

Curriculum Vitae**Andrew H. Kwok**

4418 Uphor Court

College Station, TX 77845

(314) 651-7598; akwok@tamu.edu[ORCID](#); [Google Scholar](#); [Publons](#)**Academic Positions**

- 2018 - Present Assistant Professor, Department of Teacher, 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
Dissertation: 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.** (2020). Juxtaposing behavior and relationships: Pre-service teachers' classroom management beliefs and correlating characteristics. *Educational Studies*. **Impact factor: 0.442; H-index: 38** [[link](#)]
2. **Kwok, A.** (2019). What are teachers' classroom management actions throughout their first year? *Urban Education*, 54(3), 339-367. **Impact factor: 1.706; H-index: 48** [[link](#)]
3. Mitchell, D., **Kwok, A.**, & Huston, D. (2019). Induction program structures as mediating factors for coach influence on novice teacher development. *Professional Development in Education*. **Impact factor: 0.835; H-index: 29** [[link](#)]
4. **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*. **Impact factor: 0.166; H-index: 5** [[link](#)]
5. *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](#)]
6. **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. **Impact factor: 0.166; H-index: 5** [[link](#)]
7. **Kwok, A.** (2017). Relationships between instructional quality and classroom management for beginning urban teachers. *Educational Researcher*, 46(7), 355-365. **Impact factor: 3.473; H-index: 112** [[link](#)]

8. Ronfeldt, M., **Kwok, A.**, & Reininger, M. (2014). Teachers' preferences to teach underserved students. *Urban Education*. 51(9), 995-1030. **Impact factor: 1.706; H-index: 48** [[link](#)]
9. **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.
10. 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. **Impact factor: 3.53; H-index: 77** [[link](#)]
11. 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.

Manuscripts in Progress

1. **Kwok, A.**, McIntush, K., & Svajda-Hardy, M. (Accepted). Equitable or Equal Classroom Management? Teacher Candidates' Contrasting Beliefs About the Impact of Student Demographics. *Learning Environments Research*. **Impact factor: 1.072; H-index: 30**
2. Kwok, M., Rios, A., **Kwok, A.**, & Matthews, S. (Accepted). Teacher Candidates' Developing Beliefs about Diversity and its Role in Effective Literacy Teaching. *Education and Urban Society*. **Impact factor: 0.994; H-index: 32**
3. **Kwok, A.**, Keese, J., Banerjee, M., Mitchell, D., & Huston, D. (Revise & Resubmit). Induction Experiences of Novice Teachers and Their Coaches. *Teacher Development*.
4. **Kwok, A.** & Svajda-Hardy, M. (Revise & Resubmit). From Why to How: Building Relational Classroom Managers. *Educational Forum*.
5. Bartanen, B., & **Kwok, A.** (In Review). Pre-service teacher quality and workforce entry. *American Education Research Journal*. [[link](#)]
6. **Kwok, A.**, Rios, A., & Kwok, M. (In Review). Pre-service teachers' motivations to enter the profession. *American Education Research Journal*.
7. **Kwok, A.**, Rios, A., Suárez, M., Worley, C., Keese, J., Patterson, M., Huston, D., & Mitchell, D. (In Review). Match Games: Exploring the Match Between Novice Teachers and Induction Coaches. *Teaching & Teacher Education*.
8. **Kwok, A.** (In Review). Managing classroom management in teacher education. *Teaching and Teachers: Theory & Practice*.
9. **Kwok, A.** (In Review). Exploring Pre-Service Teachers' Classroom Management Knowledge Development. *Journal of Theory and Research*.
10. **Kwok, A.**, Mitchell, D., & Huston, D. (In Review). The Impact of Program Design and Coaching Support on Novice Teachers' Induction Experience. *Mentoring & Tutoring*.
11. **Kwok, A.**, Keese, J., Suárez, M., Mitchell, D., Huston, D. (In Review). Novice Teacher Vertical Professional Development? Exploring Teachers and Their Coaches' Beliefs throughout a Two-Year Induction Program. *Harvard Educational Review*.
12. **Kwok, A.**, Patterson, M., Suárez, M., Huston, D., & Mitchell, D. (In Review). Rate Your Coach: Exploring Ratings of Coaching Skills Throughout Teacher Induction. *Teaching and Teachers: Theory & Practice*.
13. **Kwok, A.**, & Cain, C. (In Review). Alternative certified teachers' perceptions of induction supports. *Professional Development in Education*.

