

Karen L. B. Burgard, Ph.D.

Associate Professor of Curriculum and Instruction

College of Education and Human Development

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Scholarly Identity

My scholarship sits at the intersection of culturally relevant pedagogy, public history, and university-school partnerships, with a sustained focus on how engagement with museums and public sites deepens students' historical understanding. As an Associate Professor since 2021, I have served as Principal Investigator on the CULTIVAR project (\$3.34M U.S. Department of Education AAE grant), which focused on how culturally relevant arts experiences can impact schools and communities. In 2025, I received the university's Distinguished Faculty Performance in Teaching Award. Additionally, in 2022, I received the Distinguished Senior Scholarly Research or Artistic Achievement Award, making me one of a small number of A&M-SA faculty recognized at the university level for both teaching and scholarship. My current work advances two main lines of inquiry: *deepening historical understanding* and *ecologically sustaining university-school partnerships*.

University and College Recognition

The following university- and college-level awards recognize sustained excellence in teaching, scholarship, and service.

Distinguished Faculty Performance in Teaching Award 2025

Texas A&M University-San Antonio. University-level recognition of sustained, exemplary teaching.

Distinguished Senior Scholarly Research or Artistic Achievement Award 2022

Texas A&M University-San Antonio. University-level recognition of sustained scholarly achievement at the senior faculty rank.

Faculty Recognition Award for Distinguished Performance in Scholarly Research (Senior Faculty) 2022

College of Education and Human Development, Texas A&M University-San Antonio.

Faculty Champion Award 2019

Mays Center for Experiential Learning and Community Engagement, Texas A&M University-San Antonio.

Scholarly Output at a Glance

Promotion review window begins September 1, 2021. Counts reflect work since promotion to Associate Professor and career totals.

Category	Since Promotion (Sept. 1, 2021 – present)	Full Career	Notes
External Funding Awarded as PI, Co-PI, or Senior Personnel	\$5,616,265	\$11,016,766	CULTIVAR (PI, \$3.34M U.S. DOE); SB 1882 Winston; BranchED. SB 1882 counted at one-year amounts.
Internal Research and Development Grants	0	4	A&M-SA COEHD, FGCU Foundation, Franklin College

Category	Since Promotion (Sept. 1, 2021 – present)	Full Career	Notes
Peer-Reviewed Books (Sole-Authored)	1	1	CULTIVAR (Peter Lang, accepted; Anticipated publication date: May 2027)
Peer-Reviewed Journal Articles	8	15	Social Education, Urban Review, Middle School Journal, KDP Record, School University Partnerships
Peer-Reviewed Book Chapters	2	3	Teachers College Press, Information Age, Oxford
Editor-Reviewed Book Chapters	2	3	Includes 1 forthcoming (Cognella, 2026)
International Conference Presentations	4	4	IALS Finland (×2), WFATE
National Conference Presentations	17	43	AERA, AESA, NCSS, CUFA, NAPDS
Invited Lectures and Talks	9	13	Kennedy Center, U.S. DOE AAE, NCSS, ELA
Master's Theses Chaired (Completed)	10	10	Member of an additional 11 thesis committees (total 21)

Education

Ph.D. in Curriculum and Instruction, University of Missouri-Kansas City	2009
Concentration: Curriculum and Instruction and History	
Dissertation: <i>Hollywood and history: A qualitative study of the impact of film on high school students' historical understanding</i>	
Dissertation Director: Susan Adler, Ph.D.	
M.A. in Curriculum and Instruction, University of Missouri-Kansas City	2002
M.I.H.E. (Master of Integrated Humanities and Education), Rockhurst University	1999
B.S.Ed. in Social Studies, University of Missouri-Columbia	1994

Academic Appointments

Texas A&M University-San Antonio	2017–present
Associate Professor of Curriculum and Instruction	2021–present
Assistant Professor of Curriculum and Instruction	2017–2021
<i>Courses taught at Texas A&M-SA:</i>	
EDCI 5304: Current Education Topics and Issues in Culturally Diverse Communities (graduate)	
EDCI 5310: Differentiated Instruction for Diverse Students (graduate)	
EDCI 5329: Assessment Theory and Methods (graduate)	
EDCI 4348: Social Studies Methods, MS and Secondary Level	
EDCI 4301: Teaching and Pedagogy, EC and Elementary Teachers	

EDCI 4311: Teaching and Pedagogy, MS and Secondary Teachers
 EDCI 3358: Classroom Management, MS and Secondary Level
 EDCI 3303: Knowledge of Pedagogy and Assessment

Lecturer, Texas State University

2016–2017

CI 5328: Elementary Social Studies, Current Problems (graduate)
 CI 4370/5370: Classroom Management, Ethical and Legal
 CI 4343/5363: Strategies in Secondary Education
 CI 3225: Adolescent Growth and Development

Visiting Assistant Professor, Florida Gulf Coast University

2014–2016

Interim Director of the Office of Candidate Services, Clinical Experiences, and Partnerships
 SSE 4343: Elementary Social Sciences and Humanities
 EDF 2005: Introduction to the Teaching Profession

Assistant Professor / Department Chair, Franklin College

2009–2014

Department Chair and Director of Teacher Education
 EDS 459: Secondary Social Studies Methods
 EDE 457: Effective Methods of Assessment
 EDS/EDE 443: Secondary and Elementary Interdisciplinary Unit Plan
 EDS 326/327: Instructional Strategies I and II
 EDU 222: Child Development and Educational Psychology
 EDU 124: Introduction to Teaching and American Education
 GEO 220: World Human Geography
 LA 100: New Student Leadership Seminar (liberal arts curriculum)
 IHE 100: International Honors Experience (interdisciplinary topics seminar)

2012–2014

External Funding

Across my career I have led or contributed to external grant awards totaling \$11,016,766, of which \$5,616,265 has been awarded since my promotion to Associate Professor in September 2021. Multi-year Senate Bill 1882 partnership awards are counted at their one-year amounts. The CULTIVAR project (U.S. Department of Education, AAE, \$3,346,265; PI) and the Senate Bill 1882 partnerships with Edgewood ISD represent two anchor lines of grant-supported scholarship that have produced publications, presentations, an accepted book monograph, and sustained university-school partnership infrastructure.

