

House Education Committee
SB 19: Opposition Testimony

Chair Fowler Arthur, Vice Chair Odioso, Ranking Member Brennan, and members of the Committee, my name is Jacquia Hearn and I am a first grade teacher. Thank you for the opportunity to share my concerns about SB 19 as currently written.

The requirement of Math Improvement and Monitoring Plans will add to the already full plate of fellow educators. We are always being asked to teach more without the time to do what we do best, teach. These so-called MIMPs would bring the same issues as RIMPs, which I have been completing for the past 10 years. As an educator I understand the importance of tracking and monitoring students' skills and progress. I have to be able to identify information and data about where all 27 of my first graders are working in different domains like algebraic thinking, numbers and operations, measurement and data as well as geometry. I need to be able to identify which students are struggling with one to one correspondence and which students can identify the worth of any digit in a three digit number. I need to know which of my students write their numbers backwards and which ones are ready to start basic multiplication facts, even in first grade. Data tracking is an essential part of the job however MIMPs (and RIMPs) create excessive paperwork. This will leave less time to actually teach my students the math skills they need to be successful, because I will have to dedicate my math time some days, just to monitor progress (instead of teaching) on top of my regular daily and weekly formative and summative assessments. If I am always testing my students on their addition and subtraction facts, when will I have the time to actually teach them the strategies that will help them become fluent with these facts?

I'm sure none of you learned any content by being over tested and assessed in that content area. At some point your teachers had to have time to instruct you and there should be more time instructing than assessing. MIMPs just like RIMPs take away from instructional time. Do not take that precious instruction time away from my students. It is already stretched paper thin and this new MIMP requirement would shred the last of it.

I also struggle with the idea that these MIMPs, just like RIMPs, will use one data point to place students on these plans. This will not take into account students who aren't good test takers, who struggle with computer skills or who are learning basic English skills the first time they take these tests. And if these MIMPs are anything like the RIMPs, once a student is on it they will be on it for the entire school year. That's an entire school year

some of my students would need to be progress monitored every two weeks on top of regular classroom and district assessments. Even if a student has made progress and closed the gap, I will be expected to keep up with the extra paperwork. These MIMPs would just point out a problem, while adding even more paperwork to educators' workload and taking time away from instructing.

To put it simply: MIMPs + educators = less math instruction for students.

I think I speak for my fellow educators when I say that MIMPs are a mountain of paperwork we don't need. I want to teach my students. Don't pass another mandate that detracts from that. Please remove the MIMP requirement from this bill.