



FALL 1998

IMPressions

A NEWSLETTER ABOUT THE INTERACTIVE MATHEMATICS PROGRAM®

IMP Takes First Place in High Tech Grant Competition

It was tempting for Karen Radcliff to ignore the contest announcement when it crossed her desk. After all, May is the busiest month of the school year for this mathematics department chair, who also serves as the local *Interactive Mathematics Program* coordinator near San Diego, California, where she lives and teaches. However, with the encouragement of both her principal and of a contest chair who was aiming to get as many high schools involved as possible, Radcliff made the time to complete entry requirements for the “High Tech Options for North County Kids—Dispelling the Math and Science Myths” contest. Happily, her efforts paid off weeks later when she won a \$5,000 technical grant for Vista High School’s *IMP*™.

The High Tech Options prize won by Radcliff is awarded annually by a greater-San Diego-area business group supporting programs that aim to prepare students for high-tech careers. Sponsors are a corporate consortium of various private and public organizations, including Qualcomm, DGE Systems, and Cox Cable—just some of the local high-tech companies that contributed money toward the cash prize. One of the sponsors, Julie Meier Wright, president and chief executive officer of the San Diego Regional Economic Development Corporation, states “We have to dispel the fallacy that math and science are too hard and only for geniuses.” (*North County Times*, May 30, 1998).

After qualifying in two semi-finalist rounds over several weeks, Radcliff geared up for the grand prize night on May 30, 1998. One of just four finalists, she delivered an enthusiastic presentation of *IMP* to an audience of over 300 people, including representatives from colleges, universities, and the business community.



Winner Karen Radcliff, Mathematics Department Chair, Vista High School

In retrospect, Radcliff says she appreciates the opportunity to have participated in a forum that brought together these particular groups. Their recognition of

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 **Key Curriculum Press**
Innovators in Mathematics Education

The February Blitz

by Lori Green and Sylvia Turner, Lincoln High School, Stockton, CA

Maintaining positive public relations at Lincoln High School is an integral part of keeping *IMP* a successful program. A huge number of students are enjoying success as a result of *IMP*, but without anyone to champion *IMP*, the community won't know about it!

When your school adopts the *Interactive Mathematics Program*, you also take on the responsibility of advertising your students' successes. As *IMP* students' scores move higher than your school's previous average, it's important to let parents and community know about the increase. When the number of sections of senior level mathematics have doubled at your school, make that public as well. At Lincoln High School, we

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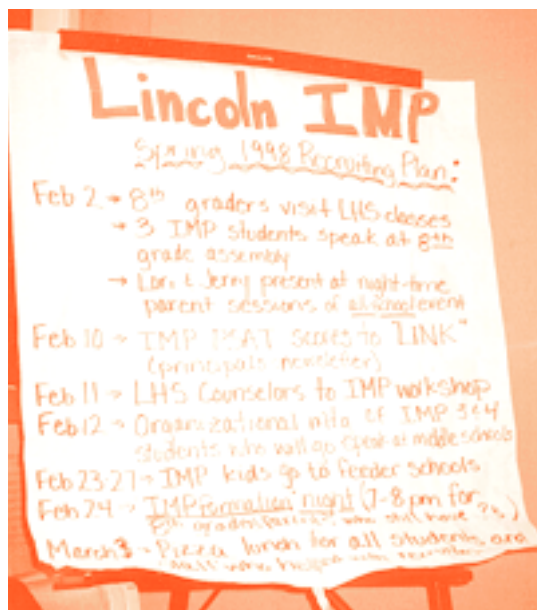
The February Blitz

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use the monthly Principal's Newsletter to let parents and the community know how well our *IMP*[™] students are doing. We also look for opportunities for students to present to the school board, local service clubs, and regional mathematics conferences in order to show off *IMP*'s mathematically powerful byproducts—its students!

Our busiest month for public relations activities is February. February is the month when eighth graders register for their freshman classes. We feel that Lincoln's *IMP* enrollment remains strong due to the annual "education" of parents, administrators, counselors, and prospective students about *IMP*, which we call the "February Blitz." Our last February Blitz included the following:

- Eighth grade students came to the high school campus for a day, visiting classes in all subject areas. The day began with an assembly, where three *IMP 3* and *IMP 4* students gave a quick presentation on the program.
- Parents of incoming eighth graders were invited to an all-school information night where two *IMP* teachers presented *IMP* as part of a session entitled "9th Grade Math Options."
- The Lincoln High School *IMP* PSAT scores, which were significantly higher than the school and statewide averages, were sent to the school's principals, deans, and counseling staff. The principal included the scores in his monthly newsletter to parents.
- The counselors from four area *IMP* schools were invited to a half-day presentation on *IMP* where teachers from each school led the counselors in some *IMP* activities. A student representative from each of the four schools then spoke about their mathematics experiences and facilitated a question and answer session.



IMP teachers at Lincoln High set the plan for their February Blitz.

- *IMP 3* and *IMP 4* students from Lincoln High organized a series of visits to our feeder schools to talk to eighth grade teachers and students at each school about *IMP* being the best choice for a quality, college-prep math program.
- An "IMPformation Night" was held right before the eighth grade registration date in order to give one last chance for the parents and students who still had questions to attend together. The *IMPformation* night was facilitated by the entire *IMP* staff at Lincoln High as well as some *IMP* students from each year.
- Finally, a pizza lunch was held by the *IMP* teaching staff to thank all of the students and faculty who helped with the February Blitz.

