

DR. JESSICA L. CHEN

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EDUCATION

Teachers College, Columbia University New York, NY
Postdoctoral Fellowship January 2019 – August 2022
Advisor: Dr. Felicia Moore Mensah

Teachers College, Columbia University New York, NY
Ed.D., Science Education February 2019
Dissertation: *Activating Resources for Science and Developing the Science Teacher Identities of Elementary Teachers Through School-Based Professional Development* ([Link](#))
Advisor: Dr. Felicia Moore Mensah

Teachers College, Columbia University New York, NY
Ed.M., Educational Leadership Studies October 2011

Lehman College, City University of New York Bronx, NY
M.A., Science Education May 2009
New York City Teaching Fellow

Wellesley College Wellesley, MA
B.A. with Honors, Chemistry June 2007

TEACHING AND TEACHER PROFESSIONAL DEVELOPMENT EXPERIENCE

Graduate Teaching, Full-Time Appointments

Lecturer, Institute for STEM Education, Stony Brook University, NY 2024 – present
Lecturer, Science Education, Teachers College, Columbia University, New York, NY 2022 – 2024

Undergraduate and Graduate Teaching, Part-Time Appointments

Adjunct Assistant Professor, Teachers College, Columbia University, New York, NY 2019 – 2021
Adjunct Assistant Professor, Queens College, CUNY, Queens, NY 2019 – 2021
Adjunct Assistant Professor, Lehman College, CUNY, Bronx, NY 2017 – 2019

Secondary Science Teaching (Grades 7-12)

Chemistry Teacher, Grace Church School, New York, NY 2013 – 2016
Chemistry Teacher, Science and Grade Team Leader, Urban Assembly Institute of Math and Science
for Young Women, Brooklyn, NY 2011 – 2013
Chemistry Teacher, Bronx High School of Science, Bronx, NY 2007 – 2010

Professional Development Leader

Science Consultant, Golden Door Charter School, Jersey City, NJ	2023
STEAM Consultant, St. Teresa-St. Rita STREAM Academy, St. John's University, Staten Island, NY	2021
Elementary STEAM Consultant, Hunter College Elementary School, Manhattan, NY	2018 – 2020
Elementary Science Consultant, P.S. 75 School of Research and Discovery, Bronx, NY	2017 – 2018
Teacher Professional Development Leader, South Korean STEM Professional Development Institute, Manhattan, NY	2018, 2019
Science Field Supervisor, New York City Teaching Fellows, Lehman College, Bronx, NY	2016 – 2017

AWARDS AND RECOGNITIONS

Author of one of the top ten most-cited papers in *Science Education* for 2023-2024
 Teachers College Doctoral Dissertation Grant (September 2018 – December 2018)
 Teachers College Doctoral Fellowship (September 2014 – August 2017)
 Teachers College Minority Scholarship (September 2014 – August 2017)
 Lawlor Scholarship (September 2015 – May 2016)

PUBLICATIONS

Peer Reviewed Journal Articles

Chen, J. L., & Mensah, F. M. (submitted). "As science educators, our jobs are to destroy that master narrative": A case study of antiracist science teacher preparation for elementary teachers. *Action in Teacher Education*.

Chen, J. L., & Mensah, F. M. (2022). Toward socially just science teaching through professional development: The science teacher identity development and agency of two elementary Teachers of Color. *Science Education*, 106(2), 227-475. <https://doi.org/10.1002/sce.21699>

Chen, J. L., & Mensah, F. M. (2018). Teaching contexts that influence elementary pre-service teachers' teacher and science teacher identity development. *Journal of Science Teacher Education*, 29(5), 420-439. <https://doi.org/10.1080/1046560X.2018.1469187>

Invited Book Chapters

Chen, J. L. (2022). Testing properties of matter: Which facemask materials are most effective for preventing the spread of disease? In F. S. Allaire & J. E. Killham (Eds.), *Teaching and learning science online: Science for elementary grade levels*. Information Age Publishing.

Mensah, F.M., & Chen, J. L. (2022). Elementary multicultural science teacher education. In M. M. Atwater (Ed.), *International handbook of research on multicultural science education* (pp. 1175-1212). Springer.

Mensah, F.M., & Chen, J. L. (2022). Qualitatively conducting teacher education research. In J. A. Luft & M. G. Jones (Eds.), *Handbook of research on science teacher education*. (pp. 28-40). Routledge.

