ALL LEARNERS NETWORK

2026 Math for All Conference

Bridgewater Schedule

May 21, 2026

8:00-9:00

DANA MOHLER-FARIA SCIENCE AND MATH CENTER ATRIUM (DMF 100)

Breakfast & Registration

9:00-10:00

DANA MOHLER-FARIA SCIENCE AND MATH CENTER AUDITORIUM (DMF 120)

Welcome & Keynote Introduction

Keynote Address:
Learning and Teaching Mathematics in Community

Anjali Deshpande, PhD

This session explores how to empower teams of mathematics educators and leaders to build Mathematics Learning Communities. We will look at ways to move away from isolated teaching toward a vibrant ecosystem where educators feel truly seen and valued. This session explores how building collaborative math communities strengthens identities for both teachers and students, allowing every learner to tap into their inherent brilliance. When we center the local context and honor the humanity of our students and educators, we create a lasting foundation for equitable and meaningful mathematics education.

Read Dr. Deshpande's bio

10:15-11:15

Session 1

DMF 240

Game On: Enhancing Math and Language Through Hands-On Games

Pamela Malatino, she/her

GRADES K-5

Students learn important math skills through fun activities while building a positive regard for mathematics. Explore the value of math games to encourage mental problem solving and communication skills, as well as playful exploration and skill practice.

Savvas-K-12 Senior Curriculum Specialist Math and Science

DMF 242

Conducting a Launch for Your Next Unit!

Mark Drago, he/him

GRADES 6-12

A launch is an engaging, active experience with multiple entry points for diverse learners that invites multiple perspectives and fosters diverse, innovative thinking. The launch offers students a common experience, setting the stage for later learning. In this presentation, participants will see examples of launches, walk away with an understanding of what a launch is, and be able to design their own launch for their next unit.

Mark Drago is a founding faculty member of the City Arts and Science Academy or CASA in Lynn Massachusetts. CASA is a STEAM school with a focus on project based learning.

DMF 259

5 Minutes to More Accessible Math: Practical Planning for Every Lesson

Carly Epstein, she/her

GRADES K-5

In this session, participants will explore practical strategies for modifying any lesson to increase engagement and accessibility for all students. As generalist educators, we face a reality: planning time is limited, but the need to support diverse learners is constant. This workshop offers efficient, effective instructional strategies that can be implemented quickly to meet the varied needs in your classroom. Participants will leave with concrete strategies for modifying lessons in 1-5 minutes that support both inclusion and differentiation for all students.

Carly Epstein is the Director of Facilitators and Senior Facilitator for All Learners. Additionally, she has over 20 years experience in education as a classroom teacher and PLC leader. Carly 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.

DMF 260

Build It, Break It

Holly Davis, she/her

GRADES K-5

Build It, Break It math activities promote high engagement, hands-on math tasks that yield a greater conceptual understanding of math topics. These tasks can be differentiated for various learner levels. These Build It, Break It ideas reinforce concepts like place value, area, perimeter, fractions, geometry, multiplication, division, and more. Teachers will be encouraged to determine how to take an engaging math activity and modify it to create a more inclusive learning experience. Build It, Break It tasks concentrate on building models to help students "see" the math. The activities also focus on decomposing, subitizing, and building an understanding of number relationships. In this session teachers will experience first-hand the power of Build It, Break It math tasks.

Holly Davis, Math Specialist Grades 1-5, Quincy Public Schools. Holly Davis brings over three decades of dedicated experience to elementary education, having served across various grade levels in both the Boston and Quincy Public School districts. This extensive tenure in diverse educational environments has deeply underscored the importance of consistently differentiating instruction to address the unique learning profiles and needs of all students. Her career journey reflects a versatile expertise, encompassing roles as a dedicated math focus teacher, a self-contained classroom teacher, and an instructor for advanced level academic programs. For the past fifteen years, Holly has focused her expertise exclusively within the field of mathematics education. Throughout her career, Holly has remained committed to a philosophy of continuous professional growth, striving to implement the most engaging, research-based, and impactful instructional strategies to benefit the students of Quincy Public Schools.

