

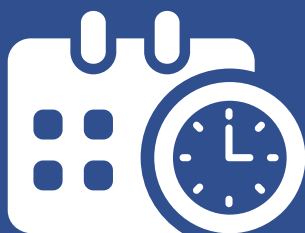


FIRST Educational Resources



2026 MATH SUMMIT

Annual Summit



10:00 AM -
3:15 PM

4 FEBRUARY,
2026



Keynote John Hattie



Launch Highly Trained
Math Teacher (HTMT)
Framework



8 Breakout Sessions
and Closing Q&A

**RECORDED ACCESS
APRIL 30, 2026**



920-479-6504



www.firsteducation-us.com/events

**KEYNOTE
JOHN HATTIE**

Redefining Math Excellence: Building a New Era of Highly Trained Math Teachers

Welcome!

2026 VIRTUAL MATH SUMMIT



Welcome to the 2026 Virtual Math Summit: **Redefining Math Excellence: Building a New Era of Highly Trained Math Teachers.** For years, literacy has been at the forefront of the educational spotlight. Rightly so, reading is foundational. But while the science of reading has reshaped literacy instruction, math has waited quietly in the wings. That wait is over!

We are honored to open the summit with an exclusive keynote from **Professor John Hattie**, the world-renowned researcher whose groundbreaking Visible Learning work has transformed how educators think about impact. His insights into what makes teachers most effective will frame the day, grounding every conversation in evidence, urgency, and the potential for real change.

Why This Summit Matters

Math achievement continues to lag, opportunity gaps are widening, and too many students question their confidence in math. At the same time, math teachers often report feeling underprepared and under-supported. The need has never been greater to act with urgency, clarity, and vision.

That's why we are launching **The Highly Trained Math Teacher (HTMT) Framework**, a bold, research-informed approach to growing and recognizing math teacher excellence. This isn't just another set of strategies. It's a system—a roadmap—for elevating math instruction at every level: teacher preparation, classroom culture, standards-aligned planning, assessment, ongoing professional learning, and measurable growth.

What to Expect at the Summit

Throughout this full-day experience, educators will:

- Examine the HTMT Framework and explore how it brings coherence to professional learning, instructional design, and teacher growth.
- Dive into classroom-tested strategies aligned with HTMT's six focus areas, from conceptual instruction and assessment to student engagement and continuous improvement.
- Choose breakout sessions tailored to their roles and needs, led by national voices and practitioner experts across K-12 math.
- Engage in candid conversations about system gaps, teacher support, and how to turn vision into action.

More than a learning opportunity, this summit is a launchpad! By investing in math teachers, we invest in the future of every student. And with Professor John Hattie setting the stage, we begin this work grounded in the most powerful research about what truly moves learning forward.

Stay Connected

Engage in live sessions to ask questions, share ideas, and connect with peers. Can't attend live? Recordings will be available until April 30th, 2026!

Let's begin the work of building Highly Trained Math Teachers—together!

Sincerely,
The FIRST Educational Resources



Shelly Daun
Director FIRST Education Math Center
shelly@firsteducation-us.com



Dr. Garth Larson
Co-founder and CEO
garth@firsteducation-us.com



Don Smith
Director of Professional Services
don@firsteducation-us.com



Math Summit

AGENDA



10:00AM-11:00AM

WELCOME AND KEYNOTE
WITH JOHN HATTIE



11:15AM-12:00PM

**DEEP DIVE INTO THE HIGHLY TRAINED
MATH TEACHER FRAMEWORK**
WITH SHELLY DAUN



12:00PM-12:30PM

LUNCH BREAK



12:30PM-1:15PM

BREAKOUT SESSION 1
4 SESSIONS TO CHOOSE FROM



1:30PM-2:15PM

BREAKOUT SESSION 2
4 SESSIONS TO CHOOSE FROM



2:30PM-3:15PM

CLOSING AND Q&A PANEL
WITH FIRST BREAKOUT SESSION PRESENTERS

All times are Central (CST)



