

Dr. Kirk D. Rogers, Jr.

Assistant Professor of Teacher Education | California State University, Dominguez Hills |
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EDUCATION

- 2022 Doctor of Philosophy in Education, Transforming Schools in a Diverse Society, Department of Education Studies, University of California, San Diego.
- 2015 Education Specialist Degree, Educational Psychology with a concentration in Gifted and Creative Education, University of Georgia, Athens, Georgia.
- 2011 Master of Arts in Teaching, Middle Level Math and Science Education, Georgia State University, Atlanta, Georgia.
- 2009 Bachelor of Arts, Sociology, University of Georgia, Athens, Georgia.

AWARDS AND HONORS

- Faculty Fellowship SNAP Inc. Institute for Technology and Education, 2022-Present.
- The Ford Foundation Dissertation Fellowship, 2021-2022.
- The Ford Foundation Predoctoral Fellowship (Honorable Mention), 2018-2019.

PUBLICATIONS

- Burnett, M., Shaheed, J., Rogers Jr., K. D., Garber, K., and Cooper, S. M. (Revise and Resubmit). The Developmental Influence of Math and Science Motivational Beliefs on Black Girls' Aspirations and Post-secondary Persistence. *Journal of Educational Psychology*.
- Puente, M., Rogers Jr., K. D., Crawford, J., and Matschiner, A. (2023). Interrogating the Self en route to Critical Consciousness: Cultivating Higher Education Leaders through a Positionality-Centered, Doctoral-Level Course. *New Directions for Student Leadership*.
- Rogers Jr., K. D., Crawford, J., and Stephens R. (2023). "Because Representation Matters" Supporting Black Males To and Through STEM Graduate School. In A.G. Robins, L. Knibbs, T.N. Ingram, M.N. Weaver, & A. Hilton (Eds.). *Unveiling the Cloak of Invisibility: Why Black males are absent in STEM Disciplines* (pp.137-156). Information Age Publishing.
- Rogers Jr., K. D. (2021). Centering the "M" in STEM: A Review of Black Students' Math Experiences. *The Negro Educational Review*.
- Rogers Jr., K. D. (2020). Pop: A Critical Race Story of Racialized Violence in America. *InterActions: UCLA Journal of Education and Information Studies*, 16(2). Retrieved from <https://escholarship.org/uc/item/2zc0p8n1>.
- Chapman, T. K., Jones, M., Stephens, R., Lopez, D., Rogers, K. D., and Crawford, J. (2020). A Necessary Pairing: Using Academic Outcomes and Critical Consciousness to Dismantle Curriculum as the Property of Whiteness in K-12 Ethnic Studies. *Equity & Excellence in Education*, 1-14.

CONFERENCE PRESENTATIONS

- Rogers Jr., K. D., Johnson, S. J., and Rivera, E. (2023). Shifting Pedagogically: Examining Teacher Pedagogical Approaches and Their Instructional Practices in Developing Students' STEM-Identities. AERA 2023: Chicago, IL.
- Mai, M., Yonezawa, S. S., Harrison, J. J., Simon, B., and Rogers Jr., K. D. (2023). CS-LISTEN: Learning from YPAR: Reigniting Learning within High School Students. AERA 2023: Chicago, IL.
- Rogers Jr., K. D. (Accepted). Math as a Gatekeeper: Centering the Math Experiences of Black High Schoolers. International Consortium for Research in Science and Mathematics Education 2023: Panama City, Panama.
- Rogers Jr., K. D., Crawford, J., and Stephens, R., (2022). Uneven Progress: Increasing Gender Representation for Black Men in STEM. ASHE 2022: Las Vegas, NV.
- Rogers Jr., K. D., Crawford, J., and Stephens, R., (2022). Disrupting Anti-Blackness in STEM and Supporting Black Students to and through STEM Graduate School. Network, Gender, and STEM Conference 2022: Munich, Germany.
- Rogers Jr., K. D. (2022). 1 + 2 Does Not Equal "Beyond Integrated Math 3": Centering the Math Experiences of Black High Schoolers. AERA 2022: San, Diego, CA.
- Rogers Jr., K. D., Crawford, J., and Stephens, R., (2022). "Because Representation Matters": Supporting Black Students to and Through STEM Graduate School. AERA 2022: San, Diego, CA.

