**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**

2024 – Present Associate Professor, Department of Teaching, Learning, and Culture, School of Education and Human Development, *Texas A&M University, College Station*

2018 – 2024 Assistant Professor, Department of Teaching, Learning, and Culture, School 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*

2024 – Present Co-director, [Education Research Center](https://erc.cehd.tamu.edu/), *Department of Teaching, Learning & Culture, Texas A&M University.*

2023 – Present Research Chair, [Collaboration for Innovation in Teacher Education](https://tlac.tamu.edu/academics/cite/), *Texas A&M University*

2023 – Present Faculty Affiliate, [Program in Education Policy](https://pep.tamu.edu/), *Texas A&M University*

2023 – 2024 Faculty Affiliate, [Southwest Innovation Research Lab](https://sites.google.com/southwestirl.org/swirl/home?pli=1)

**Education**

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

Doctoral Studies in Educational Studies, Teaching and Teacher Education

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. *Svajda-Hardy, M*., *&* **Kwok, A**. (2025). [Extending Culturally Responsive Classroom Management to Enhance Contemporary Classrooms: A Conceptual Framework](https://repositories.lib.utexas.edu/items/a82c72ec-3260-4cba-a0e6-376e79295605). Texas Education Review.
2. **Kwok, A**., *De La Cruz, I.*, & Kwok, M. (2024). [Clinical teacher learning trajectory: Exploring field supervisor written feedback on clinical teacher pedagogy](https://journals.sagepub.com/doi/10.3102/00028312241288177). *American Education Research Journal*. ***SJR: 2.232; H-index: 144***
3. **Kwok, A**., Waddington, J., *Davis, J*., *Halabi, S.,* Huston, D., & Hemsley, R. (2024). [Beginning teachers & asset-based pedagogy](https://www.journals.uchicago.edu/doi/10.1086/733579). *American Journal of Education*. ***SJR: 1.075; H-index: 66***
4. Bartanen, B., **Kwok, A**., Avitabile, A., & Kim, B. (2024). [Why do you want to be a teacher? A natural language processing approach](https://journals.sagepub.com/eprint/HHB8WPCERBGXB5G3VHMY/full). *Educational Researcher*. ***SJR: 3.956; H-index: 151***
5. **Kwok, A.** & Hutchins, S. (2024). [What is observable? Exploring the design and content validity of a clinical teaching observation instrument](https://www.tandfonline.com/doi/full/10.1080/13664530.2024.2430289). *Teacher Development*. ***SJR: 0.465; H-index: 34***
6. *Svajda-Hardy, M*., & **Kwok, A.** (2024). [What you say matters: preservice teacher classroom management initial development](https://www.tandfonline.com/eprint/WFJMNHISRP7CDC7DGMWY/full?target=10.1080/13664530.2024.2376675). *Teacher Development*. ***SJR: 0.465; H-index: 34***
7. Williams, J., **Kwok, A.**, & *Svajda-Hardy, M.* (2024). [Teachers’ job satisfaction and perceptions of working conditions in an urban emergent school district](https://link.springer.com/article/10.1007/s10984-024-09506-z?utm_source=rct_congratemailt&utm_medium=email&utm_campaign=nonoa_20240625&utm_content=10.1007%2Fs10984-024-09506-z). *Learning Environments Research.* ***SJR: 1.046; H-index: 47***
8. *Svajda-Hardy, M*., **Kwok, A.**, Hill-Jackson, V., & Hutchins, S. (2024). [The “Who” of Teacher Residencies: Preservice Teachers’ Reasons for Selecting a Teacher Residency Program](https://www.tandfonline.com/doi/full/10.1080/01626620.2024.2358921). *Action in Teacher Education*. ***SJR: 0.581; H-index: 31***
9. Bartanen, B. & **Kwok, A.** (2023). [From interest to entry: The teacher pipeline from college application to initial employment](https://journals.sagepub.com/doi/10.3102/00028312231185733). *American Education Research Journal*. ***SJR: 2.234; H-index: 138***
10. Craig, C., Hill-Jackson, V., & **Kwok, A.** (2023). [Teacher shortages: What are we short of?](https://journals.sagepub.com/doi/full/10.1177/00224871231166244) *Journal of Teacher Education*. 74(3), 209-213. ***SJR: 2.784; H-index: 98***
11. **Kwok, A.**, Patterson, M., *Suárez, M.*, Huston, D., & Mitchell, D. (2023). [Rate your coach: Exploring ratings of coaching skills throughout teacher induction](https://urldefense.com/v3/__http%3A/dx.doi.org/10.1080/13540602.2023.2265823__;!!KwNVnqRv!EguC49Iw9bG4dasAehiCedjHj6puHlQdND5FTFWlEp_DNBvDS89IhMT5HXTogtsjyH-HsT4xZM1LXykrJ6DLgNcyfuo$). *Teaching and Teachers: Theory & Practice.* ***SJR: 1.167; H-index: 69***
12. *Svajda-Hardy, M*., & **Kwok, A.** (2023). [First-Year Teacher Needs in the Urban Classroom: Creating a Sustainable Framework for Classroom Management Coaching](https://link.springer.com/article/10.1007/s11256-023-00667-4?fbclid=IwAR0m55qSnYOHyR_1FRs9P0pBArwZl8Z4EW13rekiEVk5Lhv81MNEGhj3bd8). *Urban Review*. ***SJR: 0.832; H-index: 48***
13. **Kwok, A.**, *Svajda-Hardy, M.,* Hill-Jackson, V., & Hutchins, S. (2023). [Balancing act: Piloting a teacher residency within high-needs school districts](https://doi.org/10.1177/00220574231196558). *Journal of Education.* ***SJR: 0.252; H-index: 12***
14. **Kwok, A.** (2023). [Facilitating classroom management knowledge development in teacher education](https://doi.org/10.1080/00131725.2022.2048758). *Educational Forum.* 87(1), 105-121. ***SJR: 0.555; H-index: 27***
15. Kwok, M., *Rios, A.,* & **Kwok, A.** (2023). [Dispelling deficit framing: Investigating preservice teacher beliefs about the intersections between literacy instruction and culturally relevant pedagogy](https://doi.org/10.1080/13540602.2022.2144821). *Teaching and Teachers: Theory & Practice*. 29(1), 52-69. ***SJR: 1.242; H-index: 62***
16. **Kwok, A.** & Bartanen, B. (2022). [Early field experiences in teacher education](https://doi.org/10.1016/j.tate.2022.103820). *Teaching and Teacher Education*, *118*, 103820. ***SJR: 1.945; H-index: 135***
17. **Kwok, A.,** *Rios, A*., & Kwok, M. (2022). [Pre-service teachers’ motivations to enter the profession](https://www.tandfonline.com/doi/full/10.1080/00220272.2022.2025624). *Journal of Curriculum Studies*. 54(4), 576-597. ***SJR: 0.982; H-index: 58***
