ALL LEARNERS NETWORK

2026 Math for All Conference

Manchester Schedule

November 18, 2026

8:00-9:00 PEMIGEWASSET

Breakfast & Registration

9:00-10:00 PEMIGEWASSET

Welcome & Intro

Ashley Marlow

Keynote Address

What Else We Teach

Dr. John Tapper, he/him

We tend to think of mathematics as content. Algorithms, conventions, procedures. Know those, and you know math. That is a little like saying you can play the piano because you can read music and find the notes.

Yet, something else happens in an elementary math lesson, though we don't usually plan for it. A child learns what to do when she does not know what to do. She learns whether confusion is an emergency or an ordinary part of the work. She learns whether being right is something she can determine for herself or something an adult confers on her. She learns, often by fourth grade and often for good, whether or not she is a math person.

What she comes to believe about herself, uncertainty, and her own ability to make sense of a problem may not appear in the mathematics standards. But it is taught powerfully in math class.

In this talk, John argues that the skills a graduate will need in 2039 are not an addition to the elementary math curriculum. They are a consequence of how mathematics is learned.

Deep mathematical understanding grows through persistence and insight. Students grapple with an idea, make sense of what happened, and carry that new insight into unfamiliar problems. Persistence, reflection, and discussion are what mathematics is made of. When challenge and conversation are the norm, students come to see effort as part of doing math well, not a measure of who they are. Taught this way, students learn that they can make sense of demanding ideas for themselves.



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 was a professor of elementary education at the University of Hartford and St. Michael's College where he prepared future teachers to teach mathematics.

He is the author of *Solving for Why* and co-edited *Teaching Math for All Learners*. He was one of the founders of the All Learners Project, an effort to make math accessible to students regardless of background or circumstance. In 2018, this project grew into the All Learners Network where John is the Founder/CEO.

10:15-11:15

Session 1

PISCATAQUOG

It's Time to Talk About Division of Fractions!

Stacie Marvin, she/her

GRADES 3-8

This session will explore how knowledge of fractions and division predicts long-term success in later mathematics courses. Participants will examine how fluency extends beyond procedures to include conceptual understanding and mathematical connections. They will work through a progression of fraction-division problems using visual representations to unpack the meaning of one of the most commonly misunderstood topics in middle grades mathematics.

Stacie Marvin is currently the Assistant Director of Mathematics Coaching at MSDE. She facilitates the Maryland Math School Improvement Network that is focused on building instructional leadership capacity and understanding of effective mathematics instruction through key indicators. She served as an Albert Einstein Distinguished Educator Fellow in 2023, she was awarded the Presidential Award for Excellence in Math and Science Teaching in 2019, she is Nationally Board Certified in Early Adolescent Mathematics and her teaching career spans three decades.

DARTMOUTH

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

Carly Epstein, she/her

GRADES K-5

Practical Planning - Increasing access and engagement in 1-5 minutes

In this session participants will have opportunities to explore practical strategies for adjusting any lesson to make it more engaging and accessible for all students. Let's be real, we don't have endless time to plan for all subjects as generalist educators. We need efficient and effective instructional strategies to support the wide range of students in our classrooms. From this workshop, participants will leave with tools for adjusting lessons in 1-5 minutes that support inclusion and differentiation and maintain rigor for all students.

Carly Epstein is the Director of Learning Services 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 grade and school level. She has a masters degree in Curriculum and Instruction.

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.

CONTOOCOOK

Playful Learning - Math Studios

Debra Hurwitz, she/her

GRADES K-5

Debra is a Playful Learning Coach who specializes in making mathematics both rigorous and joyful for all learners. Through a student-centered approach, she designs standards-aligned learning studios that provide meaningful access to rigorous mathematical content while fostering curiosity, engagement, and confidence. Her hands-on approach uses playful manipulatives and interactive learning experiences to help students explore mathematical concepts, demonstrate their thinking, and provide meaningful evidence of learning. Participants will discover how playful learning can create inclusive, engaging mathematics experiences that support the success of every learner.