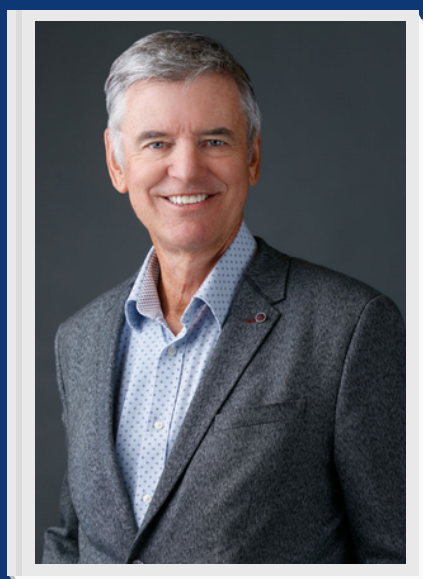
MATH SUMMIT

SESSION DESCRIPTIONS



10:00 AM - 11:00 PM CST
Welcome & Keynote

KNOW THY IMPACT: ELEVATING MATHEMATICS TEACHING AND LEARNING



John Hattie

What does it really mean to “know thy impact” in mathematics education? In this energizing 45-minute keynote, Professor John Hattie will connect the dots between evidence, practice, and outcomes to help educators understand the influence of their instructional decisions. Participants will explore how to identify and measure the effects of their teaching, use feedback to adjust in real time, and build collective efficacy to create powerful gains in student achievement.

Grounded in Visible Learning research, this session will highlight the high-leverage strategies that have the greatest effect size in mathematics instruction—ensuring students are not only engaged but also deeply understanding and applying mathematical concepts. Attendees will leave with actionable insights to sharpen their focus, amplify their impact, and transform math learning for every student.

11:15 AM - 12:00 PM CST

DEEP DIVE INTO THE HIGHLY TRAINED MATH TEACHER (HTMT) FRAMEWORK ~ *VISION FOR MATH INSTRUCTION*

Shelly Daun

Description: Ready to transform math teaching and learning? The Highly Trained Math Teacher (HTMT) Framework is more than a toolkit; it's a game-changing roadmap for building math teacher excellence and student success. Grounded in research and designed for real classrooms, HTMT brings together everything that matters: teacher preparation, classroom culture, standards-driven planning, assessment practices, and ongoing professional growth.

In this session, you'll uncover the core pillars of HTMT, discover how it turns research into action, and see how it creates measurable results for both teachers and students. Whether you're leading from the classroom, coaching, or shaping systems, this is your chance to get in on the ground floor of a bold new movement in math education. Don't just teach math, transform it!

More Information: <https://firsteducation-us.com/contact-us>

MATH SUMMIT

SESSION DESCRIPTIONS



12:30 PM – 1:15 PM CST
Breakout Sessions #1

(Select 1)

THE ART OF POSING PURPOSEFUL QUESTIONS IN EDUCATION ~ *CONTENT AND PEDAGOGICAL CAPACITY*

Amanda Ironside

Description: Purposeful questions do more than check for understanding—they spark curiosity, inspire exploration, and drive meaningful discussions. When teachers ask thoughtful questions, students are encouraged to reflect, explain their thinking, and build deeper understanding. This session will focus on how questioning helps students strengthen communication skills, think critically, and engage actively in their learning. Participants will gain strategies to create a classroom culture of inquiry where curiosity is valued and students take ownership of their learning.

POWERFUL COACHING FOR POWERFUL TEAMS ~ *CONTINUOUS GROWTH AND INSTRUCTIONAL IMPACT*

Danica Lewis

Description: As coaches, we often have the opportunity to coach teacher teams. Team coaching can be a highly effective way to maximize your impact, but what should team coaching look like? And, more importantly, how do we coach teams in such a way that instructional and learning impact occurs? During this session, coaches will learn several ways to approach team coaching and will learn tools to do the work.

