

EXCELLENCE *in* TEACHING CONFERENCE

Making Sense of a Mathematical World



UNIVERSITY OF
NOTRE DAME

March 8-10, 2024

EXCELLENCE *in* TEACHING CONFERENCE

Making Sense of a Mathematical World

Friday, March 8, 2024

4:30pm-6:30pm

Registration Check-in and Welcome Reception

with hors d'oeuvres and drinks included

Duncan Student Center - Dahnke Ballroom (overlooking Notre Dame Stadium)

Keynote

Establishing Conditions for Student Success in Mathematics Classrooms

Kathryn Chval, Ph.D., (Dean, Professor, UIC College of Education)

Keynote to begin at 5:30

Teachers and leaders have the pivotal responsibility to establish and maintain conditions that facilitate the success and inclusion of students learning mathematics. The positioning of students affects their identities, participation, agency, and abilities to develop communicative, social, and academic competencies. Kathryn Chval will share how exceptional teachers establish conditions for student success in mathematics classrooms.

Saturday, March 9, 2024

8:00am-9:00am

Breakfast and Registration

Duncan Student Center - Dahnke Ballroom

9:00am-9:30am

Opening Remarks and Welcome

Making Sense of a Mathematical World

Patrick Kirkland, Ph. D., Faculty, University of Notre Dame

Duncan Student Center - Dahnke Ballroom



9:50am-10:50am **Session A Breakouts**

Mendoza College of Business

Using Story Problems to Teach Fractions (C) (E) (ELEM)

Mendoza 162

D'Anna Pynes, Ph.D. (Faculty, University of Notre Dame)

Introducing fraction concepts through story contexts provide an opportunity for students to create fraction amounts by drawing and making connections to fraction names and symbols. In this session, we will share a set of strategically crafted fraction story problems to support conceptual development. We will discuss a progression of story contexts that engage children in a range of reasoning and consider the importance of number selection across problem types.

Math is NOT a Universal Language: ESL Strategies to Try Tomorrow (E)(All)

Mendoza 160

Sarah Butch, M.A. (Coordinator, ENL at Notre Dame)

This session will delve into the unique challenges multilingual students face in the math classroom. Explore the connection between linguistics and math instruction and leave with a toolkit of research-based strategies to better support your multilingual students in building math vocabularies and fostering collaborative problem-solving discussions.

Building Early Numeracy Skills in Pre-K - 2nd Grade (C)(ELEM)

Mendoza 133

Patrick Kirkland, Ph.D. (Faculty, University of Notre Dame)

In this session, participants will learn about the trajectory of students' development in numeracy from preschool through 2nd grade and how to set up their classroom environments to best support that development. We will discuss three early numeracy concepts that lay a foundation for future success in mathematics: a) students' knowledge of numbers, b) students' understanding of equivalence, and c) students' understanding of place value and how it relates to operations.

Data-Informed Teaching in the AI Era (E) (All)

Mendoza 161

Lewis Poche, M.Ed. (Coordinator, Higher Powered Learning at Notre Dame)

Dive into the future of education with this talk on leveraging adaptive software, particularly AI, for formative assessment, student feedback, and high-leverage teaching practices. Grounded in the "How People Learn" research framework, our conversation will focus on building assessment-centered environments powered by diagnostic instruction. Explore evidence-based strategies that not only cater to diverse student needs but also transform math teaching into a dynamic and engaging experience.

Networking with Local Experts to Develop Rich Math Experiences (C) (HS)

Mendoza 122

Lynette Grypp, M.Ed., M.S. and Brooke Thomas, M.Ed. (Teachers, Summit Country Day School)

Student engagement increases when students see concrete applications of the math they explore in the classroom. Learn from Brooke Thomas and Lynette Grypp of their collaboration with architects at the Cincinnati Zoo and Botanical Garden and the authentic project they created to challenge their students to design habitat spaces using geometry. Consider ways to network with professionals in your community to provide your math students the opportunity to apply their learning in a genuine way.

Number Talks and Restorative Justice in the Middle School Classroom (A) (MS)

Mendoza 134

Angie Hardman (Teacher, South Bend Community School Corporation)

Number Talks and Restorative Justice work beautifully with each other to help our students voices be heard, respect be shared, and mutual agreements to shine in a math classroom. Having space where students can feel safe to share and make mistakes is crucial for their strong number sense success. This session will take you through what this process looks like and some of the fundamental processes that need to be in place first for it to take off.

