

NRSC and DeafTEC National Math and Science Conference

October 26–28, 2026

Sponsored by: the NTID Regional STEM Center and DeafTEC

RIT | National Technical Institute for the Deaf
DeafTEC

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Regional STEM Center

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Connecting to the Wifi: Visit **rit.edu/wifi** and enroll your devices. You can complete this process on or off campus. Choose "RIT guest". You will need to enter a cell phone number and agree to terms. After 24 hours of use, you will have to re-agree to RIT's Terms & Conditions.

Parking: If you are planning to park on campus during the conference, please register ahead of time at **rit.edu/go/msconfparking**.

Shuttle Schedule: View the bus schedule for the conference at **rit.edu/go/msconfbus**.



Welcome to the Math and Science Conference!

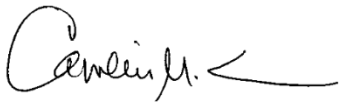
Greetings!

Welcome to Rochester Institute of Technology and the National Technical Institute for the Deaf! We are delighted to host teachers from middle and high schools and community colleges throughout the country for the NRSC/DeafTEC National Math and Science Conference, a gathering dedicated to strengthening STEM learning for deaf and hard-of-hearing students.

Your presence here reflects a shared commitment to expanding access, opportunity, and success in STEM education. This conference offers an important opportunity to connect with colleagues, exchange ideas, and explore promising practices that can enrich classroom instruction and student achievement.

We hope you will view RIT/NTID as both a resource and a partner in the important work you do every day. Together, we can help deaf and hard-of-hearing students appreciate and thrive in science and mathematics as they prepare for successful futures. We are grateful for your commitment and excited to work with you in this vital endeavor.

Thank you for bringing your expertise, energy, and commitment to this important gathering. Best wishes for an engaging and successful conference!



Dr. Caroline M. Solomon
NTID President
RIT Vice President

The planning committee joins us to extend a warm welcome to everyone attending the National Math and Science Conference at RIT/NTID. We hope you enjoy learning, meeting other participants, and gaining valuable resources from the conference. Please do not hesitate to find one of us if you need assistance. We look forward to spending the next three days with you.

Cordially,

Charles McFadden, Executive Director, Pre-College Programs
Donna Lange, DeafTEC Principal Investigator and Center Director

Committee: Brian Haak, Theresa Johnson, Mei Kennedy, PhD, Dawn Hoyt Kidd, PhD, David Strom, and Kimberley Taylor

For participants who attend the entire conference, RIT is awarding 1.2 CEUs along with 0.3 CEUs for the pre-conference session. Certificates will be disseminated at the end of the conference.

Monday Schedule

11:00 a.m. – 12:30 p.m.	Campus Tour **(sign-up required)** meet at SDC 1300
12:00 – 1:00 p.m.	Lunch (on your own)
1:00 – 4:00 p.m.	**Pre-conference Presentation: AI in the Math and Science Classroom** Artificial intelligence is transforming the way we teach and learn. In this hands-on workshop, participants will discover practical ways to bring AI into math and science classrooms. Using the micro: bit, participants will train a simple AI model to better understand how AI systems learn from data, make predictions, and improve through testing and refinement. The workshop will then explore generative and agentic AI tools, highlighting classroom applications, opportunities for student engagement, and key ethical considerations for responsible AI use in education. **Brian Trager, Kemoy Campbell** ***SDC 1300-1310***
4:00 – 5:00 p.m.	Registration / Refreshments
5:00 – 6:15 p.m.	**Conference Kick-Off / Presenters' Panel** – SDC 1300/1310
6:30 p.m.	Dinner (on your own)