DMF 340

"Adjust Your Thinking:" The Language Shift that Fosters Perseverance

Elizabeth Kielty, she/her

GRADES 6-8

Experience how a language shift can reframe mathematics learning as an opportunity for students to adjust, reconstruct, and refine their thinking. This session demonstrates how de-emphasizing correctness and reinforcing learning as an evolving process cultivates perseverance, growth mindset, and flexible problem solving. Leave equipped to help ALL students embrace challenge, reflect deeply, and see themselves as capable mathematicians.

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.

DMF 342

Operating in the Positive and Negative: Strategies for Teaching Integer Operations

Heidi Sabnani, EdD, she/her and Molly Vokey

GRADES 6-8

Why are integer operations so hard for students? In this workshop, we will explore concrete ways to provide students with conceptual learning. Participants will experience hands-on activities for teaching integers to students and leave with resources and routines for their classrooms.

During this workshop, we will involve participants in concrete learning of positive and negative number operations and how to introduce this content to students in a hands-on way. Through hands-on learning and visual models we will show that learning integer rules are not just something to be memorized as a procedural skill, but are a complex and conceptual understanding for students at the classroom level. We will introduce beaded number-lines as a tool to use in the classroom for conceptual integer development. Participants will view sample student work and will have the opportunity to experience activities and routines that encourage the development of a conceptual understanding of integer operations.

Heidi Sabnani, EdD, is always surprised that she works in math education. She developed math anxiety as a young student and spent much of her school life and early career avoiding math. After teaching English in the United States and Guatemala, and earning her MA in World Literature, she found herself in the uncomfortable position of working in math classrooms as a school improvement consultant. Once she realized that her life was going to involve math, Heidi decided to relearn math in the ways she wished she had learned the first time around. Heidi has been an educator for over 25 years working around the United States and Guatemala. She has spoken at many NCTM national and affiliate conferences, NCSM and to international conferences in Guatemala and Ecuador. She is the co-host and co-author, with Molly Vokey, of the Math 4 All Show and Math Activators for Reasoning about Fractions, Decimals and Integers. Heidi's doctoral research at Northeastern University focused on interventions for math anxiety in elementary teachers. She currently works as a consultant, speaker, and author.

11:30-12:30

DUNN CONFERENCE SUITE, CRIMSON HALL (CRM 100)

Lunch

12:30-1:30

Session 2

DMF 240

Leadership and Coaching Strategies That Empower Secondary Math Teachers

Kaaren Meyer, she/her

GRADES 6-12

Are you a math coach or instructional leader working to support secondary teachers in shifting toward student-centered instruction? This workshop will equip you with practical coaching strategies and leadership approaches that build teacher confidence and capacity for implementing All Learners Network (ALN) pedagogical practices.

Through collaborative discussion and real-class scenarios, participants will explore:

- Coaching techniques that help teachers embrace ALN instructional structures (Launch, Menu, student discourse)
- Leadership strategies that support pedagogical change at the building or district level
- Approaches to building teacher efficacy when implementing new practices
- Ways to help teachers see themselves as facilitators of student thinking rather than deliverers of content

Whether you're a veteran coach or new to instructional leadership, you'll leave with actionable strategies to support the teachers you work with in creating engaging, student-centered mathematics classrooms.

Kaaren Meyer is a part-time facilitator for All Learners Network. Kaaren has 24 years of classroom teaching experience in grades 8-12 and nine years of math instructional coaching in grades PreK-12. Kaaren completed her BS in Secondary Education at the University of Vermont, her MST in Mathematics at the University of New Hampshire, and Post Graduate Studies in Mathematics Education Leadership through Vermont Mathematics Initiative at Southern New Hampshire University. Kaaren believes strongly in supporting teachers in the development of classroom environments where all students can learn and experience success in mathematics.

DMF 242

Emotional Intelligence in the Math Classroom

Dr. Carlos Swaby

GRADES 3-12

Emotional intelligence (EI) in the math classroom boosts student performance by reducing math anxiety, fostering resilience, and promoting a growth mindset. By helping students manage frustration, build confidence, and view mistakes as learning opportunities.