- Simon, B., Yonezawa, S. S., Mai, M., Rogers Jr., K. D., and Aceituno, C. (2022). CS-LISTEN: Students as Active Change-Makers in Research-Practice Partnerships. AERA Presidential Session. AERA 2022: San, Diego, CA.
- Rogers Jr., K. D., Mai, M., Yonezawa, S., Santos, L., and Simon, B., (2021). CS-LISTEN: Using YPAR to broaden participation of underrepresented groups in K-12 computer science. AERA 2021: Virtual.
- Crawford, J., Rogers Jr., K. D., and Stephens, R., (2021) "To be alone in grad school, that's a death sentence": An Exploration of Black Graduate Experiences. AERA 2021: Virtual.
- Mai, M., Rogers Jr., K. D., Simon, B., and Yonezawa, S. (2020) Igniting Student Voice - CS LISTEN - YPAR & Increasing Access to K12 Computer Science. CA STEAM Symposium.
- Clarke, S., Ramirez, B. R., Puente, M., and Rogers Jr., K. D. (2020) Shamika Could Become a Scientist: Unpacking Discourse and Power in Science Education [Symposium]. AERA 2020: San Francisco, CA
<http://tinyurl.com/vjb8rh5> (Conference Canceled).
- Rogers Jr., K. D., Lopez, D., Stephens, R., Crawford, J., Chapman, T.K., and Jones, M. (2019). "Our Own History, Our Own Legacy": The Actualization of Change Agents Through Ethnic Studies Curricula. AERA 2019: Toronto, Canada.
- Stephens, R., Crawford, J., Rogers Jr., K. D., Lopez, D., Chapman, T.K., and Jones, M. (2019). The Power of a Shared Language: Critical Relatability and Student Engagement. AERA 2019: Toronto, Canada.
- Stephens, R., Crawford, J., Rogers Jr., K. D., Lopez, D., Chapman, T.K., and Jones, M. (2019). "You're Beautiful When You Are Who You Are": Sense of Belonging, Race, and Ethnic Studies. AERA 2019: Toronto, Canada.
- Chapman, T. K., Lopez, D., Rogers Jr., K. D., Stephens, R., Crawford, J., and Jones, M. (2018). Exploring High Achieving African American Students' College Choice Processes. International Congress for School Effectiveness and Improvement: Singapore.
- Lopez, D., Rogers Jr., K. D., Stephens, R., Crawford, J., Chapman, T., and Jones, M. (2018). The Rhetoric of an Ethnic Studies Course on Critical Consciousness and Self-Identity. AERA 2018: New York, NY.
- Rogers Jr., K. D., Stephens, R., Lopez, D., Crawford, J., Chapman, T., and Jones, M. (2018). Overcoming Stereotypes: Utilizing Ethnic Studies to Cultivate Self-Love, Self-Efficacy, and Self-Empowerment in Historically Marginalized Youth. AERA 2018: New York, NY.
- Stephens, R., Lopez, D., Rogers Jr., K. D., Crawford, J., Chapman, T., and Jones, M. (2018). "Sometimes We are Fake:" Ethnic Studies, Trust and Racial Minorities. AERA 2018: New York, NY.
- Rogers Jr., K. D., Crawford, J., and Stephens, R. (2018). You Have to See it To Believe It: The Importance of Melanin-Rich Characters & Experiences in STEM Books for Children. R.I.L.E. Conference: Stanford University.
- Stephens, R., Rogers Jr., K. D., Lopez, D., Crawford, J., Chapman, T., and Jones, M. (2017). 24 Years Later: An Analysis of a 9th Grade Ethnic Studies Course from the Perspective of Banks's (1993) Typology of Knowledge. R.I.L.E. Conference: Stanford University.