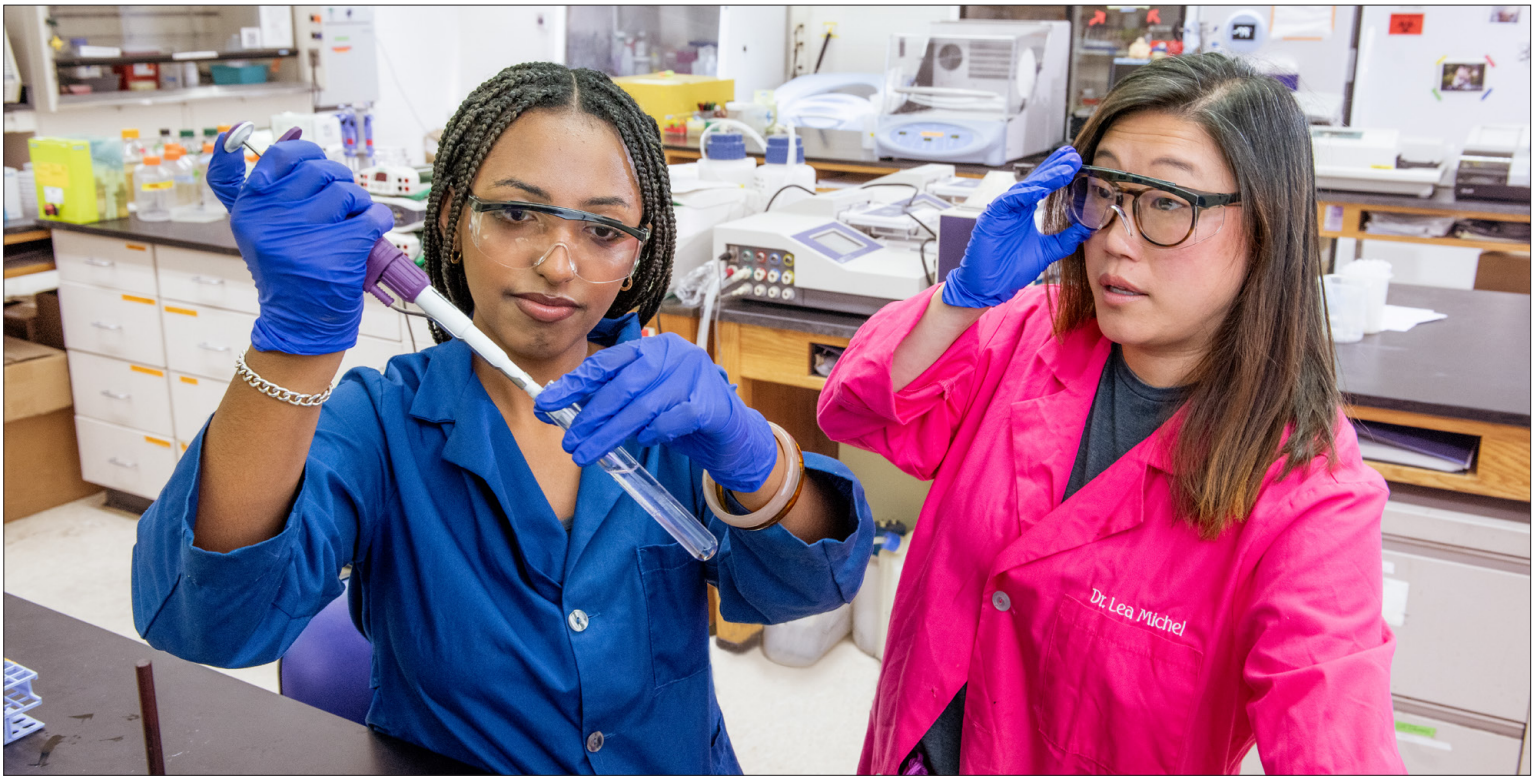


Tuesday Schedule

8:00 – 9:00 a.m.	**Registration / Continental Breakfast**			
9:00 – 9:20 a.m.	Welcome			
9:20 – 10:30 a.m.	**Opening Keynote** **Deaf and Hard-of-Hearing STEM Education: A Snapshot of Where We Stand** Dr. Caroline M. Solomon ***SDC 1300-1310***			
10:30 – 10:45 a.m.	Break			
10:45 – 11:45 a.m.	**Beyond the Digital Worksheet: Transforming Math Instruction with Amplify Desmos** William Jennison, Victoria Holcomb ***SDC 2425***	**Language & Literacy in STEM** Dr. Nathan Harrison ***SDC 1310***	**Deafness on Martha's Vineyard: A Real-World Case for Teaching Genetic Models** Elizabeth Ayers ***SDC 2102***	**Motivating Precalculus and Calculus with Data and Best Fit Curves** Dr. Christopher Hayes ***SDC 2110***
11:45 a.m. – 1:15 p.m.	**Lunch** (provided) - **Visit the exhibit tables upstairs**			
1:15 – 2:15 p.m.	**From Engagement to Understanding: Using Games, Sports, and Digital Tools to Deepen Mathematical Thinking** Aditya Sharma, Austin Davis ***SDC 2425***	**Utilizing Translanguaging Pedagogy to Foster STEM Sensemaking for Deaf and Hard-of-Hearing Students** Dr. Scott Cohen ***SDC 1310***	**Visual and Multimodal Strategies for Teaching Cardiac Anatomy to Deaf and Hard-of-Hearing Learners** Denise Lengyel ***SDC 2102***	**UDL, 5Es, and Middle School Science - Let's Go!** Connie Potersnak, Laura Christian ***SDC 2110***
2:15 – 2:30 p.m.	Break			
2:30 – 3:30 p.m	**STEM Access and Achievement for Deaf Students: The Role of Family–Teacher Partnerships in POC Communities** Dr. Amie Fornah Sankoh, Geoffrey Moore ***SDC 2425***	**Can AI Think Visually? Rethinking Math Teaching for Deaf Learners in the Age of AI.** Dr. Chris Kurz ***SDC 1310***	**Sign Language Incorporation in Chemistry Education (SLICE)** Dr. Christina Goudreau ***SDC 2102***	**Language Access, Cognitive Development, and Mathematics Achievement in Deaf and Hard-of-Hearing Learners** Dr. Gary Blatto-Vallee ***SDC 2110***
3:30 – 3:45 p.m.	Break			
3:45 – 4:45 p.m.	**Supporting Mathematical Discourse and Reasoning for Deaf and Hard-of-Hearing Students Beyond Access** Dr. Felicia Smith, Stefanie Stamatis ***SDC 2425***	**Beyond "Right and Wrong Answers": Reimagining Biology Learning Through Model-Based Inquiry** Sarah E. Sarchet ***SDC 1310***	**Math Curriculum PLCs: Connecting Deaf Education Programs** Nick Catalano ***SDC 2102***	**UDL, 5Es, and Middle School Science - Let's Go!** Connie Potersnak, Laura Christian ***SDC 2110***
6:00 p.m.	Dinner on your own			