Funded External Grants

Federal Awards

Jozwiak, M. M., PI, & **Burgard, K.**, Co-PI. (2026). Campus CARES: Campus Childcare As Resource Enhancing Success. Child Care Access Means Parents in School (C-CAMPIS). Office of Postsecondary Education (OPE). U.S. Department of Education ED-GRANT-26-053. \$2,125,600.00. Pending.

Burgard, K., PI; Krimbill, E., Espinoza, K., Jozwiak, M. M., Stephenson, K., Korver, J., Weltsek, G., Kohler, K., & Garcia, S., Co-PIs; Janysek, M., Program Evaluator. (2021). *CULTIVAR: Communities uplifting learners through imagination and vibrant artistic reflections*. Assistance for Arts Education Program (AAE), Office of Elementary and Secondary Education, U.S. Department of Education. *Funded September 28, 2021. Total award: \$3,346,265. Award Number: S351A210030-22. Role: Principal Investigator.* [Updated Co-PI personnel: G. Weltsek, March 1, 2021–November 21, 2021; K. Kohler, January 1, 2022–June 30, 2023; S. Garcia, September 1, 2023–present.]

Webb, L., Kapavik, R., Mudge, S., Scott, L., Garcia-Alvarado, S., **Burgard, K.**, & Sheperis, C. (2021). *Being intentional as an MSI: Building and sustaining transformational educators (2021–2024)*. Branch Alliance for Educator Diversity. *Funded August 31, 2021. Total award: \$400,000. Role: Co-Principal Investigator.*

Burgard, K., PI; O'Quinn, C., Co-PI; Boucher, M. L., Co-PI; Gage, S., Scholarly Expert. (2019). *Using historical photographs to create a culturally relevant classroom*. Teaching with Primary Sources Grant, Library of Congress. *Funded May 21, 2019. Total award: \$19,650. Role: Principal Investigator.*

Boucher, M. L., PI; S. Cooper, L. Frost, K. Johnson, Co-PIs; **Burgard, K.**, Senior Personnel. (2015). *Giving back and looking forward: Enhancing and diversifying STEM teaching in Southwest Florida through recruitment and mentorship of homegrown talent*. NSF Robert Noyce Teacher Scholarship Program, Phase I. *Funded August 31, 2015. Total award: \$945,015. Award Number: 1540824. Role: Senior Personnel.*

State Awards

Espinoza, K., Jozwiak, M., Janysek, M., **Burgard, K.**, Wu, H., Garfield, T., Garza, E., Guerra, M., Garcia-Alvarado, S., Salazar, M., & Sheperis, C. (2020). *Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M-San Antonio for Winston Intermediate School of Excellence (2021–2031)*. Texas Education Agency. *Funded August 31, 2021. Annual award: \$1,870,000 for 10 years. Role: Co-Principal Investigator.*

Boucher, M., **Burgard, K.**, Espinoza, K., Garza, E., Guerra, M., Janysek, M., Jozwiak, M., O'Quinn, C., Salazar, M., Sheperis, C., & Wu, H. (2019). *Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M-San Antonio for Gus Garcia Middle School (2020–2030)*. Texas Education Agency. *Funded July 31, 2020. Annual award: \$4,288,377.21 for 10 years. Role: Co-Principal Investigator.*

Burgard, K. (2016). *Accomplished Interns as Teachers (AIT) Grant*. Florida Department of Education. *Funded. Range \$10,000–\$20,000 annually. Role: Principal Investigator.*

Boucher, M. L., & **Burgard, K.** (2014). *Indiana youth summit evaluation*. Partnered with National Park Service, Indiana Department of Natural Resources, and Indiana Landmarks. *Funded October 2013. Total award: \$500 (in-kind).*

INSPIRE Program. (2013). National Endowment for the Humanities. *Total award: \$75,000. Funded. Role: Educational Leader.*

Picturing America's Changing Landscapes. (2011). National Endowment for the Humanities. *Total award: \$71,959. Funded. Role: Lead Educator. Award Number: AP-50076-11.*

Submitted but Not Funded

Janysek, M., PI; de la Cruz, B., Vice, T., & Garfield, T., Co-PIs; **Burgard, K.**, Espinoza, K., Garcia-Alvarado, S., & Munoz, H., Contributors. (2021–2028). *JOURNEYS: Jump-starting opportunities using resources and networks for Edgewood youth success*. U.S. Department of Education, GEAR UP. *Submitted June 28, 2021. Requested \$4,200,000. Not funded.*

Janysek, M., **Burgard, K.**, Boucher, M., de la Cruz, B., Vice, T., Wilson, J., Espinoza, K., Garza, E., Munoz, H., Lenz, S., Mudge, S., Biediger-Collins, A., Moyer, M., Wandix-White, D., Garcia-Alvarado, S., & DeLeon, J. (2021). *Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M-San Antonio for John F. Kennedy High School (2022–2027)*. Texas Education Agency. *Requested \$11,046,560 annually for 5 years (total \$9.35M). Not funded.*

Jozwiak, M. M., PI; **Burgard, K.** & Sheperis, C., Co-PIs. (2020). *ASPIRE: A&M-SA & South Bexar County Partnership to Impact Regional Equity and Excellence*. Title V Hispanic Serving Institutes Funding, U.S. Department of Education. *Submitted November 3, 2020. Requested \$2,952,786. Not funded.*

