

# KAREN D. THOMPSON

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## ACADEMIC APPOINTMENTS

2018-present	Associate Professor, Oregon State University, College of Education
2012-2018	Assistant Professor, Oregon State University, College of Education
2013-present	Faculty Affiliate, School of Public Policy, Oregon State University
2013-present	Faculty Affiliate, Center for Latin@ Studies and Engagement, Oregon State University

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## EDUCATION

Ph.D.	Stanford University (Educational Linguistics), 2012
M.A.	University of California, Berkeley (Education; also earned Bilingual, Crosscultural, Language, and Academic Development Teaching Credential), 2002
A.B.	Brown University (Double major: English and American Literature, with Honors; and Political Science), 1996

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## PROFESSIONAL EXPERIENCE

2007-2012	Research Assistant to Prof. Kenji Hakuta, Stanford University
2002-2007	4 <sup>th</sup> Grade Bilingual Teacher, San Leandro Unified School District, San Leandro, CA
1998-2000	Middle School Program Coordinator, Samaritan House, San Mateo, CA
1996-1998	Partner, Partners in School Innovation, San Francisco, CA
1995-1996	Intern, Annenberg Institute for School Reform, Providence, RI

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## RESEARCH AND TEACHING INTERESTS

Curriculum, instruction, and teacher education related to multilingual students; education policy affecting multilingual students; researcher-practitioner partnerships; practitioners' data and research use; mixed methods.

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**PUBLICATIONS** (Graduate students and postdocs are indicated with an asterisk.  
Practitioner partners are indicated with a plus sign.)

Refereed journal publications

**Thompson, K. D.**, Umansky, I. M., & Porter, L.\* (2020). Examining contexts of reception for newcomer students. *Leadership and Policy in Schools* 19(1), 10-35.

Kieffer, M. & **Thompson, K. D.** (2018). Hidden progress of multilingual students on NAEP. *Educational Researcher*, 47(6), 391-398.

**Thompson, K. D.**, Martinez, M. I.<sup>+</sup>, Clinton, C.<sup>+</sup>, & Díaz, G.\* (2017). Considering interest and action: Analyzing types of questions explored by researcher-practitioner partnerships. *Educational Researcher*, 46(8), 464-473.

Umansky, I. M., **Thompson, K. D.**, & Díaz, G.\* (2017). Using an Ever-EL framework to examine special education disproportionality among English learners. *Exceptional Children*, 84(1), 76-96.

**Thompson, K. D.** (2017). What blocks the gate? Exploring current and former English learners' math course-taking in secondary school. *American Educational Research Journal*, 54(4), 757-798.

Cimpian, J. R., **Thompson, K. D.**, & Makowski, M. (2017). Evaluating English learner reclassification policy effects across districts. *American Educational Research Journal, Centennial Issue*, 54(S1) 255S-278S.

**Thompson, K. D.** (2017). English learners' time to reclassification: An analysis. *Educational Policy*, 31(3), 330-363. (Online first, August 2015).

Román, D., **Thompson, K. D.**, Ernst, L.<sup>+</sup>, & Hakuta, K. (2016). WordSift: A free web-based vocabulary tool designed to help science teachers in integrating interactive literacy activities. *Science Activities*, 53(1), 13-23.

Robinson-Cimpian, J. P. & **Thompson, K. D.** (2016). The effects of changing test-based criteria for reclassifying English Learners. *Journal of Policy Analysis and Management*, 35(2), 279-305.

**Thompson, K. D.** (2015). Questioning the Long-Term English Learner label: How classification and categorization can blind us to students' abilities. *Teachers College Record*, 117(12), 1-50.

**Thompson, K. D.** (2013). Is separate always unequal? A philosophical examination of ideas of equality in key cases regarding racial and linguistic minorities in education. *American Educational Research Journal*, 50(6): 1249 - 1278.

Hopkins, M., **Thompson, K. D.**, Linqunti, R., August, D., & Hakuta, K. (2013). Fully accounting for English learner performance: A key issue in ESEA reauthorization. *Educational Researcher* 42(2): 101-108.

**Thompson, K. D.**, Román, D., Wientjes, G., & Hakuta, K. (2012). The effects of a web-based vocabulary development tool on student reading comprehension in science. *REMiE: Multidisciplinary Journal of Educational Research*, 2(3): 272-300.

