

CHRISTINE P. TRINTER

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EDUCATION

University of Virginia

Ph.D., Mathematics Education, Curry School of Education, 2011

Columbia University

M.A., Mathematics Education, Teachers College, 2001

Fordham University

B.A., Double Major: Economics/Studio Art, 1996

Fordham University, Columbia University, University of Virginia, Boston University
44 Mathematics Credits, 1992-2006

PROFESSIONAL APPOINTMENTS

Director, Catholic School Teacher Leadership Program, Alliance for Catholic Education and Associate Professor, Mathematics Education, University of Notre Dame, 2021-present
Courses: EDU 60665/60765: Mathematics Education I and II, EDU 60775: Mathematics Assessment, ESS 33634: Data Visualization, Society, and Student Learning; EDU 65950: Supervised Teaching; EDU 65930: Clinical Seminar

Associate Professor, Mathematics Education, University of Notre Dame, 2017-present
Courses: EDU 60665/60765: Mathematics Education I and II, EDU 60775: Mathematics Assessment, ESS 33634: Data Visualization, Society, and Student Learning, Trustey Family STEM Teaching Fellows: Core Instructional Practices.

Assistant Professor, Mathematics Education, Virginia Commonwealth University, 2012-2017
Courses taught: TEDU 312: High School Practicum; TEDU 521: Mathematics Teaching in the Middle School; TEDU 545: Teaching Secondary School Mathematics; TEDU 657 Mathematics Education Leadership I; TEDU 658 Mathematics Education Leadership II; TEDU 659 Mathematics Education Leadership III; TEDU 681: Investigations and Trends in Teaching Secondary Mathematics; TEDU 680: Externship Proposal Seminar; TEDU 700: Mathematics Specialists Externship; TEDU 731: Instructional Theories and Strategies; EDIS 8820: Curriculum Advanced Theory

Research Scientist/Project Manager, Curry School of Education, University of Virginia, 2009-2012

Responsible for research, development and management of this \$2.5mil U.S. Department of Education grant under the guidance of two co-PIs. Managed eight graduate students. Responsible for the collection and organization of quantitative and qualitative data. Facilitated remote network camera video recording of 15 classrooms. Designed and implemented curriculum and teacher professional development for thirty elementary grade teachers serving approximately 300 students. Acted as liaison between school district personnel and research team. Assisted in writing and presenting annual and final reports.

Instructor, Department of Mathematics, University of Virginia, 2009

Taught Numbers and Operations course to 30 pre-service elementary grade teachers.

Research Assistant, Curry School of Education, University of Virginia, 2005-2009

Responsible for re-designing of mathematics tasks housed on the Center for Technology and Teacher Education website. Collected data on student-teachers' use of technology in field placements.

Research Assistant, Teachers College, Columbia University, 2000-2001

Collected audio and video recorded data; conducted Test for Early Mathematics Ability with pre-school aged children at various schools in NYC.

High School Mathematics Teacher, Rockville Centre, NY, 2003-2005

Middle School Mathematics Teacher, Auckland, New Zealand, 2002-2003

High School Mathematics Teacher, Watertown, MA, 2001-2002

High School Mathematics Teacher, Dorchester, MA, 1998-2000

PUBLICATIONS

Refereed Journals

Trinter, C. & Hughes, H. (in press). Better Together: Implications for District and School Leadership Instating a Collective Model that Includes Teacher Leaders as Curriculum Designers. Book chapter in *Dialogues in Middle Level Education Research Volume 2: Insights from the AMLE New Directions 2021 Roundtable Discussions*.

Trinter, C. & Hughes, H. (2021). Teachers as curriculum designers: inviting teachers into the productive struggle. *Research in Middle Level Education*, 44(3), 1-16.

Trinter, C. & Carlson-Jaquez, H. (2018). An examination of the nature of post-observation feedback provided to middle school mathematics teachers. *Journal of Mathematics Education Leadership*, 19(1), 3-22.

