TEXAS STATE VITA

I. Academic/Professional Background

1. Name: Jeffry King Title: Associate Professor of Instruction

B. Educational Background

Degree	*Year*	*University*	*Major*	*Thesis/Dissertation*
PhD	2016	Texas State University	School Improvement	Existence-in-Tension: A Post-Intentional Phenomenological Analysis of Teachers' Perceptions of Pedagogical Metaxy as a Response to Gnostic Philosophy and Standardization in Education
MEd	2010	University of Texas at Arlington	Curriculum and Instruction – Science Emphasis	
MDiv	2002	Abilene Christian University	Divinity	
BS	1999	Abilene Christian University	Ministry	

C. University Experience

Position	*University*	*Dates*
Associate Professor of Instruction	Texas State University	2024-present
Senior Lecturer	Texas State University	2016-2024
Adjunct Faculty	Concordia University-Texas	2013-2017

D. Relevant Professional Experience

Position	*Entity*	*Dates*
Editorial Assistant	International Journal of Leadership in Education	2013-2016
Science Teacher	Park Crest Middle School, Pflugerville, TX	2008-2013
AVID Coordinator	Park Crest Middle School, Pflugerville, TX	2011-2013

E. Other Professional Credentials (licensure, certification, etc.)
State of Texas Standard Classroom Teacher – Science Grades 4-8

II. TEACHING

A. Teaching Honors and Awards:

Adjunct Faculty Member of the Year, Concordia University-Texas – 2017

College of Education Nontenure Line Faculty Workload Reassignment – 2024-2025

B. Courses Taught:

Texas State University

CI 2310 Education for Change
CI 3315 Human Development: Learning and Being in Social Contexts
CI 3325 Adolescents and Society
CI 3340 Instruction for Multilingual Classrooms
CI 4332 Secondary Teaching: Curriculum and Technology
CI 4343 Instructional Strategies for the Secondary Teacher
CI 4355 Science in Elementary Education
CI 4370 Classroom Management, Ethics, and Legal Issues in Secondary Teaching CI 5313 Research Seminar in Human Growth and Development
CI 5314 Human Growth and Development II
CI 5322 Middle School Instructional Strategies and Practices CI 5323 Middle School Philosophy and Learning
CI 5333 The Secondary Curriculum
CI 5363 Strategies for Improving Secondary Teaching
CI 5364 Advanced Instructional Strategies for Secondary Education Teachers CI 5370 Classroom Management, Discipline, and Legal Issues
CI 5390 Research Seminar in Education
CI 5393 Content and Instructional Knowledge in the Secondary Classroom

Concordia University-Texas

EDU 3305 Science and Health for Elementary Teachers
EDU 3323 Educational Technology
EDU 41205 Elementary/Early Childhood Student Teaching EDU 41273 Secondary Student Teaching

C. Directed Student Learning (i.e. theses, dissertations, exit committees, etc.)

Mingote, Nicolas. *Secondary teachers' experiences engaging students during the Covid-19 pandemic*. (Co-Chair). 2022.

D. Courses Prepared and Curriculum Development:

Texas State University

CI 5350 The Dual Credit Partnership
CI 5364 Advanced Instructional Strategies for Secondary Education Teachers
CI 5371 Advanced Classroom Management: Perspectives and Strategies for the Practicing Teacher
CI 5392 Inclusive and Responsive Learning Environments in the Secondary Classroom
CI 5393 Content and Instructional Knowledge in the Secondary Classroom
CI 5394 Assessment, Differentiation, and Reflection in the Secondary Classroom

E. Teaching Grants and Contracts

a. Funded External Teaching Grants and Contracts

O'Malley, M. P., Loper, L., & King, J. (2024). Scaling innovative credentialing for Advanced Academics instructors in Texas. The Meadows Foundation, $70,000.

Assaf, L. C., & King, J. (2024). Charles Butt Full Partner: approximately $240,000 in scholarship funds for students in elementary education, middle education, secondary education, and special education residency.