11:00am-12:00pm

Session B Breakouts

Mendoza College of Business

Small Variations, Significant Impact: How the Structure of Input Influences Children's Understanding of Mathematics (E) (ELEM, MS)

Mendoza 161

Nicole McNeil, Ph.D. (Faculty, University of Notre Dame)

It is obvious that broad, holistic differences in children's environments (e.g., differences in socioeconomic status) affect mathematics learning outcomes, but what about more localized, fine-grained aspects of the learning environment? In this talk, I will present evidence that even seemingly minor differences in the structure and format of input can lead to important differences in children's understanding of foundational mathematics concepts.

Self Regulated Strategy Development in Math, Focusing on Fractions (E) (ELEM, MS)

Mendoza 160

Abby Giroux, M.A., M.S. (Coordinator, PIE at Notre Dame)

As math teachers, we want our students to be able to learn from example problems, use their notes, and start asking themselves questions as they work to solve problems and check their work. Self-regulated strategy development (SRSD) is a framework for explicitly teaching academic strategies to students. In this session, we will use example SRSD Math strategies for operations with fractions to explore how these strategies support conceptual understanding and self-assessment in mathematics.

Do Math Like a Champion Today (C) (E) (HS)

Mendoza 134

Brian Mulholland, Ph.D. (Faculty, University of Notre Dame)

Mathematical formation goes beyond content mastery. In this session, we delve into the pivotal metacognitive skills that underpin academic excellence in first-year college mathematics. Drawing from experience as a Notre Dame instructor, I'll share insights on nurturing these skills among students from varied backgrounds, highlighting strategies that foster deep understanding and independent learning. Join us to unlock the potential of metacognition in mathematics education.

Together We Can Make Math Make Sense: Best Practices for Public Sensemaking in the Classroom (E) (All)

Mendoza 122

Yaa Dankwa, M.Ed. (Graduate Student, The Ohio State University)

A look at norms and best practices for setting up small group work and whole group discussions in the math classroom through the lens of sensemaking. Specifically, how implicit and explicit group roles in math can facilitate sensemaking. Additionally, we look at ways to make whole-group sensemaking feel safe for all learners.

Developing Number Sense in Middle School (C) (MS)

Mendoza 133

Erin Whalen, M.S., M.A. (Teacher, MU Prep)

Number sense is essential for success in math, both academically and in everyday situations, and it can be taught! Explore ways to help students develop number sense through games, brainteasers, manipulatives, and more. This interactive session will allow time for you to try out the activities and discuss them with those around you. The session is geared toward grades 6-8 but can be adapted for older or younger students. Let's make math creative, engaging, and accessible to all!

Where Faith and Reason Meet: How a Math Classroom Presents an Opportunity for Faith Engagement (A) (C) (All)

Mendoza 162

John Brahier, M.A. (Associate Superintendent, Archdiocese of Detroit)

What is - or can be - uniquely Catholic about the instructional approach in K-12 math classes in Catholic schools? In this session, participants will...

- (a) develop an understanding of the particular approach that can make math classes uniquely Catholic
- (b) learn a basic approach to integrating faith and reason in the classroom
- (c) examine and discuss examples of math lessons and units that are designed to integrate faith and reason

12:00pm-1:30pm

Lunch and Keynote

Dahnke Ballroom, Duncan Student Center

Think Like a Mathematician

Grace Kelemanik and Amy Lucenta, Founders, Fostering Math Practices

Do your students get overwhelmed by wordy problems, complicated expressions, or unfamiliar representations? Do they grab numbers and start calculating without thinking? Join us to explore three avenues of thinking championed in the Standards for Mathematical Practice and strategies to support students to slow down and make sense of messy math problems.

1:45pm-2:45pm

Session C Breakouts

Mendoza College of Business

Ensuring Our Students Can Make Sense of Math: Using Rich Formative Assessment in 3rd-8th Grade (C) (ELEM, MS)

Mendoza 162

Patrick Kirkland, Ph.D. (Faculty, University of Notre Dame)

In this session, participants will learn how to assess students' number sense efficiently and effectively and then use the assessment data to promote students' sense-making and academic growth. A framework for rich formative assessment and example assessment items for students' number sense with whole numbers, fractions, and decimals will be presented. Participants will work in small groups to analyze how results from these formative assessments compare with more traditional assessments in math.

