



2026 Math for All Conference

Castleton Schedule

April 7, 2026

9:00-9:10

Welcome & Keynote Introduction

9:10-10:05

FINE ARTS CENTER CASELLA THEATER

Keynote Address:

The Architecture of Belonging Identity, Access, and Agency for ALL LEARNERS

Theresa Abodeeb-Gentile, EdD.

What does it truly mean to design learning environments where every student belongs, not as an aspiration, but as a lived reality? This presentation invites educators to reimagine classrooms as intentional spaces where identity is affirmed, access is engineered, and agency is cultivated for every learner. Grounded in the mission of All Learners, this session explores how systems, structures, and daily instructional moves shape who gets to participate, persist, and thrive in classrooms. Participants will examine how learner identity intersects with opportunity, how access extends beyond entry to meaningful engagement, and how agency transforms students from passive recipients into active sense-makers. Drawing on research, practice, and real-world examples, Dr. Abodeeb-Gentile offers a framework for building classrooms that move beyond inclusion and equitable access, toward true belonging. She will share both a renewed vision and practical pathways for creating learning environments where all students are seen, supported, and empowered to succeed.

10:15-11:15

Session 1

JEFFORDS #101

Building Bridges: Helping Students Move Between Concrete, Representational and Abstract Models

Tara Trudo, she/her

GRADES K-8

How do we help students develop deep mathematical understanding rather than just procedural fluency? The answer lies in supporting students as they move fluidly between concrete, representational, and abstract models and in helping them make explicit connections across these representations.

In this hands-on session, participants will experience the CRA progression themselves through a collaborative problem solving activity, then examine what it means to "build bridges" between model types. Too often, students learn to work with manipulatives, then drawings, then symbols as separate, disconnected skills. This session focuses on the instructional moves teachers can use to help students see the mathematical through line connecting all three model types.

Tara Trudo is a full time facilitator for All Learners. She has 18 years of experience supporting students and teachers with math instruction. She has spent many years as a math specialist, a co-teacher, an interventionist and a coach.

STAFFORD ACADEMIC CENTER #160

Question Everything!

Carly Epstein, she/her

GRADES K-5

In this session participants will engage with a purposeful questioning framework to shift student discourse from simple answer getting to deep sense making. Participants will practice observing, identifying and designing impactful questions that promote conceptual understanding and reasoning. We will explore how the framework stimulates equitable and inclusive classroom dialogue by validating diverse perspectives, enhancing student agency, and positioning all learners as capable mathematicians. The session provides a planning toolkit to drive collaborative instructional decision making.

Carly Epstein is the Director of Facilitators and Senior Facilitator for All Learners. 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. 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.

STAFFORD ACADEMIC CENTER #139

Home Made Math Intervention Board Games: An Engagement and Learning Strategy

Dan Weintraub, he/him

GRADES 3-8

Math Intervention means building skills while also changing students' beliefs about the at times daunting world of numbers. Game play builds skills. Game play also promotes a positive relationship between numbers and kids who "hate" math. In this session, we will create topic-specific analog math board games on trifold boards that kids love to play.

Dan has been teaching in public and independent schools since 1987: English, history, economics and math.

STAFFORD ACADEMIC CENTER #130

Small Squares, Big Ideas: Algebra Tiles for All Learners

Jaclyn (Jackie) Dixon, she/her and Abby Markowski

GRADES 6-12

Participants will engage with both physical and digital algebra tiles and use them to model, integer operations, simple expressions, solve equations & systems of equations and maybe even explore how they can be used for quadratics! The session will focus on using the manipulative to lower barriers without lowering rigor by making mathematical structures visible, supporting classroom discourse, building stronger problem solvers, and offering multiple entry points.

Jaclyn Dixon is a Math Instructional Coach in Colchester School District, where she supports teachers in designing learning environments that center around students doing the thinking, talking, and engaging in math in a meaningful way. She is passionate about creating accessible math instruction that ensures all students can participate and succeed.