Wednesday Schedule

8:00 – 9:00 a.m.	**Registration / Continental Breakfast**
9:00 – 10:30 a.m.	**Student Panel** **Stowe Beecher** Question and answer session with secondary Deaf and hard-of-hearing students about their educational experiences learning mathematics, science, and STEM. ***SDC 1300-1310***
10:30 – 10:45 a.m.	Break
10:45 a.m. – 12:15 p.m.	**Roundtable Discussion** Attendees will participate in small-group discussions on a variety of conference-related topics, providing opportunities to exchange ideas, share resources and promising practices, discuss challenges, and build professional connections with colleagues from across the country.
12:15 – 1:00 p.m.	**Lunch** (provided)
1:00 – 2:00 p.m.	**What Will STEM Education Look Like in 2036? (Closing Keynote)** **Paul Glaser** ***SDC 1300-1310***
2:00 – 2:30 p.m.	Wrap up (reflections) / Evaluations
2:30 – 4:00 p.m.	Campus Tour **(sign-up required)** meet at SDC 1300



Conference Presentations

Monday, October 26

AI in the Math and Science Classroom (Pre-Conference)

Brian Trager, Kemoy Campbell—1:00-4:00 p.m. | *SDC 1300-1310*

Artificial intelligence is rapidly reshaping how students learn, problem solve, and complete assignments. But what does AI actually do, and how should science and math teachers respond? This hands-on workshop provides educators with a clear, practical introduction to generative AI and its classroom implications. Participants will experiment with AI tools to generate explanations, practice problems, and formative assessments while also examining where AI can produce errors or misleading results. Through guided activities and collaborative discussion, teachers will explore strategies for differentiation, academic integrity, and responsible student use. No prior AI experience is required.

Presenter Panel

Brian Trager - MC—5:00-6:15 p.m. | *SDC 1300-1310*

Question and answer session with selected presenters from the conference. Topics will focus on pedagogy and current issues in teaching science, mathematics, and STEM to Deaf and hard-of-hearing students.

Tuesday, October 27

Deaf and Hard-of-Hearing STEM Education: A Snapshot of Where We Stand (Opening Keynote)

Dr. Caroline M. Solomon—9:20-10:30 a.m. | *SDC 1300-1310*

This keynote will touch on current global barriers and breakthroughs in deaf and hard-of-hearing STEM education. During the past 25 years, there has been progress and increased opportunities for deaf and hard of hearing students, increasing the number of deaf and hard of hearing people in STEM who now serve as role models.

Beyond the Digital Worksheet: Transforming Math Instruction with Amplify Desmos

William Jennison, Victoria Holcomb—10:45-11:45 a.m. | *SDC 2425*

Learn how to use the featured collection of free interactive activities in Amplify Desmos to make thinking visible. We will navigate the Amplify Desmos curriculum and identify popular free activities that complement your daily lessons. Leave with a toolkit of digital strategies designed to increase student engagement. This session covers practical tips for using the teacher dashboard to drive instruction and discussion. Please bring a laptop or device to the session if possible.

Language & Literacy in STEM

Dr. Nathan Harrison—10:45-11:45 a.m. | *SDC 1310*

STEM is the perfect place to practice literacy and language skills with students! Using frameworks like the Deaf Reading Rope and Language Abilities and Approaches Wheel, this presentation will look at how to meaningfully incorporate language/literacy into STEM instruction.

Deafness on Martha's Vineyard: A Real-World Case for Teaching Genetic Models

Elizabeth Ayers—10:45-11:45 a.m. | *SDC 2102*

Using the 200-year Martha's Vineyard deafness case, the lesson provides a platform for teaching allele counting and Hardy–Weinberg calculations in population genetics. Learners connect founder effect, genetic drift, migration, and cultural selection to real historical patterns, demonstrating how authentic context strengthens quantitative reasoning in mathematics and science.