#### Working Papers and Submissions

Burho, J. & **Thompson, K. D.** (under review). Home-school communication and parent engagement in reclassification for English learner students with disabilities.

Rutherford-Quach, S., **Thompson, K. D.**, Rodriguez-Mojica, C., & Román, D. (revision under review). Taking away excuses to quit: The role of structural supports in completion and learning within online professional development.

**Thompson, K. D.**, Umansky, I. M., & Rew, W. J.<sup>+</sup> (in preparation). A typology for when and why to report data for current, former, ever, and never English learners.

Burho, J. & **Thompson, K. D.** (in preparation). Understanding opportunities to learn for English learner students with disabilities, before and after reclassification.

#### Other refereed publications

Umansky, I. M., Hopkins, M., Dabach, D., Porter, L., **Thompson, K. D.** & Pompa, D. (2018). *Understanding and supporting the educational needs of recently arrived immigrant English learner students: Lessons for state and local education agencies*. Washington DC: Council of Chief State School Officers.

Greenberg Motamedi, J., Singh, M., & **Thompson, K. D.** (2016). English learner student characteristics and time to reclassification: An example from Washington state (REL 2016– 128). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. (Peer-reviewed)

Umansky, I., Reardon, S., Hakuta, K., **Thompson, K. D.**, Estrada, P., Hayes, K. <sup>+</sup>, Maldonado, H. <sup>+</sup>, Tandberg, S. <sup>+</sup>, Goldenberg, C. (2015). Improving the opportunities and outcomes of California's students learning English: Findings from school district – university collaborative partnerships. Policy Brief. Stanford, CA: Policy Analysis for California Education. (Peer-reviewed)

#### Non-refereed publications/Book chapters

Sato, E. & **Thompson, K. D.** (2020). Standards-based K-12 English language proficiency assessments in the United State: Current policies and practices. In M. Wolf (Ed.),

*Assessing English language proficiency in U.S. K-12 schools* (pp. 19-35). New York: Routledge.

Thompson, K. D., Rew, J. +, Martinez, M. I. +, & Clinton, C. + (2017, June 16). Understanding student outcomes by using the “Ever English learner” category. Washington, DC: Institute of Education Sciences. Retrieved from <https://ies.ed.gov/blogs/research/post/understanding-outcomes-for-english-learners-the-importance-of-the-ever-learner-category> (Invited post for the Institute of Education Sciences’s blog.)

Robinson-Cimpian, J. P., **Thompson, K. D.**, & Umanksy, I. M. (2016). Research and policy considerations for English learner equity. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 129-137.

**Thompson, K. D.** & Díaz, G.\* (2016). *Policy brief: English learner students with disabilities*. Corvallis, OR: Oregon State University. Retrieved from [http://blogs.oregonstate.edu/odeosuellpartnership/files/2016/08/ELSWDPolicyBrief\\_Final.pdf](http://blogs.oregonstate.edu/odeosuellpartnership/files/2016/08/ELSWDPolicyBrief_Final.pdf)

**Thompson, K. D.**, Silva, J., Cross, K., Robb, S. +, & Curry, D. + (2015). Collaboration and the Smarter Balanced test. *Leadership* 44(4), 16-19, 37.

Smith, R. +, Johnson, M. +, & **Thompson, K.** (2012). Data, our GPS. *Educational Leadership*, 69(5), 56-59.

**Thompson, K.** and Hakuta, K. (2011). Education and bilingualism. In J. P. Gee and M. Handford (Eds.), *The Routledge handbook of discourse analysis* (pp. 396-411). New York: Routledge.

Wentworth, L., Pellegrin, N., **Thompson, K.**, & Hakuta, K. (2010). Proposition 227 in California: A long-term appraisal of its impact on language minority student achievement. In P. Gándara and M. Hopkins (Eds.), *Forbidden language: English learners and restricted language policies* (pp. 37-49). New York: Teachers College Press.

Gifford, B. & **Thompson, K.** (2009). Generation 1.5 students and the linguistic demands of community college mathematics classes: A review of the literature. In G. Valdés. & B. Gifford, *Final report on the developmental mathematics and language project* (pp. 3-44). Stanford, CA: Carnegie Foundation for the Advancement of Teaching.

Román, D., Wientjes, G., **Thompson, K.**, & Hakuta, K. (Summer 2009). WordSift: An interactive vocabulary development tool. *AccELLerate: National Clearinghouse for English Language Acquisition*, 1(4).