Ellington, A., Whitenack, J., Trinter, C. & Fennell, S. (2017). Preparing and implementing successful mathematics coaches and teacher leaders. *Journal of Mathematical Behavior*, 46, 146-151.

Haver, W., Trinter, C., & Inge, V. (2017). The Virginia mathematics specialist initiative: Collaborative effort among all components of the VA mathematics community. *Journal of Mathematical Behavior*, 46, 289-302.

Trinter, C. & Hope, S. (2016). The absence and presence of mathematics in teacher-led interdisciplinary unit design. *Journal of Mathematics Education*, 9(2), 4-21.

Trinter, C. (2016). The importance of theoretical frameworks and mathematical constructs in designing digital tools. *Journal of Computers in Mathematics and Science Teaching*, 35(3), 269-293.

Trinter, C., Brighton, C. & Moon, T. (2015). Differentiated educational games: discarding the one size fits all approach to educational game play. *Gifted Child Today*, 38(2), 88-94.

Trinter, C., Moon, T., & Brighton, C. (2015). Characteristics of students' mathematical promise when engaging with problem-based learning units in primary classrooms. *Journal of Advanced Academics*, 26(1), 24-58. doi: 10.1177/1932202X14562394

Garofalo, J., Trinter, C. & Swartz, B. (2015). Engaging with constructive and non-constructive proofs. *Mathematics Teacher*, 108(6), 422-428.

Trinter, C. & Garofalo, J. (2013). I need more information! *Mathematics Teacher*, 106(2), 126-131.

Garofalo, J. & Trinter, C. (2013). Using simulations to foster pre-service mathematics teachers' self-assessment, learning, and reflections on teaching. *Mathematics Teacher Educator*, 1(2), 162-171.

Garofalo, J. & Trinter, C. (2012). Tasks that make connections through representations. *Mathematics Teacher*, 106(4), 302-307.

Trinter, C. & Garofalo, J. (2011). Exploring non-routine functions algebraically and graphically. *Mathematics Teacher*, 104(7), 508-513.

Non Refereed Journals

Garofalo, J. & Trinter, C. (2009). Multi-representational approaches to equation solving. *NCSSMST Journal*, 14(2), 26-27.

RESEARCH AND GRANTS

Funded External Grants

2021-2024 **PI** *Catholic School Teacher Leadership, Education Innovation Fund, Kansas City*, PI: Christine Trinter, \$263,297.

2021-2022 **Research Faculty** *STTR Phase I: Making Waves: Educational Technologies Combining STEM and Music Learning*, PI: Michael Lindburg, Co-PI: Jay Brockman, \$225,000.

2020-2021 **PI** *One Size Does Not Fit All: International Conference and Research Study on Diversity and Inclusion in the Classroom*, U.S. Embassy of Chile, \$46,850.

2018-2021 **Advisory Board** *Developing and Evaluating a Toolkit and Curriculum for Teaching and Learning Data Visualization*, National Science Foundation, IUSE, PI: Chaoli Wang, \$300,000.

2019-2020 **PI** *Cultivating Catholic School Teacher Leaders*. Anonymous Local Foundation, Co-PI: Kati Macaluso, \$13,155.

- 2017-2022 *The Virginia Mathematics Specialist Initiative: An Online Program to Prepare K-8 Mathematics Teacher Leaders for High-Need School Districts.*
Co-PI National Science Foundation: Noyce Teacher Scholarship. PI: Aimee Ellington, Co-PIs: Julie Gorlewski, Joy Whitenack, \$1,499,991
Removed myself from project June 30, 2017 with institution change
- 2013-2018 *Phase II Virginia Commonwealth University Noyce Initiative. National Science Foundation: Noyce Teacher Scholarships.* PI: Jacqueline McDonnough, Co-PI: Rosalyn Hobson-Hargraves, \$799,719