14. **Kwok, A., & Svajda-Hardy, M.** (In Progress). Classroom management coaching for first-year urban teachers: Purpose, design, and implementation. *Urban Education*.
15. **Kwok, A., Kwok, M., Svajda-Hardy, M., & Worley, C.** (In Progress). Pre-service teachers' perceptions of their teaching styles. *Journal of Teacher Education*.
16. Butler, B.R., **Kwok, A., & Beck, J.** (In Progress). Culturally responsive classroom management project. *Studying Teacher Education*.
17. Beck, J., **Kwok, A., & Butler, B.R.** (In Progress). Building relationships in teacher education. *Phi Delta Kappan*.
18. Beck, J., Butler, B.R., & **Kwok, A.** (In Progress). Culturally responsive classroom management in teacher education. *Kappan Phi*.

Presentations

- Kwok, M., Rios, A., Matthews, S., & **Kwok, A.** (accepted, 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.
- 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/unxlt5> (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> (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> (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/qrbjshg> (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> (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). *Pre-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.

Grants

- 2020 **Kwok, A.**, Bartanen, B., & Thompson, C. From Preparation to Retention: Tracking Teacher Candidates' Trajectories into Underserved Schools. Spencer Foundation, Large Grant Submission. \$249,999 (Submitted).
- 2019 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 (**Funded**).
- 2019 **Kwok, A.** Undergraduate Student Research Initiative. Texas A&M University. \$3,500 (**Funded**).
- 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 (Not Funded).
- 2019 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 (Not Funded).
- 2019 **Kwok, A.** Disrupting Pre-Service Teachers' Trajectories Towards Underserved Schools. William T. Grant Foundation, William T. Grant Scholars Program Submission. \$350,000 (Not Funded).

- 2019 **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 (Not Funded).
- 2019 **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).
- 2019 **Kwok, A.** Kay & Jerry Cox STaR Fellowship. \$2,000 (**Funded**).
- 2019 **Kwok, A.** Learning the Benefits of Match for Teachers. Glasscock Faculty Research Fellowship, Texas A&M University. \$5,000 (Not Funded).
- 2019 Ray, K., Shell, D., Procaccia, E., **Kwok, A.**, & Yamauchi, T. Building Innovative Teams, Texas A&M University, X Grant Round 2. (Not Funded).
- 2019 **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 (Not Funded).
- 2018 **Kwok, A.**, Craig, C., Waxman, H. Teacher Preparation Pathways to Underserved Schools. Spencer Foundation, Small Research Grant. \$50,000 (Not Funded).
- 2018 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 (Not Funded).
- 2018 Hill-Jackson, V., Craig, C., **Kwok, A.**, James, M., Kwok, M. aggieSTAR: Student Teachers Advanced Residency. Texas Education Agency, Grown Your Own, Teach Program: Cycle 2/Path 3. \$499,999 (**Funded**).
- 2018 Waxman, H., Craig, C., **Kwok, A.**, Rollins, K., Stillisano, J., & Brown, D. Evaluation Proposal To Educate All Children (TEACH). TEACH Program. \$65,553 (**Funded**).
- 2018 **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 (Not Funded).
- 2018 **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 (Not Funded).
- 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 (**Funded**).
- 2018 **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 (**Funded**).
- 2018 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 (**Funded**).
- 2017 Howard, B., **Kwok, A.**, & Mitchell, D. Residency for Educational Specialist Interns. The Commission on Teacher Credentialing CalEd Grant Initiative. \$1,250,000 (Not Funded).