Burgard, K., PI; O'Quinn, C., Boucher, M., Co-PIs. (2020). *Literacy-Based Design framework: An investigation of a newly created middle school curriculum implementation pilot*. Spencer Foundation Small Research Grant. *Total award: \$49,959.57. Not funded.*

Van Overschelde, J., PI; **Burgard, K.**, Co-PI; Straubhaar, R., & Boucher, M. L., Co-PIs. (2019). *The effects of the Every Student Succeeds Act: Examining the impacts of teaching out-of-field on teachers, students, and schools*. Institute of Education Sciences. *Submitted August 29, 2019. Requested \$980,122. Not funded.*

Burgard, K., PI; Jozwiak, M. M., Co-PI. (2019). *Using public art and art education to connect the community*. San Antonio Area Foundation. *Submitted July 26, 2019. Requested \$50,000. Not funded.*

Jozwiak, M. M., PI; **Burgard, K.**, Co-PI; Janysek, M., Writing Team; Kim, Y. R., Senior Personnel. (2019). *Rooted in the community: Establishing community-based teaching and learning laboratory sites to improve academic success of Hispanic students*. Title V Hispanic Serving Institutes Funding, U.S. Department of Education. Submitted July 15, 2019. Requested \$3,328,773. Not funded.

Internal Research and Professional Development Grants

Burgard, K., PI. (2019). *Seeing myself through my community lens: Using photo-elicitation to empower middle school students to examine their place in their community*. Texas A&M University-San Antonio, College of Education and Human Development Faculty Research Grant. Funded April 9, 2019. Total award: \$3,000.

Burgard, K. (2016). FGCU Foundation Professional Development Grant. Funded. Total award: \$3,600.

Burgard, K. (2013). *Rinker Award — Engaged Learning Grant*. Franklin College. Funded. Total award: \$300.

Burgard, K., PI. (2011). *Rinker Faculty Development Grant*. Franklin College. Funded. Total award: \$1,200.

Research and Scholarship

Peer-Reviewed Books

Sole-Authored Monograph (Accepted)

Burgard, K. (Accepted; anticipated publication, May 2027). *CULTIVAR: Designing art experiences for students and families that celebrate culture and language*. Peter Lang.

Peer-Reviewed Journal Articles

Since Promotion to Associate Professor (September 2021–present)

Ellsworth, T., **Burgard, K.**, & Taylor, J. (In press, Fall 2027). Truman: An ally to Black Americans? *The History Teacher*.

Burgard, K., Garcia, S., & Jozwiak, M., (Under review, 2026). “So, it’s always like the grandmas always teach the younger ones”: How Arts-Based Family Engagement Activities Foster Cultural Identity. *Journal of Latinos and Education*.

Garcia, S., **Burgard, K.**, & Jozwiak, M. (In press, October 2026). A strengths-based approach to guided play: Strategies for connecting with family and community. *Young Children*.

Garcia, S., **Burgard, K.**, & Jozwiak, M. (Revise and Resubmit, 2026). “So, that helps us to be engaged”: Art experiences as a conduit to family engagement. *Journal of Family Diversity in Education*.

Boucher, M. L., **Burgard, K.**, Adams, L., Bernal-Mendoza, V., Gamboa, A., & Mendez, J. (2025). Mapping meaning: Using life maps to foster geographic thinking and identity in the social studies classroom. *Social Education*. [Co-authored with A&M-SA undergraduate students L. Adams, V. Bernal-Mendoza, A. Gamboa, & J. Mendez.]

Burgard, K., & Boucher, M. L. (2025). “It makes me an academic leader in the classroom”: A qualitative case study of the impact of a university-school partnership. *School-University Partnerships*, 18(2), 248–266. doi: 10.1108/SUP-09-2024-0019

Burgard, K., Boucher, M., & Ellsworth, T. (2024). Reexamining the classroom simulation: Guidelines for making affirming pedagogical choices. *Middle School Journal*, 55(1), 4–12.

Ellsworth, T. M., & **Burgard, K.** (2023). Widening the lens: Towards a more inclusive suffrage story. *Social Studies Research and Practice*, 18(1), 65–79.

Jozwiak, M. M., & **Burgard, K.** (2021). Ecologically sustaining research partnerships. *Oxford Encyclopedia of School Reform*, 1–28.

Burgard, K., O'Quinn, C., Boucher, M. L., Pinnix, N., Trejo, C., & Dickson, C. (2021). Using photographs to create culturally relevant classrooms: People of San Antonio, Texas, in the 1930s. *Social Studies and the Young Learner*, 33(3), 3–7. [Co-authored with K–12 teacher partners N. Pinnix, C. Trejo, & C. Dickson.]

Prior to Promotion

Burgard, K., & Jozwiak, M. M. (2020). Reimagining university partnerships with local schools in the United States. *Oxford Encyclopedia of School Reform*, 1–25.

Burgard, K. (2020). Constructing deeper meaning: A museum curriculum evaluation framework for students. *Kappa Delta Pi Record*, 56(2), 58–63.

Burgard, K. (2019). Making the most of field trips to historic museums. *Middle Level Learning*, 66, 19–24.

Burgard, K., Boucher, M. L., & Johnston, K. (2018). Building capacity and changing mental models: The impact of a short-term overseas teaching experience on rural, White teacher candidates. *Action in Teacher Education*, 40(1), 96–112.

Burgard, K. (2018). Sensitive pasts: Questioning heritage in education by C. van Boxtel, M. Grever, S. Klein (Eds.) [Book review]. *Heritage and Society*, 1–5.