CONFERENCE PRESENTATIONS

Paper Presentations

Whyte, K., Chen, J. L., & Mensah, F. M. (under review). Supporting and retaining Asian American

- elementary school science teachers. [Paper Presentation]. ASTE Annual International Conference. Long Beach, CA.
- Chen, J. L. (March 2024). “Students have the right to learn”: Antiracist science teacher preparation for elementary preservice teachers. [Paper Presentation]. NARST Annual International Conference, Denver, CO.
- Chen, J. L., & Horgan, J. (April 2024). “It narrows the distance felt towards science”: Science educators’ conceptualizations of equity within cultural institutions. [Paper Presentation]. AERA Annual Meeting, Philadelphia, PA.
- Chen, J. L. (2021, April). Engaging agency to teach science: Examining elementary teachers’ participation and enactment of school-based professional development. [Paper Presentation]. NARST Annual International Conference, Virtual.
- Chen, J. L. (2020, March). Examining elementary teachers’ pedagogical perspectives and agency to teach science through school-based science professional development. [Paper Presentation]. NARST Annual International Conference, Portland, OR. Conference canceled.
- Chen, J. L., Bookbinder, A. K., Mensah, F. M., Cruz-Deiter, K., Freeman, T. B., Butler, M. B., Mahfood, D. (2020, January). Examining the aspects of nature of science in elementary pre-service teachers’ past science experiences. [Paper Presentation]. ASTE Annual International Conference, San Antonio, TX.
- Chen, J. L., & Mensah, F. M. (2019, March). Supporting the science teacher identities of two elementary teachers of color through science professional development. [Paper Presentation]. NARST Annual International Conference, Baltimore, MD.

Invited Poster Sessions

- Chen, J. L. (2021, April). Developing a Science Teacher Identity for Socially Just Teaching Through Professional Development for Elementary Teachers. [Invited Poster Session]. AERA Annual Meeting, Virtual.
- Chen, J. L., & Mensah, F. M. (2020, March). Complexities in Developing a Social Justice Science Teacher Identity Through School-Based Professional Development. [Invited Poster Session]. NARST Annual International Conference, Portland, OR. Conference canceled.

Roundtable Discussions and Poster Sessions

- Chen, J. L., (2021, January). Teaching Elementary Science Methods Online: Using Student Feedback to Prepare Preservice Teachers for the Uncertain Future. [Syllabus Share Poster Session]. ASTE Annual International Conference, Virtual.
- Chen, J. L. & Mensah, F. M. (2018, January). Developing a school-based science professional development model with fourth grade teachers. [Roundtable Discussion]. ASTE Annual International Conference, Baltimore, MD.

RESEARCH EXPERIENCE

Teachers College, Columbia University

Postdoctoral Researcher

The Center for Technology and School Change

New York, NY

January 2020 – March 2021

Systemic Transformation of Inquiry Learning Environments (STILE) for STEM, 2.0

National Science Foundation, Discovery Research K-12

Grant #1621387 (PI: Dr. Ellen Meier)

Dates Awarded: June 25, 2016 – August 31, 2021

Amount Awarded: \$2,990,168.00

INVITED GUEST SPEAKER AND TEACHER WORKSHOP LEADER

“Amplifying the Voices of Junior and Established API Scholars.” NARST Asian Pacific Islander Research Interest Group (2023, September). Virtual.

“Becoming a Science Teacher Educator: My Story of Identity, Agency, and Social Justice.” *Imagining and Re-Imagining Teaching, Becoming and Being Teacher Educators: A Colloquium Series* (2021, February). Teachers College, Columbia University. New York, NY.

“Researching Teaching and Learning: An Equity Imperative in Teacher Education.” Summer Institute for Brazilian Teacher Educators (2019, July). Teachers College, Columbia University. New York, NY.

“STEAM and Problem-Based Learning: Taking STEAM Beyond the Acronym.” Teacher Professional Development (2018, October). Hunter College Elementary School. New York, NY.

“Elementary STEM Teacher Professional Development Workshop Series.” Teacher Professional Development (2018, July). Teachers College, Columbia University. New York, NY.

“Unpacking the NGSS-Aligned NYS Science Standards.” Teacher Workshop (2018, May). P.S. 75 School of Research and Discovery. Bronx, NY.

“Teaching Science Through Inquiry.” Teacher Workshop (2018, May). P.S. 75 School of Research and Discovery. Bronx, NY.

REVIEW EXPERIENCE

Journals

Journal of Science Teacher Education, Editorial Review Board member, June 2024 – December 2026

Journal of Research in Science Teaching, 2019 – present

Science Education, 2023

Action in Teacher Education, 2018 – present

Teaching and Teacher Education, 2024 – present

The Teacher Educator, 2020 – present

Conferences

AERA, Division K: Teaching and Teacher Education

Section 2: Emancipatory Movements and Transformative Interruptions in Teaching and Teacher Education, 2022

Section 3: Teachers’ and Teacher Educators’ Lives: Lived Experiences, Identities, Socialization and Development, 2020

AERA, Division G: Social Context of Education

Section 2: Differences and Intersectionalities, 2022

ASTE

Equity and Diversity Thread, 2021

NARST

Strand 3: Science Teaching—Primary School (Grades preK-6): Characteristics and Strategies, 2021

Strand 7: Pre-Service Science Teacher Education, 2020, 2021

Strand 8: In-Service Science Teacher Education, 2020, 2021, 2023

Strand 11: Cultural, Social, and Gender Issues, 2020, 2023

PROFESSIONAL ORGANIZATIONS

AERA Member, 2016 – present

ASTE Member, 2016 – present

NARST Member, 2016 – present