

Cohort of Math Leaders

Facilitated by: Sandi Stanhope and John Tapper, All Learners Network

Dates and Location:

September 26, 2024, 8:30-3:30 at Marquardt Administration Center in Glendale Heights

October 28, 2024, 12:00-3:00 Zoom Meeting

November 25, 2024, 12:00-3:00 Zoom Meeting

January 23, 2025, 12:00-3:00 Zoom Meeting

February 20, 2025, 12:00-3:00 Zoom Meeting

May 8, 2025, 8:30-3:30 at Marquardt Administration Center in Glendale Heights

REGISTER AT: <https://bit.ly/3XnUWt7>

DESCRIPTION

The purpose of building an ALN Cohort is to bring together math leaders from across the region. Educators who become members in an ALN Cohort participate in professional learning opportunities under the guidance of ALN facilitators with the purpose of working together on

- becoming a collaborative network of math educators who promote math equity and inclusion for all students
- sharing problems of practice (and developing a rapid cycle of inquiry to find solutions)
- reviewing assessment results (and making plans as a result),
- collaborating on approaches for helping teachers improve pedagogy,
- addressing systems issues (like teacher resistance, ways to support professional development, etc),
- developing new coaching tools
- creating systems for more effective Tier 1, Tier 2, and Tier 3 instruction using ALN High Leverage Concepts (HLCs), HLC Learning Progressions, and formative assessment tools.

Cohort members build their own pedagogical content knowledge through activities including engaging in math tasks, looking at student work and math tasks, and sharing and developing resources to use in district math classrooms.

OUTCOMES

1. Create a network of math teacher leaders focused on creating equitable opportunities for all students to learn important mathematics
2. Provide a venue for math teacher leaders to name problems of practice and collaboratively problem solve ways to address them
3. Provide resources and materials which illuminate high leverage concepts and provide road maps for teaching them
4. Build and share relevant research and resources to promote more students engaging with more important mathematics
5. Engage with mathematical tasks
6. Build pedagogical-content knowledge focused on teaching mathematics

ABOUT THE PRESENTERS

Sandi Stanhope, Chief Learning Officer at ALN

Sandi Stanhope worked in Franklin County for over 25 years as a primary classroom teacher, teacher leader, math interventionist and math coach. She has spent more than 20 years digging into the research around the ways in which young children develop early numeracy, additive reasoning, and their overall developing understanding of mathematics. She was a lead facilitator in the development and implementation of and training for the Primary Number and Operations Assessment (PNOA), a tool used throughout VT and elsewhere to identify what young students know and can apply around concepts in early numeracy.

In addition, in the role of a primary mathematics consultant, she is a frequent course instructor and workshop presenter supporting teaching and learning of essential content, knowledge, and pedagogy for teachers and students in the area of mathematics.

Sandi is a graduate of Vermont Mathematics Initiative (VMI) and a national trainer for OGAP Additive Reasoning. When she is not immersed in researching the mathematics of young children, Sandi enjoys time off with her family and traveling.

Financial Disclosure: Sandi is employed with All Learners Network.

Non-Financial Disclosure: Sandi has no relevant non-financial disclosures.



John Tapper, CEO and Founder of ALN

John was an elementary classroom teacher, math curriculum coordinator and math coach for over 20 years. His teaching experiences range 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.

Financial Disclosure: John is employed with All Learners Network.

Non-Financial Disclosure: John has no relevant non-financial disclosures.



This program qualifies for ISBE PD clock hours and CE for SLPs, OTs, PTs, SWs, Nurses through IDFPR.

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Questions? Email Samantha Conklin at sconklin@ucpnet.org

Registration fee: No cost as the training is sponsored through All Learners Network, and venue is sponsored through a grant from the Illinois State Board of Education.



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