



# 59<sup>TH</sup> EASTERN ILLINOIS UNIVERSITY CONFERENCE ON TEACHING MATHEMATICS

## TODAY'S SCHEDULE

**MARCH 5, 2026**  
**8:30AM – 2:00PM**

EASTERN ILLINOIS UNIVERSITY  
MLK JR. UNIVERSITY UNION  
1720 7TH STREET  
CHARLESTON, IL 61920

[GO.EIU.EDU/MATHCONFERENCE](http://GO.EIU.EDU/MATHCONFERENCE)

<b>REGISTRATION</b>	8:00 – 8:30am	University Ballroom
<b>WELCOME</b>	8:30 – 8:45am	University Ballroom
<b>KEYNOTE</b>	8:45 – 9:45am	University Ballroom
<b>BREAKOUT 1</b>	10:00 – 11:00am	3rd Floor Rooms
<b>BREAKOUT 2</b>	11:15am – 12:15pm	3rd Floor Rooms
<b>LUNCH &amp; DISCUSSION</b>	12:30 – 2:00pm	University Ballroom

## KEYNOTE SPEAKER



### UNIVERSITY BALLROOM

#### **BEFORE THE $x$ : BUILDING THE NUMERACY THAT MAKES ALGEBRA POSSIBLE**

JACKIE PALMQUIST ([JACKIEPALMQUIST@THUMBSUPMATH.COM](mailto:JACKIEPALMQUIST@THUMBSUPMATH.COM))

Algebraic thinking—the ability to generalize, represent, justify, and reason with abstract structures—isn't a destination, it's a journey that begins the moment students encounter mathematical ideas. Early numeracy should be much more than arithmetic; it must include the ability to reason with numbers, interpret data, and recognize patterns in meaningful contexts. In

this keynote, we will explore algebraic reasoning as a cohesive thread woven throughout the curriculum starting in pre-kindergarten. Engaging in grade-band problems, we will see how core algebraic ideas connect and progress vertically. Our understanding of the preK-12 progression of numeracy and algebraic reasoning will be expanded by experiencing strategies that build students' foundational understanding of mathematics leading to success in Algebra and beyond.

Jackie Palmquist is a mathematics educator, author, and coach dedicated to ensuring all students have access to high quality mathematics education and the support needed to succeed. After 30+ years leading the High School Math Department and teaching in Indian Prairie School District 204, Jackie now coaches teachers, designs professional development, and presents at national conferences on building mathematical understanding and confidence for every learner. Jackie is the author of Number Talk resources focused on high school content in Number Sense, Algebra, Geometry, and Statistics & Probability, available at [thumbsupmath.com](http://thumbsupmath.com).

#### **THE CONFERENCE IS SUPPORTED BY:**

- EIU Department of Mathematics & Computer Science
- Regional Office of Education #11
- Illinois Council of Teachers of Mathematics
- EIU College of Liberal Arts & Sciences
- EIU Math Energy Student Organization

#### **PROFESSIONAL DEVELOPMENT CREDIT**

Professional Development credit is available for teachers attending the whole conference. Be sure to sign in and sign out to receive 5 hours.