The Use of Visuals and Multiple Representations in Mathematics (E) (ELEM, MS)

Mendoza 133

Kelly-Ann Gesuelli, Ph.D. (Postdoctoral Scholar, CLAD Lab at Notre Dame)

This session focuses on ways for educators to effectively use and integrate the visuals and multiple representations to help facilitate students' math learning. Methods discussed include a range of evidence-based math practices for struggling students as well as specific instructional supports adopted from an IES funded fraction sense intervention shown to improve fraction concepts and procedures among middle school students with/at-risk for math difficulties.

Supporting Students with Persevering through Mathematical Roadblocks (A) (ELEM, MS)

Mendoza 160

Erin Meikle, Ph.D. (Graduate Student, Duquesne University)

It is important to be able to persevere when we encounter trials in life. Math classrooms are places where teachers can help students overcome challenges to reach understanding. When students hit roadblocks in mathematics, this can be frustrating. However, persevering can help students get past roadblocks in mathematics just as it can help students deal with trials outside of the classroom. Persevering is also an entry to seeing the beauty of mathematics just as it can unveil the beauty in life. This session focuses on pedagogical strategies which support perseverance in mathematics.

Promoting Mathematical Curiosity and Creativity (A) (All)

Mendoza 122

Kathryn Mulholland, Ph.D. (Faculty, University of Notre Dame)

This session will explore two methodologies, Math Circles (extracurricular activities) and Inquiry-Based Learning (a form of active learning), that engage students in meaningful mathematical exploration. Participants will leave with some strategies to cultivate a classroom culture that promotes mathematical curiosity and creativity.

Functions of Success: The Input Matters (C) (HS)

Mendoza 161

Catie Acitelli, Ph.D. (Faculty, University of Notre Dame)

This presentation will focus on mathematical functions, identifying key information that drives student success in college math or science classrooms. We will explore ways that students should think about and integrate function-focused thinking across all grade levels, while also normalizing what makes functions so hard for many students to understand. Expect a lively discussion with actionable takeaways that you can begin implementing now.

3:00pm-4:00pm

Session D Breakouts

Mendoza College of Business

Connecting Representations: A Routine to Develop Structural Thinking (E) (HS)

Mendoza 162

Grace Kelemanik, Co-Founder, Fostering Math Practices

In this session, you will learn how the Connecting Representations reasoning routine can support all students to think like mathematicians. You will engage in the routine as a math learner, reflect on your experience, and leave ready to try it in your own classroom.

Contemplate then Calculate: A Routine to Develop Structural Thinking (E) (ELEM) (MS)

Mendoza 161

Amy Lucenta, Co-Founder, Fostering Math Practices

In this session, you will learn how the Contemplate then Calculate reasoning routine can support all students to think like mathematicians. You will engage in the routine as a math learner, reflect on your experience, and leave ready to try it in your own classroom.

Bring Your Capes and Discover Your Students' Mathematical Superpowers!(A) (ELEM)

Mendoza 122

Ann Bingham, Ph.D. (Faculty, Holy Cross College)

So often in K-5 mathematics we focus on students' deficits as a means to close learning gaps. And still so many children don't see themselves as capable mathematicians. What if instead of focusing on what kids can't do we leveraged students' strengths and interests. In this interactive session on strengths-based teaching and learning, participants will identify a variety of mathematical superpowers and instructional practices that will allow more students to flex their mathematical muscles.

Turn and Talk: Discourse-Based Mathematics (E) (ELEM)

Mendoza 160

Eve Fiorica and Mary Kate Koecheler (Teacher and Principal, Diocese of Rochester)

The importance of mathematical thinking and communication. When students transform their mathematics learning and thinking into words, they dramatically expand their ability to think critically about math, develop higher-order thinking skills, and apply their knowledge to new and novel math situations.