Hakuta, K., Wientjes, G., Román, D. & **Thompson, K.** (April 2009). WordSift – A website to support vocabulary and reading for English learners. *ASCD Express*, 4(13).

**Thompson, K.** (2005). ¿Qué dijo?: Peers supporting newcomers’ English language

development. *Questions unfolding, volume 2: Teacher research articles and reflections 2004-2005*. Berkeley, CA: University of California.

**Thompson, K.** (2004). Roadblocks and resistance: Adventures in supporting newcomer students with limited prior schooling. *Questions unfolding, Volume 1: A compilation of teacher research articles and reflections from Project IMPACT participants in 2003-2004*. Berkeley, CA: University of California.

**Thompson, K.** (2002). *Language problem solving: Strategies for supporting English language learners' development as writers*. (Unpublished master's thesis). University of California, Berkeley, CA.

**Thompson, K.** (1996). *The Edmonton experience: The interactions among one district's funding, governance, and school choice policies*. Providence, RI: Annenberg Institute for School Reform.

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**PRESENTATIONS** (Graduate students and postdocs are indicated with an asterisk. Practitioner partners are indicated with a plus sign.)

### **National Research Presentations**

**Thompson, K. D.** (2019, September 13). *Reporting data for current, former, ever, and never English learners*. Presentation to Interdisciplinary Training Program in Education Sciences, University of Wisconsin, Madison. (Invited presentation)

Burho, J. \*, **Thompson, K. D.**, Rodela, K., & Fischer, C. \* (2019, April 11). *Parent-school communication and parent engagement in reclassification for English learner students with disabilities*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

**Thompson, K. D.**, Umansky, I. M. & Rew, W. J. + (2019, April 12). *A typology for when and why to report data for current, former, ever, and never English learners*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Martinez-Wenzl, M., Greenberg-Motamedi, J., **Thompson, K. D.**, & Peralta, C. (2019, April 12). *What's student impact got to do with it? The impact of rigorous evaluations on OELA NPD grants, from the perspectives of PIs and evaluators*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Umansky, I. M. & **Thompson, K. D.** (2018, April 18). *Recently-arrived immigrant students: Between- and within- school district distribution and its relationship to student growth*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

**Thompson, K. D.**, Martinez, M. I.+, & Clinton, C. +. (2017, April 28). *The affordances and*

*constraints of research-practice partnerships at the state level.* Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

**Thompson, K. D.** (2017, April 10). *How do we look at progress? Using an Ever EL framework to understand math course-taking trajectories.* Presentation to the National Academies of Sciences, Engineering, and Medicine panel on Supporting English Learners in STEM Subjects. (Invited presentation)

**Thompson, K.D.** & Martinez, M. I.<sup>+</sup> (2016, December 16). *Oregon English Learner Alliance.* Presentation at the Institute of Education Sciences annual Principal Investigator meeting, Washington, DC. (Invited presentation)

**Thompson, K. D.,** Martinez, M. I.<sup>+</sup>, Clinton, C.<sup>+</sup>, & Díaz, G.\* (2016, April 12). *Towards a typology of questions explored by researcher-practitioner partnerships.* Paper presented at the annual meeting of the American Educational Research Association, Washington DC.

Robinson-Cimpian, J. P., **Thompson, K. D.,** & Makowski, M. (2016, April 10). *Evaluating English learner reclassification policy effects across districts.* Paper presented at the annual meeting of the American Educational Research Association, Washington DC. (Invited session)

**Thompson, K. D.,** Umansky, I. M., & Díaz, G.\* (2016, April 10). *Using an Ever-EL framework to understand over- and under-identification of English learner students with disabilities.* Paper presented at the annual meeting of the American Educational Research Association, Washington DC. (Invited session)

**Thompson, K. D.** & Hakuta, K. (2016, April 10). *The English Language Learner Leadership Network.* Presentation at the annual meeting of the American Educational Research Association, Washington DC. (Invited Presidential session)

Rutherford-Quach, S., **Thompson, K. D.,** Rodriguez-Mojica, C., & Román, D. (2016, April 9). *Using a MOOC to improve teachers' understanding and facilitation of academic arguments.* Paper presented at the annual meeting of the American Educational Research Association, Washington DC.