Debra is a passionate educator and Playful Learning Coach and an early educator for Neighborhood Villages, dedicated to transforming the way students experience mathematics. She believes that every student is capable of engaging in meaningful, rigorous math when given the right opportunities, tools, and learning environment. Through her work designing and facilitating playful, standards-aligned learning experiences, Debra helps educators create classrooms where students are active participants, mathematical thinkers, and confident learners. Her approach combines rigor, hands-on exploration, student voice, and joy to ensure that every learner has an opportunity to succeed.

MERRIMACK

Introduction to Intervention Pathways

Chris Singleton, she/her

GRADES K-5

Join us for an exploration of Intervention Pathways and Intervention Pathways Guide. These tools help math interventionists and special educators make clear, evidence-based instructional decisions for students receiving Tier 2 and Tier 3 intervention. It begins with identifying what students can already do, then supports teachers in identifying an HLC progression point, setting a measurable short-cycle goal, selecting aligned materials, and planning next steps. Participants can see how the Pathways Guide supports a teacher through the entire intervention cycle.

Chris Singleton is the Chief Learning Officer and a Facilitator for the All Learners Network. She has 23 years experience teaching in VT schools; as a primary grades teacher specializing in math, a math interventionist and then a math coach. She has over 20 years of experience facilitating math professional development with a focus on both math content and improving pedagogy with teachers in grades K-8.

She is a 2008 graduate of the Vermont Mathematics Initiative. When Chris is not working to improve mathematics instruction for all students, she can be found enjoying the outdoors; hiking, biking, running, or skiing with friends and family.

11:30-12:30 PEMIGEWASSET

Lunch

12:30-1:30

Session 2

PISCATAQUOG

From High-Leverage Concepts to High-Quality Instruction: Supporting Math for All

Steve Lebel, Ed.D., he/him

GRADES K-5

How can schools ensure that high-quality instructional materials truly work for every student? At Golden Brook School, we leveraged the High-Leverage Concepts to support the implementation of high-quality math instructional materials while keeping the focus on access, coherence, and meaningful learning for all students. This session will explore how identifying and prioritizing essential mathematical concepts helped teachers deepen their understanding of grade-level expectations, anticipate student thinking, and make purposeful instructional decisions. Participants will learn how Golden Brook used the High-Leverage Concepts as a bridge between curriculum materials and inclusive classroom practice—helping ensure that every student has meaningful opportunities to engage in grade-level mathematics, build understanding, and experience success.

Steve Lebel, Ed.D. is the Director of Curriculum PK–4 at Golden Brook School in Windham, NH, where he supports curriculum development, instructional practices, professional learning, and assessment. With more than 20 years in education, Steve is passionate about helping educators translate high-quality instructional materials into meaningful, accessible learning experiences for every student.

DARTMOUTH

Using High Leverage Concepts to Guide Intervention Goals

Ashley Marlow, she/her

GRADES K-8

Special educators and interventionists face a persistent challenge: too little time, too many standards, and students with significant unfinished learning. How do you decide what to prioritize? This session explores and applies the High Leverage Concepts (HLCs), a research-informed framework developed by All Learners Network that identifies the math content most critical to student success at each grade level, and shows how special educators and interventionists can use them to write more focused, effective goals. Participants will learn how the HLC Progressions from early number concepts through proportional reasoning provide a coherent map for identifying where a student is in their mathematical development and what to target next. Whether a student needs to solidify additive reasoning before moving into multiplication, or multiplicative understanding before engaging with rational numbers, the HLCs provide special educators and interventionists with a tool for effective decision making when writing impactful math goals.

Ashley Marlow, MSEd, is an elementary math coach, a consultant, and the director of operations for All Learners Network. She has 15 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.

CONTOOCOOK

Metacognition in the Mathematics Classroom

Nehemie Villarceau, she/her

GRADES K-8

Ever start off a math class by saying, “What did we do in math yesterday?”, only to be met with blank stares? Ever wonder how to support students in thinking about their own thinking in mathematics? In this session, we will explore instructional routines and strategies to engage students in metacognitive thinking skills.

Nehemie is a dynamic presenter with deep content and pedagogical knowledge with Math HQIM. Nehemie has been a teacher, school leader and director. She has been a Great Minds success coach for the past 3 years, delivering exceptional professional development and coaching to teachers all over the US. She deeply understands the importance of HQIM, professional learning and support to ensure all students can and will grow their math brains.

