



## **Killington Conference 2025 Schedule with Proposals**

**April 8, 2025**

**9:00am-4:00pm**

### **Keynote Speaker: Pam Harris**

Pam Harris is shifting the way we view and teach mathematics. She is a mom, former high school math teacher, university lecturer, and the Founder of Math is Figureoutable. Math teachers around the world rave about her online Building Powerful Mathematics workshops. For over 20 years, Pam has been helping leaders and teachers reach more students in less time so that students math with confidence and success.

### **Jess Emory (she/her), Instructor of Mathematics, Phillips Exeter Academy, Exeter, NH**

I am an organic chemist by training, but I was fortunate to have many opportunities to learn and explore in a variety of contexts (living in Bhutan and India, a year fellowship to study traditional fiber arts communities, and most recently teaching math in Spain). I teach math because I find it to be the most gratifying lens through which to support young people and help them find themselves and their way forward. I currently teach at a school that is completely problem-based (and our materials are available for free online). Every moment in the classroom is about centering and empowering students to learn, grow, and prosper.

### **Stephanie Fullmer-Smith (She/Her), 5th and 6th Grade Classroom Teacher, John D. Perkins Academy of Marlow, SAU 29, NH**

I am a third year teacher with K-6 certification and a background in elementary mathematics. Since joining the teaching force, I have been inspired by the dedication I see from my colleagues to create the best learning environments possible for every student. The time and resources spent to make classrooms work for all is remarkable. I believe that there are ways to concisely and strategically plan using the best practices for teaching. Creating a cycle that will repeat those practices with carefully selected adjustments for individual learners will move progress forward in a consistent, measurable, and manageable way. Time is a precious commodity in schools and when we learn to make the most of it, we can have 180 or more awesome days with our students.

**Amanda Barnard, 5th and 6th Grade Classroom Teacher, Harrisville Wells Memorial School, SAU 29, NH**

Amanda Barnard is a multiage classroom teacher at the Wells Memorial School in Harrisville, NH. Amanda has spent the past 10 years teaching in rural, upper elementary, mixed grade classrooms. In 2023, Amanda was nominated as NH Teacher of the Year and became a semifinalist due to her innovative approach teaching outdoors during the COVID 19 pandemic. Amanda is a passionate educator who consistently demonstrates a commitment to fostering a positive learning environment. She believes that we need to emphasize fun and bring joy into learning, a philosophy that has had a profound impact on her students. With the help of ALN and her background in elementary mathematics instruction she has used innovative games and activities that allow students to explore mathematical ideas in a hands-on manner, making learning both enjoyable and effective.

**Carly Epstein (She/Her), Director of Facilitators for ALN**

Carly Epstein is the Director of Facilitators and Senior Facilitator for All Learners Network. She has 17 years of classroom teaching experience in second grade. She also has 9 years experience as a Professional Learning Community leader and facilitator, which includes work developing RTI and MTSS systems at the classroom and school level. Carly plans for and provides ongoing embedded professional development in math instruction to support access and inclusion for all students. She is passionate that kids should do the work. She believes that all students should be engaging in discourse, exploring with models, and building flexible strategies through dynamic and equitable math learning experiences.

**Kim Wicyk (She/Her), K-8 Math Intervention District Administrator, West Aurora, Illinois, District #129 and ALN Part Time Facilitator**

Kim currently works with elementary and middle school teachers to plan and provide intervention support in math classrooms. With teaching experience in grades 2-5, along with roles as a math interventionist and math coach, she is passionate about ensuring every student and teacher feels successful in the math classroom. Kim is dedicated to creating supportive learning environments where all students can thrive and develop confidence in their math skills.