Conference Presentations

Motivating Precalculus and Calculus with Data and Best Fit Curves

Dr. Christopher Hayes—10:45-11:45 a.m. | *SDC 2110*

This presentation will cover framing, examples, instructional methods, and in-class and homework activities using real-world data and best-fit curves implemented in Desmos to motivate concepts from precalculus and calculus courses. Special attention will be paid to how to express concepts seen in graphs in classifiers and visual American Sign Language.

From Engagement to Understanding: Using Games, Sports, and Digital Tools to Deepen Mathematical Thinking

Aditya Sharma, Austin Davis—1:15-2:25 p.m. | *SDC 2425*

Go beyond passive learning and worksheets. This presentation demonstrates how students can experience arithmetic, improve their fluency, and deepen their understanding through games, sports, and digital technologies. To engage middle and high school students while maintaining a high level of mathematical rigor, teachers will leave with useful, ready-to-use solutions.

Utilizing Translanguaging Pedagogy to Foster STEM Sensemaking for Deaf and Hard-of-Hearing Students

Dr. Scott Cohen—1:15-2:25 p.m. | *SDC 1310*

This session will discuss the implementation of translanguaging pedagogy to foster STEM sensemaking among deaf and hard of hearing students helping them develop their epistemic agency in STEM learning. The workshop will introduce a translanguaging framework with the pedagogical tools for teachers to construct deep conceptual understanding of various STEM contents.

Visual and Multimodal Strategies for Teaching Cardiac Anatomy to Deaf and Hard-of-Hearing Learners

Denise Lengyel—1:15-2:25 p.m. | *SDC 2102*

This session explores DHH pedagogy through an immersive lesson on cardiac anatomy and systemic circulation. Participants will experience visual-spatial strategies and instructional scaffolding designed to overcome linguistic challenges, demonstrating how to bridge the gap between complex medical terminology and the unique cognitive processing needs of Deaf and hard-of-hearing learners.

UDL, 5Es, and Middle School Science - Let's Go!

Connie Potersnak, Laura Christian—1:15-2:25 p.m. | SDC 2110 AND 3:45-4:45 p.m. | *SDC 2425*

This presentation will focus on using UDL principles within a 5E Lesson Plan format. Discussion will focus on best practices for teaching Science to Middle School students. Participants will be asked to analyze their lesson planning philosophy and how technology supports learning.

STEM Access and Achievement for Deaf Students: The Role of Family–Teacher Partnerships in POC Communities

Dr. Amie Fornah Sankoh, Geoffrey Moore—2:30-3:30 p.m. | *SDC 2425*

This presentation explores how access, support systems, and culturally responsive partnerships shape the success of deaf and hard-of-hearing students in STEM fields.

Conference Presentations

Can AI Think Visually? Rethinking Math Teaching for Deaf Learners in the Age of AI.

Dr. Chris Kurz—2:30-3:30 p.m. | *SDC 1310*

We will explore how AI can serve as a teaching assistant to support mathematics learning for Deaf and hard-of-hearing students in K-12 classrooms. Participants will explore general and math-specific AI tools. They will also learn tips and strategies on prompt writing and agent building for conceptual understanding, engagement, vocabulary development, differentiation, and problem-solving while maintaining Deaf-centered pedagogy and teacher-guided instruction.

Sign Language Incorporation in Chemistry Education (SLICE)

Dr. Christina Goudreau—2:30-3:30 p.m. | *SDC 2102*

Sign Language Incorporation in Chemistry Education (SLICE) is our research group that focuses on developing signs for general, organic, and biochemistry to enhance deaf students' understanding of scientific concepts. The higher you go in chemistry, the less language access there is for deaf students. Our research aims to bridge that gap so deaf students have language access in their chemistry courses.

Language Access, Cognitive Development, and Mathematics Achievement in Deaf and Hard-of-Hearing Learners

Dr. Gary Blatto-Vallee—2:30-3:30 p.m. | *SDC 2110*

This longitudinal study examines how early access to ASL shapes cognitive development and math achievement in deaf and hard-of-hearing learners. Findings reveal that language environments create distinct cognitive pathways: ASL exposure strengthens vocabulary-based reasoning, while limited access to language shifts reliance toward visual-iconic strategies. Educators must adapt instruction to these diverse cognitive strengths.

Supporting Mathematical Discourse and Reasoning for Deaf and Hard-of-Hearing Students Beyond Access

Dr. Felicia Smith, Stefanie Stamatis—3:45-4:45 p.m. | *SDC 2425*

This session explores how Deaf-centered, culturally sustaining, discourse practices support mathematical meaning-making for Deaf and hard-of-hearing students. Drawing from a qualitative study in two Deaf institutions, participants will share collaborative strategies for teaching fractions, slope, and positive/negative numbers through sign choice, visual representation, and discourse practices supporting varied learning and language levels.