18. **Kwok, A.** (2021). [Flexible or rigid? Exploring preservice teachers’ classroom preferences](https://journals.sagepub.com/doi/10.3102/0013189X211011426). *Educational Researcher*. 50(7), 463-473. ***SJR: 3.678; H-index: 118***
19. Bartanen, B., & **Kwok, A.** (2021). [Examining clinical teaching observation scores as a measure of pre-service teacher quality](https://journals.sagepub.com/doi/abs/10.3102/0002831221990359?journalCode=aera). *American Education Research Journal*. *58*(5), 887–920. ***SJR: 3.223; H-index: 112***
20. **Kwok, A.,** & *Svajda-Hardy, M.* (2021). [Classroom management coaching for first-year urban teachers: Purpose, design, and implementation](https://doi.org/10.1177/00420859211058418). *Urban Education*. ***SJR: 2.089; H-index: 56***
21. **Kwok, A.** (2021). [Managing classroom management in teacher education](https://www.tandfonline.com/doi/full/10.1080/13540602.2021.1933933). *Teaching and Teachers: Theory & Practice.* 27:1-4, 206-222. ***SJR: 1.45; H-index: 56***
22. **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](https://www.tandfonline.com/doi/full/10.1080/13540602.2021.1939003). *Teaching and Teachers: Theory & Practice*. 27:1-4, 246-268. ***SJR: 1.45; H-index: 56***
23. **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](https://link.springer.com/article/10.1007/s10984-021-09360-3). *Learning Environments Research*. ***SJR: 1.219; H-index: 33***
24. **Kwok, A.**, & *Cain, C.* (2021). [Alternative certified teachers’ perceptions of induction supports](https://doi.org/10.1080/19415257.2021.1879226). *Professional Development in Education*. ***SJR: 0.943; H-index: 31***
25. Mitchell, D., *Keese, J., Banerjee, M.,* Huston, D., & **Kwok, A**. (2021). [Induction experiences of novice teachers and their coaches](https://www.tandfonline.com/doi/full/10.1080/13664530.2021.1944903?casa_token=lv25qOckp8sAAAAA%3AzaMt9jGkCsXhtoIiUpH3ncfCaH_CEO-PQcb_GcUnUYC5w2O8HMrdPsdoX29vWwsz3VjNHi5QaK12fg). *Teacher Development*, 25(4), 411–431. ***SJR: 0.461; H-index: 26***
26. **Kwok, A.**, Mitchell, D., & Huston, D. (2021). [The impact of program design and coaching support on novice teachers’ induction experience](http://dx.doi.org/10.1080/13611267.2021.1915542). *Mentoring & Tutoring: Partnership in Learning*, 29(2), 1–28*.* ***SJR: 0.52; H-index: 33***
27. Kwok, M., *Rios, A*., **Kwok, A.,** & Matthews, S. (2020). [Teacher candidates’ developing beliefs about diversity and its role in effective literacy teaching](https://journals.sagepub.com/doi/10.1177/0013124520974331). *Education and Urban Society.* ***SJR: 0.994; H-index: 32***
28. **Kwok, A.**, *McIntush, K*., & *Svajda-Hardy, M*. (2020). [Equitable or equal classroom management? Teacher candidates’ contrasting beliefs about the impact of student demographics](https://link.springer.com/article/10.1007/s10984-020-09334-x). *Learning Environments Research.* ***SJR: 1.072; H-index: 30***
29. **Kwok, A.** (2020). [Pre-service teachers’ classroom management beliefs and correlating characteristics](https://doi.org/10.1080/03055698.2020.1717932). *Educational Studies*, 47(5), 609-626. ***SJR: 0.442; H-index: 38***
30. **Kwok, A.** & *Hardy, M.* (2019). From why to how: Building relational classroom managers. *Journal of Effective School Projects.* *26*(1), 16-23.
31. **Kwok, A.** (2019). [What are teachers’ classroom management actions throughout their first year?](https://doi.org/10.1177/0042085918795017) *Urban Education, 54*(3), 339-367. ***SJR: 0.982; H-index: 48***
32. Mitchell, D., **Kwok, A.**, & Huston, D. (2019). [Induction program structures as mediating factors for coach influence on novice teacher development](https://doi.org/10.1080/19415257.2019.1643394).*Professional Development in Education, 46*(5), 812-832.***SJR: 0.835; H-index: 29***
33. **Kwok, A.***,* Van Schagen, A., *Laufy, G*., & *Ventura, K*. (2019). [Exploring the impact of stability ball chairs on challenging elementary student behavior](https://search.proquest.com/openview/02e40b5ec87d89af4d66d7a7a93842d3/1?pq-origsite=gscholar&cbl=48326). *Journal of Classroom Interaction.* ***SJR: 0.166; H-index: 5***
34. *Keese, J*., & **Kwok, A.** (2019). [Preservice Teacher Field Trips: Opportunities to Experience Schools in High-Needs Contexts](https://txate.org/resources/Documents/2019-Keese%20and%20Kwok.pdf). *The Texas Forum for Teacher Education, 9*(1), 71-80*.*
35. **Kwok, A.** (2018). [Promoting “quality” feedback: First year teachers’ self-reports of how they develop as classroom managers](https://search.proquest.com/openview/d2064db2f09170f559e145e2402c16f2/1?pq-origsite=gscholar&cbl=48326). *Journal of Classroom Interaction, 53*(1), 4-18. ***SJR: 0.166; H-index: 5***
36. **Kwok, A.** (2017). [Relationships between instructional quality and classroom management for beginning urban teachers](https://journals.sagepub.com/doi/abs/10.3102/0013189X17726727). *Educational Researcher, 46*(7), 355-365. ***SJR: 3.473; H-index: 112***
37. Ronfeldt, M., **Kwok, A.**, & Reininger, M. (2016). [Teachers’ preferences to teach underserved students](https://journals.sagepub.com/doi/abs/10.1177/0042085914553676). *Urban Education. 51*(9), 995-1030. ***SJR: 1.706; H-index: 48***
38. **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.
39. Ronfeldt, M. Reininger, M., and **Kwok, A.** (2013). [Recruitment or preparation? Investigating the effects of teacher characteristics and student teaching](https://journals.sagepub.com/doi/abs/10.1177/0022487113488143). *Journal of Teacher Education*, 64(4), 319-337. ***SJR: 3.53; H-index: 77***
40. Peters, V., Dewey, T., **Kwok, A.**, Hammond, G., & Songer, N. (2012). [Predicting the impacts of climate change on ecosystems: A high school curricular module](https://www.nestanet.org/cms/sites/default/files/journal/Fall12.pdf). *The Earth Scientist,* 28(3), 33-37.

