical analyses, and grant proposal preparation and writing.

2018 Instructor (full responsibilities): TEFB 273 “Introduction to Culture, Community, Society & Schools” – Texas A&M University (College Station, Texas).

 Responsibilities included instruction, curriculum, and lesson development, coordination of field placements, and grading.

2019 Teaching Assistant: EDCI 609 “Quantitative Data Analysis in Education” – Texas A&M University (College Station, Texas). Responsibilities included creation of sample data sets and quantitative research activities for EDD students.

2020 Teaching Assistant: RDNG 603 “Advanced Literacy Teaching and Learning Across the Disciplines” and TEFB 324 “Teaching Skills II” – Texas A&M University (College Station, Texas). Responsibilities included instruction, developing learning activities, online discussion management, and grading.

2015-2017 Fort Bend ISD – Teacher, Ridge Point High School (Missouri City, Texas).

 Responsibilities included Geography team leader; teaching AP Human Geography, World Geography, and World History; head boys soccer coach; sponsor of Asian Student Club.

2013-2015 Houston ISD – Teacher, Scarborough High School (Houston, Texas).

 Responsibilities included Social Studies department chair; Geography curriculum development team member; teaching AP Human Geography, AP World History, and World History; head boys soccer coach; sponsor of National Honor Society.

2006-2013 Magnolia ISD – Teacher, Magnolia High School and Bear Branch Junior High (Magnolia, Texas). Responsibilities included Geography curriculum lead writer; Geography team leader; teaching U.S. History, World History, AP World History, and Geography; various club sponsor and coaching positions.

|  |
| --- |
| **RESEARCH INTERESTS** |

Educational research focused on preservice teacher preparation programs, in-service teacher support structures and how these domains can impact teacher effectiveness and retention. Additional interest in specialty school programs such as technology-centered education, STEM-focused campuses, Early College Academies, and vocational programs.

|  |
| --- |
| **PUBLICATIONS** |

*Published Manuscripts:*

**Keese, J.**, & Kwok, A. (2019). Preservice teacher field trips: Opportunities to experience schools in high-needs contexts. *Texas Forum of Teacher Educators, 9*(1), 71-80.

McIntush, K., Zhou, X., Askari, N. H., Widdison, Y., **Keese, J.**, Burgess, M., Scaramuzzo, P., Norton, M., & Waxman, H. (2019). Pre-service teacher efficacy in culturally responsive teaching and social-emotional learning. *Texas Forum of Teacher Educators, 9*(1), 91-102.

**Keese, J.** (2019, June) Review of *By the Light of the Silvery Moon: Teacher Moonlighting and the Dark Side of Teachers’ Work* ed. Eleanor J. Blair. *Education Review, 26*(0); doi: <https://doi.org/10.14507/er.v26.2499>

**Keese, J.** (2018, November). Review of *Demoralized: Why Teachers Leave the Profession They Love and How They Can Stay* by Doris A. Santoro. *Education Review, 25*(0); doi: <http://dx.doi.org/10.14507/er.v25.2391>

*Manuscripts in Preparation:*

Kwok, A., Rios, A., Suárez, M., Worley, C., **Keese, J.**, Patterson, M., Huston, D., & Mitchell, D. (Revise & Resubmit). Match games: Exploring the match between novice teachers and induction coaches. *Educational Researcher.*

Waxman, H. C., Padron, Y. N., & **Keese, J**. (Revise & Resubmit). Classroom learning environment and instructional differences between effective, average, and ineffective urban elementary schools for Hispanic students.  *Educational Research for Policy and Practice*.​

Singh, S., & **Keese, J.** (accepted). Applying systems based thinking to build better IEP relationships: A case for relational coordination. *Support for Learning.*

**Keese, J.**, Suárez, M. I., & Waxman, H. (under review). Race against time: The effects of principal race and time use on teacher perceptions of leadership. *NASSP Bulletin.*

Kwok, A., **Keese, J.**, Suárez, M. I., Mitchell, D., & Huston, D. (under review).  Novice teacher vertical professional development? Exploring teachers and their coaches’ beliefs throughout a two-year induction program. *AERA Open.*

Mitchell, D., Huston, D., Kwok, A., Banerjee, M., & **Keese, J.** (under review). Induction experiences of novice teachers and their coaches. *Teacher Development*.

