



Math for All South Shore Conference 2025 Schedule

[Dana Mohler-Faria Science and Mathematics Center \(DMF\)](#)

Bridgewater State University

8:50- 10:00

Welcome and Meet ALN: Key Levers That Impact Math Instruction & Keynote introduction, Sandi Stanhope and Ashley Marlow

Keynote Address: Rethinking Long-Held Beliefs in School Mathematics to Help Students Believe They Are Math People, Fawn Nguyen

Description:

No child had entered school hating mathematics and thinking they'd leave school, identifying as "I'm not a math person." We need to continue the vital work of exposing these long-held beliefs, such as "Math is always right or wrong," "You need to know x before learning y," and "Math is only for some people," and shifting toward math instruction that empowers students to find joy and purpose in doing and talking about mathematics.

<p>Session 1 10:15-11:15</p>	<ol style="list-style-type: none"><li data-bbox="435 1161 1409 1262">1. How can I use the iReady Math Prerequisite Report to Support Small Groups in Grades 1 to 4?, Robin Bowerman (Elementary) DMF 342<li data-bbox="435 1587 1357 1654">2. It's All on the Line! The Power of Open Number Lines, Carrie Rauer (K-8) DMF 240 <p>This session will focus on the iReady Classroom Prerequisite Reports generated from the iReady Math Diagnostic. Participants will learn how to combine the prerequisite reports with engaging activities to facilitate 30 to 45 minute small group rotations once or twice per week. This model is designed to combine a short review of a targeted skill using a variety of strategies and math tools with one or two application activities.</p> <p>The power of the open number line is infinite! Engage with the open number line as a valuable and effective resource to support reasoning about numbers across the elementary and middle school curriculum. Join us as we dive into the exploration of numbers through a variety of interactive strategies.</p>
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3. Ensuring Success by Enhancing the Learning of Our Youngest Mathers, Marria Carrington (Leadership) **DMF 242**

The mathematical concepts children learn in preschool and kindergarten play a crucial role in their future academic success. Research (Duncan, 2007) indicates that early numeracy is just as vital as early literacy, serving as a strong predictor of future achievement in both math and reading. As leaders, we must explore early numeracy deeply and inspire a passion for teaching it among our preschool and kindergarten colleagues, who are often excluded from meaningful math professional development. This session will empower leaders to highlight the brilliance of young “mathers” and support educators in nurturing that potential, ensuring every child thrives in mathematics.

4. Making Your Purchased Program Fit the Way You Want to Teach, Jen Powers and Jenn Marchesiani (Elementary and Leadership) **DMF 259**

Calling all Elementary teachers, coaches and admins! Are you feeling limited by the amount of direct instruction expected in your teacher’s edition? We were too! It’s possible to reduce the amount of teacher talk by focusing on a key mathematical concept to be delivered in a brief focus lesson and practiced in a choice menu. Come learn how two math coaches helped K-5 teachers in 8 elementary schools make their math teaching more engaging, choice-based, and learner focused.

5. Imagine Learning - A Cohesive Experience for Equitable Access to Grade-Level Math through MTSS, Tim Shaw and Greg Moore (Leadership) **DMF 260**

This session will focus on MTSS guidelines provided through the Massachusetts Department of Elementary and Secondary Education (DESE). Join us to learn and share how the Multi-Tiered Systems of Support (MTSS) model is anchored by High-Quality Instructional Materials (HQIM) (Tier 1) and surrounding resources that provide equitable access to grade-level math for all students (Tier 2 and 3). Solutions such as Small Group Targeted Instruction will be covered as we discuss how to build the MTSS infrastructure in your district.

6. Leveraging the Problem-Based Learning Structure, Lana Montero (Elementary and Secondary) **DMF 340**

During this presentation, practitioners will recognize how the embedded problem-based lesson structure supports teachers in making decisions that:

demonstrate curiosity about and trust in student thinking, promote access to important mathematical ideas and grade-level content, all while meeting the needs of diverse learners. By identifying teacher moves that promote students' evolving participation in a math community, this presentation will be looking at High Quality Instructional Materials (HQIM) Illustrative Mathematics and how the curriculum, aligned with strong vital actions, invites all students to the math.

