# 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

*Assistant Professor,* Mathematics Education, University of Notre Dame, 2017-present
*Courses:* Mathematics Methods, Assessment for Mathematics, 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 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, Leadership III for Mathematics Specialists

*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. & 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

McDonnough, J., Trinter, C. & Hobson-Hargraves, R. ($799,719; September 1, 2013- August 1, 2018) *Phase II Virginia Commonwealth University Noyce Initiative.* National Science Foundation: Noyce Teacher Scholarships. Co-Principal Investigator.

Ellington, A., Trinter, C., Gorlewski, J., Whitenack, J. ($1,499,991; May 1, 2017-April 30, 2022; *Removed myself from project June 30, 2017 due to institution change*) 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. Co-Principal Investigator.

**Funded Internal Grants**

Trinter, C. ($5,000, August, 2015-July, 2016) *Teachers as Curriculum Designers*. Virginia Commonwealth University, Faculty Excellence Fund. Co-Principal Investigator.

Trinter, C. (February, 2013-May, 2015) *Mathematics Teacher Evaluation: The Role of Evaluators' Mathematical Background in Teacher Feedback.* Virginia Commonwealth University, Metropolitan Educational Research Consortium project. Principal Investigator.

Trinter, C. ($5,400; August 1, 2012 – May 8, 2013) *Investigating the usefulness of iPad Apps in the secondary mathematics classroom.* Virginia Commonwealth University's Center for Teaching Excellence iPad Pilot Project Award. Principal Investigator.

## SCHOLARLY PRESENTATIONS

**National, Peer-Reviewed Presentations**

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. (2017, 2018, March). *High quality mathematics curriculum and assessment*, Institutes for Academic Diversity, Charlottesville, VA.

Trinter, C. (2016, March and July). *High quality mathematics curriculum and assessment*, Institutes for Academic Diversity, Charlottesville, VA.

Trinter, C. (2015, 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-present). *Professional Development Workshop Series for Mathematics Specialists*, Virginia Beach, VA.

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.

**Journal Reviews**
*Journal of Mathematics Education Leadership*, National Council of Supervisors of Mathematics
*Mathematics Teacher*, National Council for Teachers of Mathematics
*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**
Co-Editor, Math Lens Department, NCTM *Mathematics Teacher* Journal (2015-2016)
Planning Committee Member, VMSI Research and Development Conference
Guest Co-Editor, Special Issue of *The Journal of Mathematical Behavior* (2016-2017)
National Science Foundation Grant Proposal Reviewer (2015, 2016, 2017)

**Regional Committees**
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

**PROFESSIONAL ASSOCIATION MEMBERSHIPS**
National Council for Teachers of Mathematics
School Science and Mathematics Association
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

Virginia Beach City Public Schools, VA

- Conducted professional development for mathematics specialists, 2015-2018

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

- Responsible for evaluating the 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 writing, 2012-2013

Virginia Beach City Public Schools, VA

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

Aga Khan Foundation, Aga Khan Academies, Kenya & India

- Responsible for evaluating mathematics assessments included in the identification process used by the Academy, 2012