Wright, K. B., **Keese, J.**, Banerjee, M., & Waxman, H. C. (under review). A meta-analysis of factors Impacting middle grades students’ achievement and attitudes in STEM. *Educational Research and Reviews.*

Von Gillern, S., McIntush, K., **Keese, J.**, & Walters, L. M. (in preparation). Digital storytelling and digital citizenship: Connecting learning environments with the ecological technology permeation model.

Waxman, H. C., Stillisano, J., **Keese, J.**, & Kandel, B. E. (in preparation). The development and use of a systematic observation instrument to evaluate teachers’ professional development.  *International Journal for Mathematics Teaching and Learning*.

**PRESENTATIONS**

**Keese, J.**, Kwok, A., Suarez, M. I., Mitchell, D., Huston, D., & Almeida, T. (accepted). *Integrating sustained and vertical professional development for novice teacher growth.* 2020 American Educational Research Association (AERA) annual conference, Research on Teacher Induction SIG. San Francisco, California.

**Keese, J.**, Asadi, L., & Graham, M. (accepted). *The effects of teacher preparation and support structures on teacher perceptions and retention.* 2020 AERA annual conference, Division K. San Francisco, California.

Suarez, M. I., Stackhouse, E. W., **Keese, J.**, & Thompson, C. G. (accepted). *A meta-analysis examining the relationship between parents’ sexual orientation and children’s developmental outcomes.* 2020 AERA annual conference, Division G. San Francisco, California.

Wright, K. B., **Keese, J.**, Banerjee, M., & Waxman, H. C. (accepted). *A meta-analysis of factors impacting middle grades students’ achievement and attitudes in STEM.* 2020 AERA annual conference, Middle-Level Education Research SIG. San Francisco, California.

Kwok, A. and **Keese, J.** (2019, June). *Urban school field trips: Providing preservice teachers opportunities to experience high-needs schools.* Texas Association of Teacher Educators (TxATE) Summer Conference. Austin, Texas.

**Keese, J.**, Suarez, M. I., & Waxman, H. C.  (2019, April).  *Investigating principal’s time use, student demographics and teacher perceptions.* Paper submitted to the AERA annual conference, Division A. Toronto, Canada.

von Gillern, S., Walters, L., McIntush, K., & **Keese, J.** (2019, April). *Preservice teachers’ perspectives on the value of digital storytelling and instructional approaches for integration.* AERA annual conference, Technology, Instruction, Cognition & Learning SIG. Toronto, Canada.

**Keese, J.**, Garza, K., Askari, N., McIntush, K., Norton, M., & Scaramuzzo, P. (2019, February). *Retaining your future scholars: A content analysis of coaching and mentoring in a first-year doctoral education course.* Paper submitted to the Southwest Educational Research Association (SERA) annual conference. San Antonio, Texas.

McIntush, K., Norton, M., Askari, N., Garza, K., **Keese, J.**, & Scaramuzzo, P. (2019, February). *The face of a doctoral orientation course: An overview of doctoral candidates through transition.* Presentation for SERA annual conference. San Antonio, Texas.

**Keese, J.**, Suarez, M. I., & Waxman, H. C. (2018, October). *Investigating principal’s time use, student demographics and teacher perceptions.* Paper submitted to the Consortium of State Organizations for Texas Teacher Education (CSOTTE) annual conference. San Antonio, Texas.

**Keese, J.,** von Gillern, S., & Smith, B. (2018, July). *Engaging diverse students through video game analysis: Facilitating analytical thinking & writing activities to promote student motivation & learning.* Presentation for the International Literacy Association (ILA) annual conference. Austin, Texas.