Beyond "Right and Wrong Answers": Reimagining Biology Learning Through Model-Based Inquiry

Sarah E. Sarchet—3:45-4:45 p.m. | *SDC 1310*

Featuring student panelists and samples of their work, this session explores model-based inquiry in college biology classrooms serving deaf and hard-of-hearing learners. I also share key lessons from my doctoral research and implementation, offering actionable strategies for designing accessible, inquiry-driven science experiences that support student reasoning and engagement.

Math Curriculum PLCs: Connecting Deaf Education Programs

Nick Catalano—3:45-4:45 p.m. | *SDC 2102*

This presentation will provide an opportunity for math departments at varying Deaf schools that use the same curriculum to collaborate with shared math materials and create professional learning communities across state lines. Additionally, the presentation will establish a national network so teachers can assess alternative math curricula for their schools.

Conference Presentations

Wednesday, October 28

Student Panel

Stowe Beecher—MC—9:00-10:30 a.m. | *SDC 1300-1310*

Question and answer session with secondary Deaf and hard-of-hearing students about their educational experiences learning mathematics, science, and STEM.

What Will STEM Education Look Like in 2036? (Closing Keynote)

Paul Glaser—1:00-2:00 p.m. | *SDC 1300-1310*

This presentation will explore the future of Deaf STEM education and challenge attendees to think beyond today's classrooms. Topics will include: AI in education, ASL avatars and emerging accessibility technologies, the continued development of mathematics and STEM signs, increasing representation of Deaf STEM professionals as mentors and role models, and preparing Deaf students with real-world problem-solving and critical thinking skills.



Presenters



Elizabeth Ayers

Director of Mentor Supported Shadowing Program
NTID Science & Mathematics Senior Lecturer | RIT/NTID

Elizabeth is a RIT/NTID faculty member and clinical instructor/sonographer at Highland Hospital with 28 years of experience. She teaches science and mentors Deaf and hard-of-hearing students in health and STEM majors while continuing clinical practice. Academic work centers on multimodal health literacy, student-centered pedagogy, and accessible healthcare. Liz also serves on the University of Rochester's Deaf Professional Advisory Council and is a Certified Emergency Response Team responder. To learn more about Liz, visit her LinkedIn page.



Stowe Beecher

Senior Lecturer
Science & Mathematics | RIT/NTID

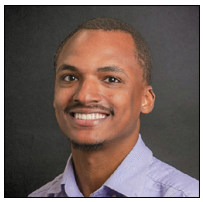
Stowe is an RIT/NTID alumna with over a decade of teaching experience. She holds a B.S. in Computational Mathematics and an M.S. in Secondary Education. A National Board-Certified Teacher, she taught 12 years at the Washington School for the Deaf before returning to RIT/NTID, where she has taught math for four years. She also supports NTID's Middle School Math Competition and Project Fast Forward. Outside of class, she enjoys board games and lap swimming.



Dr. Gary Blatto-Vallee

Senior Lecturer
Science & Mathematics | RIT/NTID

Dr. Gary Blatto-Vallee has taught mathematics at NTID for 25 years. His early experiences teaching Deaf students inspired him to pursue and earn a Ph.D. His research examines the intersections of language, cognition, and mathematics learning, with a particular focus on the experiences and learning of Deaf students in mathematics.



Kemoy Campbell

Lecturer
Information & Computing Studies | RIT/NTID

Kemoy is a lecturer in the Department of Information and Computing Studies at the National Technical Institute for the Deaf. He enjoys exploring technologies every day whether it is network security, programming, web development, PC hardware or any other field in computing. He is especially enthusiastic about information and computing which he says are places he "comes alive" and "feels like himself".



Nick Catalano

High School Mathematics Teacher
Horace Mann School for the Deaf

Nick Catalano has been a high school mathematics teacher of the Deaf for 12 years and has worked in a variety of settings across the country. In 2020, he joined the NTID Khan Academy Video Project and continues to explore new ways to push the field forward in a positive way for students. He holds a Master's in Mathematics Education from the American College of Education and a Bachelor of Arts in Deaf Education from Kent State University.



Laura Christian

Middle School Teacher
Texas School for the Deaf

Laura Christian is beginning her eighth year teaching at the Texas School for the Deaf, bringing experience from five Regional Day School Programs for the Deaf across Texas. She has served as a Lead Teacher and Math Mentor Teacher and holds a master's degree in Linguistic Acquisition with a specialization in TESOL. As a proud AuDHD (Autistic + ADHD) educator, Laura is passionate about Universal Design for Learning and creating rigorous, accessible instruction for diverse neurotypes.



Dr. Scott Cohen

Assistant Professor
Lamar University

Dr. Scott Cohen, an assistant professor in the Department of Deaf Studies and Deaf Education at Lamar University, engages in interdisciplinary work on science teaching and learning with deaf students. He is a former high school science teacher, and he wants to make strides toward creating more inclusive and accessible science content in formal and informal learning, ensuring the Deaf community can gain a deep conceptual understanding and appreciation of science.



