As a Regional Math Center, we support Superintendent Ybarra and Idaho State University in implementing the Idaho Math Initiative in school districts.
Participating School Districts

**LEVEL 1**
(DISTRICTS ONLY)
Aberdeen 58
America Falls 381
American Heritage (Charter) 482
Bear Lake 33
Blackfoot 55
Blackfoot Community (Charter) 477
Bonneville 93
Cassia 151
Firth 59
Fremont 215
Grace 148
Idaho Falls 91
Idaho Home Learning Academy 351
Mackay 182
Madison 321
Marsh Valley 21
Monticello Montessori (Charter) 474
North Gem 149
Oneida 351
Pocatello 25
Preston 201
Rire 252
Rockland 382
Shelley 60
Snake River 52
Soda Springs 150
Sugar Salem 322
Taylors Crossing (Charter) 461
Teton 401
The Academy (Charter) 460
West Side 202

**LEVEL 2**
SCHOOLS
AH Bush Elementary
Bear Lake MS
Ethel Boyes Elementary
Madison MS
Rigby HS
Ririe HS
Rockford Elementary
Snake River HS
Snake River MS
Soda Springs HS
Sugar Salem MS
Taylorsview MS

**LEVEL 3**
SCHOOLS
Clark County 161
Falls Valley Elementary
Filer HS
Gem Prep (Charter) 496
Idaho Home Learning (Oneida 351)
Malad HS
Oakwood Elementary
Rocky Mountain MS
Sandcreek MS
Shelley HS
Skyline HS
Temple View Elementary
West Jefferson HS

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**LEVEL DEFINITIONS**

**Level 1**: Opportunities for teachers to learn new content/pedagogies to support student-centered learning.

**Level 2**: Level One strategic professional development plus one or more opportunities to implement student-centered learning instruction that builds capacity in a district/school.

**Level 3**: Level One strategic professional development and supported cycles of planning, implementation, and reflection that focuses on student-centered learning that builds capacity in a district/school.

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27% of Idaho students reside in Regions 5 & 6!

424 teachers served in Regions 5 & 6!
Program Offerings

**CURRICULUM STREAMLINING**
Prioritizing curriculum materials to match the scope and intent of standards.
- **Participants:** 8

**LESSON STUDY**
Lesson Study is a professional development model that immerses teachers in a cycle of instructional improvement focused on planning, observing, and revising ‘research lessons.’ Over the course of a year, teachers in grade level teams write, study, teach, revise, and re-teach lessons, focusing their energies on improving mathematics instruction.
- **Participants:** 18

See what we learned! Watch video at: www.bit.ly/IRMCLessonStudy

**MS MATH SUMMER WEBINAR SERIES**
4 synchronous online sessions. Content is on learning progressions and connecting elementary learning to middle school concepts.
- **Participants:** 12

"After doing the MS Math webinar series (4 weeks in June) with Jason Libberton, I learned as much about thinking and relationships and communication as I did about math. I also learned how to artfully run a Zoom meeting. Four teachers from Snake River School District attended most of the meetings. The impact on their learning was an increased understanding of visual representations of mathematical thinking concepts, as evidenced by the pictures they drew, the comments they made verbally and in the chat room." -Snake River MS teacher

**MATH LEADERSHIP NETWORK-FOCUS GROUP**
A helping community for current teacher leaders, administrators, coaches, and curriculum developers to meet and learn from one another. The Math Leadership Network (MLN) will offer 3 program options for participants to get together and build capacity for working with colleagues to improve mathematics achievement in their local contexts.
- **Participants:** 18

**RESPONSIVE PD**
Guided by the Specialist, educators use current research to determine short-term and long-term goals for mathematics teaching and learning. The Specialist then supports and/or provides targeted professional development.
- **Participants:** 219

Learn more at isu.edu/rmc

Continued on Next Page
**Program Offerings**

(Continued)

**NUMERACY PROJECT**
The goal of the Numeracy Project is to increase student achievement in mathematics by intentionally developing number sense through number knowledge and number strategy and, in turn, increase teacher understanding about instructional practices that target and develop number sense and place value. With this project, teachers learn how to administer diagnostic interviews and implement specific instructional activities to improve students' understanding of number.

- **Participants:** 28

> "The Numeracy Project was a game changer for math instruction at Temple View this year. Even though our time was shortened and we did not get to see the growth until the very end of our academic year, we could definitely see significant gains in our students' number sense. The Numeracy Project is a best practice that will make a significant difference in our students' math abilities."  
> - Heather Rasmussen

**SATURDAY SERIES: ROUTINES FOR REASONING**
A 7-hour Saturday workshop. As a teacher, routines can keep your classroom running smoothly. Now imagine having a set of routines focused not on classroom management, but on helping students develop their mathematical thinking and reasoning skills. Harness the power of classroom-tested instructional routines!

- 100% responded that the 7 hour Saturday workshop was worth their time
- 98% responded that their math instruction will definitely change as a result of this workshop

- **Participants:** 80

**SATURDAY SERIES: UNDERSTANDING MATH FACTS**
A 7-hour Saturday workshop. "It is our hope that by following these three steps (understanding fluency, thoughtful sequencing and development of strategies, and meaningful practice), teachers can better support their students as they develop mathematically robust, flexible understandings of multiplication facts and beyond." (Kling and Bay-Williams, 2015)

- 100% reported that this workshop was a productive use of their time, engaging, relevant, high quality, and helped them gain new information and skills

- **Participants:** 30

**TEACHING MATHEMATICAL THINKING**
This course provides an opportunity to study fundamental mathematical theory underlying the content area of number and operation and student reasoning of number and operation topics within a framework of a student-centered, problem-based classroom.

- **Participants:** 364

> "I would recommend this course to anyone who may have had math phobia in the past. This course provided me with novel and innovative ways of experiencing math. In fact, it has made me realize that I ‘do’ like math and am relieved to know that schools are teaching and honoring multiple perspectives in solving problems. Math can be a ‘creative’ discipline!"

**STUDENT-CENTERED COACHING**
The Regional Math Specialist help teachers ‘navigate directly towards a measurable impact and increased student achievement.

- **Participants:** 14

**VIRTUAL BOOK STUDY**
Meet with a Regional Math Specialist using collaborative video conferencing software.

- **Participants:** 33

> "This was awesome! My kids really benefited from this! I was observed by my principal when they were doing this and she was very impressed by what the students were able to learn from each other. I definitely will be incorporating more of this in my classroom."
> - American Heritage Charter teacher

Learn more at isu.edu/rmc
“After working with the Idaho Regional Math Center for a number of years, I learned how to get students talking about math to each other and how to facilitate better classroom discussions. The impact on my students was a deeper understanding of mathematical content, as evidenced by their ability to problem solve and try to figure out questions that are more complex.”

“After doing the MQI Coaching with the RMC, I learned how to coach and how to elevate my teaching. The impact on my students was that they were engaging in better mathematical discussions, as evidenced by video feedback and more engaged students. I can see my students get excited to come to math and the time flies for them and me. We are partnering language goals with math because we are discussing our thinking.”

“Understanding Math Facts was an amazing class that I found so enlightening and helpful. I have taught for 28 years and feel like I am great at teaching math and its concepts well, but this class helped me be a much better teacher of math. After learning what fluency really is, it has changed my focus and has increased my students’ understanding immensely. Students scores on my last two multiplication assessments have increased by more than 20% with my struggling learners.”

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