**Manuscripts in Progress**

1. *Svajda-Hardy, M*., & **Kwok, A.** (In press). Lost in translation: Preservice teachers’ perceptions of classroom management beliefs and actions. *Teacher Development*. ***SJR: 0.465; H-index: 34***
2. *Svajda-Hardy, M*., & **Kwok, A.** (Revise & Resubmit). There’s a hole in the bucket: Analyzing state discipline policies for cultural responsiveness and support. *Education Finance and Policy*.
3. Holtz, E., Sanders, M., Redwine Johnson, V., Turner, M., Frietas, D., Crawford, A., Fontenot Chaney, D., **Kwok, A.,** & Williams III, J. A. (Revise & Resubmit). Are they getting it? Investigating preservice teachers' conceptualization and operationalization of equality and equity in their classrooms. *Multicultural Education*.
4. **Kwok, A**., *De La Cruz, I.*, & *Gonzalez, A*. (In Review). What makes a good mentor teacher? *AERA Open*.
5. Waddington, R.J., **Kwok, A.**, Huston, D., Mitchell, D., & Hemsley, R. (In Review). Induction coach matching and novice teacher retention. *Teachers & Teaching*.
6. **Kwok, A**., *Davis, J*., *Halabi, S.,* Waddington, J., Huston, D., & Hemsley, R. (In Review). Equity Orientations of Novice Teachers. Sage Path.
7. **Kwok, A**. & Nguyen, T. (In Review). [What matters and for whom? Exploring characteristics of teacher residency programs and their relationship to participant perceptions](https://edworkingpapers.com/ai24-901). *Educational Policy*.
8. **Kwok, A**., & *De La Cruz, I*. (In Review). What describes your teaching style? Exploring preservice and mentor teachers’ descriptions of their pedagogy. *Journal of Curriculum Studies*.
9. *De La Cruz, I*., & **Kwok, A**. (In Review). Why Science? Teacher Educator Motivations for Teaching Elementary Science. *Journal of Science Teacher Educator*.
10. **Kwok, A.,** Bartanen, B., Kwok, M., *Macfarlane, K*., & Weinstein, T. (In Review). Tutoring the tutors: Piloting online modules for tutoring training. *Teachers College Record*.
11. *Ahmed, A.* & **Kwok., A.** (In Review). Better technology, better teachers: Exploring Artificial Intelligence in Teacher Education. *Educational Research Review*.
12. **Kwok, A**.,Kwok, M., & *Sommer, T*. (In Review). Clinical teaching gaps: Pedagogical areas in which preservice teachers seek growth. *Teacher & Teacher Education*.
13. **Kwok, A.,** *De La Cruz, I.,*& Bartanen, B. (In Preparation). Preservice teacher mobility, retention, and student achievement.
14. **Kwok, A**., Kogut, A., *Ogden, K., & Fernandez, M.* (In Preparation). Scoping review of culturally responsive classroom management.

