

KATHLEEN LYNCH

Curriculum Vitae

Brown University
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ACADEMIC APPOINTMENTS

Brown University 2018 - Present
Postdoctoral Research Associate
Annenberg Institute

EDUCATION

Harvard University 2018
Ed.D. Education.
Fellow, Multidisciplinary Program in Inequality & Social Policy, Harvard Kennedy School
Ed.M. Education Policy & Management.
Ed.M. Specialized Studies.

Harvard College

A.B. History & Literature
Magna cum laude with high departmental honors

PEER-REVIEWED JOURNAL ARTICLES

Lynch, K., Hill, H., Gonzalez, K., & Pollard, C. (2019). Strengthening the research base that informs STEM professional development and curriculum improvement efforts: A meta-analysis. *Educational Evaluation & Policy Analysis*, 41(3), 260–293.

Lynch, K., Hill, H., Gonzalez, K., & Pollard, C. (2019). Strengthening STEM instruction in schools: Learning from research. *Policy Insights from the Behavioral and Brain Sciences*, 6(2), 236–242.

Hill, H., Litke, E., & **Lynch, K.** (2018). Learning lessons from instruction: Descriptive results from an observational study of urban elementary mathematics classrooms. *Teachers College Record*.

Lynch, K., & Kim, J. S. (2017). Effects of a summer mathematics intervention for low-income children: A randomized experiment. *Educational Evaluation and Policy Analysis*, 39(1), 31-53.

Lynch, K., Chin, M., & Blazar, D. (2017). Relationships between observations of elementary mathematics instruction and student achievement: Exploring variability across districts. *American Journal of Education*, 123, 615-646.

- Hill, H., Blazar, D., & **Lynch, K.** (2015). Resources for teaching: Examining personal and institutional predictors of high-quality instruction. *AERA Open*.
- Star, J. R., Pollack, C., Durkin, K., Rittle-Johnson, B., **Lynch, K.**, Newton, K., & Gogolen, C. (2015). Learning from comparison in algebra. *Contemporary Educational Psychology, 40*, 41-54.
- Lynch, K.**, & Star, J. R. (2014). Views of struggling students on instruction incorporating multiple strategies in Algebra I. *Journal for Research in Mathematics Education, 45*(1), 6-18.
- Lynch, K.**, & Star, J. R. (2014). Teachers' views about multiple strategies in middle and high school mathematics. *Mathematical Thinking and Learning, 16*(2), 85-108.
- Lynch, K.**, & Star, J. R. (2014). Exploring teachers' implementation of comparison in Algebra I. *Journal of Mathematical Behavior, 35*, 144-163.
- Hill, H. C., Charalambous, C. Y., Blazar, D., McGinn, D., Beisiegel, M., Humez, A., Kraft, M., Litke, E. & **Lynch, K.** (2012). Validating arguments for observational instruments: Attending to multiple sources of variation. *Educational Assessment, 17*(2-3), 88-106.
- Newton, K., Star, J. R., & **Lynch, K.** (2010). Understanding the development of flexibility in struggling algebra students. *Mathematical Thinking and Learning, 12*(4), 282-305.
- Star, J. R., Rittle-Johnson, B., **Lynch, K.**, & Perova, N. (2009). The role of prior knowledge and comparison in the development of strategy flexibility: The case of computational estimation. *ZDM - The International Journal on Mathematics Education, 41*, 569-579.