Are Students Recovering from the Pandemic? Signs from High School Statistics Classes (E) (MS, HS)

Mendoza 133

Ying "Alison" Cheng, Ph.D. (Faculty, University of Notre Dame)

In school years 2021-2022 and 2022 - 2023 we assessed high school students taking introductory statistics classes on: 1) describing and visualizing univariate data; 2) describing, visualizing and modeling bivariate data; and 3) sampling and experimentation. 374 students in IL, IN and NY participated in the study between two cohorts. Results suggested that students in the 2022 - 2023 general did better on the assessments. The accuracy rates on these competencies improved between 14% to 25%

5:00pm - 6:00pm

Optional Mass

Basilica of the Sacred Heart, Notre Dame

If you would like, please join us in celebrating Mass at our beautiful and historic Basilica.

6:30p – 8:30p

Dinner and Keynote Address

Dahnke Ballroom, Duncan Student Center

5 Strategies to Engage All Students in Mathematical Thinking and Discourse

Grace Kelemanik and Amy Lucenta, Founders, Fostering Math Practices

Are you eager to engage ALL of your students in mathematical thinking? We will introduce five teaching strategies you can use to ensure all of your students are thinking, reasoning, and talking mathematically. We will use examples and activities to illuminate each strategy and give concrete advice for getting started with each.

Dahnke will be open at 6:00p with the bar open by 6:15p. Dinner will be served at 6:30p

Sunday, March 10, 2024

8:00am–9:00am

Breakfast

Morris Inn – Smith Ballroom

9:00am–11:00am

Concluding Remarks and Curriculum Planning Session

Morris Inn – Smith Ballroom

Patrick Kirkland, Ph.D. (Faculty, University of Notre Dame)

Presenters

Strands:

A: Attitudes and Dispositions
Towards Mathematics

C: Conceptual Understanding of Mathematics

E: Evidence-based Practices for Teaching
Mathematics

Target Audience:

ELEM: Elementary

MS: Middle School

HS: High School

All: All audiences



Kathryn Chval, Ph.D.

Kathryn B. Chval is the Dean of the College of Education and Professor of Mathematics Education at the University of Illinois Chicago (UIC). She is a respected scholar and leader in the field. She has authored or co-authored more than 70 publications in mathematics education and has secured more than \$20 million in funding as a PI or Co-PI, including from the National Science Foundation and the U.S. Department of Education. Her research focuses on effective preparation models and support structures for teachers, and she has strong expertise in the teaching of underserved populations, especially English language learners.



Grace Kelemanik and Amy Lucenta

Grace Kelemanik and Amy Lucenta, co-founders of Fostering Math Practices, have extensive K-12 mathematics experience with a focus on developing mathematical thinking in all students, particularly in historically marginalized students. As former classroom teachers, coaches, and pre-service educators, they support teachers, districts, and educational collaborative organizations to transition their curriculum and pedagogy to reflect current mathematics education research through professional development and coaching. Grace and Amy are co-authors of *Routines for Reasoning: Fostering Mathematical Practices in All Students*. Follow them both on Twitter @GraceKelemanik @AmyLucenta



Catie Acitelli, Ph.D.

Dr. Catie Acitelli is an assistant teaching professor in the Applied and Computational Mathematics and Statistics Department at Notre Dame. She holds a Bachelors, Masters, and Ph.D. in Math and a Bachelors and Ph.D minor in Math Education. Dr. Acitelli taught high school math for six years, writing district curricula and winning numerous teaching awards. As a graduate student at NC State, she also won a variety of teaching awards. Dr. Acitelli has recently developed two courses for the ACMS Department and is redesigning a third.



Ann Bingham, Ph.D.

Dr. Ann Bingham currently serves as the Academic Director for the Elementary Education Program at Holy Cross College. As an assistant professor, she is grateful to walk alongside future educators as they discover their passion for teaching. Over the past 22 years, she has worn several different hats in the educational arena including: secondary teacher, mathematics consultant and district administrator. Her passions include joyful classrooms, strengths-based teaching and learning, professional learning communities, math manipulatives and black coffee.



John Brahier, M.Ed.

John Brahier is the Associate Superintendent for Catholic Culture in the Archdiocese of Detroit and the Founder of The Fides Et Ratio Project, which partners with educators to provide resources and formation so that they are equipped to bring the Catholic faith to life for their students. Previously, he served as a teacher (in the disciplines of mathematics and theology) and the Director of Campus Ministry. He lives near Detroit with his wife (Annie) and three children (Stephen, Matthew, and Mary).