Funded Internal Grants

- 2022-2023 *Catholic School Teacher Leadership (CASTLE): Fortifying and Expanding Catholic School Collaboration Through Social Network Analysis,* Lucy Family Institute for Data and Society, PI: Christine Trinter, Co-PI: Dan Lapsley, Co-PI: Allie Olshefke, \$12,312.
- 2020-2021 *One Size Does Not Fit All: International Conference and Research Study on Diversity and Inclusion in the Classroom,* Notre Dame Global Center Santiago, Chile, \$3,000.
- 2020-2021 *“One Size Does Not Fit All”:* International Conference and Research Summit on Diversity and Inclusion in the Classroom, Institute of Educational Initiatives Seed Grant, \$5,000.
- 2019-2020 *Exploring the Influence of Catholic School Teachers Leaders in Under-resourced Schools.* Notre Dame Faculty Research Support Program – Initiation Grant, PI: Kati Macaluso, \$9,998.
- 2019-2020 *A Research-Practitioner Partnership in Academic Diversity between Pontificia Universidad Catolica de Chile, the University of Notre Dame, and Tandem Profesores.* Notre Dame International Luksic Family Collaboration Grant, \$8,500.
- 2015-2016 *Teachers as Curriculum Designers.* Virginia Commonwealth University, Faculty Excellence Fund, Co-PI: Hilary Hughes, \$5,000
- 2013-2015 *Mathematics Teacher Evaluation: The Role of Evaluators’ Mathematical Background in Teacher Feedback.* Virginia Commonwealth University, Metropolitan Educational Research Consortium project.
- 2012-2013 *Investigating the usefulness of iPad Apps in the secondary mathematics classroom.* Virginia Commonwealth University’s Center for Teaching Excellence iPad Pilot Project Award. \$5,400

SCHOLARLY PRESENTATIONS

International Conference Project Director and Presenter

Trinter, C. (2020). *One Size Does Not Fit All: International Virtual Conference on Diversity and Inclusion in the Classroom*. Project director responsible for all aspects of hosting this conference which drew over 1500 registrants.

National, Peer-Reviewed Presentations

- Kirkland, P.K., Guang, C., Cheng, Y., Trinter, C., Kumar, S., Nakfoor, S., Sullivan, T., McNeil, N.M. (2022 - *in press*). Middle School Students' Mature Number Sense is Uniquely Associated with Grade-Level Mathematics Achievement. *Proceedings of the Forty-Fourth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Nashville, TN
- Kirkland, P.K., Cheng, Y., Trinter, C., & McNeil, N.M. (2020) *Developing a Measure of Student Number Sense with Valid and Reliable Scores*. Poster was accepted to be presented at the 2020 annual National Council of Teachers of Mathematics (NCTM) Research Conference, Chicago, IL. (Conference canceled)
- Kirkland, P. & Trinter, C. (2019, January). *Using an Online Environment to Coach Teachers in their Development of Core Instructional Practices*. Individual session at the Association of Mathematics Teacher Educators Annual Conference, Orlando, FL.
- Trinter, C. (2017, October). *Teachers' experiences in interdisciplinary unit design: Where is the mathematics?* Poster presented at the North American Chapter of the International Group for the Psychology of Mathematics Education, Indianapolis, IN.
- Trinter, C., & Sevim, V. (2017, February). *Examining pre-service secondary mathematics teachers' static and emergent shape thinking when engaging with non-linear functions*. Individual session at the Association of Mathematics Teacher Educators Annual Conference, Orlando, FL.
- Sevim, V., & Trinter, C. (2017, February). *Mathematics content, processes, and practices brief report session: algebra and secondary teachers pre-service secondary mathematics teachers' understanding of non-linear functions: an examination of their shape thinking*. Individual session at the Association of Mathematics Teacher Educators Annual Conference, Orlando, FL.
- Henschel, M., McDonnough, J. & Trinter, C. (2016, April). *The development of adaptive expertise practices: Results of a STEM teacher preparation program case study*. Paper presented at the American Educational Research Association Annual Meeting, Washington, D.C.
- Shanahan, K., Moon, T., Brighton, C. & Trinter, C. (2016, April). *Teacher-student interaction and the educational gaming context*. Paper presented at the American Educational Research Association Annual Meeting, Washington, D.C.
- Shanahan, K., Moon, R., Brighton, C. & Trinter, C. (2016, April). *Characteristics of teacher-student interaction in the educational gaming context*. Paper presented at the American Educational Research Association Annual Meeting, Washington, D.C.
- Shanahan, K., Brighton, C., Moon, T. & Trinter, C. (2015, April). *Teacher expectations, differentiated group instruction, and the educational gaming context*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Trinter, C. & Carlson-Jaquez, H. (2015, February). *Middle school mathematics teacher evaluation: The role of discipline specific feedback*. Paper presented at the Association for Mathematics Teacher Educators Annual Meeting, Orlando, FL.

