CHRISTINE P. TRINTER

220 Remick Family Hall
Notre Dame, IN 46556

Phone: (574) 631-5763
Email: ctrinter@nd.edu

EDUCATION

University of Virginia
Ph.D., Mathematics Education, University of Virginia School of Education and Human Development, 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, University of Massachusetts, 44 Mathematics Credits, 1992-2006

PROFESSIONAL APPOINTMENTS

Director, ACE Ascent Program and Professor of the Practice, Mathematics Education, Institute for Educational Initiatives, University of Notre Dame, May 2025 - Present

Director, ACE Ascent Program and Associate Professor of the Practice, Mathematics Education, Institute for Educational Initiatives, University of Notre Dame, September 2021-May 2025

Designed, developed, and launched 18 graduate credit licensure program focused on the formation of mathematics specialists for Catholic schools. This is the first program of its kind in the nation. The generation of creative digital media is supported by the University of Notre Dame Office of Digital Learning. In partnership with the Lucy Family Instititue for Data and Society and the Wilson Sheehan Lab for Economic Opportunity, we are researching and evaluating academic, community, and vocation dimensions of the program through a randomized control trial, social network analysis, quantitative, and qualitiative methods.

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; EDU 65935 Capstone Seminar in Teaching; EDU 63502: Number and Operations; EDU 63501 Leading as a Master Teacher

Acting Director, Institute for Educational Initiatives, University of Notre Dame, October 2023-October 2024

Lead and manage all aspects of the Institute for Educational Initiatives. The Institute is home to eight major units: the Alliance for Catholic Education; the Center for Research on Educational Opportunity; the Education, Schooling, and Society undergraduate supplemental major; the Global Center for the Development of the Whole Child; the Center for Literacy Education; the Notre Dame Center for STEM Education; Program Evaluation and Resesarch, and the Program for Interdisciplinary Educational Research.

Heeding the call to think beyond ourselves and create a more just world, the Institute advances the field of education through the generation and dissemination of new knowledge while also addressing the struggles of our education system as barriers to economic prosperity and community stability. The Institute is comprised of approximately 115 full time employees including over 60 faculty fellows pursuing entrepreneurial initiatives that improve the education of the young, particularly the underserved, paying special attention to Catholic schools.

Assistant Professor of the Practice, Mathematics Education, University of Notre Dame, 2017-2020

Courses: EDU 60665/60765: Mathematics Education I and II, EDU 60775: Mathematics Assessment, ESS 33634: Data Visualization, Society, and Student Learning

Assistant Professor, Mathematics Education, Virginia Commonwealth University, 2012-2017

Responsible for the recruitment, retention and successful completion of all secondary mathematics masters degree students; accreditation reports; masters degree programmatic course design and requirements.

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, School of Education and Human Development, University of Virginia, 2009-2012

Responsible for research, development and management of $2.5mil U.S. Department of Education grant under the guidance of two Co-PIs. Managed and led eight graduate students. Responsible for the collection, organization, analysis and dissemination of quantitative and qualitative data. Facilitated remote network camera video recording of 15 classrooms. Designed and implemented (award winning) 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. This project produced five dissertations during my tenure.

Completed two special projects for the UVA School of Education and Human Development Office of the Dean: (1) collected, analyzed and drafted report for NCTQ School of Education accreditation, and (2) completed an audit and reported recommendations for re-imagining data-based decision making in the Office of Teacher Education.

Instructor, Department of Mathematics, University of Virginia, 2009

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

Research Assistant, School of Education and Human Development, University of Virginia, 2005-2009
Responsible for re-designing the mathematics content 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

Licenced Teacher in New York and Massachusetts

PUBLICATIONS

Refereed Journals and Book Chapters

Pynes, D., Kloser, M., Szopiak, M., Wagner, C., Wilsey, M., Svarovsky, G., Trinter, C. (2024). Bridging theory and practice: A framework for equity-focused STEM teacher leadership. *School Science and Mathematics*. 1-15. https://doi.org/10.1111/ssm.12686

Trinter, C. P., & Hughes, H. E. (2023). Better together: Implications for district and school leadership instating a collective model that includes teacher leaders as curriculum designers. In D. C. Virtue (Ed.), Dialogues in middle level education research volume 2: Insights from the AMLE New Directions 2021 roundtable discussions (pp. 97-104), New York, NY: Routledge.

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. *NCSSSMST 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 **Co-PI** *The Virginia Mathematics Specialist Initiative: An Online Program to Prepare K-8 Mathematics Teacher Leaders for High-Need School Districts*. 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 **Co-PI** *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 **PI** *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 **PI** *One Size Does Not Fit All: International Conference and Research Study on Diversity and Inclustion in the Classroom*, Notre Dame Global Center Santigo, Chile, $3,000.

2020-2021 **PI** *"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 **Co-PI** *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 **PI** *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 **PI** *Teachers as Curriculum Designers*. Virginia Commonwealth University, Faculty Excellence Fund, Co-PI: Hilary Hughes, $5,000

2013-2015 **PI** *Mathematics Teacher Evaluation: The Role of Evaluators' Mathematical Background in Teacher Feedback.* Virginia Commonwealth University, Metropolitan Educational Research Consortium project.