**Invited Book Chapter**

Montague, M., & **Kwok, A.** (2022). *Teacher training and classroom management*. Ed Saborine & Dorothy L. Espelage (Editors), [Handbook of Classroom Management: Research, Practice, & Issues](https://www.routledge.com/Handbook-of-Classroom-Management/Sabornie-Espelage/p/book/9781032224367).

**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.

**Kwok, A.**, *Svajda-Hardy, M*., & *Ogden, K*. (In Review). *Teachers’ Beliefs about* *Classroom Management*. Michele Gil & Helenrose Fives (Editors), International Handbook of Research on Teachers’ Beliefs, 2nd Edition.

**Awards**

2025 [Margaret B Lindsey Award for Distinguished Research in Teacher Education](https://edprepmatters.aacte.org/aacte-honors-outstanding-educators-and-innovators-as-2025-national-awardees/), American Association of College for Teacher Education.

2024 [Emerging Leader Alumni Award](https://marsal.umich.edu/news/marsal-family-school-education-announces-2023-24-alumni-award-recipients). Marsal Family School of Education, University of Michigan.

2024 Research on Teacher Induction Paper of the Year for the paper, “Induction coach matching and novice teacher retention.” American Educational Research Association Special Interest Group: Teacher Induction.

2024 [EdResearch for Action Writing Fellows](https://edresearchforaction.org/writers-fellowship/). Annenberg Institute for School Reform at Brown University. Association for Education Finance and Policy.

2024 Distinguished Research in Teacher Education Award for the paper, “Examining early field experiences in teacher education.” Association of Teacher Educators.

2023 Outstanding Research Award. Department of Teaching, Learning, & Culture, School of Education and Human Development. Texas A&M University.

2023 Wisniewski Award. American Educational Research Association Special Interest Group: Society of Professors, Collaborative of Innovation for Teacher Education, Technology and Teacher Education.

2022 Montague-Center for Teaching Excellence Scholar Award. Texas A&M University. $6,500.

**Submitted and Funded Grants**

2025 **Kwok, A.** & Bowen, D. Building a Sustainable Education Research and Policy Center. Research, Enterprise, & Outreach, College of Education & Human Development, Texas A&M University. **$10,000.**

2024 **Kwok, A**., Forzani, F., & Bartanen, B. Building a Common Core Curriculum for Elementary Teacher Preparation. Education Research Grants Program, Development & Innovation. Institute of Education Sciences. $1,999,000 (Submitted).

Hong, Y., Wisniewski, R., Matsko, K., **Kwok, A.,** Chesaro, T., & White, N. Addressing Racial Disparaties in Elementary School Discipline: An Exploration of New Teachers’ Development of Cultural Competence in Colorado Urban Districts. Education Research Grants Program, Exploration. Institute of Education Sciences. $1,999,000 (Submitted).

**Kwok, A.** Hearing from the teachers who the profession needs the most: A national exploration of teacher resident recruitment and retention. Research Leadership Fellow, Texas A&M University. **$75,000**.

**Kwok, A.** Comparison of Texas Goalbook usage. Goalbook: Enome Inc. **$50,000.**

 **Kwok. A.** Teacher education quasi-experimental studies. Raise Your Hand Texas, Office of Educator Preparation, School of Education and Human Development, Texas A&M University. **$10,000**.