**Melissa Righter (She/Her) - Elementary Assistant Principal, Freeman Elementary School, West Aurora District #129, Illinois**

Melissa is in her 16th year as a public educator and is dedicated to cultivating a supportive learning environment for all learners. Melissa began my educational career as a special education paraprofessional before serving as a K-6 art educator, followed by the last 12 years as an Assistant Principal. As an instructional leader, one of her primary roles is to facilitate student-centered structures including MTSS (Multi-tiered systems of support). Melissa believes that the MTSS framework is an opportunity to cultivate a web of support for all learners, including students, educators, and families; in order to focus on the whole learner and meet them where they are on the learning progression.

**JoAnna Lorden (She/Her), K-5 Special Education District Administrator, West Aurora, Illinois, District #129**

JoAnna currently collaborates with elementary school special education teachers, supporting them in instructional strategies and effective curriculum use for our most vulnerable students. She brings extensive classroom experience, primarily working with self-contained students with a focus on Autism. Additionally, JoAnna has supported K-12 students across the continuum of services for those with Autism. She is passionate about helping teachers create opportunities for all learners to succeed, especially in their most challenging areas.

**Dr. Kelly Bitinas, Ed.D. (she/her/hers), K-12 Mathematics Coordinator, Plymouth Public Schools, Plymouth, MA**

Kelly has over 20 years of experience in education, starting as a high school mathematics teacher in Plymouth, MA, then as a high school assistant principal in East Bridgewater, MA, and now a K-12 Mathematics curriculum coordinator back where it all began in Plymouth, MA. Kelly is passionate about equity in the mathematics classroom through engaging, through provoking pedagogical moves. As a district-wide administrator, Kelly's goal is to be a voice for all teachers and students of math so that they all feel like they are "math people". Outside of school, Kelly enjoys spending time with her family, watching all things hockey, and sweating it out on her Peloton.

**Karen G. Gartland, PreKindergarten-Grade 8 Mathematics Supervisor, Groton-Dunstable Regional School District, MA**

In addition to her role as the mathematics supervisor for Groton-Dunstable, Karen is an Adjunct Faculty at Lesley University and Southern New Hampshire University. She is the co-author of the Well Played series, with a second edition of the series soon to be published. She loves working with teachers and students to learn the "joys" of mathematics!

**Steve Lebel, Ed.D., Director of Curriculum K-4, Golden Brook Elementary School**

I am a passionate leader, lifelong learner, coach, and educator with over 20 years of experience in education. My career spans roles in public education, curriculum publishing, and contributing to the work of EdReports. I am dedicated to collaborating with educators worldwide to address pressing challenges in education or to refine and enhance our collective practices for the benefit of all learners.

**Josh Bunker, he/him, ALN Facilitator/Evaluation Team Co-Lead**

Josh came to work for ALN after spending 24 years working in the public school system in Vermont. His time in school was split between being a middle school math teacher, primary teacher, and a building based Math Coach/Interventionist. Josh is also a 2008 graduate from the VMI program. He has also been an instructor and mentor for the VMI program since 2007.

**Elizabeth Kielty, she/her, ALN Facilitator/Evaluation Team Co-Lead**

Elizabeth Kielty is a full-time facilitator for the All Learners Network. She has 12 years of classroom teaching experience, having taught middle and high school in Florida and Vermont. She is a graduate of the Vermont Mathematics Initiative (VMI) Master's Program and the VMI Post Graduate Program. Elizabeth is an instructor for the VMI and has facilitated professional development related to problem solving for Exemplars, Inc.

Elizabeth is passionate about creating a classroom culture where all students are heard, valued, and supported in the pursuit of mathematics learning.

**Jaraun Mustain (she/her), District Math Coach Southwest Vermont Supervisory Union**

Jaraun has taught for over 35 years and has taught in grades K-6 as a classroom teacher for 30+ years in Washington state, Illinois and with the Department of Defense schools before coming to Vermont in 2015. In Vermont she has taught in a variety of roles as a classroom teacher, interventionist and as a coach. She has been involved with OGAP as a district facilitator for Additive Reasoning. Jaraun has worked closely with ALN and has with the help of ALN created a Cohort of teacher leaders that present professional learning to the teachers in the Southwest Vermont Supervisory Union.