MAKING REASSESSMENT WORK IN THE MATH CLASSROOM ~ *STRENGTHEN ASSESSMENT AND FEEDBACK PRACTICES*

Chris Geraghty, Peter Bianchi, and Sarah Millard

Description: In this session, you will see how current high school math educators have transformed their grading and assessment practices to make reassessment meaningful, manageable, and focused on student learning. Drawing on their own classroom experiences, they'll highlight practical strategies, lessons learned, and the shifts in mindset that have helped their students take ownership of learning while reducing the chaos that often comes with retakes and redos.

PRODUCTIVE MATH STRUGGLE ~ *STUDENT ENGAGEMENT & CULTURE*

John SanGiovanni

Description: The struggle is real. But productive struggle is more than a catchphrase. It is the result of actions that teachers take so that students struggle, persevere, and succeed. Struggle is an opportunity to make sense, deepen understanding, and solve problems. In this session, participants learn about how productive struggle in mathematics is grounded in values, identity, community, planning, support, and reflection. This session provides actionable strategies to nurture and support productive math struggle in your classroom.

More Information: <https://firsteducation-us.com/contact-us>

MATH SUMMIT

SESSION DESCRIPTIONS



1:30 PM – 2:15 PM CST
Breakout Sessions #2

(Select 1)

BALANCING RIGOR AND SUPPORT ~ STUDENT ENGAGEMENT & CULTURE

Kelly Barkovich

Description: Math can be one of the most challenging subjects to co-teach, especially when trying to balance rigorous content with the individualized supports our students need. In this interactive session, we'll dig into how to boost student engagement while providing specially designed instruction [SDI] in inclusive math settings. Whether you're a co-teacher, special education teacher, or instructional leader, you'll gain strategies for embedding SDI into everyday math instruction, tools to strengthen collaboration between co-teachers, ideas for creating a classroom culture where all students feel capable and connected, and practical ways to keep students engaged even when the math gets tough.

LEVERAGING AI TOOLS TO SUPPORT VISIBLE LEARNING IN MATHEMATICS ~ CONTENT AND PEDAGOGICAL CAPACITY

Tony Frontier

Description: In this session, participants will learn strategies that can be applied to widely accessible AI tools to co-plan engaging instruction, address student misconceptions about specific mathematics topics and skills, create scaffolds and differentiated paths to support student learning, and develop rigorous, standards-aligned mathematics tasks.

5 STEPS TO INCREASE ENGAGEMENT, ACHIEVEMENT, AND MOTIVATION OF 6-12 STUDENTS WHO STRUGGLE ~ STUDENT ENGAGEMENT & CULTURE

Juliana Tapper

Description: Teaching students who have struggled with math for years requires more than just reteaching content—it demands a mindset shift and a new approach. Learn the classroom-tested B.R.E.A.K. it™ Math Intervention Framework—a five-step approach designed to boost confidence, increase engagement, and improve achievement for students who've historically been unsuccessful in math. Walk away with a fresh lens on equity, actionable strategies, and a clear path to becoming a math gatebreaker - instead of a gatekeeper - for the students who need you the most.

EXTINGUISHING THE FIRES WITHIN YOUR MATH PROFESSIONAL LEARNING COMMUNITY [PLC] ~ ALIGN INSTRUCTION WITH CURRICULUM AND STANDARDS

Garth Larson

Description: Even the most well-intentioned PLCs encounter challenges or “fires” as we often call them. When those “fires” start, they can derail effective collaboration and undermine the goal of educator and student impact. This session is for math PLCs who are ready to confront common PLC struggles head-on and provide tools and strategies that can be immediately used for productive collaboration. Participants will explore the most common fires within PLCs, such as conflict/dysfunction, resistance, or lack of focus. Whether your PLCs are smoldering or on fire, this session will equip you with the tools and vision to restore the purpose and impact of your collaborative teams.