- Moon, T., Brighton, C. & Trinter, C. (2013, November). *Primary teacher's instructional decision-making with differentiated language arts and mathematics unit : The role of fidelity of implementation*. Presentation at the National Association for Gifted Children Annual Meeting, Indianapolis, IN.
- Kitchell, B., Trinter, C. & Garofalo, J. (2013, April). *Engaging with existence proofs in middle and high school classrooms*. Paper presented at the National Council of Teachers of Mathematics Annual Conference, Denver, CO.
- Trinter, C., Moon, T. & Brighton, C. (2013, April). *Characteristics of students' mathematical promise when engaging with problem-based learning units in primary classrooms*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Trinter, C., Moon, T. & Brighton, C. (2013, April). *An investigation into fidelity of implementation: implications for teacher professional development*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Trinter, C., Kitchell, B. & Garofalo, J. (2013, January). *Using simulations to foster pre-service mathematics teachers' self-assessment, learning, and reflections on teaching*. Paper presented at the Association for Mathematics Teacher Educators Annual Meeting, Orlando, FL.
- Moon, T., Brighton, C. & Trinter, C. (2012, November). *An FOI tool for planning differentiated professional development*. Presentation at the National Association for Gifted Children Annual Meeting, Denver, CO.
- Moon, T., Trinter, C. & Brighton, C. (2012, November). *The use of remote network cameras: advancing the field for the collection of data*. Presentation at the National Association for Gifted Children Annual Meeting, Denver, CO.
- Trinter, C., Brighton, C. & Moon, T. (2012, April). *Portraits of students' work when engaging in a pbl curriculum*. Paper presented at the National Council of Teachers of Mathematics Annual Meeting, Philadelphia, PA.
- Merritt, E.G., Brighton, C., Moon, T., Trinter, C., Whitlock, K., Wiley, K., & Malcolm, P. (2012, April). *What do second graders notice? Examining student notebooks from a problem-based learning unit*. Poster session at NARST conference, Indianapolis, Indiana.
- Merritt, E.G., Brighton, C., Moon, T., Trinter, C., Whitlock, K., Wiley, K., & Malcolm, P. (2012, April). *Promoting detailed and accurate observations in elementary science classrooms*. National Association for Research in Science Teaching (NARST) sponsored presentation at National Science Teachers Association (NSTA) conference, Indianapolis, Indiana.
- Trinter, C., Brighton, C. & Moon, T. (2011, November). *Portraits of student work produced in an elementary mathematics classroom using problem-based learning curricula*. Paper presented at the National Association for Gifted Children Annual Conference, New Orleans, LA.
- Trinter, C., Brighton, C. & Moon, T. (2011, November). *The role of teacher mathematical content knowledge in developing talented math students*. National Association for Gifted Children Annual Conference, New Orleans, LA.
- Trinter, C., Brighton, C. & Moon, T., Foster, L. (2011, November). *Using data to design differentiated professional development: A fidelity approach*. National Association for Gifted Children Annual Conference, New Orleans, LA.