7. Using Desmos Classroom to Promote a More Culturally Sustaining Math Practice to Engage New-Century Students, Dr. Kelly Serpa Howe (Secondary) **DMF Auditorium**

Culturally sustaining pedagogy (Paris & Alim, 2012) validates students' identities and fosters a sense of belonging and empowerment. Educators attending this session will explore methods for creating a more inclusive learning environment by integrating students' diverse experiences into the math classroom. Through the lens of multiple Desmos Classroom lessons, participants will learn how to use a problem-based approach to intentionally increase curiosity and build upon students' ideas in an effort to provide all learners with access to on-grade-level mathematics.

LUNCH 11:30-12:30

Lunch will be served at Crimson Hall which is about a 5-minute walk away from the DMF center. Weather permitting, there's also an outdoor courtyard with seating. Lunch is a "grab and go" style box lunched with the choice of a caesar salad or turkey sandwich with chips, a cookie and bottled water. Additional seating can be found around University Park as well. We recommend heading over to lunch at your leisure, as the line could get backed up if we all show up at the same time.

Session 2
12:45-1:45

1. Beyond the Numbers: Mastering Word Problem Situations, Danielle Johnson and Jeannine Hatch (Elementary) **DMF 342**

Are your students getting stuck by focusing too much on numbers in word problems?

This session will show you how to teach numberless word problems, encouraging students to focus on the context and structure instead of just pulling out numbers. You'll explore different types of word

problems and learn how to help students move past "number plucking" to develop stronger problem-solving skills and a deeper understanding of math concepts. Ideas will also be shared about differentiation and the use of AI resources to support creating word problems.

2. How Plymouth Public Schools Uses Math Tools to Set Rigorous, Equitable Goals for Student Learning - sponsored by Renaissance, Dr. Kelly Bitinas (Leadership) **DMF 259**

Are you struggling to find a manageable and teacher-friendly way to set goals for and progress monitor students? Let's talk about how eight elementary schools in Plymouth are using Freckle Math to set goals for students that are tied to rigorous, appropriate, grade level standards and progress monitor students for success. You will also learn how Plymouth uses Freckle to provide an equity based summer math program that, with the help of several community partnerships, incentivizes math practice for all students.

3. Math in Our World: Elevating Student Identity Through Real-World Math and Language Routines, Naomi Dupre-Edelm (Elementary and Secondary) **DMF 340**

In this interactive session, participants will explore how to uncover real-world math in their surroundings and transform these discoveries into meaningful classroom tasks. By blending these experiences with Math Language Routine #5: Co-Craft Situations, educators will learn strategies to honor student identities, deepen engagement, and support all learners in making sense of grade-level math content through rich discourse.

Note: This presentation will require movement and cell phone use.

4. Engaging Young Minds: The Power of Questioning in the Elementary Math Classroom, Jennifer Kelley (Elementary) **DMF 260**

The focus of the presentation would be to highlight the importance of using questioning techniques in an elementary math classroom. Strategic questioning is important to foster problem solving skills. Participants will learn how to use questions to promote mathematical reasoning and engagement in mathematical inquiry. This session will also address how we answer student questions and how the teacher plays a vital role in promoting a deeper understanding of mathematical concepts

