

Sophia M. D'Angelosmd70@cam.ac.uk

07771465539

Education and Certifications

PhD Candidate at University of Cambridge, Faculty of Education Academic Group: Education, Leadership, Policy, Evaluation and Change	Admitted: October 2017
Masters of Philosophy from University of Cambridge, Faculty of Education Education, Globalisation, and International Development, Grade: Distinction	October 2016 - July 2017
Bachelor of Arts from Princeton University Spanish Literature and Culture with certificates in Urban, African American and Latin American Studies. Dissertation Grade: A	August 2008 - June 2012
Certificate of Advanced TESOL Instruction , <i>American TESOL Institute</i>	July 2012
Certificate in International Education , <i>Center for International Education Exchange (CIEE)</i>	December 2010

Educational Research and Consulting Experience

Chemonics , <i>Consultant for Manahel Education Project in Syria</i>	March 2020 – Present
<ul style="list-style-type: none"> Designing scope and sequences for 4th to 6th grade self-study numeracy and literacy curricula, as part of a DFID-funded distance learning project in response to COVID-19 Creating teacher facilitator and caregiver guides for at-home self-study curricula as well as socio-emotional learning packets for adults to monitor Syrian students' psychological health 	
Overseas Development Institute , <i>Research Assistant for GAGE and ALiGN projects</i>	February 2020 – Present
<ul style="list-style-type: none"> Providing technical and strategic assistance for two gender-focused projects seeking to improve women's economic empowerment: DFID-funded, Gender and Adolescents: Global Evidence (GAGE); and Advancing Learning and Innovation on Gender Norms (ALiGN) Synthesising evidence from interventions that have effectively changed gender norms around gender-based violence and women's economic empowerment Coordinating a GAGE special issue to be published in a peer-review journal 	
ARK Educational Partnerships Group , <i>Research Assistant for The Evidence Hub</i>	November 2019 – Present
<ul style="list-style-type: none"> Implementing systematic research protocols on literature about public-private partnerships Coding and classifying literature in an Excel database and adding user-friendly abstracts to be transferred to The Evidence Hub's online research database 	
Open Development & Education , <i>Consultant for The EdTech Hub</i>	December 2019 – January 2020
<ul style="list-style-type: none"> Wrote a helpdesk literature review on leveraging technology for teacher professional development in lower- and middle-income countries 	
Overseas Development Institute , <i>Research Assistant for Mastercard Foundation (MCF) report</i>	December 2018 – February 2020
<ul style="list-style-type: none"> Researched and compiled literature on secondary education in Africa (SEA) report; wrote background notes on a range of topics, from Edtech innovation and scalability to refugee integration policies and teacher professional development Organized and oversaw team research platform in Zotero for bibliographic purposes 	
Open Development & Education , <i>Consultant for Commonwealth of Learning (COL)</i>	December 2018 – April 2019
<ul style="list-style-type: none"> Researched successful interventions in mathematics teaching and mathematics teacher professional development in Sub-Saharan Africa and other developing contexts Co-authored literature review on secondary maths education and teacher professional development in Sub-Saharan Africa in general, and Cameroon specifically 	
Open Development & Education , <i>Consultant for Save the Children, U.K.</i>	October 2017 – May 2018
<ul style="list-style-type: none"> Designed original teacher professional development on the topics of: Teacher Codes of Conduct; Girls' Education; and Conflict-Sensitive Education – sent to country offices in Niger and the Democratic Republic of Congo and used to train over 750 teachers in Africa Adapted Open Educational Resources for teacher training modules aligned to the organisation's 50:30:20 model, in which 50% of the time is spent on self-learning activities, 30% on peer collaboration and 20% in expert-facilitated workshops 	

Educational Research and Consulting Experience (continued)