**Valerie Hope, MEd, (she/her), District Social-Emotional Learning and Behavior Coach Southwest Vermont Supervisory Union**

Valerie has 17 years in education and is passionate about the importance of integrating social-emotional learning (SEL) into academic instruction, to transform classrooms into more engaging, supportive, and equitable learning environments. Math can often be a source of anxiety and frustration for students, but by embedding SEL practices, such as fostering confidence through self-awareness skills and promoting collaborative problem-solving, educators can create spaces where all learners feel empowered and capable.

**Lilly DePino (she/her), ALN Facilitator**

Lilly has taught pre-k through third grade, been an interventionist, and a math coach. In all her roles she has seen the power of counting as a tool for building long lasting and deep number sense. Lilly is a graduate of Bank Street College of Education and the Vermont Mathematics Initiative (VMI).

**Sandi Stanhope (she/her), Chief Learning Officer for ALN**

Sandi has been a classroom teacher, an interventionist, math coach and an instructor of several math courses at the college level. She has worked with teachers at all grade levels Prek-8 in those roles. She is also one of the lead developers of the Prek- Grade 3 Primary/Elementary Number and Operations Assessments (PNOA/ENOA). She has a deep understanding of and experience with the impact of early number sense development as the foundation for all mathematical concepts, which all students deserve.

**Dr. Katy Schafermeyer (she/her), Principal for Fearn Elementary School, West Aurora, Illinois, District # 129**

In my 30th year of work in public education, I have a passion for working alongside adult learners to learn and grow in the field of teaching. I began as a 5th-grade teacher for four years before transitioning into school leadership, serving as an assistant principal for 13 years and a principal for the past 13 years. My passion lies in curriculum and instruction, ensuring that all students receive engaging, equitable learning experiences. My doctoral research focused on elementary school leadership as a means of mitigating the impact of poverty on students' educational experiences, reinforcing my commitment to creating supportive and inclusive school environments where every child can thrive.

I am a teacher at heart who is passionate about learning and exploring. I enjoy traveling as a way to deepen my understanding of the world, gaining new perspectives that enrich both my personal growth and professional practice.

**Andrea Boon, Grade 7 Math teacher, Winooski School District**

Andrea has been a middle school math teacher in Winooski for ten years. She has been co-teaching with a special educator or ML teacher (or both) for a majority of those years. She strongly believes that students are the teachers of mathematics and their collaboration is what builds their understanding.

**Andrea Wheeland, ML Teacher, Winooski School District**

Andrea has been a Multilingual Learner teacher for 22 years. She started teaching elementary and middle school students in Mahopac, New York before moving to Vermont in 2006. She has been working with ML students at Winooski Middle School in a variety of formats since that time. Andrea is a member of the 2011 cohort of Vermont Mathematics Initiative (VMI) and loves to encourage all students to see themselves as mathematicians. She co-teaches with grade level math teachers during the school day as well as teaching a section of ML math, an intervention for students who are not yet proficient with multiplicative reasoning because of limited or interrupted schooling.

**Hannah Pace, Special Educator with a focus on Math, Winooski School District**

Hannah has been a special educator for 11 years. She started off teaching elementary school, then moved to middle level in NYC before settling at Winooski Middle School in Vermont. She is passionate about providing students with learning differences opportunities to develop a deep understanding of math concepts. She also loves co-teaching and strongly believes it's the most equitable and inclusive way to teach all students.

**Meegan Ellis (she/her), Math teacher and part of the ILT team at Bellows Falls Union High School, Windham Northeast Supervisory Union, VT**

Meegan is celebrating her tenth year as an educator. She is driven to make learning accessible for all students with transparent grading. She enjoys spending time with her daughter and helping her learn to count.

**Rose Monahan (she/her), Math teacher at Bellows Falls Union High School, Windham Northeast Supervisory Union, VT**

This is Rose's sixth year in education. She is passionate about breaking down barriers so that students of all abilities are able to meaningfully engage in mathematics. Outside of the classroom, she is also the head cross country coach for her middle and high school teams.