# SESSION DETAILS

	10:00 – 11:00am	11:15am – 12:15pm
<b>ELEMENTARY SCHOOL</b>	<p><b>MARTINSVILLE ROOM</b></p> <p><b>FROM GLYPHS TO GRAPHS: MAKING SENSE OF DATA</b>            AMANDA CULLEN &amp; JENNIFER TALBOT (ALMILLE@ILSTU.EDU)            ILLINOIS STATE UNIVERSITY</p> <p>Although data and statistics are included in the Common Core State Standards for Mathematics beginning in kindergarten, instruction on these topics typically emphasizes interpreting existing graphs instead of engaging students in meaningful data collection and analysis. This presentation offers practical strategies for helping students collect, analyze, interpret, and represent data in ways that connect to their own experience.</p>	<p><b>EFFINGHAM ROOM</b></p> <p><b>“OPEN MIDDLE” PROBLEMS TO STRENGTHEN WHOLE NUMBER OPERATIONS</b>            ADAM POETZEL (APOETZEL@ILLINOIS.EDU)            UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN</p> <p>Open Middle questions transform routine practice into problem-solving experiences that build procedural fluency and mathematical reasoning. Adaptable across grade levels, this session focuses on adding, subtracting, multiplying, and dividing with whole numbers. Walk away with practical strategies you can use tomorrow to open up your students’ thinking!</p>
<b>ELEMENTARY/MIDDLE SCHOOL</b>	<p><b>EFFINGHAM ROOM</b></p> <p><b>“OPEN MIDDLE” PROBLEMS TO STRENGTHEN FRACTION, DECIMAL, AND PERCENT OPERATIONS</b>            ADAM POETZEL (APOETZEL@ILLINOIS.EDU)            UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN</p> <p>Open Middle questions transform routine practice into problem-solving experiences that build procedural fluency and mathematical reasoning. Adaptable across grade levels, this session focuses on operations with fractions, decimals, and percents. Walk away with practical strategies you can use tomorrow to open up your students’ thinking!</p>	<p><b>ARCOLA/TUSCOLA ROOM</b></p> <p><b>BUILDING NUMERACY: K-8 STRATEGIES</b>            CATHLEEN WEBER (CWEBER@ROE51.ORG)            ROE #51 (WWW.EDUCATIONLANE.NET)</p> <p>Students need skills to develop numeracy throughout their education. This session will focus on how to build skills to ensure problem solving.</p>
<b>MIDDLE/HIGH SCHOOL</b>	<p><b>CHARLESTON/MATTOON ROOM</b></p> <p><b>EVERYONE CAN ACCESS ALGEBRA WITH NUMBER TALKS</b>            JACKIE PALMQUIST (JACKIEPALMQUIST@THUMBSUPMATH.COM)            THUMBS UP MATH</p> <p>Number Talks in middle and high school classrooms facilitate access to complex algebra by surfacing prior knowledge of content strands for upcoming lessons. Discover students’ misconceptions and strengths before you teach. Build on their knowledge, fill gaps, and grow together as mathematicians working to understand, not memorize. You will leave with tools to try the routine in your own classroom.</p>	<p><b>MARTINSVILLE ROOM</b></p> <p><b>TRAUMA-INFORMED INSTRUCTION IN THE MATH CLASSROOM.</b>            JEREMY BABEL (JBABEL@LEYDEN212.ORG)            LEYDEN HIGH SCHOOL DISTRICT 212</p> <p>Have you ever wondered, “What was she thinking?” or “Why would he say that to an adult?” Or struggled to reach a student who seemed completely shut down? As a teacher and a parent through foster care and adoption, I’ll share insights into how trauma impacts learning and behavior, along with strategies to better support students facing these challenges.</p>
<b>HIGH SCHOOL</b>	<p><b>ARCOLA/TUSCOLA ROOM</b></p> <p><b>MATHEMATICS SKILLS FOR ACT READINESS</b>            CATHLEEN WEBER (CWEBER@ROE51.ORG)            ROE #51 (WWW.EDUCATIONLANE.NET)</p> <p>All high school mathematics courses build skills needed to be successful on the ACT suite of assessments. Frequent review and practice can ensure all students sustain mastery of skills assessed. This session will give resources available to maximize review and practice.</p>	<p><b>CHARLESTON/MATTOON ROOM</b></p> <p><b>EXPERIENCE PROBABILITY, DON’T JUST MEMORIZE IT</b>            JACKIE PALMQUIST (JACKIEPALMQUIST@THUMBSUPMATH.COM)            THUMBS UP MATH</p> <p>There is more to understanding probability than memorizing formulas. Engage in a Math-Medic lesson using the “Experience First, Formalize Later” (EFFL) instructional approach. This session models how EFFL builds conceptual understanding before formalizing rules, helping students reason about mathematics rather than memorize formulas. Math-Medic offers free lessons for Statistics, Algebra, Precalculus, and more. After this experience, you’ll want to explore these resources for all your courses.</p>



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# CONFERENCE ON TEACHING MATHEMATICS

## LUNCH SPEAKERS

### ILLINOIS COMPREHENSIVE NUMERACY PLAN

MAGGIE ALIBAIKZADEH ([MALIBAIK@ISBE.NET](mailto:MALIBAIK@ISBE.NET)) & AIMEE SUTTON

The Illinois State Board of Education (ISBE) is in the process of developing the Illinois Comprehensive Numeracy Plan. The first draft was released for public review in October, and the second draft was released in February. This session will provide a brief overview of the plan and offer participants an opportunity to share feedback directly.



[www.isbe.net](http://www.isbe.net)

### ILLINOIS COUNCIL OF TEACHERS OF MATHEMATICS

JEREMY BABEL, PRESIDENT

The Illinois Council of Teachers of Mathematics (ICTM) is a community of PreK through post-graduate (PreK-20) educators promoting equitable, high-quality mathematics teaching and learning through leadership, collaboration, advocacy and professional development. As the state leader in mathematics education, ICTM is committed to sound pedagogy, teacher collaboration, and professional development, ensuring student achievement through engagement in meaningful and rigorous instruction.



[www.ictm.org](http://www.ictm.org)