**Keese, J.** (2018, February). *The effects of an increased STEM focus on campus climate and achievement in rural Texas public schools.* Presentation for SERA annual conference. New Orleans, Louisiana.

**Keese, J.** (2017, November). *Being a Culturally Conscious Teacher.* Invited Presentation:

 INST 222.

**Keese, J.** (2017, November). *Being a Culturally Conscious Teacher*. Invited Presentation:

 RDNG 371.

|  |
| --- |
| **GRANT ACTIVITY****Funded:**Co-PI. (2018-2019). *Evaluation of AggieTEACH Mentoring Program*. Funded by Texas A&M, College of Science, AggieTEACH.Researcher. (2019-2020). Studying Inclusive Mentor Networks to Diversify the Biomedical Workforce. Funded by National Institute of Health.Researcher. (2018-2019). *Research Study: Roscoe Collegiate High School*. Funded by Collegiate Educational-Nation Endeavor Foundation.Researcher. (2017-2018). *Minding the Gap: STEM Opportunity, Choice, & Achievement in Texas High Schools*. Funded by Teaching, Learning, & Culture Department, Texas A&M University.Researcher. (2019). *Agriculture and Food Research Initiative: Sustainable Agricultural Systems*. U.S. Department of Agriculture.**Not Funded:**Grant Writer. (20017). *Improving Mathematics and Science Instruction Through Networked Improvement Communities (iMAS)*. Grant submitted to Department of Education. Grant Writer. (20017). *Project IMPACT: Improving Mathematics Professional Agency through Collaborative Teachers*. Grant submitted to NSF DRK-12.Researcher. (2017). *Evaluation of Harmony Public Schools Student Leadership**Academy*. Harmony Public Schools. |

|  |
| --- |
| **ACADEMIC & PROFESSIONAL HONORS/AWARDS** |

2020 Advanced Research Methodology (ARM) Certification

2020 College of Education Travel Grant ($800)

2017-2020 Texas A&M University Merit Fellowship ($24,000)

2019 Southwestern Educational Research Association Dean’s Award for Exceptional Graduate Student Research ($200)

2019 OGAPS Most Engaged Blogger - Spring

2019 TLAC Travel Grant ($400)

2019 OGAPS Travel Grant ($400)

2019 College of Education Travel Grant ($300)

2018 Graduate Program Enhancement Scholarship ($500)

2018 College of Education Graduate Research Scholarship ($1000)

|  |
| --- |
| **SERVICE ACTIVITIES** |

2019-2020 AERA Division K Digital Communications Committee Co-Chair

2018-2020 AERA Annual Meeting Proposal Reviewer

2018-2020 SERA Annual Meeting Proposal Reviewer

2019-2020 Learning Environments Research Reviewer

2019 SITE Annual Meeting Proposal Reviewer

2018-2020 Service project work with Kappa Delta Pi chapter

2019 Contributing author for the TAMU Office of Graduate and Professional Students Blog

|  |
| --- |
| **PROFESSIONAL LICENSES** |

Texas Education Agency – Classroom Teacher, Social Studies & History, Grades 8-12

CITI Research Certified

|  |
| --- |
| **PROFESSIONAL ACTIVITIES** |

2018-2020 American Education Research Association – member

 AERA Divisions and Special Interest Groups: Division A, Division K, Rural Education SIG, Teacher Induction SIG, and School Effectiveness and Improvement SIG.

2017-2020 Southwestern Educational Research Association – member

2018-2020 Kappa Delta Pi - member

Fall 2017 POWER Writing Studio – Texas A&M University College of Education and Human Development

|  |
| --- |
| **RELEVANT SKILLS** |

Languages: Spanish (non-fluent, can understand and read, but limited proficiency in speaking).

Data analysis programs: STATA 16 (proficient), SPSS (proficient), Mplus (proficient),

R (familiar), KH Coder (familiar), Dedoose (familiar).

Other digital tools: Microsoft Office suite (proficient), Google suite (proficient), Blackboard elearning system (proficient), webpage design and maintenance (capable), social media including Twitter, Facebook, Instagram (proficient).