Burgard, K., & Boucher, M. L. (2016). Same story; different history: Students' racialized historical understanding of historic sites. *The Urban Review*, 48(5), 696–717.

Burgard, K. (2016). Raising race questions: Whiteness and inquiry and education by Ali Michael [Book review]. *Journal of Urban Learning, Teaching and Research*, 12, 187–188.

Peer-Reviewed Book Chapters

Since Promotion to Associate Professor (2021–present)

Burgard, K. (Accepted; anticipated publication, May 2027). Changing the focus: Family activity nights with intentionality and connectedness. In K. Burgard (Ed.), *CULTIVAR: Designing art experiences for students and families that celebrate culture and language*. Peter Lang.

Burgard, K., & Ellsworth, T. (March 2024). What does it mean to be in solidarity?: Using primary sources to teach students to enact change through intentional civic engagement. In S. Waring (Ed.), *Primary sources and civic engagement*. Teachers College Press.

Prior to Promotion

Burgard, K. (2020). Framework for de-centering whiteness in social studies field trips: Evaluating museums and public sites and the whiteness curriculum. In A. Hawkman & S. Shear (Eds.), *Marking the invisible: Articulating whiteness in social studies education and research* (pp. 361–383). Information Age Publishing.

Editor-Reviewed Book

Under Contract / In Preparation

Burgard, K., & Boucher, M. L. (Proposal in preparation; targeted submission, August 2026). *The 5L Framework: A framework for successful teaching and powerful learning*. Corwin Press. Full book proposal under development for August 2026 submission. The 5L Framework offers an integrated curriculum and pedagogy model organizing instruction around five interconnected literacies (content, communication, personal, intercultural, and digital), refined through sustained university-school partnership research in San Antonio, TX.

Editor-Reviewed Book Chapters

Burgard, K. (Accepted; anticipated publication 2026). Engaging timelines: Using visuals to deepen historical understanding. In T. Ellsworth & A. Butler (Eds.), *Using inquiry-based strategies for teaching with primary sources for elementary learners*. Cognella Publishers.

- Burgard, K.** (2022). National curriculum of whiteness created by our public spaces. In L. King (Ed.), *Racial literacies and social studies: Curriculum, instruction, and learning* (pp. 91–109). Teachers College Press.
- Burgard, K., & Boucher, M. L.** (2018). The special responsibility of public spaces to dismantle White supremacist historical narratives. In A. Labrador & N. A. Silberman (Eds.), *The Oxford handbook of public heritage theory and practice* (pp. 239–256). Oxford University Press.

Manuscripts in Progress

- Stephenson, K., Espinoza, K., & **Burgard, K.** “Guess what, I’m Mexican American!” An investigation of the Mexican Revolution, ballet folklórico, and personal identity.
- Burgard, K.** “You see the panic of losing their culture”: Troubling the historical narratives presented at museums and public spaces.

Other Publications

- Boucher, M. L., & **Burgard, K.** (2014). *Indiana Youth Summit evaluation*. Partnered with National Park Service, Indiana Department of Natural Resources, and Indiana Landmarks.
- Burgard, K.** (2013). Making connections within our civic life. *Viewpoints: Indiana Council for the Social Studies*, 44(1), 11–12.
- Burgard, K.** (2010). Students’ local and state civic engagement for a national issue. *NSSA Leader*, 24(1), 9.

Refereed International Conference Presentations

- Jozwiak, M., **Burgard, K.**, Garcia, S., Munoz, H., O’Brien, C., & Wilkinson, L. (2026, April 22). *Campus CARES / Texas A&M University-San Antonio. One city-three approaches: Expanding RPP impact on communities*. Paper presentation. International Association of Laboratory Schools (IALS). Jyväskylä, Finland.
- Burgard, K.**, & Boucher, M. L. (2026, April 22). *When university-school partnerships become a place of curricular and pedagogical innovation: A new framework to transform classroom practice*. Paper presentation. International Association of Laboratory Schools (IALS). Jyväskylä, Finland.
- Garcia-Alvarado, S., Wandix-White, D., Espinoza, K., **Burgard, K.**, & Jozwiak, M. M. (2021, November 11–14). *Leaving a lasting footprint: How one university collaborated with seven local school districts to transform education in a major U.S. urban city*. World Federation of Associations for Teacher Education (WFATE). Virtual Conference.

Refereed National Conference Presentations

Since Promotion to Associate Professor (2021–present)

- Boucher, M. L., **Burgard, K.**, Cuevas, E., Garcia, J., & (2026, November 4–8). *Crossing borders, resisting silencing: pedagogies of resistance, solidarity, and justice*. Full Symposium. Paper presentations. American Educational Studies Association (AESA). Portland, OR. [Co-presented with master’s students]
- Boucher, M. L., & **Burgard, K.** (2025, December 2–7). *It’s not just for elementary: New approaches for middle and secondary students*. Paper Presentation. National Council for the Social Studies Annual Conference (NCSS). Washington, D.C.
- Burgard, K.** (2025, April 23–27). Changing the focus: Family activity nights with intentionality and connectedness. In K. Burgard (Chair), *Room to grow: Examining how schools can cultivate successful culturally relevant arts initiatives* [Symposium]. American Educational Research Association (AERA). Denver, CO.
- Garcia, S., & **Burgard, K.** (2024, April 24–26). *Los Winston Mural*. [Paper]. International Association of Laboratory Schools (IALS). Muncie, IN.