- 2017 **Kwok, A.** & Snead, L. Investigating Pre-Service Teachers' Classroom Management Beliefs and Correlations with Demographic Characteristics. Spencer Small Research Grant, \$50,000 (Not Funded).
- 2017 California State University, San Bernardino Summer Research Fellowship, \$3000 (**Funded**).
- 2017 California State University, Mini-Grant for Community-Based Research, \$1925 (**Funded**).
- 2016 California State University, Office of Student Research Faculty Reassigned Time Grant, \$4600 (**Funded**).
- 2016 California State University, San Bernardino Summer Research Fellowship, \$3000 (**Funded**).
- 2015 University of Michigan Rackham One-Term Dissertation Fellowship, \$9690 (**Funded**).
- 2014 University of Michigan School of Education Mini-Grant, \$300 (**Funded**).
- 2014 University of Michigan School of Education Spring/Summer Research Grant, \$4000 (**Funded**).
- 2013 University of Michigan Rackham Student Research Grant, \$3000 (**Funded**).
- 2013 University of Michigan Rackham and School of Education Travel Grant, \$1000 (**Funded**).
- 2012 University of Michigan Race and Educational Inequality Student Faculty Co-Authored Manuscript Grant, \$2750 (**Funded**).
- 2012 Institute of Social Research-Rackham Summer Training Award, \$2000 (**Funded**).
- 2012 University of Michigan Rackham and School of Education Travel Grant, \$1000 (**Funded**).
- 2012 University of Michigan Graduate Student Fellowship

University Teaching Experience

Texas A&M University

TEFB 371- Dynamics and Management in Multicultural/Inclusionary Learning Environments, 2018, *Field-based course focusing on communication, methodology, and management perspectives that lead to democratic classrooms; analysis of systemic conditions placing children from diverse backgrounds and representing diverse abilities in positions of "risk" for incomplete success in school.*

EDCI 604- E-Learning Classroom Management, 2019, *Graduate education online course exploring the research and practice of classroom management.*

EDCI 715- Academic Writing for Graduate Students: Creating Manuscripts for Publication, 2019, *Advanced doctoral level course designed to learn more, analyze, and create proper structure and writing of manuscripts to fit publishable formats.*

California State University, San Bernardino

ESEC 410- Adolescent Learning and Development, 2016-2017, *In-depth understanding of the developmental characteristics of early, middle and late adolescence as applicable to teaching in the secondary school settings and teaching.*

ESEC 417- Educational Psychology: Instructional Theory, Assessment, and Classroom Management, 2016-2018, *Examines psychological principles applied to instructional theory and*

practice; develops skills and classroom management for the multicultural, single subject classroom.

ESEC 520 A/B/C/D/E/F- California Teacher Performance Assessment 2.0 Seminar and Field Test, 2017-2018, *Support and guide field test participants of the new California Teacher Performance Assessment.*

ESEC 550B/C- Student Teaching, 2017, *Instruct and provide feedback to single subject credential students.*

University of Michigan

Education 650- Reflective Teaching: Field Experience, 2013-2014, *Field instruction for secondary science Master's students and Woodrow Wilson Teaching Fellows.*

Teach for America Secondary Science Seminar and Field Observation Instructor; Mathematics Field Observation Instructor, 2011-2012, *Instruct and provide feedback to in-service Teach for America Corps Members in high school science methods.*

Curriculum Development

Transformation Leader, Single Subject Credential Program Curriculum Transition from Quarter to Semester, 2016-2017

Editor, 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.