- Trinter, C., Brighton, C., Moon, T. (2011, November). *Building elementary teachers' capacity to teach STEM content through problem-based curricula*. National Association for Gifted Children Annual Conference, New Orleans, LA.
- Boren, R., Moon, T., Brighton, C & Trinter, C. (2011, April). *Engagement and efficacy in second-grade students after two mathematics problem-based learning units*. Paper presented at the American Educational Research Association, New Orleans, LA.
- Trinter, C., Brighton, C., & Moon, T. (2010, May). *Elementary teachers' preparedness to differentiate math instruction for gifted learners*. Paper presented at the American Educational Research Association, Denver, CO.
- Trinter, C., Brighton, C., & Moon, T. (2010, November). *Elementary teachers' preparedness to differentiate math instruction for gifted learners*. Paper presented at the National Association for Gifted Children, Atlanta, GA.
- Trinter, C., Moon, T., & Brighton, C. (2010, November). *The relationship between elementary teachers' mathematics content knowledge and quality of instruction*. Paper presented at the National Association for Gifted Children, Atlanta, GA.
- Trinter, C., Brighton, C. & Moon, T. (2010, November). *Developing math talent in elementary students: integrating problem-based learning and technology to support mathematical understanding*. National Council for Teachers of Mathematics, Baltimore, MD.
- Garofalo, J. & Trinter, C. (2009, April). *Statistics and problem solving*. NCTM National Conference, Washington, D.C.
- Brighton, C., Moon, T., & Trinter, C. (2009, November). *Project Parallax: Developing STEM talent in the elementary school setting*. Paper presented at the National Association for Gifted Children, St. Louis, MO.
- Audet, J., Juersevich, N. & Trinter, C. (2007, April). *Multi-representational approaches to exploring nonroutine exponential functions*. NCTM National Conference, Atlanta, GA.

Regional, Peer-Reviewed Presentations

- Trinter, C., Taylor, N. (2014, March). *The textbook is not the curriculum!* Presentation at the Virginia Council of Teachers of Mathematics Annual Meeting, Harrisonburg, VA.
- Trinter, C., Taylor, N. (2014, March). *Infographics and visualizations for the middle and secondary classroom*. Presentation at the Virginia Council of Teachers of Mathematics Annual Meeting, Harrisonburg, VA.
- Trinter, C., Malcolm, P. & Wiley, K. (2009, October). *Developing PBL curriculum integrating technology*. Virginia Conference on Gifted Education, Virginia Association for Gifted Children, Williamsburg VA.
- Trinter, C., Audet, J. & Frasier, G. (2007, October). *Exploring exponential functions algebraically and graphically*. NCTM Regional Conference, Richmond, VA.

Invited Presentations and Workshops

- Trinter, C. (2022). Hesburgh Women of Impact, panel speaker, Notre Dame, IN.
- Trinter, C. (2017, 2018, 2019, March). *High quality mathematics curriculum and assessment*, Institutes for Academic Diversity, Charlottesville, VA.
- Trinter, C. (2015, 2016, March and July). *High quality mathematics curriculum and assessment*, Institutes for Academic Diversity, Charlottesville, VA.
- Trinter, C. (2015, February). *An in-depth look at using data to make informed decisions for algebra preparation*. University of Virginia Office of Continuing and Professional Studies Data Analytics Workshop, Charlottesville, VA.