More Information: <https://firsteducation-us.com/contact-us>

MATH SUMMIT

SESSION DESCRIPTIONS



2:30 PM – 3:15 PM CST
Closing & Q & A Panel

BRINGING IT ALL TOGETHER: REFLECTIONS AND REAL TALK

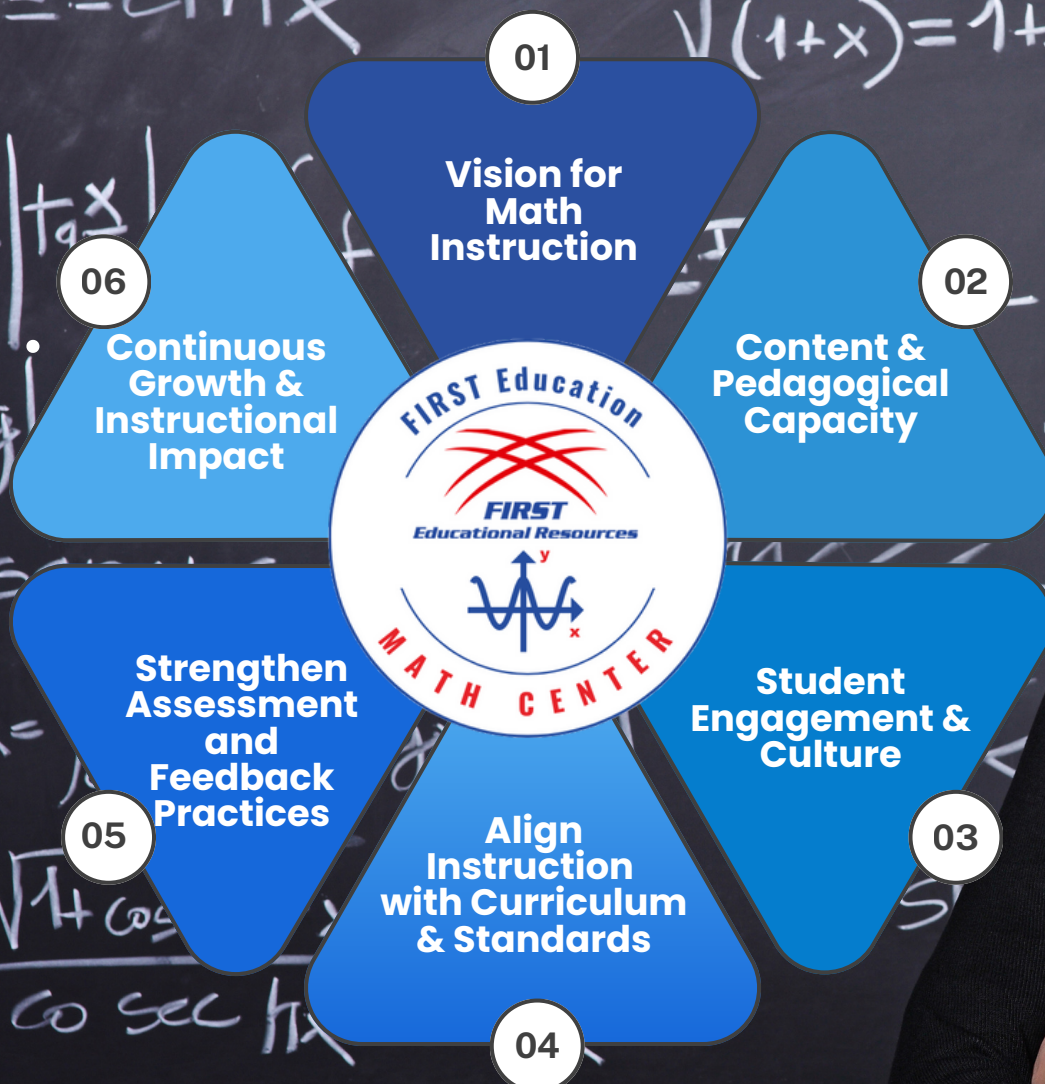
FIRST Education Breakout Session Presenters

Description: To conclude the day, join our panel of breakout session presenters for an engaging and interactive Q&A. This session offers participants the opportunity to reflect on key takeaways, connect ideas across the HTMT Framework, and explore practical applications for their own schools and classrooms. Panelists will share final insights from their sessions, respond to audience questions, and discuss how the day's learning connects to continuous growth and instructional impact.

SCAN ME!