I am a certified elementary, math, and special education professional with Spanish fluency and a strong commitment to equity in mathematics. I use data-driven instruction, deep content knowledge, and emotionally responsive practices to create rigorous, supportive classrooms where every student can thrive. My focus is not just on teaching math—but on building confident, resilient mathematicians.

DMF 259

Creating Math Menus That Are Purposeful and Playful!

Lana Montero, she/her

GRADES K-5

This presentation explores the transformative impact of a well-crafted math menu in elementary schools, particularly in the context of tiered instruction. A great math menu serves as a dynamic tool that caters to diverse learner needs, promoting engagement and fostering deeper understanding of mathematical concepts. By harnessing the power of choice and differentiating tasks, teachers can effectively support students at varying levels of proficiency.

Attendees will gain insights into best practices for designing a math menu, including strategies for aligning activities with curriculum standards, incorporating hands-on learning experiences, and utilizing technology. Case studies from successful implementations will highlight the positive outcomes for student motivation and achievement. Join us to discover how a strategic approach to math menus can empower educators and elevate student learning in the classroom.

Lana Montero, K-8 Math Instructional Coach and IM Facilitator.

DMF 260

Engaging ALL Learners in Mathematics

Amanda Jagentenfl, she/her

GRADES K-5

What is your math story? What story do you want your students to tell? In this workshop, teachers reflect on their own learning of mathematics and how their math identities impact their instruction. Teachers will learn how their personal view of math ability impacts children's learning of mathematics and how we can deliver rich, deep thinking tasks for ALL learners. The presentation will include the research behind instructing students who are further along in their math thinking, the K-5 Algebra connection, and the importance of supporting children's curiosity in the mathematics classroom. We carry our math stories with us, what story do we want our students to tell?

Amanda Jagentenfl is a K–5 Math Specialist and founder of Mathematical Minds LLC, with over 15 years of experience teaching students and supporting educators. She blends research-based mathematics practices with practical strategies to help all learners build confidence, conceptual understanding, and joy in math.

DMF 340

Crafting Consolidation and Closure in a Secondary Thinking Classroom (6-12)

Elizabeth Kielty, she/her

GRADES 6-12

Planning for and executing thoughtful in-the-moment consolidation and closure is both nuanced and challenging. It takes practice with content, pedagogy, and facilitation to guide rich discourse that connects student thinking and moves toward a learning goal. This session highlights teacher moves that promote knowledge mobility, clear consolidation, and concise closure in secondary thinking classrooms. Attendees will explore actionable strategies to enhance teaching and learning during these critical moments of a lesson.

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.

DMF 342

Leveraging AI Math Coach to Plan and Personalize K-5 Math Instruction

John Tapper, he/him

GRADES K-8

Join Dr. John Tapper, founder and CEO of All Learners Network, for this practical workshop exploring how special educators and interventionists can leverage AI Math Coach to improve their instructional planning resulting in better student outcomes. All Learners Network believes that the power of AI comes in the way it can help teachers plan, evaluate student work, and monitor progress. ALN does not use AI to directly interact with students.

While we will investigate some important AI tools to address these needs, the focus of our work will be on better instruction to improve student outcomes. The objectives for this workshop are:

- How to use student work as a powerful diagnostic tool to guide your instruction
- Research-backed intervention strategies for supporting learners K-5 with common intervention needs
- Assessment practices that accelerate learning (and which ones to avoid)
- The realistic capabilities and limitations of AI in supporting educators
- How ALN's AI Math Coach streamlines lesson planning and record keeping

John Tapper was an elementary classroom teacher, math curriculum coordinator and math coach for over 20 years. His teaching experiences ranges from the two-room elementary school in Vermont where he began his career to his work at the Neighborhood School on the Lower East side of Manhattan. In the 1990s, he co-founded the nationally recognized Westminster Primary Program, an innovative non-graded public school in southern Vermont where children ages 6-10 learned together.

John completed his PhD in Teaching and Learning at New York University focusing his research on teaching methods that support struggling math learners and the effects of poverty on mathematics learning. John has provided professional development on mathematics learning throughout the U.S., Eastern Europe, and Japan. He is currently a professor of elementary education at St. Michael's College where he prepares future teachers to teach mathematics.