**Thompson, K. D.** & Bautista, D.<sup>+</sup> (2015, December 11). *Could your grant help improve education for ELs? The Oregon English Learner Alliance.* Presentation at the Institute of Education Sciences Principal Investigator Meeting, Washington DC.

**Thompson, K. D.** (2015, April 20). *What blocks the gate? Exploring current and former English learners' math course-taking in secondary school.* Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.

Robinson-Cimpian, J. P., & **Thompson, K. D.** (2015, April 17). *The effects of changing test-based criteria for reclassifying English Learners: A difference-in-regression-discontinuities approach.* Paper to be presented at the annual conference of the American Educational Research Association, Chicago, IL.

**Thompson, K. D.** (2014, June 11). *Illustrating empirical relationships between English language proficiency and academic performance*. Presentation at the ETS K-12 Center's English Language Proficiency Assessment Research Working Meeting, Houston, TX. (Invited presentation)

Robinson-Cimpian, J. P., **Thompson, K. D.**, Umanksy, I., Linqunti, R., & Hakuta, K. (2014, March 15). *The effects of changing test-based criteria for reclassifying English Learners: A difference-in-regression-discontinuities approach*. Paper presented at the annual conference of the American Educational Finance and Policy Conference, San Antonio, TX.

**Thompson, K. D.** (2013, May 1). *How long does it take, revisited: An analysis of English learners' time to reclassification*. Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA. (Invited Presidential Session)

**Thompson, K. D.** (2013, April 28). *Questioning the Long-Term English Learner label: How categorization can blind us to students' abilities*. Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA.

**Thompson, K. D.** (2012, November 17). *Disrupting the Long-Term English Learner label: How bureaucratic borders can blind us to students' abilities*. Paper presented at the annual conference of the American Anthropological Association, San Francisco, CA.

**Thompson, K. D.** (2012, April 15). *Time to English proficiency and the relationship between English proficiency and academic achievement: Analysis of long-term linguistic and academic outcomes for English learners*. Paper presented at the annual conference of the American Educational Research Association, Vancouver, BC.

**Thompson, K. D.** (2011, April 10). *The role of research-based ideas about language acquisition in curriculum materials for English Language Development*. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

**Thompson, K. D.** (2011, April 10). *Longitudinal analysis of English acquisition and academic achievement trajectories for students initially classified as English learners*. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

**Thompson, K. D.** & Román, D. (2010, May 2). *The effects of a web-based vocabulary tool on student reading comprehension*. Paper presented at the annual conference of the American Educational Research Association, Denver, CO.

### **National Presentations to Policymakers and Practitioners**

**Thompson, K. D.** (2019, December 9). *Reporting data for current, former, ever, and never English learners*. Presentation to community partners of the Migration Policy Institute, Washington DC. (Invited presentation)

**Thompson, K. D.**, & Rew, W. J. (2019, October 29). *Reporting data for current, former, ever, and never English learners*. Presentation at the quarterly meeting of the Council of Chief State School Officers, Minneapolis, MN. (Invited presentation)

**Thompson, K. D.**, & Umansky, I. M. (2019, February 20). *Exploring English learner course-taking through research-practice partnerships*. Presentation at the quarterly meeting of the Council of Chief State School Officers, Los Angeles, CA. (Invited presentation)

Umansky, I. M., Hopkins, M., & **Thompson, K. D.** (2018, April 24). *Understanding and supporting the educational needs of recently arrived immigrant English learner students: Lessons for state and local education agencies*. National webinar hosted by the Council of Chief State School Officers. (Invited presentation)

Gamoran, A., Umansky, I. M., Thompson, K. D. & Louie, V. (2018, March 5). *Engaging English learners with rigorous academic content: Insights from research on tracking*. National webinar hosted by the William T. Grant Foundation. (Invited presentation)

Kieffer, M., **Thompson, K. D.**, Parker, C. (2017, June 21). *Including Ever-English learner students in accountability and continuous improvement*. National webinar hosted by the Regional Educational Laboratory Northeast and Islands. (Invited presentation)

Penuel, B., Farrell, C., Gilligan, E., Martinez, M. I. <sup>+</sup>, Moorthy, S., & **Thompson, K. D.** (2017, March 16). *Successes and challenges of researcher-practitioner partnerships in education research*. National webinar hosted by the National Center for Research on Policy and Practice. (Invited panelist)

Fitzgerald, S., Kelly, J., Martinez, M. I. <sup>+</sup>, & **Thompson K. D.** (2016, May 24). *Ensuring professional capacity to support English learners*. National webinar hosted by the American Youth Policy Forum. (Invited presentation)

**Thompson, K. D.** (2016, April 7). *Incorporating English learners into state accountability systems*. Capitol Hill briefing, organized by American Institutes of Research, Washington, DC. (Invited presentation)

Román, D. & **Thompson, K. D.** (2011, March 10). *Practical strategies to help English learners comprehend science texts*. Paper presented at the annual conference of the National Science Teachers Association, San Francisco, CA.