2023 **Kwok, A.** High Quality Instructional Materials Modules Pilot Impact Study. Deans for Impact. **$35,000.**

Williams, J., Hutchins, S., **Kwok, A.**, & Whiteside, E. Track One: Professional Learning on Responsive Classroom Management and Special Education. Texas A&M University, School of Education & Human Development Catapult Research Seed Grant Program. **$28,800.**

**Kwok, A**. Texas A&M University, School of Education & Human Development, Kay and Jerry Cox Undergraduate Research Scholars Program. **$1,500.**

2020-2025 US Department of Education, Teacher Quality Partnership (TQP) Grant. Teacher Education Residency Model (TERM): A Partnership among Local Education Agencies and Texas A&M University. Valerie Hill-Jackson (PI and Grant Writer); Shaun Hutchins, **Andrew Kwok**, Britine Perkins (Co-PIs) and Jerrel Moore (Co-I). **$6,657,837.**

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, 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.**

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.**

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 **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.**

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.**

2017 Summer Research Fellowship, California State University, San Bernardino, **$3,000.**

Mini-Grant for Community-Based Research, California State University, San Bernardino, **$1,925.**

2016 Office of Student Research Faculty Reassigned Time Grant, California State University, San Bernardino, $**4,600.**

Summer Research Fellowship, California State University, San Bernardino, **$3,000.**

2015 Rackham One-Term Dissertation Fellowship, University of Michigan, **$9,690.**

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

School of Education Spring/Summer Research Grant, University of Michigan, **$4,000.**

2013 Rackham Student Research Grant, University of Michigan, **$3,000.**

Rackham and School of Education Travel Grant, University of Michigan, **$1,000.**

2012 Race and Educational Inequality Student Faculty Co-Authored Manuscript Grant, University of Michigan, **$2,750.**

Institute of Social Research-Rackham Summer Training Award, University of Michigan, **$2,000.**

Rackham and School of Education Travel Grant, University of Michigan, **$1,000.**

Graduate Student Fellowship, University of Michigan.

**Unfunded Grants**

2024 Kwok, A., & Forzani, F. Developing Core Teacher Preparation Curriculum Components Focused on Equitable Instruction. Vision Grant; Spencer Foundation. $75,000.

2023 Hong, Y., Wisniewski, R., Matsko, K., **Kwok, A.,** Chesaro, T., & White, N. Preparing and Supporting New Teachers for Culturally Diverse Classrooms in Colorado: From Preservice Preparation to Inservice Support. Institute of Education Sciences. $1,700,000.

**Kwok, A.** & Kogut, A. Scoping Literature Review of Empirical Culturally Responsive Classroom Management Studies. Spencer Foundation, Small Grant Submission. $50,000.

Sokolov, A., Agarwal, G., Hemmer, P., & **Kwok, A.** Quantum Science and Engineering Innovations in Graduate Education. Innovations in Graduate Education Program, National Science Foundation. $485,579.

**Kwok, A.** Diversifying the Teacher Workforce: Examining Teacher Residencies at a National Scale. Research Leadership Fellowship. ASCEND, Division of Research, Texas A&M University. $75,000.

**Kwok, A.** Scoping Literature Review of Empirical Culturally Responsive Classroom Management Studies. Arts & Humanities Fellows Program. Division of Research, Texas A&M University. $15,000.

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.

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.