For more information, click on the link to the [Highly Trained Math Teacher Framework](#)



More Information: <https://firsteducation-us.com/contact-us>

SPEAKER

Bios



JOHN HATTIE

John Hattie, PhD, is an award-winning education researcher and best-selling author with nearly thirty years of experience examining what works best in student learning and achievement. His research, better known as Visible Learning, is a culmination of nearly thirty years of synthesizing more than 2,100 meta-analyses comprising more than one hundred thousand studies involving over 300 million students around the world. He has presented and keynoted in over three hundred international

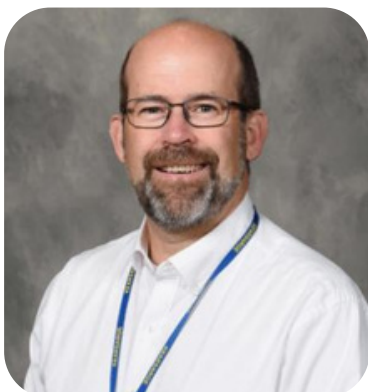
conferences and has received numerous recognitions for his contributions to education. His notable publications include Visible Learning, Visible Learning for Teachers, Visible Learning and the Science of How We Learn; Visible Learning for Mathematics, Grades K-12; and 10 Mindframes for Visible Learning.



KELLY BARKOVICH

Kelly Barkovich is an experienced educator with over 16 years in public education, currently splitting her time between special education consulting and serving as a virtual special education teacher. She is also the Co-Director of the FIRST Education Co-Teaching Center, where she collaborates with educators to improve co-teaching practices and enhance student outcomes. Her background includes leadership as an elementary school principal, special education instructional coach, and special

educator across the elementary, middle, and high school levels. Kelly's expertise includes co-teaching, instructional coaching, assessment practices, and supporting the academic, behavioral, and social-emotional needs of all students. Kelly was recognized with the Inclusion Partnership Award for her dedication to creating inclusive, student-centered learning environments.



PETER BIANCHI

Peter Bianchi in his twenty-sixth year of teaching math at Kearsarge Regional High School, Peter Bianchi began his career after working in video production in Washington, DC, returning to his alma mater first as a paraprofessional and then as a teacher. He has taught courses from Pre-Algebra to Calculus and served as an adjunct professor at New England College. A strong advocate for competency-based education, Peter helped pilot the program that became the foundation for the

school's current model. Beyond the classroom, he has coached basketball and tennis, advised the senior class, and served as Curriculum and Assessment Leader for Mathematics.



SPEAKER

Bios



SHELLY DAUN

Shelly Daun, the Director of the FIRST Education Math Center and Co-Director of the Co-Teaching Center, a division of FIRST Educational Resources, has over 30 years in public education. Currently serving as the Director of Curriculum, Instruction, and Assessment, she brings a wealth of experience gained from roles as a teacher, instructional coach, and principal. Shelly extends her expertise globally by consulting with schools and districts. Specializing in math education, she

provides customized professional development to enhance teaching methodologies, foster a deeper understanding of mathematics in educational settings, and provide students access to rigorous mathematical coursework. Recognized as the "Instructional Leader of the Year" for Wisconsin in 2022 by the Wisconsin Association for Supervision and Curriculum Development, Shelly has dedicated her career to instructional leadership, systems change, and school-wide reform.



TONY FRONTIER

Tony Frontier, PhD is the Director of the FIRST Education AI Center for Effective Teaching and Learning. He works with schools internationally to develop engaging, standards-aligned curriculum, instruction, and assessment. His most recent book, *AI with Intention: Principles and Action Steps for Teachers and School Leaders* (2025), was endorsed by John Hattie as "the best book I have read to introduce all to optimize the power of AI."



CHRISTOPHER GERAGHTY

Dr. Christopher Geraghty, now in his twenty-first year at Kearsarge Regional High School in North Sutton, NH, Dr. Christopher Geraghty has served as both a social studies teacher and assistant principal. During sixteen years in the classroom, he championed inquiry-based learning and designed an Inquiry and STEAM Education course emphasizing interdisciplinary, student-centered instruction. As assistant principal, he has led the school's shift to competency-based education—implementing

assessments tied to learning targets, proficiency-based crediting, and opportunities for reassessment to promote a culture of continuous improvement. Christopher also teaches in the Education Department at New England College and works as a social studies curriculum and instructional coach across New England.