He is the author of Solving for Why: Understanding, Assessing, and Teaching Students who Struggle with Mathematics, K-8. He was one of the founders of the All Learners Project, an effort to make math accessible to students regardless of background or circumstance.

1:45-2:45

Session 3

DMF 240

Let Them Think! Transforming Your Classroom into a Thinking Classroom

Lynne Neves, she/her; Jennifer Kelley; and Jennifer Fitton

GRADES K-5

In this session, teachers will be introduced to the core ideas of Building Thinking Classrooms and what it looks like in an elementary math setting. Participants will explore simple, practical strategies that get students up, talking, and doing the thinking. Walk away with ready-to-try ideas that shift your math block from answer-getting to meaningful student thinking.

Lynne Neves, Jennifer Kelley, and Jennifer Fitton of Dartmouth and Carver Public Schools bring over 80 years of combined experience in elementary education and currently serve as math coaches in their districts. As members of the South Shore Math Coaches Council, they partner with teachers and administrators to strengthen math instruction through data-driven, student-centered practices, while supporting professional learning through coaching and modeling effective strategies. Beyond their schools, they lead initiatives such as the New Bedford Math All Stars, reflecting their shared commitment to educational equity and their belief that every student can experience the beauty and power of mathematics.

DMF 242

Beyond Fun: How Strategic Game Play Accelerates Skill Recovery in Elementary Mathematics

Jill K. Milton, she/her and Kristie Dietz, she/her

GRADES K-5

Games are often seen as engagement tools — but what if they are one of the most effective vehicles for skill recovery? Grounded in research on retrieval practice, productive struggle, and the relationship between emotion and cognition, this session explores how intentional game play strengthens neural pathways, builds durable memory, and improves transfer. Participants will experience five high-impact games targeting essential elementary skills. For each game, we will examine the misconceptions it addresses, the cognitive principles it leverages, and the evidence of learning to look for — along with practical strategies for differentiation and accountability. Walk away ready to use games not as filler, but as rigorous tools for accelerating mathematical growth.

Jill Milton, she/her/hers, Math Specialist: For the last 15 years Jill has worked as a math specialist, coordinator and coach in grades PreK-5. Jill has also taught several graduate and undergraduate level classes in math content and implementation strategies. Supporting teachers, students and families with the shifts in math strategies and implementation has been at the heart of Jill's work for many years. She is also passionate about creating opportunities for students to strengthen their ownership of learning. Kristie Dietz, she/her/hers, Math Interventionist, Norton Public Schools: Kristie has been a teacher, math coach, and math interventionist at the elementary level, supporting students and teachers in math focused on high yield math strategies and best practices. She is passionate about professional development; believing that has a major impact on improving our instruction and adjusting practices to better meet our students' needs.

DMF 259

PD to Keep You Growing: Math Podcasters and Influencers You Should Know

Jenn Marchesiani, she/her and Jen Powers, she/her

GRADES K-8

Where can you quickly learn more about the hot topics in math education? How can you share PD with your team or school in a non-threatening laid back way? The answer is found on your phone! In this presentation, we'll share our own favorite voices in math podcasting and other spaces such as Instagram and Facebook. We'll discuss how these could be used for your own learning as well as to spark conversation within your team or building. You will leave with links to some favorites that you can listen to on your drive home. Come learn how to make your professional learning more accessible, relatable, and personalized!

Jenn Marchesiani and Jen Powers work together in Plymouth (MA) as math coaches supporting teachers across eight elementary schools. They have both been in the role for 13 years, and were both classroom teachers prior to becoming instructional coaches.

DMF 260

HQIM in Substantially Separate Classrooms

Stephen Garschina-Bobrow, he/him

GRADES K-5

All means all, including students with low-incidence disabilities (autism, cognitive impairments or significant communication delays). Learn how the BPS is working to support all students with access to HQIM. We'll share our vision and ask for your feedback on draft work developing access for students in substantially separate classrooms with the Illustrative Mathematics curriculum.