JEFFORDS AUDITORIUM #122

Designing Math for All: High-Quality Materials and Teacher Expertise

Steve Lebel, he/him and Chris Hunt

GRADES K-12

What happens when teacher expertise drives the selection of high-quality math materials? This session highlights Golden Brook School's collaborative journey to adopting research-based mathematics resources by building a shared understanding of instructional quality and intentionally centering teacher voice. Participants will explore practical strategies for engaging educators in meaningful decision-making, fostering ownership, and strengthening coherence across math instruction. Attendees will leave with actionable ideas for selecting and implementing high-quality materials in ways that honor professional expertise and improve student learning.

Chris Hunt and Steve Lebel are seasoned educators and instructional leaders dedicated to improving teaching and learning. Chris currently serves as Principal of Golden Brook School and has held this role for 7 years. Steve is the Director of Curriculum, K-4, holding this role for the last two years. Together, they combine extensive classroom and leadership experience to provide practical, research-informed strategies that support educators and promote student success.

11:30-12:30

HUDEN DINING HALL

Lunch

12:45-1:45

Session 2

JEFFORDS #101

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.

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STAFFORD ACADEMIC CENTER #160

Belonging as a Lever for Deep Thinking: Creating the Conditions for Cognitive Demand and Collaboration

Kelly Inga, she/her; Rebecca May, she/her; Emily Jermine, she/her; Kristen Balsamo, she/her

GRADES K-5

How do we maintain the cognitive demand of tasks so that ALL students engage in deep learning? This session explores teacher moves that sustain—or unintentionally reduce—the cognitive demand of a task. Participants will examine the interconnected roles of task design, teacher press, and a strong classroom environment grounded in academic and social belonging. Through examples and reflection, educators will leave feeling inspired to support rigorous thinking for every learner.

We are a 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.

STAFFORD ACADEMIC CENTER #139

How a Classroom Teacher Builds (and Maintains) an Equitable Math Community

Abbie Plaskov, she/her

GRADES 3-5

Building and maintaining a culture where students are valued as mathematicians is an essential component of an equitable math classroom. Participants will discuss topics such as using intentional language, collaboration and choice to disrupt status and ensure that ALL students in their math learning community see themselves as mathematicians.

I currently teach 4th grade at Sharon Elementary School in Sharon, VT. I have been a classroom teacher for over 20 years. I have worked mostly in Maine and Vermont and have taught grades 2nd-5th. I like to hike, run, and snowshoe in the woods with my dog, Bernie.

STAFFORD ACADEMIC CENTER #130

"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.

JEFFORDS AUDITORIUM #122

Word Problems Are Language Problems: Practical Literacy Routines That Unlock Math Reasoning

Deanna Donza, she/her and Julie Tredway

GRADES K-8

ALN's Problem Introduction Protocol supports equitable access by ensuring all learners can enter a task with clarity and purpose. This session builds on that foundation by offering inclusive language routines that help students sustain sensemaking throughout word-problem solving. Participants will learn and practice strategies for restating problems, identifying relationships (not keywords), reducing language barriers without lowering cognitive demand, and supporting justification through discourse moves and sentence frames. The session includes adaptations for multilingual learners and students with language-based learning differences, expanding participation and positioning every learner as a capable mathematician.

Deanna Donza is an elementary educator and instructional coach supporting math and literacy instruction across grades K-6. Her work centers on increasing access to grade-level mathematics through inclusive pedagogy, language-aware instruction, and data-informed teaching practices. Deanna collaborates with teachers to design practical routines that make student thinking visible and expand participation for all learners.

2:00-3:00

Session 3

JEFFORDS #101

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.

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STAFFORD ACADEMIC CENTER #160

I have an ML student!: Now What?: From Effective and Equitable Intervention to Successfully Expressive Mathematicians

Meghan Fahey, she/her

GRADES K-5

It's not just about calculating and counting anymore- it hasn't been for awhile. Students coming with interrupted formal education (SLIFE) and from other math systems need to know not just fact fluency, but also be able to explain their thinking, collaborate, and rationalize. Using the CRA Method, Math Interviews, and Window Panes, ML students can make progress simultaneously on their Math and ML (Listening, Reading, Speaking, Writing) goals and gain more ownership and autonomy in the classroom.

Meghan Fahey is a Multilanguage (ML) Teacher for Addison Central School District. She has also served as an academic interventionist K-12 and intensive SEL needs program coordinator. She has taught and tutored across all grades. She has also tutored for Migrant Education, an Extension of the University of Vermont for migrant populations.