SPEAKER

Bios



GARTH LARSON

Garth Larson, Ed.D, is the Co-Founder and CEO of FIRST Educational Resources. He began his career as a high school English teacher and Associate Principal, later serving as an elementary principal and the Director of Learning for the Winneconne Community School District in Northeast Wisconsin. In 2015, he co-founded FIRST Educational Resources, aiming to enhance student achievement across the United States. Since then, over 2,500 school districts worldwide have partnered with his company. Garth consults globally, providing customized professional development on topics such as Professional Learning Communities, Learning-Centered Grading Practices, Leadership, and School Improvement. He is the co-author of six books, including Collaborative Systems of Support, PLC 2.0, Grading for Impact, The STAGR Process Roadmap, Extinguishing the Fires Within Assessment and Grading Reform, and Simplifying School Improvement: A Framework for Impact in Today's Schools.



DANICA LEWIS

Danica Lewis has over 20 years of experience in schools, serving as an elementary teacher, an instructional coach, and later as a school and district administrator, including school building leadership, early childhood leadership, special education leadership, and curriculum & assessment leadership in urban and suburban schools. Danica led the implementation of standards-aligned instruction, assessment, and grading as both a district-level and building-level administrator. Danica facilitates powerful professional learning around literacy, standards-aligned instruction and assessment, rigorous teaching, data analysis, and professional learning community leadership. In 2017, the Wisconsin Association for Supervision and Curriculum Development recognized Danica as the "Instructional Leader of the Year" for the State of Wisconsin.



AMANDA IRONSIDE

Amanda Ironside has over 20 years of experience in public education, working as a classroom teacher, instructional coach, and Advanced Learning Coordinator. Currently serving as the Gifted, Talented & Advanced Learner Coordinator for her district, Amanda consults with school districts, emphasizing a systematic approach through coaching and collaboration with teachers and administrators to enhance student outcomes and strengthen instructional practices.



SPEAKER

Bios



SARAH MILLARD

Sarah Millard is in her eleventh year of teaching math, the past eight at Kearsarge Regional High School in North Sutton, NH. Originally from Massachusetts, she has taught everything from remedial Algebra 1 to Precalculus, including co-taught and alternative math courses. Sarah helped lead the school's pilot for competency-based education, guiding the shift in both student and departmental mindsets toward full implementation. She currently serves as Curriculum and Assessment Leader for Mathematics and coaches the Math Team, as well as girls' soccer and lacrosse.



JOHN SANGIOVANNI

John SanGiovanni is a best-selling author and nationally recognized leader in mathematics education. He works as a mathematics coordinator in Maryland, leading curriculum and assessment development, professional learning, intervention, and school improvement planning. John is passionate about developing mathematics specialists and teacher leaders in his district work and his work at McDaniel College in Maryland. He is an author of more than two dozen mathematics education books and is an international consultant providing professional learning for mathematics content, pedagogy, and curriculum design. John is a regular speaker at conferences across the country and is active in professional organizations, having served on the Board of Directors for both the National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics.



JULIANA TAPPER

Juliana Tapper is a seasoned educator with experience as a math interventionist and Algebra 1 teacher in South Central Los Angeles, East San Jose, and Denver. Having worked closely with students who have been historically unsuccessful in math, she understands the intricacies of supporting learners who struggle. After her time in the classroom, Juliana became a district math coach and TOSA (Teacher on Special Assignment) before founding CollaboratEd Consulting. Through her consultancy, she has provided professional development to schools, districts, state departments of education, and juvenile justice systems. Juliana is a sought-after presenter at national conferences like NCTM, NCSM, ASCD, and Learning Forward, and is the bestselling author of *Teaching 6-12 Math Intervention: A Practical Framework to Engage Students Who Struggle*.