Stephen began his career teaching high school mathematics and has presented at various conferences around the US and internationally. After a few years supporting Math district leaders at DESE, he now works in the Boston PS, primarily supporting K-8 schools with HQIM implementation and instructional coaching.

DMF 340

Shifting Accountability from the Facilitator to the Learner

Dr. C. Roblesz

GRADES K-12

How many times have you conducted a lesson and scholars said they didn't know what you have just taught? Or when asked what you don't understand and they respond by saying "all of it." In this session we'll explore practical strategies for fostering metacognitive skills, including reflective practices, goal-setting, and problem-solving approaches. Shifting the ownership of learning to the scholar. Additionally, participants will engage in hands-on activities, collaborative discussions, and case studies to apply metacognitive principles in real classroom contexts, empowering them to cultivate deeper mathematical understanding among their students. Metacognition, simply put, is the awareness and understanding of one's own thought processes, enabling individuals to monitor, regulate, and adapt their learning strategies effectively.

As the Founding Secondary Mathematics Coach, I've played a pivotal role in advancing mathematics education through curriculum development, intervention strategies, and data analysis. With a focus on supporting teachers and enhancing student learning, I've led professional development sessions, trained educators, and spearheaded initiatives within the Mathematics Community of Practice. My expertise extends to curriculum enhancement and supplementation, particularly with Eureka, and I've utilized assessment tools like NWEA MAP Growth Assessment and Imagine Learning to drive instructional improvements. I hold a bachelor's degree in Math Education & Special Education, supplemented by a Master's in Educational Leadership from the University of Central Florida, and a Doctorate in Education focusing on the Application of Metacognition in Secondary Math Classrooms from University of Miami. My diverse background enables me to approach mathematics from multiple perspectives, catering to the needs of diverse learners and contributing valuable insights to educational discourse. My journey as a mathematics educator and leader has equipped me with the tools, expertise, and passion needed to drive positive change in mathematics instruction. Whether through curriculum development, professional development sessions, or research-driven initiatives, I am committed to advancing mathematics education and empowering both educators and students to reach their full potential.

DMF 342

Escaping the Corrections Trap: Shifting Mindsets to Deepen Mathematical Understanding

Josh Bunker, he/him

GRADES 3-8

Traditional assignment corrections often feel like punishment, leading to students giving up or copying answers. This is the Corrections Trap. This session provides practical models to implement equitable revision protocols that make the process purposeful. Transform corrections into intentional learning cycles that actively demonstrate for students that deep understanding is a process, not a given, celebrating their mathematical growth.

Josh Bunker is a Research Analyst and Facilitator for All Learners Network. He has 26 years experience working in education. Josh has a vast experience of teaching experiences, working with students from Kindergarten through Post Secondary. Josh received his Masters from the University of Vermont through the VMI program. He has since worked for VMI for the past 16 years teaching Statistics courses and supporting candidates through their Action Research.

2:45-3:15

DMF 120 AUDITORIUM

Raffle & Closing Remarks

Ashley Marlow and Carly Epstein

MEET OUR KEYNOTE SPEAKER

Anjali Deshpande, PhD, she/her

Anjali Deshpande, Ph.D., is a Mathematics Education Consultant based in the South Shore region of Massachusetts. She is dedicated to advancing justice through the teaching and learning of mathematics. Anjali serves on the board of the Association of Teachers of Mathematics in Massachusetts (ATMIM) and as the Regional Team State Leader for Massachusetts in the National Council of Supervisors of Mathematics (NCSM). She previously served as the Director of Mathematics at EdVestors, where she led citywide initiatives in Boston to foster equitable access to mathematics education and improve educational outcomes, especially for communities of color. In collaboration with diverse stakeholders from the district to the state level, she maintains focus on ensuring that all students have identity-affirming and empowering mathematics experiences. With a deep commitment to educator development, Anjali served as a mathematics education faculty member at the High Meadows Graduate School in association with MIT in Cambridge, prior to which she spent 15 years specializing in content-focused coaching for secondary teachers as a Mathematics Master Coach and Consultant for Metamorphosis, TLC in New York City. Anjali's early career as a public middle school teacher in the South Bronx informs all of her work.