



Understanding STEM High Schools as Opportunity Structures for Under-represented Students: Critical Components and Student Impacts



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Sharon Lynch, PhD, is a science educator and researcher at the George Washington University Institute for Public Policy. She was a professor of curriculum and instruction (science education) at the GWU School of Education, and has prepared secondary science teachers at the graduate level. Her research focuses on policy-relevant science education problems and practice in secondary schools. She has been a high school science teacher of biology, environmental science and chemistry. Lynch's research has focused on the intersection of equity and excellence, including her book on Equity and Science Education Reform (2000). She is interested in social, cultural and economic forces shaping prospects for students underrepresented in STEM fields, and in finding educational policies and practices that improve STEM

opportunity structures. Lynch served as a Program Director for the National Science Foundation's Directorate for Education and Human Resources in the Division on Teaching and Learning from 2008-2010. She served as President of the National Association for Research on Science Teaching (NARST). She is currently working on a large NSF-funded research study, Opportunity Structures for Preparation and Inspiration (OSPri), which focuses on inclusive STEM high schools. She serves as an advisor to several research and policy projects to improve STEM education.