Sarah Butch, MA

Sarah Butch serves as the Coordinator for the English as a New Language Hernandez Fellows Program. She earned her bachelor's degrees in Mathematics and Spanish from Grand Valley State University, her MA from Cornerstone University in Curriculum and Instruction, and her ENL certification from the University of Notre Dame. She has spent the past 15 years working with multicultural and multilingual students and is passionately dedicated to supporting educators as they embrace, educate, and empower the culturally and linguistically diverse students in their classrooms.



Ying "Alison" Cheng, Ph.D.

Dr. Ying "Alison" Cheng's research focuses on two areas: 1) Psychological and educational measurement; 2) Learning analytics. In the first area, she is interested in theoretical development and applications of item response theory (IRT), such as computerized adaptive testing and cognitive diagnostic assessments. In the second area, she is interested in educational data mining of large-scale, multimodal data. She has used both approaches in STEM education research, particularly in high school statistics education.



Yaa Dankwa, M.Ed.

Yaa Dankwa is a STEAM education doctoral student in the Department of Teaching & Learning at the Ohio State University. She earned her M.Ed. in math education from the University of Notre Dame and her B.S. in science education from the University of Notre Dame. She previously taught middle school math and science at an under-resourced Catholic school and more recently at a school for students with learning differences. Yaa is interested in investigating ways to mitigate the inequitable presence and engagement of underserved and underrepresented populations in STEAM.



Eve Fiorica

Eve Fiorica is a first-grade teacher at Seton Catholic. She has taught more than 20 years with experience in both public and private sectors. Most of her experience has been in first grade. This is her ninth year at Seton Catholic. Eve is a PLC leader and enjoys sharing her experiences and knowledge with other professionals. This fall, Eve served as a presenter for the first inaugural Catholic School i-Ready Leadership Summit at the University of Notre Dame and has been named a "Curriculum Associates 2024 Extraordinary Educator!"



Kelly-Ann Gesuelli, Ph.D.

Dr. Gesuelli is a postdoctoral researcher in CLAD Lab at the University of Notre Dame, where she works on projects examining students' mature number sense and the implementation of a math/literacy tutoring program. Prior to the University of Notre Dame, she received her Ph.D. in Education at the University of Delaware where she investigated students' fraction arithmetic development. Her broad research interests focus on math cognition and supports for students with math difficulties. She also holds an Ed.S. in School Psychology and has several years of experience working in the K-12 setting.



Abby Giroux, M.S., M.A.

Abby is the Associate Director of the Program for Inclusive Education (PIE). She is also a Mary Ann Remick Leadership Program graduate. In addition to supporting PIE, Abby teaches a section of Inclusive Teaching Practices for ACE Teaching Fellows in the summer.

Abby started her professional career in education as a middle school math and science teacher at Corpus Christi Catholic School in Holland, Michigan. Then, she served as the Principal at the All Saints Academy Upper Campus in Grand Rapids, Michigan. Abby also has experience teaching math at Aquinas College in Grand Rapids, Michigan.



Lynette Grypp, M.Ed., M.S.

Lynette Grypp teaches upper school math at The Summit Country Day School in Cincinnati, providing math experiences extending beyond classroom walls. Lynette attributes professional growth in her 24-year career in education to collaboration: professors in Notre Dame's ACE program; middle school, high school, and university colleagues; and students in the US and overseas. Lynette holds a BS and MS in math and a MEd, has written curriculum, presented at conferences, and published in *Mathematics Teacher*. Beyond teaching, Lynette enjoys exploring national parks with her husband and two children.



Angie Hardman

Angie has been a teacher in the South Bend School Corporation for more than a decade. She has invested time into the work and process of Restorative Justice in her Mathematics classroom. With the work of number sense she has watched her students grow substantially in all areas of mathematics and gain more confidence.



Patrick Kirkland, Ph.D.

Patrick Kirkland is an Assistant Professor of the Practice in the Institute for Educational Initiatives and a faculty member of ACE Teaching Fellows. Kirkland teaches elementary math methods and assessment courses for ACE Teaching Fellows and education research methods courses in the Education, Schooling, and Society program. His research interests are in the area of children's development of mathematical cognition in the context of K-12 classrooms. Specifically, he researches how students make sense of the relationship between whole numbers, fractions, and decimals and operations in math.