Austin Davis

ASL Teacher
Idaho School for the Deaf and Blind

Austin Davis is Deaf and originally from Illinois, where he attended mainstream schools. He earned a bachelor's degree in Professional Studies from Brigham Young University–Idaho. Austin is entering his fourth year teaching American Sign Language (ASL) at the Idaho School for the Deaf and the Blind (ISDB). He will complete his master's degree in Deaf Education this May.



Dr. Amie Fornah Sankoh

Senior Research Specialist and Accessibility Advocate
Dow Chemical Company

Dr. Amie Fornah Sankoh is a Senior R&D Scientist, speaker, and advocate for accessibility and inclusion. Born in Sierra Leone and profoundly deaf since childhood, she earned her Ph.D. in Biochemistry and Cellular & Molecular Biology from the University of Tennessee, Knoxville, becoming one of the first Black Deaf women to earn a STEM doctorate. Through her work and community engagement, she inspires others to pursue education, leadership, and meaningful change.



Paul Glaser

Teacher of the Deaf, CDI
Washington State

Paul Glaser is an Ohio native and STEM teacher of Deaf students in Washington State. He earned a B.A. in Mathematics and Communication Studies from Gallaudet University and an M.S. in Secondary Education, with a focus on mathematics, from NTID. Since 2005, he has taught mathematics to Deaf students. A Certified Deaf Interpreter since 2014, Paul specializes in mathematics education, math-sign development, and interpreter mentoring.



Dr. Christina Goudreau

Professor of Chemistry
School of Chemistry and Materials Science | RIT

Professor of Chemistry at the Rochester Institute of Technology (RIT). She earned a B.A. in Chemistry from Colby College and a Ph.D. in Organic Chemistry from the University of Rochester. In 2012, her research shifted toward chemistry education. She authored the chemistry lab textbook REActivities and pioneered the Sign Language Incorporation in Chemistry Education (SLICE) project.



Dr. Nathan Harrison

Lecturer, Department of Deaf Education
RIT/NTID

Nathan Harrison, EdD, is a lecturer in the Department of Deaf Education at NTID at the Rochester Institute of Technology. He has been a math and science teacher for secondary grades at the New Mexico School for the Deaf and an administrator of schools and curriculum in New Mexico (NMSD) and Utah (USDB). He has degrees in mathematics education (BS), Deaf education (MEd), and educational leadership (EdD) and researches Deaf educational leadership and Deaf pedagogies, especially for STEM.



Dr. Christopher Hayes

Associate Professor, Mathematics & Data Science
Gallaudet University

Dr. Christopher Hayes is a mathematician and associate professor in the Mathematics and Data Science program at Gallaudet University. His primary research is in analysis on fractals, studying the foundational theory behind physics on rough, intricate shapes that are complex even when zoomed in. He has been teaching at the university level for 13 years and is passionate about finding ways to make mathematics interesting and useful to various majors.



Victoria Holcomb

Middle School Mathematics Teacher
Alabama School for the Deaf

Victoria has been a teacher for nearly 20 years, and has spent most of that time teaching middle school math at the Alabama School for the Deaf, where she is always looking for creative ways of helping math come alive. When she's not teaching, she enjoys spending time with her husband of 22 years, and two teenage children.



William Jennison

High School Mathematics Teacher
Alabama School for the Deaf

William Jennison has dedicated 16 years to teaching high school mathematics to deaf and hard-of-hearing students. He holds a B.A. in Mathematics and an M.A. in Deaf Education from Gallaudet University. Passionate about student engagement, he continuously explores innovative activities, strategies, and resources to make math accessible and exciting. Outside of the classroom, he enjoys sports, outdoor activities, and spending time with his wife and three children.



Dr. Chris Kurz

Professor, Deaf Education
RIT/NTID

Chris Kurz, PhD, is a Deaf professor in the Department of Deaf Education and director of the Mathematics and Science Language and Learning Lab at RIT/NTID. He teaches courses in STEM pedagogy and signed language pedagogy. His research focuses on signed and written language and literacy in mathematics and science, Deaf experience in STEM learning, and international deaf literacy. He earned his PhD in Foundations of Education from the University of Kansas and his BS in Applied Mathematics from RIT.



Denise Lengyel

Senior Lecturer
Science and Mathematics Department | RIT/NTID

Denise Lengyel is a Senior Lecturer at the National Technical Institute for the Deaf (NTID) with 21 years of experience in science education for Deaf and hard-of-hearing students, spanning from kindergarten through higher education. Passionate about making science accessible to all learning styles, she integrates hands-on learning, creativity, morphological segmentation, and immersive, meaningful experiences into her classroom.



