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## Committee Favors Switching Math Curriculum

Joe Zlomek | February 22, 2017



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A single-engine airplane lands Feb. 17 (2017; Friday) at Heritage Field in Limerick PA, published by Bea's Buzz on YouTube.

LOWER POTTS GROVE PA – The Everyday Math curriculum taught for years in Pottsgrove elementary schools – and about which some parents have complained regarding its difficulty, content, and concept of “productive struggle” – may be on its way out, according to a district Board of School Directors member.

During a [meeting Tuesday night \(Feb. 21, 2017\)](#), the board’s Curriculum, Technology and Student Affairs Committee unanimously recommended switching from [Everyday Math](#) to a competing curriculum, [Singapore Math](#), for the 2017-2018 academic year, director and former board president Rick Rabinowitz gleefully reported in a [Facebook discussion forum](#). Rabinowitz and other directors have publicly opposed Everyday Math as being ineffective, despite previous teacher and administrative recommendations.

Singapore Math is promoted as a curriculum that relies on “problem solving with pictures and diagrams.” [One national reviewer](#) claimed it can be “difficult to implement” in some school districts, but that its use has been demonstrated to significantly increase student math understanding and test scores.

- *The Post* has written several stories about Everyday Math in the Pottsgrove School District. See [a list of and links to those articles here](#). *The Post* was unable to attend Tuesday’s meeting.

As Rabinowitz noted in his forum comment, moving away from Everyday Math is currently only a committee recommendation. It must be approved by the full board to be implemented.

Board member and committee Chairman Al Leach also reported it had not yet made a recommendation on a math curriculum for use at Pottsgrove Middle School. That’s “still up for discussion,” he wrote, and added, “Teachers need a bit more time to look over everything.”

The committee’s review of math, as well as English and language arts programs, included discussions of “acceleration, enrichment, and individual assessments ... (in) all new curriculum programs,” Leach said. “We need to be able to

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provide our teachers the resources for our basic, below basic, as well as, our advanced and proficient students.”

*Photo from Google Images*

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