- Burgard, K.** (2024, April 11–14). *“It . . . just made me take a step back”: The impact of culturally relevant arts integration* [Paper Presentation]. American Educational Research Association (AERA). Philadelphia, PA.
- Jozwiak, M. M., & **Burgard, K.** (2024, April 11–14). *Moving beyond critique: Enacting culturally sustaining, arts-integrated pedagogy that centers identity, culture, language, and history* [Roundtable Presentation]. American Educational Research Association (AERA). Philadelphia, PA.
- Krimbill, E. M., Stephenson, K., O’Brien, M., Jozwiak, M. M., Garcia, S., & **Burgard, K.** (2024, April 11–14). *Supporting community engagement in culturally, ethnically, linguistically diverse communities through university partnerships* [Roundtable Presentation]. American Educational Research Association (AERA). Philadelphia, PA.
- Krimbill, E. M., Stephenson, K., Espinoza, K., Garza, M. A., Korver, J., & **Burgard, K.** (2024, April 11–14). *Developing arts-integrated curriculum and supporting teachers in a culturally, ethnically, and diverse community* [Roundtable Presentation]. American Educational Research Association (AERA). Philadelphia, PA.
- Burgard, K.**, Boucher, M. L., & Ellsworth, T. M. (2023, December 1–3). *Power of solidarity: Using primary sources to teach civic engagement*. National Council for the Social Studies (NCSS). Nashville, TN.
- Burgard, K.** (2023, November 8–12). Using arts-integrated experiences to impact students’ historical understanding. In K. Espinoza (Chair), *Elementary school students and the Mexican Revolution: Using culturally sustaining arts integration with Latinx students* [Panel]. American Educational Studies Association (AESA). Louisville, KY.
- Burgard, K.**, & Jozwiak, M. M. (2023, April 13–16). (Re)Imagining the ways in which universities approach their relationships with local schools. In M. Boucher (Chair), *Cultivating arts integration in urban schools focusing on students’ and communities’ identity construction* [Symposium]. American Educational Research Association (AERA). Chicago, IL.
- Krimbill, E. M., Espinoza, K., Kohler, K., Korver, J., Stephenson, K., **Burgard, K.**, & Jozwiak, M. M. (2023, April 13–16). *Creating and supporting an arts-integrated school in a culturally, ethnically, and linguistically diverse community* [Roundtable Presentation]. American Educational Research Association (AERA). Chicago, IL.
- Ellsworth, T., Boucher, M., & **Burgard, K.** (2022, December 2–4). *Revolutionary thinking in solidarity: Teaching K–12 students to become allies and accomplices*. National Council for the Social Studies (NCSS). Philadelphia, PA.
- Ellsworth, T., **Burgard, K.**, & Dringman, T. (2022, December 2–4). *“Or I will not take part . . . at all”: Examining marginalization of Black women suffragists*. National Council for the Social Studies (NCSS). Philadelphia, PA.
- Burgard, K.**, Ellsworth, T., & Boucher, M. (2022, December 1). *Proceeding with caution and care: Examining classroom simulations through the lens of educational equity*. National Social Studies Supervisors Association (NSSSA). Philadelphia, PA.
- Boucher, M., Espinoza, E., **Burgard, K.**, & Jozwiak, M. M. (2022, November 2–6). *New dreams and possibilities: Communities re-imagining schools in South Texas in solidarity with a teacher education program* [Paper Presentation]. American Educational Studies Association (AESA). Pittsburgh, PA.
- Ellsworth, T., & **Burgard, K.** (2021, November 15–21). *The 19th amendment: A betrayal of women of color*. National Council for the Social Studies. Virtual Conference.

Prior to Promotion

- O’Quinn, C., Boucher, M., **Burgard, K.**, & Jozwiak, M. M. (2020, October 8–10). *University-school partnerships: Unlocking the potential empowerment of student voice and civic engagement*. National Association for Multicultural Education (NAME). Virtual Conference.
- Burgard, K.** (2020, April 17–21). Distorted histories: Understanding the whiteness curriculum presented at public sites [Symposium]. American Educational Research Association (AERA) Annual Meeting. San Francisco, CA. (Conference canceled due to COVID-19.)