### **State/Regional Presentations to Policymakers and Practitioners**

**Thompson, K. D.** (2019, March 13). *Recognizing and addressing barriers to collaboration in serving English learners with disabilities*. Presentation at the annual State English Learners Alliance Conference, Eugene, OR.



Umansky, I. M. & **Thompson, K. D.** (2019, March 14). *Linguistic growth of recently-arrived English learner students in Oregon*. Presentation at the annual State English Learners Alliance Conference, Eugene, OR.

**Thompson, K. D.** & Umansky, I. M. (2018, March 9). *Examining course-taking among English learners in Oregon*. Presentation at the annual State English Learners Alliance Conference, Eugene, OR.

**Thompson, K. D.** & Blackburn, T. (2017, April 20). *Understanding the needs of dually-identified students*. Presentation to the New York City Office of Special Education. (Invited presentation)

**Thompson, K. D.** (2017, April 10). *Research on long-term English learners and the effects of reclassification*. Presentation at briefing for state legislators hosted by Policy Analysis for California Education, Sacramento, CA.

Martinez, M. I.<sup>+</sup> & **Thompson, K. D.** (2016, August 5). *Reclassifying English learners in 2015-16*. Presentation at the annual Summer Assessment Institute, Eugene, OR.

**Thompson, K. D.**, Clinton, C.<sup>+</sup>, & Diaz, G.\* (2016, June 22). *English learner students with special needs*. Presentation at the annual Confederation of Oregon School Administrators Conference, Seaside, OR.

Umansky, I. M., **Thompson, K. D.**, Diaz, G.\*, & Martinez, M. I.<sup>+</sup> (2016, March 11). *English learner students with special needs*. Presentation at the annual State English Learners Alliance Conference, Eugene, OR.

Martinez, M.<sup>+</sup>, McCoy, M.<sup>+</sup>, Chapman, C.<sup>+</sup>, Capener, B.<sup>+</sup>, **Thompson, K. D.**, & Diaz, G.\* (2016, March 10). *Using multiple measures of English proficiency for EL reclassification decisions*. Presentation at the annual State English Learners Alliance Conference, Eugene, OR.

**Thompson, K. D.** (2016, January 9). *Academic language: Unpacking language demands and designing instructional supports*. Presentation to Bilingual Teacher Pathway cohort, Portland State University, Portland, OR. (Invited presentation)

**Thompson, K. D.**, Diaz, G.\*, Echevarria, W.\*, & Bautista, D.<sup>+</sup> (2015, June 12). *Long-term outcomes for English language learners in Oregon*. Presentation at the annual conference of the Oregon Association for Bilingual Education, Happy Valley, OR.

**Thompson, K. D.**, Diaz, G.\*, Echevarria, W.\*, & Bautista, D.<sup>+</sup> (2015, March 12). *Long-term outcomes for English language learners in Oregon*. Presentation at the annual State English Learners Alliance Conference, Eugene, OR.

Martinez, M. I.<sup>+</sup>, **Thompson, K. D.**, Kosty, D.<sup>+</sup>, McCoy, M.<sup>+</sup>, & Fost, J.<sup>+</sup> (2015, March 12). *Addressing accountability and EL reclassification decisions during the transition from Oregon's ELPA to ELPA21*. Presentation at the annual State English Learners Alliance Conference, Eugene, OR.

Blackburn, T., **Thompson, K. D.**, Hinkle, L. +, Prusko, L. +, Weiss, L. +, & Bauer, C. + (2015, March 13). *Fostering professional collaboration with virtual connections: A look at how a Massive Open Online Course can anchor PLC collaboration*. Presentation at the annual State English Learners Alliance Conference, Eugene, OR.