**Media**

1. [Strengthening Early-Career Teachers: Effective Components of Teacher Induction Programs](https://edresearchforaction.org/research-briefs/strengthening-early-career-teachers-effective-components-of-teacher-induction-programs/). February 6th, 2025. EdResearch for Action.
2. [Backtalk: Where are the teachers of color? Getting cut out and lured away](https://journals.sagepub.com/doi/full/10.1177/00317217241295434). October 28th, 2024. Phi Delta Kappan.
3. [Supporting New Teachers and Classroom Management](https://www.buzzsprout.com/1625503/episodes/15685414-414-supporting-new-teachers-and-classroom-management). September 3rd, 2024. Restart Recharge Podcast.
4. [What motivates teachers to enter the profession](https://www.edsurge.com/news/2024-08-05-what-motivates-teachers-to-enter-the-profession)? August 5th, 2024. EdSurge.
5. [Better Classroom Management Can’t Wait. How to Make Changes Now](https://www.edweek.org/teaching-learning/opinion-better-classroom-management-cant-wait-how-to-make-changes-now/2024/05). May 13th, 2024. Education Week.
6. [Effective support is key to keeping new teachers in the profession](https://edsource.org/2024/effective-support-is-key-to-keeping-new-teachers-in-the-profession/707706). March 13th, 2024. EdSource.
7. [Teacher Prep Often Treats Classroom Management as an Afterthought. That’s a Huge Problem.](https://www.edweek.org/teaching-learning/opinion-teacher-prep-often-treats-classroom-management-as-an-afterthought-thats-a-huge-problem/2023/10) October 31, 2023. Education Week.
8. “[Teachers Are Leaving the Classroom, But the Pandemic Is Not Yet To Blame](https://today.tamu.edu/2022/03/02/teachers-are-leaving-the-classroom-but-the-pandemic-is-not-yet-to-blame/)”, March 2nd, 2022.
9. “[Recruiting the next wave of teachers](https://voi.education.tamu.edu/project/andrew-kwok-recruiting-the-next-wave-of-teachers/),” February 24th, 2022. Voices of Impact, College of Education & Human Development.
10. “[Sealing the gap on teacher attrition](https://education.tamu.edu/sealing-the-gap-of-teacher-attrition/).” College of Education & Human Development, September 2nd, 2021.
11. “[Developing culturally-responsive educators](https://education.tamu.edu/developing-culturally-responsive-educators/).” College of Education & Human Development, March 16th, 2021.
12. “[Alternative seating: How does its novelty affect classroom behavior?](https://research.tamu.edu/2021/01/26/alternative-seating-what-are-the-effects-on-students-and-teachers/)” Texas A&M University, January 26th, 2021.
13. “[Do classroom seating options make a difference?](https://education.tamu.edu/do-classroom-seating-options-make-a-difference/)” College of Education & Human Development, January 25th, 2021.
14. “[Brazos Valley 2020: Education](https://www.kbtx.com/content/news/Brazos-Valley-2020-Education-509508991.html).” KBTX Feature, May 6th, 2019.
15. “[Improving Retention Through Classroom Management](https://education.tamu.edu/improving-retention-through-classroom-management/).” College of Education & Human Development, April 10th, 2019.
16. [Former rookie teacher reflects on his second year in an Oakland high school](https://www.eastbaytimes.com/2009/06/08/former-rookie-teacher-reflects-on-his-second-year-in-an-oakland-high-school/). Oakland Tribune, June 8th, 2009.
17. “[My First Year, under a microscope](https://www.eastbaytimes.com/2008/06/25/my-first-year-under-a-microscope/).” Oakland Tribune, June 25th, 2008.
18. [A bright mind, an uncertain future](https://www.eastbaytimes.com/2008/05/19/a-bright-mind-an-uncertain-future-2/). Oakland Tribune, May 19th, 2008.
19. [First-year Oakland teacher stays for the students](https://www.eastbaytimes.com/2008/05/19/first-year-oakland-teacher-stays-for-the-students/). Oakland Tribune, May 19th, 2008.
20. [New instructor struggles in Oakland school](https://www.eastbaytimes.com/2007/11/27/new-instructor-struggles-in-oakland-school/). Oakland Tribune, November 27th, 2007.
21. [Novice teacher gets parents involved](https://www.eastbaytimes.com/2007/09/28/novice-teacher-gets-parents-involved/). Oakland Tribune, September 28th, 2007.
22. [Beginning instructors learn tricks of the trade in Oakland](https://www.eastbaytimes.com/2007/09/10/beginning-instructors-learn-tricks-of-the-trade-in-oakland/). Oakland Tribune, September 10th, 2007.
23. [New teacher survives first two weeks of high school](https://www.eastbaytimes.com/2007/09/10/new-teacher-survives-first-two-weeks-of-high-school/). Oakland Tribune, September 10th, 2007.

**Presentations & Proceedings**

**Kwok, A**., Kogut, A., & Macfarlane, K. (April, 2024). Scoping literature review of empirical, culturally responsive classroom management studies. American Educational Research Association Annual Conference, Philadelphia, PA.

**Kwok, A.**, *De La Cruz, I.,* & Kwok, M.(April, 2024). Exploring elements of field supervisor written feedback. American Educational Research Association Annual Conference, Philadelphia, PA.

**Kwok, A.**, Nguyen, T., *Bellur, S., & Spencer, A*.(April, 2024). A national exploration of teacher residency programs and their programmatic structures. American Educational Research Association Annual Conference, Chicago, IL.

*Svajda-Hardy, M.,* **Kwok, A**., & Williams, J. (April, 2024). Extending. Culturally responsive classroom management to enhance contemporary classrooms: A conceptual framework. American Educational Research Association Annual Conference, Philadelphia, PA.

**Kwok, A.** & Bartanen, B. (March, 2024). Early Field Experiences in Teacher Education. Association of Teacher Educators Annual Conference. Anaheim, CA. \*Distinguished Research Award

**Kwok, A.**, *De La Cruz, I.,* & Kwok, M.(Feb, 2024). Exploring Clinical Teaching Field Supervisor Written Feedback. Association of Education Finance and Policy Annual Conference. Baltimore, MD.

**Kwok, A.**, Nguyen, T., *Bellur, S., & Spencer, A*.(Feb, 2024). What matters and for whom? Exploring characteristics of teacher residency programs and their relationship to participant perceptions. Association of Education Finance and Policy Annual Conference. Baltimore, MD.

**Kwok, A.** (2024, January 7). New research on teacher residency programs. Expanding North Texas Teacher Pathways Symposium. Communities Foundation of Texas and the University of North Texas. Dallas, TX.

Hill-Jackson, V., **Kwok, A.,** Hutchins, S., & Svajda-Hardy, M. (2023). Voices of the residents: A university-based teacher residency program as a retention strategy for high-need school districts. *Conference Proceedings of the 2023 Annual Conference of the Association of Teacher Educators*.

*McIntush, K.,* **Kwok, A**., Williams, J., & Waxman, H. (2023, April 13-16). Urban Novice Teachers' Perceptions Regarding Culturally Responsive Classroom Management: A Qualitative Analysis. American Educational Research Association Annual Conference, Chicago, IL.

*Svajda-Hardy, M.* & **Kwok, A**. (2023, April 13-16). Lost in Translation: Preservice Teachers' Perceptions of Classroom Management Beliefs and Actions. American Educational Research Association Annual Conference, Chicago, IL.