- Trinter, C. (2014, July). *Using problem-solving tasks to engage all students*. Summer Institute on Academic Diversity, Charlottesville, VA.
- Trinter, C. (2014, July). *Design and develop differentiated games for your classroom*. Summer Institute on Academic Diversity, Charlottesville, VA.
- Trinter, C., Carlson-Jaquez, H. (2014, April). *Middle School Mathematics Teacher Evaluation: The Role of Discipline Specific Feedback*. VCU STEM-H Summit, Richmond, VA.
- Trinter, C. (2013, November). *Teaching for understanding in mathematics*. Fall Symposium: Institutes on Academic Diversity, Charlottesville, VA.
- Trinter, C. (2013, November). *Teaching with technology*. Fall Symposium: Institutes on Academic Diversity, Charlottesville, VA.
- Trinter, C. (2013, March). *Curriculum mapping in mathematics*. Best Practices Institute on Academic Diversity, Charlottesville, VA.
- Trinter, C. (2013, March). *Teaching for understanding in mathematics*. Best Practices Institute on Academic Diversity, Charlottesville, VA.
- Trinter, C. (2012, July). *Mathematical problem solving tasks are not just for the gifted: how to differentiate tasks to engage all students in non-routine problems*. Summer Institute on Academic Diversity, Charlottesville, VA.
- Trinter, C. (2012, March). *Promoting problem solving and conceptual thinking in mathematics*. Best Practices Institute on Academic Diversity, Charlottesville, VA.
- Trinter, C. (2011, November). *Problem solving in the differentiated classroom*. Fall Symposium Institute for Academic Diversity, Charlottesville, VA.
- Trinter, C. & Whitlock, K. (2010, November). *Differentiated games for the classroom*. Fall Symposium Institute for Academic Diversity, Charlottesville, VA.
- Trinter, C. (2010, July). *SMARTnotebook in the differentiated classroom*. Summer Institute for Academic Diversity, Charlottesville, VA.
- Brighton, C., Moon, T.R., & Trinter, C. (2010, May). *Project Parallax*. Tea & Technology Presentation, Curry School of Education, University of Virginia.
- Trinter, C. (2009, July). *SMARTboard 101*. Summer Institute for Academic Diversity, Charlottesville, VA.

SERVICE

Professional Development and Workshops

- Trinter, C. & Kloser, M. (2018-2021). Trustey Family STEM Teaching Fellows Program, Mathematics, South Bend, IN.
- Trinter, C. (2015-present). *Professional Development Workshop Series for Mathematics Specialists*, Virginia Beach, VA.
- Trinter, C. (2019-present). *Mathematics Curriculum and Assessment*. Albemarle County Public Schools, Albemarle County, VA.
- Trinter, C. (2019). *Mathematics Curriculum and Assessment*. Milton Academy, Milton, MA.
- Trinter, C. (2013-2015). *Common Core Mathematics Curriculum Development Initiative*. Arlington Heights School District, Arlington Heights, IL.
- Trinter, C. & Ellington, A. (2015, November). *Technology for Middle and High School Classrooms*. Paul D. Camp Community College, Franklin, VA.
- Trinter, C. (2014, June). *Common Core Mathematics Curriculum Development*. Butler School District, Oak Brook, IL.

- Trinter, C. (2013, June). *Common Core Mathematics Curriculum Development*. Community Consolidated School District 181, Hinsdale, IL.
- Trinter, C. (2013, June). *Making mathematics relevant to students' worlds*. The Martinson Center for Mathematics and Science, Regent University, Virginia Beach, VA.
- Moon, T. & Trinter, C. (2012, October). *From pre-assessment through grading: Making informed instructional decisions*. Virginia Association for the Gifted, Glen Allen, VA.
- Garofalo, J. & Trinter, C. (2012, October). *Teacher education initiative: mathematics*. Microsoft Partners in Learning, Microsoft Corporation, Washington, D.C.
- Trinter, C. (2012, June). *Technology in the middle school mathematics classroom*. The Martinson Center for Mathematics and Science, Regent University, Virginia Beach, VA.
- Trinter, C., Kitchell, B. & Garofalo, J. (2011, October). *Mathematical problem solving*. Professional Development for Albemarle County Public Schools.
- Kitchell, B., Trinter, C., & Garofalo, J. (2011, October). *Geometer's Sketchpad*. Professional Development for Albemarle County Public Schools.
- Trinter, C. (2011, August). *Investigating tessellations in mathematics and nature with the Geometers Sketchpad*. Martinson Center for Mathematics and Science, Regent University, Virginia Beach, VA.
- Trinter, C. (2011, June). *Mathematical problem solving*. Waco Summer Institute on Academic Diversity for School Improvement, Waco, TX.
- Trinter, C. (2011, June). *Geometer's Sketchpad*. Waco Summer Institute on Academic Diversity for School Improvement, Waco, TX.
- Trinter, C. (2011, June). *Differentiated Games*. Waco Summer Institute on Academic Diversity for School Improvement, Waco, TX.
- Trinter, C. (2011, June). *Microsoft Excel for the Mathematics Classroom*. Waco Summer Institute on Academic Diversity for School Improvement, Waco, TX.
- Trinter, C. & Juersevich, N. (2006, November). *Preparing secondary mathematics teachers to use technology in the classroom: Microsoft Movie Maker*. Professional development for the Bermuda Union of Teachers. Hamilton, Bermuda.