GUEST LECTURES

- Interrogating Our Own Positionalities. (Guest Lecturer, EDD 7060 – Qualitative Research – April 2021, Cal Poly Pomona).
- UC San Diego Virtual Graduate Division Open House (Panelist, Graduate Student Panel – April 2021, UC San Diego).
- Health Careers Opportunity Program (HCOP) (Panelist, Research Seminar Panel – July 2020, San Diego State University).
- Supporting Academic and Professional Growth Panel – Session 1: Navigating Transitions (Panelist, Summer STEM Series – June 2020, UC San Diego).
- Race in Middle School: Exclusionary Discipline, Culturally Relevant Pedagogy and Authentic Care in lieu of "teacher match" in middle school classrooms (Guest Lecturer, Education Studies 115 – Cognitive Development – November 2019, UC San Diego).
- Paying it Forward: My Path to Becoming an Educator & Unpacking the School to Prison Pipeline (Guest Lecturer, Education Studies/Sociology 117 – Language, Culture, and Education – November 2018, UC San Diego).
- Race, Identity, and Children (Guest Lecturer, Education Studies 115 – Cognitive Development – June 2018, UC San Diego).

RESEARCH

Researcher

January 2022 – Present

- Howard, T., Bishop, J. (2021). Computational Thinking Equity Project. (CTEP). National Science Foundation, \$1,000,000.

Graduate Student Researcher

June 2017 – August 2022

- Rogers, K., Crawford, J., and Stephens, R. (2019). Investigating the Black Graduate Student Experience (BGSE). University of California, San Diego Office for Equity Diversity and Inclusion, and Graduate Division. \$22,000.00.
- Yonezawa, S. and Simon, B. (2019). CS-LISTEN: Computer Science Learning and Inquiring with Students Through Equity Networks. National Science Foundation, \$1,000,000.
- Yonezawa, S. (2019). DSEC: Department of Defense (DOD) Science, Technology, Engineering, and Math, (STEM) Education Consortium.
- Soto, O., Rogers, K., and Yonezawa, S. (2018). African-American Achievement Summit Follow-Up: Examining Opportunity Gaps for SDUSD African-American Students in Fourth-Year Mathematics. University of California, San Diego Yankelovich Center for Social Science Research. \$25,000.
- Forbes C. (2018). SMTRI: Science & Mathematics Teacher Research Initiative.
- Betts, J. and Datnow, A. (2017). Changing the Odds: A Short-Cycle Approach to Improving Students' Long-Term Mathematics Outcomes. The Continuous Improvement Research in Education Grant.
- Chapman, T. and Jones, M. (2017). Curricular Innovation to Increase Academic and Mobility Outcomes for Underrepresented Students: Evaluating the Ethnic Studies Reform in San Diego Unified Schools. UCSD Social Sciences Divisional Research Grant. \$24,981.

HIGHER EDUCATION PROFESSIONAL EXPERIENCE

2022 – Present	Assistant Professor of Teacher Education, TED 410: Elementary Math Methods; TED 468: Secondary Teaching Methods, Department of Teacher Education, CSU Dominguez Hills.
Summer 2021	Instructor of Record, EDS 126: Social Organization of Education, Department of Education Studies, University of California, San Diego.
2020 – 2022	Curriculum Lead, Unpacking Anti-Blackness and Dismantling Systemic Racism in Educational Practices, Anti-Racist Faculty and Graduate Student Learning Community, Engaged Teaching Hub, Teaching and Learning Commons, University of California, San Diego.
2020 – 2021	Co-Facilitator, Unpacking Anti-Blackness and Dismantling Systemic Racism in Educational Practices, Anti-Racist Faculty and Graduate Student Learning Community, Engaged Teaching Hub, Teaching and Learning Commons, University of California, San Diego.
2020 – 2021	Co-Facilitator, Introduction to College Teaching, Engaged Teaching Hub, Teaching and Learning Commons, University of California, San Diego.
2020 – 2021	Graduate Teaching Consultant, Engaged Teaching Hub, Teaching and Learning Commons, University of California, San Diego.
2020 – 2021	Community Assistant, Mesa Nuevo East, HDH Graduate and Family Housing, University of California, San Diego.
2019 – 2020	Student Leader and Co-Creator, EDS 296: Research Apprenticeship Course - Transformation of Self, University of California, San Diego.
2019 – 2020	PhD Student Liaison and Community Engagement Coordinator, Department of Education Studies, University of California, San Diego.
2018 – 2020	Teaching Assistant, EDS 126: Social Organization of Education, Department of Education Studies, University of California, San Diego.
2018 – 2019	Teaching Assistant, EDS 117: Language, Culture & Education, Department of Education Studies,