Geoffrey Moore

Communication Specialist
ZVRS

Geoffrey Moore is a communication specialist and account manager dedicated to advancing leadership, accessibility, and community engagement. He earned a B.S. in Computer Engineering Technology from Prairie View A&M University, becoming the first Black Deaf graduate to earn this degree from the university. A former mathematics and technology teacher at Barbara Jordan High School, he also served as Vice President of the Houston Black Deaf Advocates (HBDA) and Chairperson of the National Black Deaf Advocates Youth Empowerment Summit (YES).



Connie Potersnak

Teacher - Middle School Science
Texas School for the Deaf

Connie Potersnak has taught at the Texas School for the Deaf for 35 years. She began in the Special Needs Department and joined the middle school as a science teacher in 2019. Throughout her career, she has served as a lead teacher, mentor, intern supervisor, MANDT behavior trainer, and committee member. Connie received the Eugene W. Peterson Award for Excellence in Service and currently teaches seventh-grade science while serving as the seventh-grade lead.



Sarah E. Sarchet

Principal Lecturer, Science & Mathematics
RIT/NTID
PhD Candidate
University of Rochester

Sarah E. Sarchet (she/her) is a Principal Lecturer of Cellular and Molecular Biology at RIT/NTID and a Ph.D. candidate in Education with a specialization in Teaching, Curriculum and Change at the University of Rochester. Her research examines how Deaf culture and Deaf ways of knowing reshape classroom inquiry and science learning. Drawing on 15 years of experience teaching Deaf and hard-of-hearing students, she creates learning environments grounded in model-based inquiry, justice-centered science education, and Deaf-centered pedagogies.



Aditya Sharma

Secondary Mathematics Teacher & Driver Education Instructor
Idaho School for the Deaf and Blind

Aditya (Adi) Sharma is a former Deaf Olympian and has taught middle and high school mathematics at the Idaho School for the Deaf and the Blind since 2004. He holds an M.S. in Deaf Education from Idaho State University. Adi teaches RIT/NTID Project Fast Forward dual-credit mathematics courses and is passionate about using technology, artificial intelligence, and innovative instructional strategies to make mathematics engaging, accessible, and meaningful for Deaf and hard-of-hearing students.



Dr. Felicia Smith

Assistant Professor
Minnesota State University, Mankato

Dr. Felicia A. Smith is an Assistant Professor at Minnesota State University, Mankato. She earned degrees in Mathematics, Statistics, Secondary Mathematics Education, and Curriculum and Instruction from the University of South Alabama and the University of Alabama. Her research examines teacher practices that support Deaf and hard-of-hearing students in secondary mathematics classrooms, informed by her experiences as a Child of Deaf Adults (CODA) and former middle school mathematics teacher.



Dr. Caroline M. Solomon

President | NTID
Vice President | RIT

A renowned scientist and researcher devoted to encouraging and nurturing deaf and hard-of-hearing students in STEM fields, Dr. Caroline M. Solomon is the first woman to lead NTID since the college's establishment in 1965. As president, she provides leadership in developing and executing the college's vision and strategic framework. President Solomon holds degrees from Harvard University (environmental science and public policy), the University of Washington (biological oceanography) and the University of Maryland (biological oceanography) and is the co-creator of a database of science- and technology-related terms in American Sign Language.



Stefanie Stamatis

High School Mathematics Teacher of the Deaf/HH
New York School for the Deaf

Stefanie Stamatis has been a high school mathematics teacher serving Deaf and hard-of-hearing students since 2010. She also served as a part-time Math Coordinator. Stefanie holds a B.S. in Deaf Education with a K–12 Mathematics concentration, an M.A. in TESOL from Stony Brook University, and an Advanced Certificate in School Building Leadership from St. John's University. Her work focuses on accessible mathematics instruction, curriculum development, and fostering student confidence and achievement in mathematics.



Brian Trager

Department Chair
Information and Computing Studies Department | RIT/NTID

Brian Trager is the chair of NTID's Information and Computing Studies Department at Rochester Institute of Technology. He co-chairs the NTID AI Task Force for Teaching and Learning and contributes to the development of three proposed degree programs: an A.A.S. in Cybersecurity, an A.S. in Artificial Intelligence, and a B.S. in Internet of Things. His work focuses on accessible technology, computing education, and expanding opportunities for Deaf and hard-of-hearing students.

Sponsors

RIT | National Technical Institute for the Deaf
Regional STEM Center

NTID Regional STEM Center (NRSC) promotes training and participation for deaf and hard-of-hearing middle and high school students in science, technology, engineering, and mathematics (STEM) fields.

NTID established the NRSC in the southeast in November 2016 in partnership with the Alabama Institute for Deaf and Blind (AIDB), to expand the geographic reach of activities and services supported by NTID, with the goal of improving access to postsecondary STEM education and employment for deaf and hard-of-hearing students.

The center's activities focus on:
- Preparing postsecondary students to be successful in STEM
- Providing professional development for middle and high school teachers
- Developing relationships with business and industry to promote employment opportunities

For more information about NRSC, visit **rit.edu/ntid/nrsc**.