School Partnerships

Diocese of Stockton, Stockton CA: Support diocesan faculty and administration (superintendent, curriculum coordinator, principals, mathematics specialists, and teachers) in their design and implementation of a strategic plan for improving the overall mathematics program across the eleven K-8 diocesan schools. This includes a collective leadership model made up of central office administration, principals, and mathematics lead teachers. To date, this partnership resulted in increased standardized mathematics scores, increased teacher instructional capacity, increased teacher engagement with professional organizations, increased use of data to inform instruction, new meeting structures including PLCs, and common teaching and learning expectations across the diocese, among other accomplishments.

Journal Reviews

Journal of Mathematics Education Leadership, National Council of Supervisors of Mathematics

Mathematics Teacher, National Council for Teachers of Mathematics

Journal of Advanced Academics, SAGE Publications

Teaching Children Mathematics, National Council for Teachers of Mathematics

Gifted Child Quarterly, National Association for Gifted Children
Gifted Child Today, Sage Publications
International Journal of Research in Education and Science Teaching and Teacher Education

National Appointments/Service

Editorial Board, *Connections*, Association of Mathematics Teacher Educators (2020-2023)
Editorial Board, *Frontiers in Education: Assessment, Testing and Applied Measurement Journal* (2019-2021)
Co-Editor, Math Lens Department, National Council of Teachers of Mathematics
Mathematics Teacher Journal (2015-2016)
Planning Committee Member, Virginia Mathematics Specialist Initiative *Research and Development Conference* (2014-2015)
Guest Co-Editor, Special Issue of *The Journal of Mathematical Behavior* (2016-2017)
National Science Foundation Grant Proposal Reviewer (2015, 2016, 2017, 2020)
STEM Integration Advisory Board Member, St. Anthony's High School, Huntington, NY

Regional Committees

School Board Member (2019-2022), St. Joseph Grade School, South Bend, IN
VA State Department of Education

- Chair, MATH SOL External Review Committee
- Work group participant evaluating VA Standards of Learning
- Mathematics Teacher Equity Workgroup Committee Member

Virginia Council of Teachers of Mathematics

- Chair, Edward Anderson Scholarship Committee
- First Timers Grant, committee member

University Committees

University of Notre Dame

University Committee of Women Faculty and Students (2020-2022)
Teaching and Learning Observation Committee (2018-2019)
Mary Ann Remick Leadership Search Committee Member (2020-2021)

Virginia Commonwealth University

Elementary Mathematics Search Committee (2015-2016)
Technology Faculty Search Committee (2015-2016)
Urban Education Faculty Search Committee (2015-2016)
Research and Promotion Committee (2014-2015)

PROFESSIONAL ASSOCIATION MEMBERSHIPS

Luksic Scholars
National Council for Teachers of Mathematics
Association of Mathematics Teacher Educators
Association for Supervision and Curriculum Development
National Society for the Study of Education
American Educational Research Association