- Cambridge Hub, Social Innovation Programme, Consultant** January 2017 – July 2017
- Led a team of five Cambridge University students in a consulting project for a local community non-governmental organisation (NGO)
 - Designed business plan to engage more isolated women from immigrant communities
 - Conducted market research in the form of questionnaires and focus groups
 - Developed a competitor analysis, a SWOT analysis, the production of a final report with strategic recommendations, and a presentation of the findings to the local NGO partner
- Save the Children, U.K., Research Assistant** January 2017 – June 2017
- Wrote an international literature review on effective teacher professional development
 - Conducted remote interviews with teacher trainers and program coordinators in Tanzania
 - Analysed qualitative data to compare teacher trainers' conceptions of effective practice to evidence-based research on theories of change and 'what works' in professional development both in the region of Sub-Saharan Africa and globally
 - Analysed quantitative data based on classroom observations, to inform pedagogy
 - Developed recommendations for senior advisors, based on findings from above tasks
- Research for Equitable Access and Learning (REAL) Centre, Research Assistant** February 2017 – June 2017
- Conducted a literature review as a background paper for a MasterCard Foundation-funded report on Secondary Education in Sub-Saharan Africa (SEIA), led by Pauline Rose and Ricardo Sabates of the REAL Centre, following the World Bank 2018 SEIA report
 - Extracted quantitative and qualitative data on challenges and promising practice in the region of Sub-Saharan Africa to inform policy and future development strategies in the areas of curriculum and assessment policies, and the teaching of Science, Technology, Engineering, and Mathematics (STEM)
 - Drafted presentations and key concept notes in order to present to funders at a meeting in Washington, D.C. and to inform the follow-up 2017 SEIA report
- Cultural Awareness International (CAI), Research Assistant** August 2016 – October 2016
- Researched competitor information and business development prospects for companies in the field of cross-cultural training and expatriate support services
 - Synthesized findings to highlight key components of successful corporate diversity and inclusion trainings and designed presentations on promising practices
- Center for International Education Exchange (CIEE), Volunteer Trainer & Liaison** July 2013; July 2014
- Designed a workshop training on the culture of education in the Dominican Republic
 - Trained over 20 American students for their volunteer teaching abroad experience in the country, addressing issues of culture and the political, historical, and economic realities of Dominican public schools, students, and teachers
 - Liaised between the group of international volunteers and the U.S. headquarters in order to ensure contact between the two were smooth, and all issues of wellbeing were addressed and communicated to the appropriate people (including project coordinators and parents)
- Appropriate Challenges for Every Student (ACES), Research Assistant** August 2009 – July 2012
- Researched math and science curricula in public schools in New Jersey
 - Conducted phone interviews with school leaders in order to analyse opportunities available for advanced students, including ability grouping, tracking, and honours programmes
 - Summarized findings to inform a new mathematics teaching project for a local non-governmental organisation
- Princeton Education Research Section, Research Assistant** August 2011 – June 2012
- Certified and trained in the use of educational evaluation instruments for a study evaluating bilingual early education programmes in New Jersey
 - Evaluated pre-schoolers on their Spanish and English language acquisition
 - Observed and assessed teacher pedagogy and classroom environments using the Classroom Assessment Scoring System (CLASS)

Teaching, Teacher Training, and Educational Programming Experience

The Dominican Republic Education and Mentoring Project (DREAM), *Academic Director of Summer Camp; Director of Teacher Professional Development for Summer Camp*

- Supervised and oversaw all aspects of workflow for two 4-week summer camp programmes in the Dominican Republic, with over 60 local and international teachers, teacher trainers, and volunteers, as well as over 400 students (numbers roughly the same for 2018 and 2019)
- Designed a teacher professional development project for a 4-week summer camp programme
- Conducted trainings for over 60 staff members on: teacher professional development, cross-cultural communication and teamwork, curriculum development and implementation
- Created original teaching and learning materials on the curriculum themes: environmental sustainability (2018); socio-emotional skill building and conflict resolution (2019); early grade reading (2018/2019)
- Prepared a final report summarizing achievements and setbacks of programme design and the monitoring and evaluation of student scores in math, literacy, and socio-emotional skills

June 2019 –
August 2019;
June 2018 –
August 2018

The Dominican Republic Education and Mentoring Project (DREAM), *Education Fellow*

- Coordinated two educational USAID funded projects serving over 250 students ages 5 to 16
- Coached and supervised 6 Dominican teachers in order to improve the quality of teaching
- Observed and evaluated teacher performance, gave feedback and led reflective professional dialogue, developed curricula, and modelled lessons in mathematics and literacy teaching
- Results of the academic school year include: an average of a 2-level increase on reading evaluations according to the Reading A-Z scale and a 19.5% increase on maths evaluations
- Managed 43 international staff members and 208 students at a four-week summer camp
- Surpassed all project goals, including: an attendance rate of above 94%, student retention rate of above 93%, and a significant increase in parent involvement.
- Designed and presented training workshops on pedagogy and classroom management strategies to over 20 teachers; subjects include early grade reading, literacy and numeracy
- Co-designed and presented a diversity workshop to over 60 international employees
- Spearheaded a culturally relevant education initiative in libraries to foster empathy in the community and integrate local Haitian immigrant families

August 2015 –
August 2016

Saint David School (Dominican Republic), *Math & Geography Teacher, Grade 5-8*

- Taught maths in English at a bilingual school, using the Singapore approach
- Designed and implemented new American curriculum in World Cultures/Geography class
- Results include: student 85% improvement rate in basic arithmetic skills, including multiplication and division; created and facilitated the first ever middle school Mathathon

August 2013 –
July 2015

Pontificia Universidad Católica Madre y Maestra (Dominican Republic), *English Professor*

- Taught grammar, conversation, and writing classes for university students using a communicative approach that focuses on areas of listening, speaking, reading and writing
- Student evaluations of teaching resulted in a 4.9 out of 5 rating for both semesters.