- Burgard, K., & Boucher, M. L.** (2020, January 18). *The power of images: How using historical photographs can help teachers to connect with students' culture and heritage*. Research presentation to practitioners. SOURCES Conference: Teaching with Primary Sources. Orlando, FL.
- Burgard, K., O'Quinn, C., & Boucher, M. L.** (2019, November 22–24). *Using photographs to help build a culturally relevant classroom*. National Council for the Social Studies (NCSS). Austin, TX.
- Burgard, K.** (2019, November 20–21). *Framework for decentering whiteness in social studies field trips* [Paper Presentation]. College and University Faculty Assembly (CUFA). Austin, TX.
- Burgard, K.** (2019, November 20–21). “*You see the panic of losing their culture*”: *Troubling the historical narratives presented at museums and public spaces* [Paper Presentation]. College and University Faculty Assembly (CUFA). Austin, TX.
- Boucher, M. L., **Burgard, K.**, Jozwiak, M. M., Piper, R., Pittman, R., & Scott, L. (2019, October 30–November 3). *Models of solidarity with communities and schools in South Texas: One university's experience* [Five-paper Symposium]. American Educational Studies Association (AESA). Baltimore, MD.
- Burgard, K., & Boucher, M.** (2018, November 30–December 2). *Teaching students how to critically evaluate museums and historic sites*. National Council for the Social Studies (NCSS). Chicago, IL.
- Van Overschelde, J., & **Burgard, K.** (2018, April 13–17). *Predicting persistence in educator preparation programs: Examining current practices and the possibility for transformative change* [Paper Presentation]. American Educational Research Association (AERA). New York, NY.
- Burgard, K.** (2017, April 27–May 1). “*Now I know that African Americans were not totally miserable at their segregated schools*”: *Students' encounters with White supremacist and erasure narratives in non-school learning environments* [Paper Presentation]. American Educational Research Association (AERA). San Antonio, TX.
- Burgard, K.**, Hartmann-Scott, A., Kratt, D., Stedman, K., Logano, B., Dearstyne, C., & Bragg, K. (2016, March 3–6). *Does a year-long student teaching clinical experience work? A pilot study of the impact on teacher candidates and their cooperating teachers*. National Professional Development Schools (NAPDS). Washington, D.C.
- Hartmann-Scott, A., **Burgard, K.**, Kratt, D., & Stedman, K. (2016, March 3–6). *What could a professional development schools collaborative culture look like? A first-year experience*. National Professional Development Schools (NAPDS). Washington, D.C.
- Burgard, K., & Pittman, A.** (2015, October 4–7). *A focused look at the impact of Appreciative Advising on students entering a college major*. Paper presentation. National Academic Advising Association (NACADA). Las Vegas, NV.
- Burgard, K., & Boucher, M. L.** (2015, April 16–20). “*Getting it better*”: *Using historic sites and public history to enhance students' historical understanding* [Paper Presentation]. American Educational Research Association (AERA). Chicago, IL.
- McHaney, J., **Burgard, K.**, Kutz, C., Carlin, D., Kratt, D., & Greene, J. (2015, March 5–8). *Looking through a broad lens: Identifying the many ways a PDS model can help students and teachers become agents of change*. National Professional Development Schools (NAPDS). Atlanta, GA.
- Kratt, D., **Burgard, K.**, Kutz, C., & Carlin, D. (2015, March 5–8). *Equity in teaching students of all abilities: Using PDS collaboration to advance a mental health conference in the community*. National Professional Development Schools (NAPDS). Atlanta, GA.
- Burgard, K., & Boucher, M. L.** (2014, November 21–24). *Pass your social studies licensure exam: Strategies, tips, and ideas*. National Council for the Social Studies (NCSS). Boston, MA.
- Boucher, M. L., & **Burgard, K.** (2014, November 19–20). *Students' racialized understanding of historic preservation sites* [Paper Presentation]. NCSS College and University Faculty Assembly (CUFA). Boston, MA.
- Burgard, K., & Boucher, M. L.** (2014, April 3–7). *Teaching outside the walls: One district's experience with iPads in the classroom* [Poster Presentation]. American Educational Research Association (AERA). Philadelphia, PA.

- Burgard, K., & Boucher, M. L.** (2013, November 22–24). *Amandla! Using music and film to study the anti-apartheid movement* [Poster Presentation]. National Council for the Social Studies (NCSS). St. Louis, MO.
- Boucher, M. L., & **Burgard, K.** (2013, November). *The power of politics: Advocating for the social studies at the state and local levels* [Poster Presentation]. Indiana Council for the Social Studies (ICSS). Indianapolis, IN.
- Burgard, K., & Boucher, M. L.** (2013, October 29–November 3). *Making sense of history: The Indiana Youth Summit* [Paper Presentation]. National Trust for Historic Preservation Conference. Indianapolis, IN.
- Burgard, K., Boucher, M. L., & Johnston, K.** (2013, March 1–3). *Venturing forth with unsure footing: The impact of a short-term international field experience on pre-service teachers* [Paper Presentation]. American Association of Colleges for Teacher Education (AACTE). Orlando, FL.
- Burgard, K.** (2011, April 7). *The March backwards: From integration to segregation in Indianapolis public schools* [Paper Presentation]. Society for the Study of Curriculum History (SSCH). New Orleans, LA.
- Burgard, K.** (2010, November 10–12). *Learning in the dark: Students' perceptions on learning from historical film* [Paper Presentation]. College and University Faculty Assembly (CUFA). Denver, CO.
- Burgard, K.** (2009, November 11–13). *Hollywood and history: Understanding the impact of historical film on high school students' historical understanding* [Paper Presentation]. College and University Faculty Assembly (CUFA). Atlanta, GA.

Invited Lectures and Presentations

- Burgard, K.** (2025, February 11). *The tools have always been there: Excavating classroom practices and materials to create new approaches to teaching and learning*. Collaborative for Innovation in Teacher Education (CITE). Virtual Presentation.
- Burgard, K.** (2024, November 22–24). *2024 NCSS notable social studies trade books in the classroom*. National Council for the Social Studies (NCSS). Boston, MA.
- Burgard, K.** (2024, August 13). *Community of practice: Culturally relevant programming*. Assistance for Arts Education, U.S. Department of Education. Virtual Workshop.
- Burgard, K., Garcia, S., & Jozwiak, M.** (2024, February 21–22). *Using culturally relevant and culturally sustaining art experiences to connect with families and community*. In DEI Approaches to Arts Education and Integration [Symposium]. U.S. Department of Education Assistance in Arts Education Project Directors Annual Conference. Washington, D.C.
- Burgard, K.** (2023, December 1–3). *2023 NCSS notable social studies trade books in the classroom*. National Council for the Social Studies (NCSS). Nashville, TN.
- Krimbill, E. M., Stephenson, K., **Burgard, K.**, Jozwiak, M. M., & Kohler, K. (2023, January 30–February 1). *University partnerships designed to support campus arts integration (PIE Team TX 2016)*. The Kennedy Center Partners in Education Annual Conference. Arlington, VA.
- Burgard, K., Stephenson, K., Krimbill, E. M., & Rasco, K.** (2022, June 28–30). *CULTIVAR and a new arts integration campus: What we have learned about energizing a vibrant cultural community*. Invited presentation at the Kennedy Center Arts Integration Annual Conference. Virtual Conference.
- Boucher, M. L., & **Burgard, K.** (2021, October 20–23). *Caring solidarity in practice: Removing the discipline barriers harming our students of color*. Educational Law Association (ELA). San Antonio, TX.
- Boucher, M. L., & **Burgard, K.** (2021, June 25–27). *Building solidarity with your preservice teachers and their students*. Social Science Education Consortium Conference. Virtual Conference.
- Burgard, K.** (2021, January 5). *What we see and what we don't see: Learning how to evaluate museum collections*. Olathe Public Schools. District Virtual Workshop.
- Burgard, K.** (2019, June 27–28). *The national curriculum of whiteness in public spaces*. Invited paper presentation at Racial Literacy in the History Classroom: Creating Equitable Educational Spaces Conference. New York, NY.