**Thompson, K. D.** (2015, January 16). *Writing across the curriculum: A focus on argumentation*. Professional development session for middle and high school teachers, Canby School District, Canby, Oregon. (Invited presentation)

**Thompson, K. D.** (2014, October). *Meeting the language demands of Oregon's standards: Collaborating to create powerful learning for students*. Keynote at Oregon Department of Education Professional Learning Team Conferences for approximately 1000 Oregon educators at three locations across the state. (Invited keynote)

**Thompson, K. D.** (2014, June 28). *Developing curriculum aligned to the new English Language Proficiency Standards and Common Core State Standards*. Presentation at the annual conference of the Oregon Association for Bilingual Education, Happy Valley, OR. (Invited presentation)

**Thompson, K. D.** (2014, June 24). *The Common Core and our English learners*. Presentation at the Strengthening the Core summer institute, Lane Education Service District, Eugene, OR. (Invited presentation)

**Thompson, K. D.** (2014, March 14). *Developing curriculum aligned to the new English Language Proficiency Standards and Common Core State Standards*. Paper presented at the annual State English Learners Alliance Conference, Eugene, OR.

**Thompson, K. D.** (2013, June 28). *Exploring long-term outcomes for English language learners*. Presentation at the Oregon Association for Bilingual Education, McMinnville, OR. (Invited presentation)

**Thompson, K. D.** (2013, March 14). *Are we there yet? Exploring long-term outcomes for English language learners*. Session presented at the annual State English Learners Alliance Conference, Eugene, OR.

**Thompson, K. D.** (facilitator) (2013, March 15). *Long-Term English Language Learners: Challenges and promising practices*. Panel presented at the annual State English Learners Alliance Conference, Eugene, OR.

Ernst, L. +, Román, D., & **Thompson, K. D.** (2010, March 10). *WordSift: An interactive web-based vocabulary development tool*. Paper presented at the annual conference of the California Association for Bilingual Education, San Jose, CA.

### **University Research Presentations**

**Thompson, K. D.** (2018, October 15). Using research to inform policy and practice: Findings from the ODE/OSU English learner partnership. Presentation at monthly meeting of the Mid-Valley Mid-Coast Partnership.

**Thompson, K. D.** (2017, March 24). *Engaged research at the state level: The Oregon Department of Education and Oregon State University English Learner Partnership*. Presentation at College of Education Research Symposium, OSU.

**Thompson, K. D.** (2017, March 3). *Examining special education disproportionality for English learners*. Presentation to OSU Disability Network. (Invited presentation)

**Thompson, K. D.** (2014, November 5). *A MOOC for K-12 Educators Focused on supporting English language learners: A collaborative endeavor*. Presentation at College of Education Brown Bag Seminar. (Invited presentation)

**Thompson, K. D.** (2014, October 27). *OSU's first MOOC: Creating open educational resources and fostering collaboration among teachers*. Presentation at Open Oregon State launch event. (Invited presentation)

**Thompson, K. D.** (2014, July 17). *OSU's entry into the MOOC landscape: Supporting English language learners under new standards*. Presentation to the OSU Outreach and Engagement Council. (Invited presentation)

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## RESEARCH GRANTS (AWARDED ONLY)

**Principal Investigator.** (funding years: 2020-2025). U.S. Department of Education, Institute of Education Sciences. Project title: National Research and Development Center to Improve Education for Secondary English Learners. Subcontract from WestEd (Center PI: Aida Walqui). Total project budget: \$10,000,000. OSU subcontract: \$1,081,514.

**Principal Investigator.** (funding years: 2016-2021). U.S. Department of Education, Office of English Language Acquisition. Project title: Teachers Educating All Multilingual Students. \$2,599,406.

**Principal Investigator.** (funding years: 2016-2018). Spencer Foundation. Project title: Oregon English Learners Alliance: An Ongoing Partnership to Understand and Improve Outcomes for Current and Former English Learners in Oregon. \$399,986.

**Principal Investigator.** (funding years: 2016-17). Ecampus Research Fellowship. Project title: Analyzing Learning in a Massive Open Online Course for Teachers. \$19,997.

**Co-Investigator.** (funding years: 2015-2019). U.S. Department of Education, Institute of Education Sciences. Project title: Red Light, Purple Light! Developing a Self-Regulation Intervention for Children at Risk of School Difficulty. \$1,500,000.