Assaf, L.C., and King, J. (2022). Charles Butt Full Partner: approximately $240,000 in scholarship funds for students in elementary education

Assaf, L.C., & King, J. (2022). Raising Texas teachers Additional Year Emerging Partnership Project, $50,000.

Assaf, L. C., & King, J. (2021) Raise Your Hand Texas Emerging University Partnership Project. $150,000.00.

G. Teaching Professional Development Activities Attended

Online Presentation, "Teaching with Care: Understanding Student Mental Health in the Classroom," TXST Faculty Success. (November 12, 2025)

Online Class, "Teaching Online at Texas State," TXST Online and Extended Programs. (January 13-March 4, 2025).

Workshop, "I've Tried Everything! How to Get Your Graduate Students Back on Track." (February 25, 2025).

Workshop, "Graduate Advising 101: Optimizing Available Technology to Maximize Recruitment." (February 5, 2025).

Workshop, "Graduate Advising 101: Best Practices in Graduate Recruitment." (March 26, 2024).

Workshop, "Graduate Advising 101: Supporting Graduate Students' Applications for External Funding." (February 5, 2024).

Workshop, "Bite-Sized Ways to Motivate Your Students." (October 11, 2023).

Workshop, "Graduate Advising 101: Using the Graduate College's RFI From for Program Recruiting." (October 3, 2023).

Video Club (Practice-Based Teacher Education Professional Development), "Raising Texas Teachers Video Club," Raising Texas Teachers (Charles Butt Foundation) & Teaching Works (University of Michigan). (November 2022 - April 2023).

Workshop, "Raising Texas Teachers End-of-Year Convening," Raising Texas Teachers (Charles Butt Foundation) & Teaching Works (University of Michigan), Austin, TX. (May 12, 2022 - May 13, 2022).

Workshop, "Raising Texas Teachers Convening: Simulations," Raising Texas Teachers (Charles Butt Foundation) & Teaching Works (University of Michigan). (February 25,2022).

Workshop, "Raising Texas Teachers Convening: Enacting and Analyzing Practice," Raising Texas Teachers (Charles Butt Foundation) & Teaching Works (University of Michigan). (January 14, 2022).

Workshop, "Teaching Works Coaching," Raise Your Hand Texas/University of Michigan/Teaching Works. (December 9, 2021).

Workshop, "Teaching Works Final Convening," Raise Your Hand Texas/Teaching Works/University of Michigan. (June 11, 2021).

Workshop, "Teaching Works Convening," Raise Your Hand Texas / University of Michigan. (April 16, 2021).

Workshop, "Teaching Works Raising Texas Teachers: All Network Launch,"Teaching Works (University of Michigan). (January 7, 2021).

Workshop, "Teaching Works: Foundations Network Workshop," Teaching Works (University of Michigan). (January 7, 2021).

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press):

1. Books:

d. Chapters in Books

King, J. (2021). Dialogic feedback as a spiritual pedagogy. In R. C. Collister (Ed.), *Holistic teacher education: In search of a curriculum for troubled times* (pp. 180-193). Cambridge Scholars.

2. Articles:

a. Refereed Journal Articles:

King, J. (2020). Who sets the limits of educational freedom? Exploring Bakhtin's architectonic self as a response to Matusov's "a student's right to freedom of education." *Dialogic Pedagogy: An International Online Journal, 8*, 59-64. DOI: 10.5195/dpj.2020.349

Forsythe, S., Jackson, J., & King, J. (2019). Turning tests into tasks: How to build summative performance assessments from standardized test questions. *Science Scope*, *42*(7), 67-77.

King, J. (2017). Pedagogy as tension: Exploring the relationality of teaching and learning for a post-standardized education. *International Journal of Pedagogies and Learning, 12*(1), 25-40.

King, J. (2015). Standing at the crossroads: the pedagogical intersection between standards and relationships. *Journal of Cases in Educational Leadership*, *18*(1), 77-91.