**Kwok, A**., Waddington, J., Huston, D., Mitchell, D., Hemsley, R., & Almeida, T. (2023, April 13-16). Induction Coach Match Characteristics Relationship With Novice Teacher Perceived and Actual Retention. American Educational Research Association Annual Conference, Chicago, IL.

*Rios, A.,* Matthews, S., **Kwok, A.**, & Kogut, A. (2023, April 13-16). Integrative Literature Review of Culturally Multidimensional Literacy Teaching. American Educational Research Association Annual Conference, Chicago, IL.

Bartanen, B., **Kwok, A**., & Kim, B. (2023, April 13-16). What Can Motivation Tell Us About Teacher Entry and Retention? Evidence From Preservice Teacher Essays. American Educational Research Association Annual Conference, Chicago, IL.

Ronfeldt, M., Matsko, K., & **Kwok, A.** (2023, April 13-16). Extending and Interrogating the Quantitative Evidence That Clinical Mentors Matter. Symposium, Discussant. American Educational Research Association Annual Conference, Chicago, IL.

*Svajda-Hardy, M.* & **Kwok, A**. (2023, April 13-16). Meeting First-Year Teacher Needs: Classroom Management Coaching as an Induction Support. American Educational Research Association Annual Conference, Chicago, IL.

Hill-Jackson, V., Caldwell, C., **Kwok, A**., *Svajda-Hardy, M.,* & Hutchins, S. (2023, April 13-16). Exploring a Teacher Residency as a Recruitment and Retention Strategy for High-Need Districts. American Educational Research Association Annual Conference, Chicago, IL.

Kwok, M., *Rios, A.,* & **Kwok, A**. (2023, April 13-16). Resisting Deficit Framings: Exploring Nuance in Preservice Teacher Beliefs on Diversity and Literacy Instruction. American Educational Research Association Annual Conference, Chicago, IL.

*Svajda-Hardy, M.,* & **Kwok, A**. (2023, March 23-25). Analyzing State-Level Training Statutes to Better Support Teachers' Classroom and Behavior Management. Association for Education Finance and Policy Annual Conference, Denver, CO.

**Kwok, A**., Waddington, J., *Davis, J*., *Halabi, S.,* Huston, D., & Hemsley, R. (2023, March 23-25). Beginning Teachers & Asset-Based Pedagogy. Association for Education Finance and Policy Annual Conference, Denver, CO.

Bartanen, B., **Kwok, A**., Avitabile, A., & Kim, B. (2023, March 23-25). Why Do You Want to Be a Teacher? A Natural Language Processing Approach. Association for Education Finance and Policy Annual Conference, Denver, CO.

Serna, A. & **Kwok, A.** (2023, February 8). The early teacher pipeline and early field experiences. Next Education Workforce Summit, Mary Lou Fulton Teachers College, Arizona State University, Virtual.

*Rios, A*. & **Kwok, A**. (2023, March 26-29). What do we know about culturally multidimensional literacy teacher preparation? An integrative literature review. Association of Teacher Educators Annual Conference, Jacksonville, FL.

Hill-Jackson, V., Kwok, A., Caldwell, C., Hutchins, S., Ramirez, M., Williams, L., & Perkins, B. (2023, March 28). *Voices of residents and school leaders: A university-based teacher residency as a recruitment and retention strategy for high-need districts*[Paper presentation]. Association of Teacher Educators Annual Meeting, Jacksonville, FL.

Hutchins, S., **Kwok, A**., & Corn, M. (2022, Oct 9-11). Measuring Clinical Practice: Description of the Process and Product of Observation Instrument Development. Consortium of State Organizations for Texas Teacher Education Fall Teacher Education Conference, San Marcos, TX.

Hill-Jackson, V., **Kwok, A**., Hutchins, S., Caldwell, C., & Ramirez, M. (2022, Oct 9-11). Voices of Residents and School Leaders: A University-based Teacher Residency as a Recruitment and Retention Strategy for High-Need Districts. Consortium of State Organizations for Texas Teacher Education Fall Teacher Education Conference, San Marcos, TX.

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

Bartanen, B., & **Kwok, A**. (2022, April 22-25). Who is Interested in Teacher Certification? American Educational Research Association 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*. American Educational Research Association Annual Meeting Virtual Meeting.

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

**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*. American Educational Research Association Annual Meeting Virtual Meeting.