MERRIMACK

But I'm Not An English Teacher! Writing in the Math Classroom

Molly Giblin, she/her

GRADES 6-8

Explore the relationship between writing, metacognition, and conceptual understanding in math in this session. Learn about the importance of writing in math and how to implement it in your own classroom. In this session you will walk away with tools and strategies that support students' development of writing so that they can show deep understanding of ideas, make connections between concepts, and be able to answer WHY they solved a problem a certain way, not just how they solved a problem. While this session is with a middle school lens, the topic can be applied to upper elementary classrooms as well.

Molly Giblin is a middle school math teacher with 10 years of experience in both Rhode Island and Vermont schools. She has a passion for engaging students in their math careers and finding what works best for them. She recently earned her Master's from Saint Michael's College with a focus on Curriculum and Instruction. She completed her capstone project researching the connections between conceptual understanding in mathematics and writing. Outside of the classroom, she is an avid reader, crafter, skier, and baker.

1:45-2:45

Session 3

PISCATAQUOG

Everyday Math Routines, for Every Classroom

Susan Cavanaugh, she/her

GRADES K-5

Leverage daily math routines to maximize engagement and accelerate student achievement. In this interactive session, participants will experience engaging math routines that activate student thinking and amplify diverse voices. Discover how to transform everyday math moments into powerful opportunities for equitable learning.

Susan Cavanaugh has been a classroom teacher for 20+ years, as well as a Math Interventionist and a Math Coach. For the last 4 years she has been an Independent Consultant working with schools in Maine and across the United States "making math meaningful for all".

DARTMOUTH

Planning for an Intervention Block

Chris Singleton, she/her

GRADES K-8

This session will show educators how to identify priority concepts for mathematics intervention groups as part of a Multi-Layer System of Support (MLSS). We will discuss instructional routines and small group lesson structure that are proven to promote high engagement and interaction with quality math tasks. These concepts ensure high cognitive demand for all learners. Participants will walk away with tools that can support high-impact math intervention goals with high-quality instructional resources.

Chris Singleton is the Chief Learning Officer and a Facilitator for the All Learners Network. She has 23 years experience teaching in VT schools; as a primary grades teacher specializing in math, a math interventionist and then a math coach. She has over 20 years of experience facilitating math professional development with a focus on both math content and improving pedagogy with teachers in grades K-8.

She is a 2008 graduate of the Vermont Mathematics Initiative. When Chris is not working to improve mathematics instruction for all students, she can be found enjoying the outdoors; hiking, biking, running, or skiing with friends and family.

CONTOOCOOK

Play with Purpose: Middle School Math Games for Math Menu

Charlotte Eberts, she/her

GRADES 6-8

Integrating Middle School Math games is a powerful tool for practice, exploration, and formative assessment during Math Menu time. Games offer a relaxed environment for students to practice and talk about math, while simultaneously providing educators with valuable insights into mathematical understanding.

Participants will explore practical ideas for implementing Math Menu time in a middle school setting, examine the pedagogical rationale for games, play and analyze middle school games connected directly to High Leverage Concepts (HLCs), and learn extensions and variations that maximize each game's instructional life. Participants will leave with sample games from the ALO Math Menu library ready to use in their classrooms.

Charlotte Eberts (ALN Account Executive) brings 10 years of experience as a middle school educator and math interventionist, where she worked closely with students and colleagues to make mathematics accessible and meaningful for every learner. She earned her Master's in Mathematics Education from Lesley University, deepening her focus on effective, equitable math instruction. Charlotte is passionate about inclusivity and creating classroom cultures where all students thrive.

MERRIMACK

Introduction to ALO and AI Math Coach

Ashley Marlow, she/her

GRADES K-8

Join us for an exploration of All Learners Online and AI Math Coach. You'll see how teachers, coaches, and leaders can find ready-to-use K-8 high quality math instructional materials, and get on-demand coaching that builds on student thinking. Bring a real math question and leave with something you can use in your classroom or school tomorrow.

Ashley Marlow, MSEd, is an elementary math coach, a consultant, and the director of operations for All Learners Network. She has 15 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.

2:45-3:15 PEMIGEWASSET

Raffle & Closing Remarks

Ashley Marlow and Carly Epstein

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