O'Malley, M.P., Long, T.A., & King, J. (2015). What do you do all day?!: Navigating the challenges of school leadership as an early career principal. *Journal of Cases in Educational Leadership, 18*(2), 107-121.

*Selected by the editorial team for additional video Spotlight Interview posted on the journal website
*Listed as one of the journal's top 10 most downloaded articles in 2015

B. Works Not in Print:

1. Papers Presented at Professional Meetings:

King, J. (2025, June 12). *Practical strategies to increase academic rigor in dual credit classrooms.* College and Career Readiness (CCR) School Models Leadership Summit, Denton, TX.

King, J. (2025, April 16). *Instructional practices that promote student success in dual credit classrooms.* College and Career Readiness (CCR) School Models Partners Connect, Georgetown, TX.

King, J. (2025, February 18). *Effective teaching strategies for student success in the dual credit classroom.* Summit for Dual Credit Programs, South Padre Island, TX.

King, J., & Coryell, J. (2023, June 27). *Increasing rural students' access to dual credit courses.* Texas Rural Education Association Annual Summer Conference, Round Rock, TX.

King, J. (2022, June 11-13). *A framework for analyzing the relational and ontological nature of classroom instruction.* Relation-centered Education Network Annual Conference, Virtual Conference.

King, J (2021, October 20-22). *Relational and ontological approaches to instructions: Disrupting the power imbalances in the teacher-student relationship.* Curriculum & Pedagogy Group Annual Conference, Virtual Conference.

Collister, R., Cajete, G., Cockerill, A., King, J., Larrick, P., Markides, J., & Miller, J. (2021, June 10-11). *Holistic teacher education: In search of a curriculum for troubled times* [Book Talk]. Curriculum Studies Summer Collaborative, Virtual Conference.

King, J., & Buhrdorf-Williams, M. (2020, June 6-8). *Dialogic relationships in the classroom: A meta-synthesis of professional development efforts.* Relation-Centered Education Network Conference, Sacramento, CA (Conference Cancelled).

King, J. & Buhrdorf-Williams, M. (2020, Apr 17 - 21). *A meta-synthesis of professional development research on classroom talk: Exploring teachers' beliefs and practices alignment* [Roundtable Session]. AERA Annual Meeting, San Francisco, CA http://tinyurl.com/sc8akgo (Conference Canceled).

King, J., & Buhrdorf-Williams, M. (2019, October). *The line between dialogue and dialogicity: Analyzing the failures of professional development curricula to influence teachers' pedagogical beliefs and practices.* Curriculum & Pedagogy Group Annual Conference, McAllen, TX.

King, J. (2018, October). *A dialogic analysis of teachers' beliefs about learning and teachers' beliefs about teaching*. Curriculum & Pedagogy Group Annual Conference, New Orleans, LA.

King, J. (2018, April). *Dialogic considerations of the discrepancies between teachers' perceptions and practices in science instruction.* Annual Meeting of the American Educational Research Association (AERA), Division C: Learning and Instruction, Section 1d: Science, New York, NY.

O'Malley, M.P., King, J., Long, T.A., Barrera, D., & Croteau, S. (2018, April). *Readings of curriculum as intellectualism, multiculturalism, and collaboration throughout international contexts.* Annual Meeting of the American Educational Research Association (AERA), Division B: Curriculum Studies, Section 1: Culture and Commentary (The Readings/Makings of Curriculum), New York, NY.

King, J. (2018, January). *A dialogic analysis of teachers' perceptions and practices of language systems in the middle school science classroom*. Association for Science Teacher International Conference, Baltimore, MD.

King, J. (2017, October). *What stories can teach us about teaching: Exploring pedagogy research through narrative oral inquiry.* Curriculum & Pedagogy Group Annual Conference, New Orleans, LA.

King, J. (2017, October). *Losing yourself in the authoritative moment: Internally persuasive discourse as pedagogical practice.* Curriculum & Pedagogy Group Annual Conference, New Orleans, LA.