2012-2013 **PI** *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

Jones, M.F., Baxter, K., Morten, S., Garcia, A., Maddox, C., Okello, B., Trinter, C., (2023). Beyond "Good Enough": Transformational School Leadership for the Future, Symposium. *University Council for Educational Administration Annual Conference*, Minneapolis, MN.

Trinter, C., Olshefke, A., Schilly, H. (2023). Catholic School Teacher Leadership. *National Catholic Education Association Annual Conference*, Dallas, TX.

Olshefke, A., Trinter, C., Young, J. (2022). Exploring the Efficacy of Small School Teacher Leadership Using Social Network Analysis. *National Council for Teachers of Mathematics Research Conference,* Los Angeles, CA.

Kirkland, P.K., Guang, C., Cheng, Y., Trinter, C., Kumar, S., Nakfoor, S., Sullivan, T., McNeil, N.M. (2022). 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. & Wills, N. (2025). *Developing K-12 Education Resources Community of Practice Work Session*, The Notre Dame Summit on AI, Faith, and Human Flourishing, Notre Dame, IN.

Trinter, C. (2023). *Exploring the influence of mathematics specialists on academic achievement, teacher collaboration, and professional commitment in small under-resourced K-8 schools.* Invited talk by the University of Delaware Mathematics Education Seminar.

Trinter, C., Lapsley, D., Olshefke, A. (2022). *Fortifying and expanding Catholic school collaboration through social network analysis*. University of Notre Dame Lucy Family Institute Symposium, Notre Dame, IN.

Trinter, C. (2022). University of Notre Dame 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. (2015-2024). *Professional Development Workshop Series for Mathematics Specialists*, Virginia Beach, VA.

Trinter, C. (2019-2024). *Mathematics Curriculum and Assessment*. Albemarle County Public Schools, Albemarle County, VA.

Trinter, C. & Kloser, M. (2018-2021). Trustey Family STEM Teaching Fellows Program, Mathematics, South Bend, IN.

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.

Dissertation Committees

University of Notre Dame

- Patrick Kirkland (defended 2022): Characterizing Mature Number Sense and its Relationship to Other Constructs in Middle School Students

University of Virginia

- Natalie Farrell (defended 2025): Preparing for Algebra: The Role of Algebraic Thinking in Math Curriculum and Instruction
- Soo Son (defended 2025): Factors Influencing Learning in Asynchronous Online Community College Gateway Math: Insights from Instructors and Students

Virginia Commonwealth University

- Heather Nunnally (defended 2019): Elementary Teachers' Definitions and Usage of Inquiry-Based Mathematics Instruction
- Heather Carlson-Jaquez (defended 2016): Development of an Instrument to Measure K-12 Teacher Demoralization in a Test-Based Accountability Context

School Partnerships

Diocese of Stockton, Stockton CA (2017-2023): Support diocesesean 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 diocesean schools. This includes a collective leadership model made up of central office administration, principals, and mathematics lead teachers. 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.

National Appointments/Service

Foundation Advisory Board, University of Virginia School of Education and Human Development (2023-2026)

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
- Workgroup participant evaluating VA Standards of Learning
- Mathematics Teacher Equity Workgroup Committee Member

Virginia Council of Teachers of Mathematics (2012-2017)
- Chair, Edward Anderson Scholarship Committee
- First Timers Grant, committee member

University Committees and Service
University of Notre Dame
Student Service and Research Mentor, ND Bridge, Institute for Social Concerns (2026)
Student Research Mentor, iTREDS, Lucy Family Institute for Data and Society (2026-)
Chair, University Committee on Women Faculty and Students (2023-2025)
Chair, Mathematics Education Faculty Search Committee (2023-2024)
Lead and Founder, Hesburgh Women of Impact Aspiring Leaders Initiative (2023)
Co-chair, Connections Series Committee, Office of the Provost (2022-2023)
ACE Leadership Conference Committee Member (2022, 2023)
Program for Research and Evaluation Director Search Committee Member (2022-2023)
STEM Center Faculty Search Committee Member (2021-2022)
Mary Ann Remick Leadership Faculty Search Committee Member (2020-2021)
University Committee on Women Faculty and Students Appointed Committee Member (2020-2023)
Teaching and Learning Observation Committee, Institute for Educational Initiatives (2018-2019)

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

Journal Reviews
Review of Education
Mathematics Teacher: Learning and Teaching, PK-12, National Council of Teacher of Mathematics
Teaching and Teacher Education, Elsevier
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

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
Stroked the 1994 Fordham University women's varsity lightweight four to win the Division 1 National Championship. This was the first Fordham team to win a national championship, setting a course record that still stands today.

CONSULTATIONS TO ORGANIZATIONS

Virginia Beach City Public Schools, VA
- Consult on development of mathematics specialists and provide professional development for these teacher leaders, 2015-2024

Albemarle County Public Schools, VA
- Consult on curriculum re-design and conduct professional development for mathematics teachers and teacher leaders, 2019-2022

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