**Principal Investigator.** (funding years: 2014-2016). U.S. Department of Education, Institute of Education Sciences. Project title: Oregon English Learners Alliance: A Partnership to Explore Factors Associated with Variation in Outcomes for Current and Former English Learners in Oregon. \$399,929.

**Principal Investigator.** (funding year: Fall 2014). Oregon Department of Education. Project title: Supporting Professional Development around English Language Proficiency Standards through a Massive Open Online Course. \$89,494.

**Consultant.** (funding years: 2014-2015). U.S. Department of Education, Institute of Education Sciences. Project title: English Language Learners in Middle & High School: Predictors and Outcomes Related To Reclassification In New York City.

**Consultant.** (funding years: 2013-2017). Central Valley Foundation. Project title: Data Network: Data Augmentation to the Stanford ELL Leadership Network. \$130,500.

**Consultant.** (funding years: 2012-2015). S. H. Cowell Foundation. Project title: The Stanford ELL Leadership Network: A Research-Based Collaboration of California School Districts to Improve the Education of English Language Learners. \$575,000.

**Principal Investigator.** (funding year: 2011-2012). Stanford University School of Education Dissertation Support Grant. Project Title: What Happens for English Learners? A Mixed Methods Analysis of Long-Term Linguistic and Academic Outcomes. \$5,230.

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## FELLOWSHIPS AND AWARDS

2019	Presidential Early Career Award for Scientists and Engineers
2018	Emerging Scholar, Phi Kappa Phi
2017	Featured Grantee, Spencer Foundation
2014	Outstanding Dissertation Award, Bilingual Education Research Special Interest Group, American Educational Research Association
2009-2012	Stanford Interdisciplinary Graduate Fellowship, (3 years tuition & stipend), ~\$160,000
2000-2002	Flanders Fellowship, GSE Alumni Association Fellowship, University Fellowship, and California Teacher Scholar, University of California, Berkeley (2 years tuition & stipend), ~\$36,000
1995	Phi Beta Kappa, Brown University

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## TEACHING

Quantitative Research and Critical Analysis, Spring 2019, Spring 2020

Multilingual Linguistics, Winter 2019

Foundations of ESOL Education, Fall 2018

Equity and Education Policy, Fall 2017, Fall 2019

Supporting English Language Learners under New Standards, Massive Open Online Course in partnership with Stanford University, Fall 2014, Fall 2015, Spring 2017 (One of three course

instructors, over 6000 participants in the course)

Linguistics for Teachers, Oregon State University, Fall 2012, Summer 2013, Fall 2013, Spring 2014, Winter 2015, Spring 2015, Winter 2016, Spring 2016, Winter 2017, Spring 2017, Winter 2018

Theoretical Foundations of Language Acquisition for P-12 Educators, Winter 2013

Statistical Analysis in Education Research: Regression, Stanford University, Winter 2009  
(Teaching Assistant for Prof. Sean Reardon)

4<sup>th</sup> Grade, San Leandro Unified School District, San Leandro, CA, 2002-2007

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## **SERVICE AND OTHER PROFESSIONAL ACTIVITIES**

### **National**

Member, Expert Panel for Study of Practices for English Learners (Evaluation of Title III, funded by the U.S. Department of Education), AIR and the Texas Institute for Evaluation, Measurement, and Statistics, 2020.

Reviewer, National Academies of Sciences, Engineering, and Medicine, *English learners in STEM subjects: Transforming classrooms, schools, and lives* (Consensus study report), 2018.

Member, ELPA21 Technical Advisory Committee, 2017-present.

Member, Dual Language Working Group Advisory Committee, New America Foundation, 2017-present.

Co-founder and lead facilitator, English Language Learner Policy Fellows, 2015-present.

Member, Technical Working Group, REL Northwest Education Alliance, 2013-present.

### **State**

Member, Oregon Department of Education, Technical Advisory Committee, 2020-present.

Member, Oregon Department of Education, Emergent Bilingual Visioning Workgroup, 2019-20.

Co-Facilitator, Every Student Succeeds Acts working group on English learner reclassification, Oregon Department of Education, 2016-2018.

State HB 3499 ELL Advisory Group, Oregon Department of Education, 2015-2017

Facilitator, workgroup on transition from ELPA to ELPA21 assessment, Oregon Department of Education, 2014-2015.