King, J., & Marquez, J. (2017, August). *Teaching on the boundary: Exploring necessary tensions in science pedagogies.* Annual Southwest Association for Science Teacher Educational Regional Conference, Waco, TX.

King, J. (2017, April). *Teacher dispositions as dialogism: A Bakhtinain analysis of teacher perceptions and pedagogical practices.* Annual Meeting of the American Educational Research Association (AERA), Division K: Teaching and Teacher Education, Section 3: Teachers and Teacher Educators' Lives: Lived Experiences, Identities, Socialization and Development, San Antonio, TX.

O'Malley, M.P., Long, T.A., Barrera, D., Croteau, S., King, J., Renya, L.K., & Walkes, S. (2017, April). *Public provocations and interruptions from urban life in Chile: Exploring pedagogies of social transformation.* Annual Meeting of the American Educational Research Association (AERA), Division B: Curriculum Studies, Section 1: Culture and Commentary (The Readings/Makings of Curriculum), San Antonio, TX.

O'Malley, M.P., Long, T.A., Barrera, D., Croteau, S., King, J., & Lee, B. (2016, November). *Educational leadership through pedagogies of social transformation: Innovations from urban life in Latin America.* University Council for Educational Administration (UCEA) Annual Convention, Detroit, MI.

King, J. (2016, October). *Carnivalesque moments of pedagogy: Participating in rather than controlling teaching and learning.* Curriculum & Pedagogy Group Annual Conference, Cleveland, OH.

King, J. (2016, October). *The* and *of pedagogy: Participating in the interdependence of teaching and learning.* Curriculum & Pedagogy Group Annual Conference, Cleveland, OH.

King, J. (2016, April). *Emergent parallels between orthodoxy, herisiology and educational accountability.* Annual Meeting of the American Research Association (AERA), Religion and Education Special Interest Group, Washington, DC.

King, J. (2015, November). "*Four legs good, two legs bad/better": Totalitarian utopianism in educational reform.* Curriculum & Pedagogy Group Annual Conference, Cleveland, OH.

King, J. (2015, November). *Pedagogy as* metaxy*: Exploring the lived relationality of teaching and learning.* Curriculum & Pedagogy Group Annual Conference, Cleveland, OH.

King, J. (2014, November). *Existence-in-tension: A dialogic response to Gnosticism in education.* Curriculum & Pedagogy Group Annual Conference, New Orleans, LA.

King, J. (2014, November). "*But you're, like, really pretty": Mean Girls as a case study of reproduction and capitalism in American schools.* Curriculum & Pedagogy Group Annual Conference, New Orleans, LA.

King, J. (2014, November). *Fitting in and falling out: "Mean Girls" and the reproductive inequities of education*. University Council for Educational Administration (UCEA) Annual Convention Abstract Exchange, Washington DC.

King, J. (2014, November). *The heart and the matter: A relational response to pedagogical standardization.* International Research Conference, San Marcos, TX.

2. Invited Talks, Lectures, and Presentations:

King, J. (2025, August 4). *Dual credit instructional professional development workshop.* Workshop facilitated for dual credit teachers serving as adjunct instructors for Louisiana State University – Shreveport and their partner school districts, Shreveport, LA.

King, J. (2014, October). *Existence-in-tension: A relationship response to Gnosticism and standardization in education.* Paper presented at the State Bilateral International Exchange Visit Inaugurating the Educational Doctorate Partnership of Universidad Alberto Hurtado/Universidad Diego Portales (Chile) & Texas State University (US), San Marcos, TX.

C. Scholarly / Creative Grants and Contracts:

2. Submitted, but not Funded, External Grants and Contracts:

- Principal Investigator. (2024-2026, $150,000). *Liminal instruction: Identifying and developing effective pedagogies for dual enrollment practitioners*. Dual Enrollment Research Fund.