Mary Kate Koecheler

Mary Kate Koecheler is in her second year as the Principal of Seton Catholic School in Rochester, NY. Prior to that she was a 5th and 6th grade classroom teacher and has also worked as an AIS teacher. She currently serves on the board of the Catholic Courier, a local newspaper, as part of their community outreach sector. As a student, Mary Kate struggled with math. She now finds joy in helping students feel empowered and comfortable with mathematical concepts, and believes that by creating a safe environment students can foster a sense of agency and belonging within their math education.



Nicole McNeil, Ph.D.

Nicole McNeil is Professor of Psychology and ACE College Professor at the University of Notre Dame, where she directs the Cognition Learning and Development (CLAD) Lab and is a fellow of the IEI. She serves as an Associate Editor for Cognitive Science and is an elected Fellow of the Association for Psychological Science. McNeil's research focuses on math cognition and symbolic development. Her work has received national recognition, including the Presidential Early Career Award for Scientists and Engineers (PECASE) and the Boyd McCandless Award. She enjoys connecting educators to cognitive science.



Erin Meikle, Ph.D.

Erin Meikle is currently pursuing a Ph.D. in Theology at Duquesne University. Erin holds a B.S. in Mathematics from The Pennsylvania State University, an M.A. in Teaching from the University of Pittsburgh, a Ph.D. in Education (Mathematics Education concentration) from the University of Delaware, and an M.A. in Theology from Duquesne University. Erin previously taught courses in Mathematics and Education and mentored and tutored beginning Math and Science teachers from across the country. Erin's current theological research focuses on St. John Henry Newman's Mariology and his educational philosophy.



Brian Mulholland, Ph.D.

Dr. Brian Mulholland is an Assistant Professor of the Practice in the Mathematics Department and the Director of the ASCEND program, which is the summer online program for the incoming first years. He works primarily in digital resource development and mathematical pedagogy. He frequently implements digital materials and alternative teaching practices and plans to further research the impact of these non-traditional teaching methodologies to enhance student learning.



Kathryn Mulholland, Ph. D.

Kathryn Mulholland is an Assistant Professor of the Practice at the University of Notre Dame. She received a B.S. in Mathematics from Cal Poly in 2014 and a PhD in Mathematics from Notre Dame in 2021. Kathryn teaches introductory math courses for Notre Dame students and coordinates the Math Circles outreach program for local K12 students.



Lewis Poche, M.Ed.

Lewis Poche serves as the Associate Director of Higher Powered Learning. In this role, Lewis leads the HPL Network: a trusted exchange of connection and education for blended-learning practitioners and innovators. He has presented at various conferences on blended learning in Catholic schools and has a passion for purposeful technology integration into classrooms. Poche was a member of the 26th ACE Teaching Fellows cohort, teaching middle school math and science in San Jose, CA. Prior to ACE, Lewis studied Engineering and Philosophy at Southern Methodist University in Dallas, TX.



D'Anna Pynes, Ph.D.

D'Anna Pynes is an Assistant Professor of Mathematics Education with Notre Dame's Center for STEM Education. She is interested in supporting teachers to equitably explore and build on children's mathematical thinking during classroom instruction.



Brooke Thomas, M.Ed.

Brooke Thomas, M.Ed., a dynamic high school math teacher with 19 years of experience, currently teaches at The Summit CDS in Cincinnati. Passionate about finding unique ways to connect geometry to students' lives and our world, she uses puzzles to deepen understanding of what math is. As a mindfulness instructor, Brooke empowers students with tools for academic success and well-being. An avid hiker, she is inspired by the inherent relationship between math and nature. Currently planning a backpacking trip to the Alps with her husband, Brooke enjoys studying maps and organizing their routes.



Erin Whalen, M.S., M.A.

Erin Whalen is a veteran educator with 23 years of experience and a dedicated focus on math instruction. Erin has taught students from PK to 8, served as a school administrator, and worked as a math interventionist. She completed her bachelor's degree at Marian University. She also has an MS in curriculum and instruction from Nova Southeastern University and an MA in administration from the Remick Leadership Program of Notre Dame's Alliance for Catholic Education. Erin currently serves as the middle school math teacher at MU Prep, an online Catholic school in the Archdiocese of Indianapolis.

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