AUTHORED EXTERNAL GRANTS

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| Pending | <p>National Science Foundation
 PI: Kathleen Lynch. Co-PI: Heather Hill.
 <i>Survey of Science Classroom Teaching in the Early Grades.</i>
 \$1.2 million.</p> |
| 2019-21 | <p>Spencer Foundation Small Grant
 PI: Kathleen Lynch.
 <i>The Impact of Summer Mathematics on Low-Income Children's Achievement and Social-Behavioral Outcomes: A Meta-Analysis.</i>
 \$50,000.</p> |
| 2019-24 | <p>Acelero Learning
 PI: Susanna Loeb. Co-PI: Kathleen Lynch
 <i>Annenberg-Acelero Research-Practice Partnership Grant.</i>
 \$375,000.</p> |
| 2014-18 | <p>National Science Foundation
 PI: Heather Hill. Co-PI: Kathleen Lynch
 <i>Strengthening the Research Base that Informs STEM Workforce Development</i></p> |

and Curriculum Improvement Efforts.
\$327,023.

- 2015-17 **American Educational Research Association Dissertation Grant**
PI: Kathleen Lynch.
Educational Inequality, the Summer Learning Gap, and the Summer Activity Gap in 1999 and 2011.
\$20,000.
- 2012-13 **Boston Rising Foundation**
PI: Kathleen Lynch. Co-PI: James S. Kim.
Summer Rising: An Experimental Study of Summer Learning Loss in Mathematics.
\$10,000.

FELLOWSHIPS AND AWARDS

- 2015-17 American Educational Research Association (AERA) Dissertation Grant (\$20,000)
- 2016 Harvard University Inequality & Social Policy Fellowship (\$30,000)
- 2011-18 Harvard University Presidential Scholar (\$27,500/year)
- 2016 Phi Delta Kappa Research Award (\$1,000)
- 2014-17 Institute for Quantitative Social Science Research Grants (four) (\$10,000)
- 2015 Eric M. Mindich Research Fund for the Foundations of Human Behavior Grant, Department of Economics (\$5,000)
- 2014 Taubman Research Award, Harvard Kennedy School (\$2,500)
- 2012-18 Spencer Foundation Early Career Scholar (\$6,000)
- 2007-08 FLAS Academic Year Fellowship (\$14,500 plus full tuition for Master's degree)
- 2007-08 Pforzheimer Fellowship (full tuition plus stipend for Master's degree)

BOOK CHAPTERS AND PUBLICATIONS FOR PRACTITIONERS

- Hill, H., **Lynch, K.**, Gonzalez, K., & Pollard, C. (forthcoming). STEM instructional improvement programs improve student outcomes. *Phi Delta Kappan*.
- Star, J. R., **Lynch, K.**, & Perova, N. (2010). Using video to improve mathematics teachers' abilities to attend to classroom features: A replication study. In M. Sherin, V. Jacobs, & R. Philipp (Eds.), *Mathematics teachers' noticing: Seeing through teachers' eyes*. Routledge.

WHITE PAPERS AND RESEARCH REPORTS

Lynch, K., & Loeb, S. (2019). Applying behavioral economics to teacher professional development: Charting a research agenda.

Lynch, K., Loeb, S., Grissom, J., Bogdanok, A., & Solomon, E. (2019). The importance of principal judgment: Unpacking principals' evaluations of teachers outside of test scores.

Lynch, K., Mancenido, Z., & An, L. (2019). The impact of summer mathematics on low-income children's achievement and social-behavioral outcomes: A meta-analysis.

Gonzalez, K., **Lynch, K.,** Hill, H., & Pollard, C. (2019). The impact of professional development and curriculum improvement efforts on teacher practice, content knowledge, and pedagogical content knowledge: A meta-analysis.

Kim, J. S., **Lynch, K.,** & Quinn, D. (2012). K-8 Summer math and reading programs: A meta-analysis. *Paper prepared for the Belk Foundation on behalf of Communities In Schools (CIS), Durham, NC.*

Lynch, K. (2012). College persistence for Native American students. *Paper prepared for College Horizons on behalf of the Harvard University Native American Program.*

CONFERENCE PAPERS

Lynch, K., Hill, H., Gonzalez, K., & Pollard, C. (2018, March). Strengthening the research base that informs STEM workforce development and curriculum improvement efforts: A meta-analysis. Paper presented at the Society for Research on Educational Effectiveness Research Conference, Washington, DC.