Grant Review Panel Member, Dual Language Program Grants, Oregon Department of Education, 2013, 2015.

Reviewer, English Language Proficiency Standards, Oregon Department of Education, 2013.

Oregon EL Alliance Conference Planning Committee, 2012-present.

### **Research Grant Reviewer**

Reviewer, Spencer Foundation, Large Research Grants, 2019-20.

Reviewer, William T. Grant Foundation, 2017.

Grant Reviewer, English as an Additional Language grants. Educational Endowment Foundation, 2015.

Grant Review Panel Member, Institute of Education Sciences, U.S. Department of Education, 2014-2015.

### **Journal Reviewer**

*American Educational Research Journal* (Editorial Board; Outstanding Reviewer, 2019)

*Educational Evaluation and Policy Analysis* (Editorial Board)

*Educational Researcher* (Outstanding Reviewer, 2019)

*Educational Policy*

*American Journal of Education*

*Language Testing*

*Bilingual Research Journal*

*Journal of Language, Identity, and Society*

### **Conference Reviewer**

Reviewer, American Educational Research Association Annual Meeting, Bilingual Research SIG Dissertation Award, 2017.

Reviewer, American Educational Research Association Annual Meeting, Bilingual Research SIG, 2014.

### **University Service**

Program Chair, English for Speakers of Other Languages/Dual Language Program, College of Education, Oregon State University, 2017-present.

Institutional Review Board Member, 2019-present.

Faculty Senator, Oregon State University, 2019-present.

Library Committee, Oregon State University, 2018-2019.

Research and Scholarship Committee, College of Education, Oregon State University, 2018-present.

Provost Graduate Fellowship Award Committee, Oregon State University, 2018.

Academic Regulations Committee, Oregon State University, 2017-2018.

Doctoral Program Development Committee, College of Education, Oregon State University, 2014-2016.

Strategic Planning Committee, College of Education, Oregon State University, 2013-2016.

Language, Equity, and Educational Policy Working Group, Stanford University, 2007-2012

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## **LANGUAGES**

Fluent in Spanish

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## PROFESSIONAL AFFILIATIONS

American Educational Research Association, 2008-present (Division L, Bilingual Research SIG, Second Language Research SIG)

Teachers of English for Speakers of Other Languages, 2013-present

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## SELECT MEDIA MENTIONS

- 2020 *Oregon Public Broadcasting*, “Oregon schools navigate serving English learners in a distance learning world”
- 2018 *U.S. News and World Report*, “Are schools measuring the progress of English language learners all wrong?”
- Education Week*, “English learners aren’t ‘perpetually struggling,’ we just aren’t gauging their progress, study finds”
- Politico*, “Report roll call (morning edition)”
- Daily Mail*, “Bilingual students advance faster in middle school: Kids who speak other languages improve at DOUBLE the rate of native English speakers, study finds”
- The Conversation*, “Multilingual learners doing better in US schools than previously thought”
- The 74 Million*, “New study: Multilingual students have made huge progress on NAEP since 2003”
- 2017 New America Foundation, “Pioneering change: Leveraging data to reform English learner education in Oregon”
- New America Foundation, “Seeing clearly: Five lenses to bring English learner data into focus”
- Cabinet Report*, “Uneven reclassification of ELs impacts student grad rates”
- Springfield Times*, “Federal grant to help in teaching English-learning students”
- 2016 *Hechinger Report*, “The delusional ways we evaluate English learners and how to fix it”
- New America Foundation, “Federal English learners policy changes: Lots of talk, little policy clarity”
- Education Week*, “Building ELLs’ literacy early is crucial”
- Times Register*, “Data, experts say WFISD ends bilingual services prematurely”
- 2015 *Education Week*, “Academic language drives English-learner’s fluency, speed”
- WAMU, “Early literacy especially important for ELLs”
- EdSource*, “Report calls for big changes in educating state’s English learners”
- Education Week*, “English learners’ time to reclassification”
- Stanford News*, “Stanford MOOCs support English learners and their teachers”
- 2014 *Education Week*, “Researchers identify ‘Goldilocks effect’ of reclassification on high

school ELLs”

*EdSource*, “Preschools play key role in preparing English learners for kindergarten”

Jefferson Public Radio, “Tracking English language learners”

*The Oregonian*, “Oregon State University researchers studying academic performance of English Language Learners”

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