

PETER BJORKLUND JR.

PhD Student in Education Studies at University of California, San Diego

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EDUCATION

University of California, San Diego, CA

September 2016 to present

PhD Education Studies

Advisor: Alan J. Daly, Ph.D.

Research interests include:

Educational change, social network analysis, pre-service teachers, teacher identity, teacher well-being, trust, sense of belonging, and refugee education

Teachers College, Columbia University, New York, NY

May 2016

Master of Education in International Educational Development; GPA 4.0

Concentration: International Humanitarian Issues

Thesis: *Spontaneous Teachers, Job Satisfaction, and Teacher Identity in Kakuma Refugee Camp*

Santa Clara University, Santa Clara, CA

June 2011

Master of Arts in Interdisciplinary Education; GPA 3.97

Concentration: Curriculum and Instruction

Thesis: *Motivation & Engagement in Latina/o Students in Predominantly White and Asian AP and Honors Classes*

Occidental College, Los Angeles, CA

May 2006

Bachelor of Arts in History; GPA 3.51

Minor in Education and Russian Studies

Graduated Cum Laude

PUBLICATIONS

Pizmony-Levy, O. & Bjorklund Jr., P. (2018). International assessments of student achievement and public confidence in education: Evidence from a cross-national study. *Oxford Review of Education*, 44(2), 239-257.

Bjorklund Jr., P. (2018). Undocumented students in higher education: A review of the literature, 2001 to 2016. *Review of Educational Research*, 88(5), 631-670.

Daly, A.J., Liou, Y.H., & Bjorklund, P., Jr. (2018). Pay, position, and partnership: Exploring capital resources among a school district leadership team. In C. Cramer, M.A., Porter, H. Sayama, L. Sheetz, & S.M. Uzzo (Eds.) *Network Science in Education: Transformational Practices in Teaching and Learning*, (pp. 117-138). Springer International Publishing.

Bjorklund, P., Jr. (2019). "Whoa. You speak Mexican?": Latina/o high school students' sense of belonging in Advanced Placement and honors classes. *Journal of Education for Students Placed at Risk*, 24(2), 109-131.

Liou, Y.H., Bjorklund, P., Jr., & Daly, A.J. (2019). Climate change in Common Core policy context: The shifting role of attitudes and beliefs. *Educational Policy*.

PRESENTATIONS

Lay theories and possible selves: Preservice teachers' beliefs about K-12 teachers and their future practice

Bjorklund, P., Jr., Hemans, P.B., & Daly, A.J.

American Educational Research Association (AERA) Conference, Toronto, Canada.

April 2019

Social networks and early career teachers' trajectories in the United States: Closeness and self-efficacy

Hopkins, M., Bjorklund, P., Jr., & Spillane, J.P.

American Educational Research Association (AERA) Conference, Toronto, Canada.

April 2019

Constructing opportunity: How context of receptions for newcomers shapes district policy.

Hopkins, M., Weddle, H.R., Bjorklund, P., Jr., Gautsch, L., Umansky, I.M., & Dabach, D.B.

American Educational Research Association (AERA) Conference, Toronto, Canada.

April 2019

Climate Change: The Effect of Innovation, Trust, and Leadership on Common Core Beliefs among districtwide Educators

Liou, Y.-H., Bjorklund, P., Jr., & Daly, A. J.

American Educational Research Association (AERA) Conference, New York, NY

April 2018

Lost at "C"apital: A social capital perspective on urban high school leadership.

Liou, Y.-H., Bjorklund, P., Jr., & Daly, A. J.

American Educational Research Association (AERA) Conference, New York, NY

April 2018

Pay, position, and partnership: Exploring capital resources among a school district leadership team

Bjorklund, P. Jr., Liou, Y.-H., & Daly, A. J.

American Educational Research Association (AERA) Conference, New York, NY

April 2018

Examining Science Teachers' Pedagogical Content Knowledge Using Online Video-Based Reflection

Cavey, M., Weddle, H.R., Bjorklund, P., Jr, & Clarke, S.

American Educational Research Association (AERA) Conference, New York, NY

April 2018

Supporting Immigrant and Refugee Students in Complex Political Times: Lessons From Six U.S.

School Districts.

Hopkins, M. Ilana, U., Dabach, D.B, Wiley, K., Weddle, H.R., & Bjorklund, P., Jr.
 Universal Council for Education Administration (UCEA) Convention, Denver, CO
 November 2018

International Assessments of Student Achievement and the Erosion of Public Confidence in
 Education: Evidence from a Cross-National Study

Pizmony-Levy, O., & Bjorklund, P., Jr.

American Educational Research Association (AERA) Conference, San Antonio, TX
 April-May 2017

Securing' Educational Rights for Urban Refugees in Kenya's Volatile Policy Environment

Mendenhall M., Bjorklund, P., Jr., Cha, J., & Falk, D.