**Emma Martin, (she/they), Math Specialist, The Common School, Amherst, MA**

Emma has been a teacher for 9 years in public and independent settings. Growing up, she strongly identified as "not a math person". As part of her MAT program at Mount Holyoke College, Emma took Developing Mathematical Ideas courses which made her realize that the way math has been traditionally taught is what made her believe she wasn't capable. These beliefs greatly impacted the choices that Emma made in K-12 and post-secondary education. In her role as a math specialist and consultant, Emma works to empower students grades 1-8 to see themselves as mathematicians by bringing SEL, brain science, and the expectation of failure to her teaching. Emma is currently pursuing her second masters degree in math education and will be graduating (again) from Mount Holyoke College in May.

**Michaela Brooks-Whitman (she/her), 4th grade teacher, CVSD  
Kathleen Legg (she/her), K-8 Math Coach, CVSD**

Michaela and Kathleen bring decades of experience in mathematics education and a shared passion for transforming math instruction. Every week, they co-teach in Michaela's 4th-grade classroom, refining and adapting this routine to engage all learners. Inspired by Building Thinking Classrooms and The Number Lab, they have witnessed firsthand how this approach increases student engagement, mathematical discourse, and deep thinking. They look forward to sharing practical strategies you can bring to your own classroom.

**Rebecca May (she/her), K-4 Math coach, Guilford, CT  
Emily Jermine (she/her), K-4 Math coach, Guilford, CT  
Kelly Inga (she/her), K-4 Math coach, Guilford, CT  
Kristen Balsamo (she/her), K-4 Math coach, Guilford, CT**

We are a dream team of elementary math coaches (K-4) with Guilford Public Schools in Guilford, CT. Our work focuses on empowering teachers by building their capacity to support all learners in growing their math understanding and positive mathematical identities. As members of All Learners Network, we have been utilizing the High Leverage Assessments, Learning Progressions, and High Leverage Concept Maps to support shifting teachers' mindsets to an asset-based approach. In collaboration with teachers, we observe student thinking to discover students' strengths and to identify areas to build upon.

We work with teachers to incorporate Building Thinking Classroom practices as they implement our district's core resources in order to empower all students to be mathematical thinkers.

**Jennifer McLemore (she/her), Principal of Proctor High School  
Greater Rutland County Supervisory Union**

With a deep commitment to student success and educational excellence, Jennifer McLemore has dedicated their career to fostering inclusive, effective learning environments. Currently serving as the Principal of Proctor Junior/Senior High School, she led strategic initiatives that improved student achievement and strengthened school-wide instructional practices. With 16 years of educational experience, Jennifer continues to seek ways to make learning fun for all!

**Patty Ryan (she/her), Math Educator- Proctor High School  
Greater Rutland County Supervisory Union**

Patricia is a highly experienced educator with 27 years of mathematics teaching experience in both private and public school settings. She holds a Bachelor of Science in Elementary Education Mathematics from Castleton State College in Castleton, Vermont. Her early career included 11 years of teaching grades five through eight for the Archdiocese of New York. After relocating to Vermont, she successfully owned and operated educational supply stores for 17 years before returning to the classroom. She later earned a Master's in Education from The College of Saint Joseph in Rutland, Vermont, and currently teaches mathematics at Proctor Jr./Sr. High School.

Patricia's dedication to student success and innovative teaching methods earned her the Greater Rutland County Supervisory Union 2023–2024 Teacher of the Year Award. She was also a key contributor to Proctor High School's presentation, *"From Passive to Active: Self-Directed Learning in Math and Science Classrooms,"* at the New England Secondary School Consortium in Spring 2016. Committed to making mathematics accessible and engaging, Patricia integrates humor and game-based learning to transform students' anxiety about math into enthusiasm, fostering a positive impact across the school community.

Ms. Ryan and Ms. McLemore have been working together for four years at Proctor High School.