	<p>5. “We Just Adopted a New Math Curriculum...Now How Do I Actually Teach it?!” , Brian Selig (Leadership) DMF Auditorium</p> <p>The purpose of this presentation is to share a planning protocol that K-8 classroom teachers, coaches, and interventionists can utilize to maximize the impact of each lesson in whichever math curriculum their district is currently using by increasing access for all learners. For context, this protocol has previously been developed and implemented with Milton teachers who are currently in their 3rd year of using the Into Math curriculum.</p> <p>6. Fluency Games for K-2 Teachers, Sarah Cucinatto and Marcia Campbell (Elementary) DMF 240</p> <p>In this session, participants will explore a brief overview of the importance of a strategy-based approach for students learning basic math facts. Attendees will learn 6-8 fluency building hands-on games that require minimal materials and can be differentiated (geared for students in kindergarten to second grade).</p> <p>7. Math for the Wigglers and the Dreamers, Kim Machnik (Elementary and Secondary) DMF 242</p> <p>Learners with ADHD or similar profiles are present in every math classroom, with and without diagnoses or IEPs. In this interactive session, you will discover how to activate their engagement superpowers and clear barriers to their growth, in ways that improve access and outcomes for all. Learn how dopamine, executive function, and feedback influence the learning experience, and try some simple practice shifts to transform your classroom for all learners.</p>
<p>Session 3 2:00-3:00</p>	<p>1. Engaging Learners Through Play: Developing Games to Build Number Sense in Mathematics, Dr. Shelley Stahl (Elementary, Secondary and Leadership) DMF 240</p> <p>This session is ideal for elementary teachers, instructional coaches, and curriculum specialists seeking innovative and engaging approaches to strengthen students’ mathematical understanding. Join us for a session filled with hands-on learning, collaboration, and practical strategies to make math fun and meaningful for all students!</p> <p>2. Edmentum Empower: Smarter Planning, Data-Driven Decisions & Effective Tools, Taryn Arrighi & Susan Yeomans (Leadership) DMF Auditorium</p>

Join Edmentum to explore how Edmentum Courseware and Exact Path can streamline blended learning planning, enhance data-driven decision-making, and provide pedagogically sound tools—giving educators more time to focus on what matters most: student success.

3. Breaking down the gatekeepers: Models and Visual Strategies for Integers, Fractions and Decimals, Heidi Sabnani and Molly Vokey (Elementary and Secondary) **DMF 242**

We believe the math classroom can be a joyful place where all students discuss their thinking and share ideas with each other. This workshop focuses on providing opportunities for reasoning and addressing common misconceptions which arise in fractions, decimals and integer work. We provide building blocks that solidify mental images for students.

4. We Are Evolving: Equity in Action for High-Impact Math Instruction, Brenda Maurao (Elementary, Secondary and Leadership) **DMF 259**

Math education must be intentional, inclusive, and strategically supported. By leveraging funding, instructional leadership, and evidence-based strategies, we can create math classrooms where all students thrive. Join us to learn, reflect, and take actionable steps toward high-impact math instruction!

By the end of this session, participants will:

- Learn how CASEL signature practices can support math discourse, collaboration, and a safe learning environment.
- Understand how to align math instruction with MA DESE focus indicators and elements to drive effective teaching.
- Explore how to use funding and resources strategically to support professional learning and classroom implementation.
- Engage with inclusive discussion protocols (e.g., Chalk Talk) that foster equitable student participation.
- Identify ways to create sustainable instructional leadership structures, including math “champions” and coaching models.

5. Strengthening Math Intervention, Kristie Dietz and Jill Milton (Elementary and Secondary) DMF 342

Are you looking to strengthen your current intervention practices in the elementary grades? Join 2 math interventionists who are currently working to meet the needs of their students with various resources, strategies, and evidence-based best practices.

6. Consolidating Learning in a Balanced Math Block: Critiquing, Communicating, and Connecting, Elizabeth Kielty (Secondary)
DMF 260

Including ALL students in the consolidation conversation doesn't just happen by accident. During a balanced math block, students need multiple opportunities to make sense of their learning. Teachers must purposefully select and sequence key opportunities throughout the entire math block for students to critique, communicate and build connections between their own understanding and that of their peers. This session will explore the thoughtful planning that teachers need to engage in to bring students' ideas together by leveraging math practice standards.

7. Build It! Break It!, Holly Davis and Alyse Olivieri (Elementary)
DMF 340

Build It! Break It! math activities promote high engagement, hands-on math tasks that yield a greater understanding of mathematical skills and concepts, especially for students who need intervention services. These tasks can be easily differentiated for any learner level. Build It! Break It! activities can be used with a variety of grade levels and a variety of math topics.