

Jessica J. Thompson, Ph.D.

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Education

2001- 2006 Doctor of Philosophy in Education, Science Education, University of Washington

2000- 2001 Master of Education, Science Education, University of Washington

1998-2000 Washington State Teaching Certification, Western Washington University

1990-1994 Bachelor of Arts in Biology, Chemistry minor, Whitman College

Academic and Professional Appointments

2010-present Professor, Teaching, Learning & Curriculum, University of Washington

2006-2010 Research & Teaching Associate, Teacher Education, University of Washington

2002-2004 Teaching Assistant, College of Education, University of Washington

2000-2002 Research Assistant for Reconnecting Youth, Roosevelt High School, University of Washington

1997-2000 Science Teacher, Central Kitsap High School, WA

1996-1997 Science Teacher, Redmond High School and Evergreen Junior High, WA

1994-1996 Science Teacher and Chair, Tar River Learning Center, NC

Selected Research Grants

- 2026-2027 UW Global Innovation Fund (PI) Designing Cross-cultural and Contextual Networked Improvement Communities for STEM Data Science Teacher Learning: Colombia and the US (\$5000)
- 2020-2026 Teachers as Learners Grant, James S. McDonnell Foundation (PI) Preparing Teachers to Facilitate Asset-based Science & Literacy Discourse in Dual and Multilingual Elementary Classrooms. (\$2,496,461)
- 2019-2024 DRK-12 Grant, National Science Foundation (PI) Building Professional Capital while Advancing Ambitious and Equitable Elementary Science Teaching with a District-Wide NIC Model. (\$1,910,271)
- 2015-2018 DRK-12 Grant, National Science Foundation (Co-PI) Deep Learning Labs for the Common Core and Next Generation Science Standards. (\$3,075,000)
- 2013-2017 DRK-12 Grant, National Science Foundation (PI) Building Capacity for the Next Generation Science Standards through Networked Improvement Communities. (\$866,005)
- 2012-2015, Informal Science Education, National Science Foundation (Co-PI) “Science STARS: Nurturing Urban Girls’ Identities through Inquiry-Based Science (\$250,116)
- 2009-2013 Discovery K-12 Grant, National Science Foundation (Co-PI) Tool Systems to Support Progress Toward Expert-Like Teaching by Early Career Science Educators. (\$1,856,768)
- 2005-2006, American Association of University Women Dissertation Fellowship, Multiple narratives: How girls engage in co-authoring life stories and scientific stories (\$20,000)

Selected Peer-Reviewed Publications

- Venegas-Weber, P. & Thompson, J. (2026). “Unleashing the potential within”: Latine Teachers’ Pedagogical Integration of their Students’ Languages, Literacy Practices, and Content Knowledge in Two-Way Bilingual Education Science Education. *Peabody Journal of Education*, 101(3), 323–347.
- Von Esch, K., Betancourt, C., Thompson, J., Varghese, M. Li, H-S, & Venegas-Weber, P. (2025). Recontextualization in Multilingual Science Teacher Professional Learning. *Science Education* 109.
- Venegas-Weber, P. & Thompson, J. (2024). Bilingual, Black, Indigenous, and People of Color teacher candidates' translanguaging selves: Working with their multilingual assets and identities as future elementary science teachers, *Journal of Research on Science Teaching* 62(1), 163-192.
- Venegas-Weber, P., Betancourt, C., Gonzales, G., Thompson, J., Varghese, M. & Li, H-J. (2024). Broadening what counts as science: Developing teacher candidates' translanguaging stances in their Teacher Education Program towards translanguaging, multimodal, interdisciplinary, and justice-centered elementary science practices. *Teaching and Teacher Education*, 148.
- Thompson, J. (2022). Joining the campaign to center justice-oriented theory and practice in science education. *Science Education*, 106, 1342–1345.
- Shim, S.-Y., & Thompson, J. (2022). Four years of collaboration in a professional learning community: Shifting toward supporting students' epistemic practices. *Science Education*, 106, 674– 705.
- Thompson, J. Mawyer, K., Johnson, H., Scipio, D. & Luehmann, A. (2021). C2AST (Critical and Cultural Approaches to Ambitious Science Teaching): From responsive teaching to culturally and linguistically science teaching. *The Science Teacher*, 89.
- Thompson, J., Richards, J., Shim, S-Y., Lohwasser, K., Chew, C., Sjoberg, B. & Morris, A. (2019). Networked PLCs: Footholds into Creating and Improving Knowledge of Ambitious and Equitable Teaching Practices in a RPP. *AERA Open*
- Windschitl, M., Thompson, J. & Braaten, M. (2018). *Ambitious Science Teaching*. Cambridge, MA: Harvard Education Press.
- Thompson, J., Hagenah, S., Kang, H., Stroupe, D. Braaten, M., Colley, C., & Windschitl, M. (2016). Rigor and Responsiveness in Classroom Activity. *Teachers College Record*, 118(5).

Ambitious Science Teaching Website (2018-present): <https://ambitioussciencelearning.org/>

PASTEL: ambitioussciencelearning.org/promoting-asset-based-science-teaching-for-emergent-language-learners/

Note: As a full professor and PI, I am committed to supporting the career advancement of junior faculty (i.e. first-authorship) while taking the lead in creating open-access resources with and for educators.