Burgard, K. (2018, May 30–June 1). *Seeing history through different eyes: Challenging the current narratives*. Invited lecture at Olathe Summer Conference for Olathe educators. Olathe, KS.

Burgard, K., & Boucher, M. L. (2018, May 30–June 1). *Making a commitment to creating a culturally responsive / sustaining classroom*. Invited lecture at Olathe Summer Conference for Olathe educators. Olathe, KS.

Teaching and Graduate Mentoring

Courses taught at Texas A&M-SA, Texas State, Florida Gulf Coast, and Franklin College are detailed under Academic Appointments. The following lists summarize graduate research direction: master's thesis chairs and thesis committee memberships at Texas A&M-SA.

Master's Thesis Direction — Chair (Texas A&M University-San Antonio)

Garcia, J. (2026). *¡Échale Ganas! A Qualitative Study of the Latina Mother-Scholar*. (Thesis Chair).

Lopez, R. (2025). *The shortage of male teachers of color in education*. (Thesis Chair).

Rivera, L. (2025). *The educational impact of taking ethnic studies in K–12: A mixed methods study of students in ethnic studies courses*. (Thesis Chair).

Chessher, H. (2025). *The growing teacher shortage*. (Thesis Chair).

Duong, A. (2025). *How racism affects attitudes about post-secondary education*. (Thesis Chair).

Paz, A. (2025). *Factors influencing Hispanic students obtaining a post-secondary degree*. (Thesis Chair).

Cooper, L. (2025). *A qualitative study of the impact of racial segregation on the schooling of one African American family*. (Thesis Chair).

Carrasco, M. (2024). *The teacher mental health crisis: A mixed methods examination of the factors contributing to teacher burnout*. (Thesis Chair).

Marquise, E. (2023). *Social justice mathematics: Classroom practices that give students rigor while building agency*. (Thesis Chair).

Acosta, B. (2023). *Connecting with their students: Understanding the impact of teachers using culturally relevant literacy practices in elementary classrooms*. (Thesis Chair).

Master's Thesis Committees (Texas A&M University-San Antonio)

Barajas, A. (2026). *Using opera as a vehicle to improve academic performance*. (Committee Member).

Rios, L. (2025). *What are the effects of implementing effective restorative practices in the classroom?* (Committee Member).

Rivera-Lugo, J. (2025). *“Mijo, you can do it—just spit on it a little!” Rasquachismo in education: Latina teachers' unique skills in building student rapport*. (Committee Member).

Robles, R. (2025). *Breaking down barriers*. (Committee Member).

Gonzalez, M. (2025). *Restorative justice and student behavior*. (Committee Member).

Rodriguez, R. (2025). *Readiness for the new science TEKS: A needs assessment*. (Committee Member).

McCullen, E. (2024). *Utilizing educational technology for financial literacy learning outcomes*. (Committee Member).

Alonzo, S. (2023). *The perceptions of teachers and parents with children in after-school programs*. (Committee Member).

Garza, M. (2023). *Girls don't go to school: Uncovering the schooling experiences of a Tejana growing up on the westside of San Antonio*. (Committee Member).

Jaskinia, C. (2023). *Solidarity and state laws: How teachers approach state laws in a culturally relevant classroom*. (Committee Member).

Opalinski, J. (2023). *How has military experience affected veterans who become teachers?* (Committee Member).

Service

Service to Texas A&M University-San Antonio

Since Promotion to Associate Professor (2021–present)

AVP for Student Affairs and ED for the May Center Search Committee, Member	2026–present
Faculty Evaluation Committee (C&I Department), Member	2025–present
University Academic Appeals Committee, Member	2025–present
University Research Excellence Fund Awards, Reviewer	2026
University Strategic Planning Committee, Member	2025–2026
College Office of Clinical Experiences Admissions Interviews, Reviewer	2025–present
College Curriculum Committee, Chair	2025–2026
University Undergraduate Curriculum Committee, Member	2025–2026
Faculty Advisory Council, Officer (Secretary)	2025–2026
Carnegie Community Engagement Classification Steering Committee, Member	2020–2025
C&I Assistant Professor Search Committee, Member	2025–2026
VPR Search Committee, Member	2025–2026
Council of PIs, Member	2020–2026
SECC — United Way Campaign Committee, Member	2018–present
TExES 4–8 / 7–12 Middle/Secondary and EC–6 Social Studies Content Exam Content Exam Preparation, Facilitator	2018–2025
C&I Lecturer Search, Chair	2024–2025
C&I Department Tenure and Promotion Committee, Chair	2022–2024
New and Transfer Student Orientation and Recruitment Committee, Chair	2021–2024
Director of EPP Search Committee, Chair	2023–2024
C&I Clinical Assistant Professor Search Committee, Member	2023–2024
Experiential Learning/Service-Learning Course Designation Committee, Member/Chair	2018–2024
Doctoral Task Force Committee, Member	2022–2023
EDEC Faculty Search Committee, Member	2021–2023