Lynch, K. (2017, April). Socioeconomic gaps in children's summer experiences: 1999 to 2011. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.

Lynch, K. (2016, June). Educational inequality, summer learning, and the summer activity gap: Preliminary findings. Paper presented at the Association for Public Policy Analysis & Management International Conference, London, England.

Lynch, K., & Chin, M. (2015, April). Exploring the relationships between classroom composition, student achievement outcomes, and students' perceptions of instructional quality. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Hill, H., Chin, M., Litke, E., & Lynch, K. (2015, April). Relating instruction to student outcomes. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Hill, H., Litke, E., Pollard, C., & Lynch, K. (2015, April). Learning lessons from instruction: A study of urban elementary classrooms. Paper presented at the National Council for Teachers of

Mathematics 2015 Research Conference, Boston, MA.

Blazar, D., Hill, H., Humez, H., & Lynch, K. (2014, April). Predictors of teachers' instructional practices. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Grossman, P., Cohen, J., Ronfeldt, M., Brown, L., Lynch, K., & Chin, M. (2013, November). How well do teacher observations predict value-added? Exploring variability across districts. Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference, Washington, DC.

Star, J., Rittle-Johnson, B., Durkin, K., Newton, K., Pollack, C., Lynch, K., & Gogolen, C. (2013, March). The impact of a comparison curriculum in Algebra I: A randomized experiment. Paper presented at the Society for Research on Educational Effectiveness Spring Research Conference, Washington, DC.

Star, J., Rittle-Johnson, B., Durkin, K., Newton, K., Pollack, C., Lynch, K., & Gogolen, C. (2013, August). Using comparison to improve students' flexibility and conceptual knowledge. Paper presented at the fifteenth biennial meeting of the European Association for Research in Learning and Instruction, Munich, Germany.

Lynch, K., & Star, J. S. (2012, November). Views of less-prepared students on instruction incorporating the comparison of multiple strategies in Algebra I. Poster presented at the annual meeting of the International Group for the Psychology of Mathematics Education, Kalamazoo, MI.

Lynch, K., & Star, J. S. (2011, April). Relationships between mathematical knowledge for teaching and implementation of curricula. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Lynch, K., & Star, J. S. (2010, November). Teaching mathematics with multiple strategies in middle and high school. Paper presented at the annual meeting of the International Group for the Psychology of Mathematics Education, Columbus, OH.

Newton, K., Star, J., & Lynch, K. (2009). Exploring procedural flexibility in struggling algebra students. Paper presented at the annual meeting of the International Group for the Psychology of Mathematics Education, Atlanta, GA.

SELECTED INVITED PRESENTATIONS

Brown University, Education Department	2019
Brown University, A. Alfred Taubman Center for American Politics and Policy	2019
University of Virginia, Curry School	2018
American Educational Research Association (AERA) Grantee Research Conference	2018

RESEARCH EXPERIENCE

Brown University

Annenberg Institute
Postdoctoral Research Associate 2018 - Present

Harvard University
Center for Education Policy Research
Co-Principal Investigator, STEM Workforce Development Project 2014 - Present
Research Analyst 2008-2014

REVIEWER

Cognition & Instruction
Educational Researcher
Journal of Research on Educational Effectiveness
Journal for Research in Mathematics Education
Sociology of Education

SELECTED TEACHING AND PROFESSIONAL EXPERIENCE

Brown University, Providence, RI. 2019
Program Designer and Lead, Annenberg Undergraduate Fellows for Education and Social Policy.
Instructor, Data Analysis for Social Science Research.

Harvard University, Cambridge, MA. 2013-14
Teaching Fellow, Educational Effectiveness.

Newman School, Boston, MA. 2004-06
Secondary Teacher.

Northwest Justice Project, Yakima, WA. 2003-04
Americorps Volunteer.