Comparative International Education Society (CIES) Conference, Atlanta, GA
 March 2017

Teacher Identity and Support: Reflections of Refugee Teachers in Kakuma Refugee Camp

Mendenhall M., & Bjorklund, P., Jr.

Comparative International Education Society (CIES) Conference, Vancouver, Canada
 March 2016

Improbable Success: Latina/o High School Students Educational Resilience in Advanced Placement
 and Honors Classes.

Bjorklund, P., Jr.

Comparative International Education Society (CIES) Conference, Washington D.C.
 March 2015

RESEARCH EXPERIENCE

Graduate Research Assistant, University of California, San Diego

September 2016-present

- Conducting social network analysis using UCINET, ORA, and R exploring pre-service teacher and in-service teacher social networks for multiple projects
- Investigating relationships between network measures and latent variables of teachers and pre-service teachers in several projects through quantitative data analysis using Stata
- Examined the impact of Supplemental Instruction on student outcomes at UCSD for the Teaching + Learning Commons using propensity score analysis
- Utilized qualitative analysis using Dedoose to examine how school districts in multiple states address the needs of recent arrival English learners

Graduate Research Assistant, Teachers College, Columbia University, New York, NY

September 2015 – May 2016

- Assisted in authoring and drafting concept note and proposal for the \$193,000 grant funded by the State Department Bureau of Population Refugees and Migration
- Conduct ongoing literature search and reviews for pertinent publications, reports and resources for project
- Manage and organize all quantitative and qualitative data collected throughout project

- Conduct data analysis with appropriate software (Stata, NVivo); code qualitative data and write thematic and country-specific memos; clean survey data, conduct descriptive and inferential analyses of data
- Contribute to development of research instruments (survey and interview guides)
- Traveled to Nairobi to conduct qualitative interviews with relevant stakeholders
- Contribute to the writing of various documents for the State Department

Graduate Research Assistant, Kakuma Refugee Camp, Kenya & Teachers College

June 2015 – May 2016

- Helped to create a teacher training program for teachers in crisis context in collaboration with representatives from the UNHCR, UNICEF, The International Rescue Committee, Save the Children and the Norwegian Refugee Council
- Piloted the teacher training program with 27 primary school refugee teachers in Kakuma Refugee Camp
- Analyzed feedback from pilot, which helped create the final product that was presented to the NRC in September 2015 and will be published as an open source resource in January 2016
- Created and implemented survey of teacher professional identity to refugee teachers
- Carried out qualitative research by helping to conduct a total of 81 interviews with primary school teachers, and aided in conducting over 20 classroom observations
- Using NVivo to code qualitative data and develop teacher and thematic memos

Educational Researcher, ChildFund, Washington, D.C./New York

March 2015 – June 2015

- Research current projects focused on education for marginalized groups
- Review and edit case studies of ChildFund education programs
- Compiling a four-day teacher training module on psychosocial well-being focused on Ebola to be implemented in Guinea

TEACHING & PROFESSIONAL EXPERIENCE

Teacher Assistant Award at Teachers College

Spring 2016

- Recognized by peers and faculty as the best Teachers Assistant at Teachers College for the Spring Semester 2016 for work in Introduction to Quantitative Analysis in Comparative International Education

High School Social Studies Teacher, Los Altos High School, Los Altos, CA

August 2007 – June 2014

- Created and developed differentiated lesson plans and assessment for 9th through 12th grade students in World Studies, Contemporary World Issues (CWI), and Global Connections classes
- Utilized a variety of teaching methods including lectures, group discussions, primary document analysis, online discussion forums, research papers, essays, and small group work
- Developed new curriculum to meet Common Core Standards
- Designed interactive website that included all readings, classwork, homework, videos, lecture podcasts, and study materials to make class content and assignments more accessible to students

- Head of AP and honors Student Well Being Study, examining access and equity in AP and honors classes
- Nominated by a student to receive the “Symetra Hero in the Classroom” – recognized as one of 15 Bay Area teachers for outstanding leadership and instructional skills and the ability to build trust among students, parents and the community by investing in students’ long-term success (Fall 2014)

Leadership Team Member, Los Altos High School, Los Altos, CA

August 2009 – June 2014

- Nominated and elected by colleagues for three consecutive two-year terms
- Met monthly to discuss and make decisions about school policies, accreditation, and staff development

Cooperating Teacher, Los Altos High School, CA

August 2011 - June 2012

- Collaborated with and supervised a student teacher from Santa Clara University who was subsequently hired at Los Altos High School

SKILLS & COMPETENCIES

Stata

R

UCINET

ORA

NVivo

Dedoose

Qualtrics

Microsoft Office Suite

California Single Subject Teaching
Credential (Social Studies, 2008)