Prior to Promotion

EDEC Visiting, Assistant, and Full Professor Search Committee, Member	2020–2021
Recruitment Committee, New Student Orientation and Preview Day, Chair	2020–2021
EDCI Graduate Program Liaison	2020–2021
C&I Department Tenure and Promotion Committee, Member	2020–2021
Faculty-in-Residence Clinical Assistant Professor Search Committee, Chair	2019–2020
New Student Orientation and Preview Day Committee, Chair	2019–2020
edTPA Committee, Member	2019–2020
edTPA (Director) Search Committee, Chair	2019–2020
C&I Assistant Professor Search Committee, Member	2019–2020
C&I Lecturer Search Committee, Member (two separate searches)	2019–2020
College Faculty Workload Policy Committee, Member	2017–2019
University Partnership Coordinator Search Committee, Chair	2017

Service to the Profession***Editorial / Journal Review***

Social Studies Research and Practice (SSRP)	2023–present
Middle Level Learning (MLL)	2023–present
Theory and Research in Social Education (TRSE)	2022–present
Social Studies and the Young Learner (SSYL)	2022–present
Teaching and Teacher Education (TATE)	2019–present
Journal of Teacher Education (JTE)	2018–present

Conference Program Review

American Educational Research Association (AERA), Reviewer	2017–present
College and University Faculty Assembly (CUFA), Reviewer	2016–present
National Council for the Social Studies (NCSS), Reviewer	2005–present

CAEP (Council for the Accreditation of Educator Preparation)

CAEP Site Visitor, Auditor, and Lead Reviewer	2013–2019
NCSS SPA Reports for National Social Studies Programs, Reviewer	2013–2019

National Conference Planning and Leadership

NCSS Annual Conference Planning Committee, Member	2024–2025
NCSS Nominations and Elections Committee, Member	2021–2025
NCSS Notable Trade Books Award Selection Committee, Member	2022–2025
CICCS Graduate Student Paper Award, Reviewer	2021
NCSS Board of Directors, Board Member	2009–2015
NCSS Conference Committee Chair	2008
NCSS Conference Committee Co-Chair	2006–2007
NCSS Conference Committee, Member	2005–2010
NCSS Annual Conference Planning Committee, Member	2009–2010 & 2004–2005
NCSS Annual Conference Co-Chair, Local Arrangements Committee	2004–2005
NCSS Membership Committee, Co-Chair / Member	2001–2004

State Service

Indiana Academic Standards for Social Studies, Reviewer	2010, 2012, 2013
MCSS (Missouri Council for the Social Studies), Council President	2005–2006
MCSS Board of Directors, Member	2004–2009
Kansas City Museum Renovation Planning, Programs Consultant	2008–2009
Upward Bound Summer Enrichment Program, Instructor	2008–2009
Missouri DESE Social Studies State Content Exam Resource Question Writing Team	2001–2004

Community Service

Historic Review and Design Compliance and Technical Advisory Board, City Commissioner	2024–present
Regional History Day, Judge	2018–present
San Antonio City Bond Commission, District 3 Representative	2021–2022
Martin Luther King Academy Charter Re-Writing Team	2018–2019
Keynote Speaker, Comal County Women Democrats	2017
Hays County Women's Political Caucus Presenter	2017
Lee County Golden Apple Teacher Scholarship Selection Committee, Member	2016

Professional Associations

National Association for Multicultural Education	2020–present
American Educational Studies Association	2018–present
American Educational Research Association	2010–present
Association for Supervision and Curriculum Development	2001–present
National Council for the Social Studies	2000–present
National Council for History Education	2004–present

Honors, Awards, and Fellowships

Texas A&M-SA Distinguished Faculty Performance in Teaching Award	2025
Texas A&M-SA Distinguished Senior Scholarly Research or Artistic Achievement Award	2022
College of Education and Human Development Faculty Recognition Award for Distinguished Performance in Scholarly Research (Senior Faculty)	2022
Mays Center for Experiential Learning and Community Engagement, Faculty Champion (Texas A&M-SA)	2019
National Center for Faculty Development and Diversity, Faculty Success Program Award	2017
Danielson Framework Certificate of Achievement	2017
SSSJCSS Community Partner of the Year Award	2014
Phi Delta Theta Teacher of the Year Award, Franklin College	2014
Phi Delta Theta Teacher of the Year Award, Franklin College	2011
Larry Metcalf Dissertation of the Year Award Nominee	2010
Alpha Society Honor Society, Franklin College	2009
Harrisonville District Educator of the Year Finalist	2009
Harrisonville High School Educator of the Year	2009
UMKC Women’s GAF Fellowship — Outstanding Merit, Recipient (Doctoral Research Study)	2009
Golden Key International Honour Society	2008
Gilder Lehrman Institute of American History Summer Seminar	2008
Goethe Institut TOP Fellowship	2007
Harrisonville Teacher of the Month	1999, 2000, 2006
Fulbright-Hays Summer Fellowship	2005
NCSS Secondary Teacher of the Year Nominee	2005
MCSS Secondary Teacher of the Year Award Recipient	2004
Avila University TEXT (Teaching Excellence) Mentor	2002
Keizai Koho Center Japanese Fellowship	2001
Missouri Bar Association, Excellence in Civic Education Award	1998 & 1999

K–12 Teaching Experience

Harrisonville High School, Harrisonville, MO	1996–2009
Secondary Social Studies Teacher	1996–2009
Department Chair, Social Studies	2006–2008
Building Leadership Team	2006–2008

Teaching Licenses

Texas Teaching Certification, Social Studies (Grades 7–12), Standard Certification No. 2145665	Exp. June 30, 2029
California Social Science (Grades 7–12), Clear Credential No. 160072894	Exp. December 1, 2026

Missouri Social Studies (Grades 7–12), Career/Lifetime CPC No. 0325798
TEFL Level 5 Certification, Diploma No. D169911

Current
Lifetime