STAFFORD ACADEMIC CENTER #139

Introduction to Intervention Pathways

Erin Oliver, she/her/they

GRADES K-5

Specialized math instruction requires knowing your students as math learners. The best interventionists leverage student assets and provide short cycles focused on the right next challenge. Our team has been working to create Intervention Pathways to help to honor the important decision-making that only educators who know their students well can make. High Leverage Concept maps and progressions help educators to chart pathways for students that will lead to the most impactful growth in their math learning. The Intervention Pathways toolkits help make the work of supporting students in their just right next challenge a little bit easier.

Erin Oliver is a Senior Facilitator for All Learners. At ALN, Erin is passionate about disrupting a system of math instruction and support that currently doesn't serve the needs of all students. She believes that system-wide changes are possible. Erin works hard to elevate educator voices as the experts of this complex craft and the change-leaders in our mission. Before ALN, Erin has served many roles in education. She has taught kindergarten through eighth grade. She has served the system as a classroom teacher, as an interventionist, as an RTI coordinator, as an assistant principal, and as an instructional coach.

STAFFORD ACADEMIC CENTER #130

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.

JEFFORDS AUDITORIUM #122

ALO and AI Math Coach Demo and Q&A

Ashley Marlow, she/her

GRADES K-8

All Learners Online (ALO) is your all-in-one platform for inclusive, high-quality math instruction—featuring an AI Math Coach, a robust library of materials for students, and flexible professional learning. In this demonstration, Ashley Marlow, Director of Operations, will show educators how to use ALO and the AI Math Coach to design effective math instruction. Topics include navigating ALO's libraries using the tagging feature, planning interventions with AI Math Coach, and designing professional learning with ALO's courses and video library. This is a great opportunity to learn about sample prompts to use with the AI Math Coach and some of the helpful ways AI Math Coach can support your instructional planning in math class.

Ashley Marlow, MEd, is an elementary math coach, a consultant, and the director of operations for All Learners Network. She has 14+ years of experience in teaching and coaching and is passionate about supporting teachers in creating equitable learning opportunities in math. She is the co-author of Universal Design for Learning in Mathematics Instruction, K-5. Ashley plans professional learning opportunities focusing on instructional routines in mathematics that support belonging, engagement, and access to rigorous grade-level content for all students.

Meet Our Keynote Speaker

Theresa Abodeeb-Gentile, EdD



Theresa Abodeeb-Gentile, EdD is an Associate Professor of Education and the Director of Integrated Elementary and Special Education and Graduate Elementary Education at the University of Hartford in West Hartford, Connecticut. With a career deeply rooted in both theory and practice, Dr. Abodeeb-Gentile brings nearly two decades of classroom experience to her work in higher education, having spent 18 years as an elementary teacher and literacy specialist before transitioning into teacher preparation and educational leadership.

As an educational consultant, Dr. Abodeeb-Gentile has partnered with schools and districts across the United States and internationally, supporting educators committed to strengthening literacy instruction and using data-informed practices to meet the needs of diverse learners. She has worked extensively and successfully with urban and underperforming schools, contributing to comprehensive school turnaround efforts that center equity, instructional coherence, and inclusive practices.

Dr. Abodeeb-Gentile is the co-author of *Journey of Discovery: Building a Classroom Community through Diagnostic Reflective Portfolios*, published by the International Reading Association. She is also the co-editor of *Intersections of Diversity, Literacy, and Learner Difficulties: Conversations between Teachers, Students and Researchers*, and the forthcoming volume *Advocacy Pathways to Inclusive Education: Perspectives from the Global North and South*, both published by Springer International.

In addition to her books, Dr. Abodeeb-Gentile has authored numerous peer-reviewed journal articles and book chapters and is a frequent presenter at national and international conferences, where her work engages educators, researchers, and policymakers alike. Her research and scholarly interests lie at the intersection of pedagogy, literacy, identity, and inclusive education, with a particular focus on advocacy-oriented practices that empower both teachers and learners.

Dr. Abodeeb-Gentile is passionate about transformative education and her work bridges research, practice, and lived experiences to challenge educators, administrators and policy makers to rethink literacy, inclusion, and equity while offering concrete pathways for transformative educational change.