University of California, San Diego.

- 2017 – 2018 Academic Student Employee, Course Reader, EDS 118: Adolescent Development & Education, Department of Education Studies, University of California, San Diego.
- 2017 – 2018 Academic Student Employee, Course Reader, EDS 126: Social Organization of Education, Department of Education Studies, University of California, San Diego.
- 2017 – 2018 Academic Student Employee, Course Reader, EDS 115: Cognitive Development & Education, Department of Education Studies, University of California, San Diego.
- 2017 – 2018 Academic Student Employee, Course Reader, EDS 117: Language, Culture & Education, Department of Education Studies, University of California, San Diego.

K-12 PROFESSIONAL EXPERIENCE

- 2020 – 2025 California Commission on Teacher Credentialing (CACTC) Teaching Certifications - 210013814 Preliminary Single Subject Teaching Credential, Foundational-Level General Science (P – 12)
- 2017 – 2019 STEM Teacher, Summer Institute for the Gifted, Emory University Residential Program, Atlanta, GA.
- 2014 – 2017 Physical Science Teacher, Gwinnett County Public School System, Suwanee, GA.
- 2012 – 2014 Talented, Advanced, and Gifted (TAG) Curriculum Leader, Fulton County Public School System, Atlanta, GA.
- 2011 – 2014 Mathematics Teacher for the Talented, Advanced and Gifted (TAG), Fulton County Public School System, Atlanta, GA.
- 2011 – 2021 Georgia Professional Standards Commission (GPSC) Teaching Certifications - 995259 Science (6 – 12) | Middle Grade Science (4 - 8) | Middle Grade Math (4 - 8) | Gifted In-Field Endorsement

LEADERSHIP AND SERVICE

- College of Education Representative, Academic Senate Student Grade Appeals Committee, 2022-Present.
- Teacher Education Division Representative, College of Education Curriculum Committee, 2022-Present.
- Faculty Fellow, SNAP Inc. Institute for Technology and Education, 2022-Present.
- Co-Creator and Principal Member, Education Studies PhD Student Organization, 2019-2021.
- Principal Member, Black Graduate Student and Professional Organization, 2018-2022.
- Mentor, Excellence Academy, Pinckneyville Middle School, 2015-2017.
- Co-Leader, Positive Behavior Intervention (PBIS) Team, Pinckneyville Middle School, 2015-2017.
- Producer/Faculty Advisor, Morning News Team, Pinckneyville Middle School, 2014-2017.
- Co-Leader, Leadership Team, Paul D. West Middle School, 2013-2014.
- Founder & Team Leader, Advanced Academy, Paul D. West Middle School, 2013-2014.
- Curriculum Lead/TAG Contact for Talented and Gifted Department, Paul D. West Middle School, 2013-2014.
- Club Sponsor, Men of West, Paul D. West Middle School, 2013-2014.
- Producer/Creator, Morning News Crew, Paul D. West Middle School, 2013-2014.
- Co-Creator, Poetry Slam, Paul D. West Middle School, 2011-2014.
- After-School Math Tutor, Extended Day Tutoring Program, 2011-2012.
- Tutor, Athens Tutorial Program, Athens GA, 2007-2009.