3. Funded Internal Grants and Contracts:

- College of Education Nontenure Line Faculty Workload Reassignment – 2024-2025

- Texas State University School Improvement Program Dissertation Acceleration Stipend – 2015

D. Scholarly / Creative Fellowships, Awards, Honors:
- Outstanding Graduate Student, Texas State University PhD in School Improvement Program, 2016
- Texas State Graduate College Outstanding Dissertation Award in the Social Sciences Nominee, 2016
- Participant, Division K Graduate Student Seminar, sponsored by Division K of the American Educational Research Association (AERA), 2016
- Clark Scholar, David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the University Council for Educational Administration (UCEA), Divisions A & L of the American Educational Research Association (AERA), and Sage Publications, 2015
- 100K Strong-Gabriela Mistral Scholar, Project LEARN-Chile, Texas State University & Universidad Alberto Hurtado, 2015

IV. SERVICE

A. Institutional

1. University:
- Member, Teacher Education Council (August 2024 – Present)
- Volunteer, University Scholarship Committee, Texas State University (2017-2018)

2. College:
- Volunteer, College of Education Scholarship Committee (2018-2023)

3. Department/School:
- Secondary Education Graduate Program Coordinator & Advisor (January 2025 – present)
- Secondary Education Program Coordinator & Graduate Advisor (2022-December 2024)
- Co-director, Raising Texas Teachers (August 2021-present)
- Member, Search Committee for Director of Residency open position (2023)
- Chair, Ad hoc Secondary Education Alternative Certification Program Curriculum Committee (2023-2024)
- Chair, Ad hoc Secondary Education Graduate Program Revision Committee (2023-2025)
- Secondary Education Program Representative, Teacher Education Council (2022-2023, 2024-present)
- Volunteer, Practice-based Teaching Jigsaw Committee (2021-2023)
- Volunteer, Ad hoc Secondary Education Major Planning Committee (2020-2021)
- Volunteer, Clinical Practice & Partnership Jigsaw Committee (2019-2023)
- Organizer, Secondary Education Ad hoc Common Assessment Revision Committee (2019-2020)
- Volunteer, Bobcat Day (April, 2019; November, 2019; February, 2020)
- Volunteer, Secondary Education Ad hoc Curriculum Revision Committee (2018-2019)
- Grader, Elementary Education Graduate Program Comprehensive Exams, Texas State University (2017-2019)
- Volunteer, C&I Scholarship Committee, Texas State University (2017-2023)
- Reviewer, Teacher Fellows Poster Presentations, Texas State University (2017)

B. Professional:

- Board Member, Relation-Centered Education Network (2021-March 2025)
- Chair, RCEN Annual Conference (2021-2022)
- Governing Council Member, The Curriculum and Pedagogy Group (2017-2019)
- Site Committee Chair, The Curriculum and Pedagogy Group Annual Conference (2018)
- Editorial Board Member, *International Journal of Pedagogies and Learning* (2017-2020)
- Editorial Board Member, *Dialogic Pedagogy: An International Online Journal* (2018-2022)
- Reviewer
    - Education Thinking (2024)
    - Action in Teacher Education (2021)
    - Dialogic Pedagogy: An International Online Journal (2018-2023)
    - International Journal of Leadership in Education (2017-2021)
    - Curriculum and Pedagogy Conference (2016-2019)
    - American Educational Research Association Conference Proposals: Religion and Education Special Interest Group (2015-2017); Science Teaching and Learning Special Interest Group (2017-2018); Classroom Management Special Interest Group (2019-2021); Division K – Teaching & Teacher Education (2017; 2019); Division C – Learning and Instruction (2018)
    - University Council for Educational Administration Annual Convention Proposals (2013-2016)

C. Community:
- Austin USAFit Volunteer Coach (2016-2022)
- Volunteer, Lockhart Church of Christ (2022-present)

D. Organization Memberships:
- National Alliance of Concurrent Enrollment Partnerships (2023-2025)
- Relation-Centered Education Network (2019-present)
- Association of Teacher Educators (2021-2023)
- Curriculum & Pedagogy Group (2015-2022)
- American Educational Research Association (2014-2021)