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

*Svajda-Hardy, M.* & **Kwok, A**. (2021, April). *Classroom Management Coaching for First-Year Urban Teachers: Purpose, Design, and Implementation*. American Educational Research Association 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**. American Educational Research Association 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](https://urldefense.com/v3/__http%3A/tinyurl.com/unxlta5__;!!KwNVnqRv!TSItw586zTqyOuYKknbz8L9lYr-34x9LNTOiXSs2QxxVA5R_qqOSFwOB5zyYnA$)[Roundtable Session]. American Educational Research Association Annual Meeting San Francisco, CA. (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*](https://urldefense.com/v3/__http%3A/tinyurl.com/v933fh8__;!!KwNVnqRv!TiZdUBOV_ulZAMkZyO-yMUSAYwCARkwb-Vna0KNSxduX87QRxhWcMJ0GRdJx_CA$)[Roundtable Session]. American Educational Research Association Annual Meeting San Francisco, 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](https://urldefense.com/v3/__http%3A/tinyurl.com/ueqbgmv__;!!KwNVnqRv!Uf4mV6Q-dImEvwT4XUgS7Xm-HQLdtBEPyckcdKZqPdTT-0AHjzgOcb-u6xv05w$)[Roundtable Session]. American Educational Research Association Annual Meeting San Francisco, CA. (Conference Canceled)

Foran, A. & **Kwok, A**. (2020, Apr 17 - 21) [Teacher Candidate Beliefs About Classroom Management and Their Career Plans](https://urldefense.com/v3/__http%3A/tinyurl.com/qrhjshg__;!!KwNVnqRv!UXf1tMZX43YFOvEdDuoRJ2Qsi15hWZWSIT0AP5rHBYd7uHgulTIdzN7pcN5PZQ$)[Roundtable Session]. American Educational Research Association Annual Meeting San Francisco, CA. (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](https://urldefense.com/v3/__http%3A/tinyurl.com/rqbtkar__;!!KwNVnqRv!RX6xoTaxFdbGU_ZWfesY8q8LjUnaUsF1yd12_SC9ETrV_Q7EhM19umognHq0Gg$)[Paper Session]. American Educational Research Association Annual Meeting San Francisco, CA. (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**

**Editorships**

Journal of Teacher Education

*Associate Editor (2021-Present)*

Urban Education Journal

 *Editorial Board (2022-Present)*

**Journal Reviewer**

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

**Memberships**

* RTI Technical Review Board 2023-24 National Postsecondary Student Aid Study
* Center for Teacher Innovation, Riverside County Office of Education
	+ *University Induction Partner (2017-2022)*
	+ *Co-Project Investigator (2017-2022)*
* 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*
* Association for Education Finance & Policy
	+ *Session Chair (2022)*
* American Association of Colleges for Teacher Education
* Association of Teacher Educators
* Literacy Research Association
* 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

**Texas A&M University**

*University Service*

2023 aggieTEACH Task Force

 3 Minute Thesis Competition Judge

2019 TAMU X-Grant Reviewer

*College Service*

2024 CEHD Awards Committee

 TLAC Department Head Search Committee

2023 SEHD Distinguished Speaker Lecture Committee

2022 School of Education Dean Search Committee

 Faculty Advisory Council

 EAHR Human Resources and Adult Education 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*

2023 Teaching and Teacher Education Clinical Professor Hiring Committee
Ad Hoc Spousal Hiring Committee (Chair)

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

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

**Advising**

Texas A&M University

Post-Doctoral Students

1. *Mario Suárez (Utah State University)*
2. *Megan Svjada-Hardy (Texas A&M University)*
3. *Iliana De La Cruz*

Doctoral Chair/Co-Chair

1. *Afaq Ahmed*
2. *Kathy Ogden*
3. *Iliana De La Cruz (Ph.D., 2023)*
4. *Megan Svajda-Hardy (2022, TLAC Distinguished Honor Graduate)*
5. *Kara Woodley (Ed.D, 2023. University of Wisconsin, Eu Claire)*
6. *Ambyr Rios (Ph.D., 2022, Kansas State University)*
7. *Joel Berrien (Ed.D., 2020)*
8. *Caitlin Cain (Ed.D., 2020)*
9. *Jeffrey Keese (Ph.D., 2019, Mercer University)*

Doctoral Committee

1. *Tiffany Farmer (Ed.D., 2023)*
2. *Sarah Chupp (Ed.D., Educational Administration & Human Resources, 2023)*
3. *Jennifer Stumbaugh (Ed.D., Educational Administration & Human Resources, 2022)*
4. *Ashley Marquez (Ed.D., Educational Administration & Human Resources, 2022)*
5. *Karen McIntush (Ph.D., 2022, University of Houston)*

Master’s Committee

1. *Colin Johns (School Psychology)*
2. *Sydney Brown (Health & Kinesiology)*
3. *Meagan Stauss*
4. *Gabriel Garcia-Lavin*
5. *Haley Smith*
6. *Jayme Harvick*
7. *Micaela Massacci*
8. *Makayla Fremin*
9. *Jake Whitely*
10. *Trayvon Battle*
11. *Stephen Rhodes*
12. *Betul Sayin*
13. *Kara Woodley*

Undergraduate Mentoring

1. *Courtney Cox*
2. *Maitê Fernandez*
3. *Tatum Sommer*
4. *Shriya Bellur*
5. *Abigail Spencer*
6. *Allison Cooper*
7. *Katherine Davis*
8. *Alexandria Gonzalez (2021 TLAC Undergraduate Student Award Winner; 2022 Rudder Brown Award Nominee)*
9. *Sara Ines Halabi (2021 TLAC Undergraduate Student Award Winner)*
10. *Rachel Faulk*
11. *Ennis Rios*
12. *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*