State & National Service

2019-Present American Educational Research Association Special Interest Group: Teacher Induction
Proposal Reviewer

2017-Present University Induction Partner; Co-Project Investigator
Center for Teacher Innovation, Riverside County Office of Education

2011-Present American Educational Research Association Member
Division K: Early Career Faculty Pre-Conference Award (2017); Proposal Reviewer

2014-Present American Educational Research Association Special Interest Group: Classroom Management
Treasurer; Communications Officer; Proposal Reviewer

2014-Present Journal Reviewer
Review of Educational Research; Educational Researcher; Urban Education; Teaching and Teacher Education; Journal of Educational Research; Learning Environments Research; Teacher Education Quarterly

2016-2018 California Council of Teacher Education Member
CCTE New Faculty Support Program Award (2016-2017)
Institutional Delegate (2017-2018)

- 2014 National Council of Teacher Quality
Advisory Group for Teacher Preparation
- 2009 Geneticist/Educator Network of Alliance
Collaborate with professors and K-12 teachers in creating appropriate high school curricula

University Service

- 2020 TLAC Budget Reduction Committee; EdTPA Task Force
- 2019 STaR-Cox Fellow; TAMU X-Grant Reviewer; CEHD Office of Organization Development and Diversity Initiatives Program Manager Search Committee; TLAC Tiger Team Diversity Initiative; ERC Director Search Committee; TAMU ERC Post-Doctoral Research Associate Search Committee; A-2 Revision Committee; TAMU Provost Faculty Investment Program Search Committee; TAMU TPI-US Program Self-Assessment Committee
- 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

- 2014 – 2015 Research Assistant for Gina Cervetti, Ph.D.
University of Michigan
Project: Vocabulary Comprehension
Data collection; identify and summarize literature around interventions for student comprehension of vocabulary
- 2012 – 2014 Research Assistant for Kendra Hearn, Ph.D.
University of Michigan/Teach for America Interim Certification
Design, collect, and analyze survey data on teacher beliefs and pedagogy; certification curriculum design team
- 2010 – 2013 Research Assistant for Nancy B. Songer, Ph.D.
University of Michigan

Center for Essential Science; Project: Change Thinking for Global Science: Fostering and Evaluating the Ecological Impacts of Climate Change

Curriculum building, implementation, and data analysis on middle school and high school climate change curriculum

Developed: Climate Change and Impacts on Ecosystems Middle School and High School Curricula

2011 – 2013

Research Assistant for Matthew Ronfeldt, Ph.D.

University of Michigan

Project: Transition to Teaching Survey Analysis

Large-scale quantitative data analysis on student teachers' beliefs, retention, and academic achievement

Public Datasets

Kwok, Andrew. Pre-service Teacher Motivation. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2020-5-18. [\[link\]](#)

Kwok, Andrew. Classroom Management Beliefs Survey. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2020-1-13. [\[link\]](#)

Kwok, Andrew. CTI Teacher Induction. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2019-10-11. [\[link\]](#)

Kwok, Andrew. Classroom Management Plan Data. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2019-10-01. [\[link\]](#)

Media

“Improving Retention Through Classroom Management.” Texas A&M University, April 10th, 2019. [\[link\]](#)

“Brazos Valley 2020: Education.” KBTX Feature, May 6th, 2019. [\[link\]](#)

Advising

Texas A&M University

Undergraduate Mentoring: Rachel Faulk, Ennis Rios, Jenna Davis (2020 TLAC Undergraduate Student Award Winner)

Master’s Committee: Sydney Brown (HLKN), Meagan Stauss, Gabriel Garcia-Lavin, Haley Smith, Jayme Harvick, Micaela Massacci

Doctoral Chair/Co-Chair: Megan Hardy, Jeffrey Keese, Ambyr Rios, Joel Berrien, Caitlin Smith

Doctoral Committee: Karen McIntush

Post-Doctoral: Mario Suárez

California State University, San Bernardino

Undergraduate Mentoring: Karina Ventura, Gabrielle Laufy

Master’s Mentoring: Eyda-Qi Guo