August 2012 – July
2013

NJPIRG and Americorps' Energy Service Corps, *K-12 Education Project Coordinator*

- Completed an AmeriCorps Term of Service of over 400 hours of volunteer work
- Led a team of over 20 Princeton University students to design, plan and run an educational Day of Service in public schools in Trenton, the capital city of New Jersey
- Communicated with school leaders to engage school participation for the Day of Service, resulting in 544 students being taught and surpassing the project goal by nearly 200
- Coordinated volunteers, and created curriculum content and lesson plans to teach environmental education and coach students on issues of sustainability
- Translated lesson plans on environmental education from English to Spanish

February 2012 –
June 2012

Cited References

D'Angelo, Sophia (Forthcoming). "Effective pedagogy in Dominican Public Schools: the perceptions of four teachers." *Revista Caribeña de Investigación Educativa*.

Haßler, B., D'Angelo, S., Walker, H., & Marsden, M. (October, 2019). "Synthesis of Reviews on Teacher Professional Development in Sub-Saharan Africa With a Focus on Mathematics." Open Development and Education, Cambridge, UK. Version 2. DOI: [10.5281/zenodo.3497271](https://doi.org/10.5281/zenodo.3497271). Creative Commons Attribution 4.0.

D'Angelo, Sophia M., Marcus, Rachel. & Perezniето, Paola. September 2019. "Mapping of Teacher Education Priorities in Education Sector Plans in Africa," *Background Note for MasterCard Report: Secondary Education in Africa*.

D'Angelo, Sophia M., Marcus, Rachel. & Perezniето, Paola. September 2019. "Mapping of National Education Sector Policies and Strategies, and Studies of Curriculum Implementation in Africa," *Background Note for MasterCard Report: Secondary Education in Africa*.

D'Angelo, Sophia M. & Marcus, Rachel. September 2019. "Mapping of the Integration of Work Readiness Skills in African Secondary School Curricula," *Background Note for MasterCard Report: Secondary Education in Africa*.

D'Angelo, Sophia M. 2017. "Conceptualisations of teacher professional development in Sub-Saharan Africa: An in-depth look at Tanzania," Unpublished Master's Thesis.

Conferences and Additional Writings

❖ Conferences in Latin America and the Caribbean

Association for Caribbean Historians (ACH) 2020, *Guadeloupe*, "Teaching History on the Island of Hispaniola: Dominican-Haitian Reparation Through Critical and Culturally Relevant Pedagogy;" **Caribbean Studies Association (CSA) 2020**, *Guyana*, "Education Politics in the Dominican Republic: gender, race and sexuality" **CSA 2019**, *Colombia*, "What does it mean to be a child? Stories of Dominican youth"; **Superior Institute of Teacher Training (ISFODOSU) Pre-Congress 2018**, *Dominican Republic*, "Effective pedagogy and reflective practice: a summer with DREAM in Cabarete"

❖ Conferences in the United Kingdom and Europe

Kaleidoscope Conference 2018, *Cambridge University*, "Reflections from 'Abroad': grappling with ethical and moral dilemmas of conducting remote interviews as a non-Western researcher in Tanzania"; **The Spanish, Portuguese, and Latin American Studies (SPLAS) Postgraduate Community Forum 2018**, *Nottingham University*; "History, race, and nationalism on the island of Hispaniola: how can education help or hinder Dominican-Haitian relations?"; **BAICE Student Conference 2018**, *University of Glasgow*, "Interviewing in 'Other' Languages: using North-South conversation to co-create culturally relevant research tools"

❖ Conferences in the United States

Comparative International Education Society (CIES) 2020, *Miami, Florida (to be done virtually)*, "Two Faces of Education in the Dominican Republic: Race, Gender and Sexuality Through the Voices of Teachers and Students;" **Dominican Studies Association (DSA) VIII Biennial Conference 2018**, *New York*, "Pedagogy and Culture: The Hidden Curriculum in Dominican Primary Schools"; **Comparative International Education Society**

Additional writings include blog posts on Sophia's personal and professional website: www.sophiamdangelo.com, as well as the Teacher Motivation Working Group website: www.teachermotivation.org

Leadership and Awards

- Comparative International Education Society (CIES) Teacher Education & the Teaching Profession Grant (Feb. 2020)
- Caribbean Studies Association Travel Award Grant (June 2019)
- University of Cambridge, Faculty of Education Kaleidoscope Conference Organizing Committee (May – June 2018)
- Rotary International Global Grant Scholarship (January 2016 – July 2017)
- Princeton in Latin America Fellowship (August 2015 – August 2016)