HONORS

- 2014 **VCU Faculty Award for *Distinguished Junior Faculty*.**
Awarded by the Alumni Council of Virginia Commonwealth University's School of Education. This award is presented to one junior faculty member for exemplary contributions in the areas of scholarship, teaching and service.
- 2013 **VCU Faculty Award for *Excellence in the Applications of Technology in the Classroom*.** Awarded by the Alumni Council of Virginia Commonwealth University's School of Education. This award is presented for exemplary integration of technology in teaching.
- 2013 **Curriculum Studies Award.** Awarded by the National Association for Gifted Children at its annual meeting, Indianapolis, IA, for Project Parallax's *Calorie Quest: The Bear Unit* curriculum unit. The Curriculum Studies Award is given annually for outstanding curriculum development.
- 2012 **Design and Development Outstanding Practice Award.** Awarded by the Association for Educational Communications and Technology, Design and Development Division at the AECT annual convention in Louisville, KY, for Project Parallax's *Planning for the Future of the Going Big Skate Park* curriculum unit. The Design and Development Outstanding Practice Award is given annually for exemplary instructional materials or systems.
- 2012 **Curriculum Studies Award.** Awarded by the National Association for Gifted Children at its annual meeting, Denver, CO, for Project Parallax's *Helping Local Gardeners* curriculum unit. The Curriculum Studies Award is given annually for outstanding curriculum development.
- 2011 **Curriculum Studies Award.** Awarded by the National Association for Gifted Children at its annual meeting, New Orleans, LA, for Project Parallax's *U.S. Healthier Schools Challenge!* curriculum unit. The Curriculum Studies Award is given annually for outstanding curriculum development.
- 2011 **Curriculum Studies Award.** Awarded by the National Association for Gifted Children at its annual meeting, New Orleans, LA, for Project Parallax's *Planning for the Future of the Going Big Skate Park* curriculum unit. The Curriculum Studies Award is given annually for outstanding curriculum development.
- 2010 **Curriculum Studies Award.** Awarded by the National Association for Gifted Children at its annual meeting, Atlanta, GA, for Project Parallax's *Pay It Forward* curriculum unit. The Curriculum Studies Award is given annually for outstanding curriculum development.
- 2010 **Curriculum Studies Award.** Awarded by the National Association for Gifted Children at its annual meeting, Atlanta, GA, for Project Parallax's *Let's Plan a Party* curriculum unit. The Curriculum Studies Award is given annually for outstanding curriculum development.
- 2004 **Inducted into Fordham University Hall of Fame.**
Rowing
The 1994 Fordham University women's varsity lightweight four was the first Fordham team to win a national championship, winning the Division I National Championship in June of 1994 with three seniors and two sophomores, beating Radcliffe by open water and setting a course record that still stands today.

CONSULTATIONS TO ORGANIZATIONS

Albemarle County Public Schools, VA

- Consult on curriculum re-design and conduct professional development for mathematics teachers and teacher leaders, 2019-present

Virginia Beach City Public Schools, VA

- Consult on development of mathematics specialists and provide professional development for these teacher leaders, 2015-present

Arlington Heights School District, IL

- Co-developed K-8 mathematics curricula with administrators and provided teacher professional development on curriculum writing and implementation, 2012-2015

Butler School District, IL

- Co-developed K-8 mathematics curricula with administrators and provided teacher professional development on curriculum writing and implementation, 2013-2014

Antioch School District, IL

- Co-developed K-8 mathematics curricula with administrators and provided teacher professional development on Common Core implementation, 2013-2014

Harvard University, Cambridge, MA

- Curriculum development. Responsible for the development of mathematics curricula and professional development of teachers, *READS for Summer Learning*, 2011-2013

Community Consolidated School District 181, IL

- Program evaluation, K-8 general and gifted mathematics programs, 2011-2012
- Mathematics assessment evaluation, 2013

Elizabethtown Public Schools, PA

- Developed K-8 mathematics curricula with teachers and administrators and provided teacher professional development on curriculum design, 2012-2013

Aga Khan Foundation, Aga Khan Academies, Kenya & India

- Assessment evaluation: mathematics assessments included in the identification process used by the Academy, 2012

Virginia Beach City Public Schools, VA

- Provided counsel for district curriculum writers in developing a new K-12 mathematics curriculum, 2011-2012