RIT | National Technical Institute for the Deaf
DeafTEC

DeafTEC is a National Science Foundation Advanced Technological Education Resource Center (award #2301149) which serves as a resource for high schools and community colleges that educate deaf and hard-of-hearing students in STEM-related programs and for employers hiring deaf and hard-of-hearing individuals. DeafTEC's goal is to increase the number of deaf and hard-of-hearing individuals in highly skilled technician jobs in which there continues to be underrepresentation and underutilization of such individuals in the workplace.

To learn more about DeafTEC, visit **deaftec.org**.

About RIT/NTID



Founded in 1829, Rochester Institute of Technology is a diverse and collaborative community of engaged, socially conscious, and intellectually curious minds. Through creativity and innovation, and an intentional blending of technology, the arts and design, we provide exceptional individuals with a wide range of academic opportunities, including a leading research program and an internationally recognized education for deaf and hard-of-hearing students. Beyond our main campus in Rochester, New York, RIT has international campuses in China, Croatia, Dubai, and Kosovo. And with over 19,000 students and more than 135,000 graduates from 49 states and over 100 nations, RIT is driving progress in industries and communities around the world. **At RIT, we are always on to something amazing.**

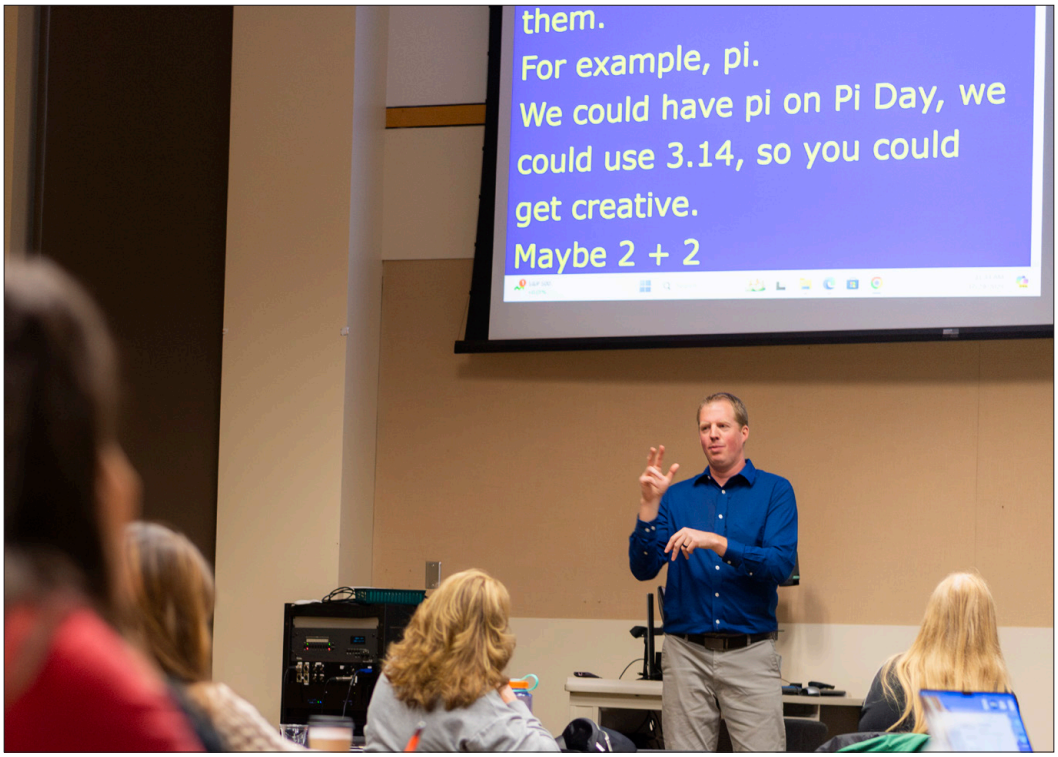
The National Technical Institute for the Deaf is one of the nine colleges of Rochester Institute of Technology, and is the world's first and largest technological college for deaf and hard-of-hearing students. **Better opportunities. Bigger impact.**

RIT/NTID is:

- **Unique.** RIT/NTID serves more than 1,000 deaf and hard-of-hearing students from around the world, many of whom live, study, and work alongside hearing students on the mainstream RIT campus.
- **A place that levels the playing field.** RIT/NTID is the most accessible college in the world for deaf and hard-of-hearing students. RIT is one of only six universities in the nation that has been named a Microsoft Accessible University.
- **A community of people who mentor and inspire.** RIT/NTID faculty and staff specialize in educating deaf and hard-of-hearing students.
- **An inclusive environment where students find their fit.** A community where students will feel comfortable and make meaningful connections with classmates, faculty, and staff and find a sense of belonging from the minute they step on campus.

More Information

We look forward to learning with you at the NRSC and DeafTEC National Math and Science Conference.



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