If you think that sounds like an awful lot to do in one month (the shortest month, at that), you're right. Our *IMP* teaching team consists of five dedicated teachers who all carried part of the load, and through cooperation and support, we made it through. As a result, our numbers for next year look good and there will be a new crop of *IMP* students for us to sing the praises of in years to come!

Editor's Note: Green and Turner are IMP teachers at Lincoln High School and Green is also author of the Teaching Handbook for the Interactive Mathematics Program: A Teacher-to-Teacher Guide.

IMP: See it on PBS!

You may have been fortunate enough to have seen *Life By The Numbers* on your local PBS affiliate. This fascinating seven-part series, produced by WQED in Pittsburgh, Pennsylvania and hosted by Danny Glover, "reveals the crucial role mathematics plays in sports, work, education, exploration, chance, technology, and life in general." (*Life By The Numbers* program guide). In a very special "hats-off" to the *Interactive Mathematics Program*[®], WQED took its cameras into the classrooms of Dr. Edward Wolff and Anna May Davidson at Philadelphia Central High School, providing a live—and lively—account of *IMP* students in action. The enthusiasm of the students, as well as the positive light PBS sheds on *IMP*, provides an endorsement of the program.

You'll find Philadelphia Central High's *IMP* students featured in part seven of *Life By The Numbers*, entitled "Making a Difference: Mathematics education looks very different from what it used to be." PBS does a wonderful job of revealing the magical qualities of *IMP* as it shows Dr. Wolff's students engaged in a variety of activities that teach mathematics in the context of literature, science, and everyday situations. The piece focuses on the *High Dive* from *Unit 1* of *IMP Year 4* and on *The Pit and the Pendulum* from *Unit 4* of *IMP Year 1*.

An abbreviated version of part seven of *Life by the Numbers* is available by calling the IMImplementation Center at (888)628-4467. The complete series, or individual one-hour programs in this series, may be ordered directly from WQED Video at (800)274-1307.

Kicking It Further!

One of *IMP*'s most popular Problems of the Week (POWs) is *Kick It!*, which appears in the *Year 2* unit, *Cookies*. The basic problem concerns a football league with an unusual scoring system:

- Each field goal counts for 5 points.
- Each touchdown counts for 3 points.

The only way to score points in this league is with field goals, touchdowns, or some combination of them.

Scores of 1 or 2 points are clearly impossible in this system, and students generally see that 7 points is the largest impossible score. (If you haven't examined this problem before, stop now and figure out why this is so.)

The POW asks students to generalize the problem by looking

at other, similar scoring systems. The POW's biggest challenge to students is to prove their results. They are often successful in proving that every score of 8 points or more can be achieved in the 5-point, 3-point system, and they often find proofs for other specific examples.

HERE IS THE FIRST CHALLENGE:

Suppose each field goal counts for a points and each touchdown counts for b points. Find some pairs of numbers a and b for which there is no largest impossible score. Then look for a condition that will guarantee that there *is* a largest impossible score and write a proof that if your condition does hold, then there is no impossible score.

IF YOU HAVE FINISHED THIS TASK, TRY THESE:

- Assume that a and b fit the condition you found. Find a formula in terms of a and b for the largest impossible score.
- Prove that your formula is correct.

BONUS: When you've finished with the challenges just stated, you might consider what happens if the scoring system also includes safeties that are worth c points each.



. . . Grant Competition

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IMP as an exemplary mathematics program was gratifying, especially as the contest took place in California where reform versus traditional mathematics is being hotly debated.

In convincing judges that *IMP*[™] is a winning program, Radcliff explained why teachers at Vista High School chose to implement the *Interactive Mathematics Program*[®] in 1993. Four years ago, SAT scores at Vista were low and—as in many schools—students weren't choosing careers in mathematics and science. Most students were taking only the required three years of college preparatory mathematics, rather than four. The mathematics department looked for a change in its curriculum, setting specific goals that a new curriculum should meet. *IMP* has met or exceeded all of those goals, with impressive results!

Since *IMP* was initiated at Vista High School:

- The number of students taking a fourth-year math class as their elective has jumped to 89% from 43% before the program—outstanding for a school that requires only three years of math.
- Scholastic Aptitude Test scores have steadily increased each year, from a 494 average three years ago to 508 this year. And the number of students taking the test has increased each year as well.
- The ratio of students who opt for the *Interactive Mathematics Program* versus Vista's traditional curriculum is about 5 to 1.

In her contest presentation, Radcliff also gave an overview of the *IMP* approach, where algebra, geometry, trigonometry, and other areas of mathematics—including some not included in the traditional track—are all rolled into one. She pointed out that with *IMP*, students continue to deepen their understanding of mathematical concepts since they are learning algebra, geometry, and statistics every year.

Radcliff encourages all *IMP* teachers to seek out and participate in such contests as a means of positive publicity that will heighten community awareness of the program, and as a wonderful way to build a network between high schools, colleges, and the business world. She adds that even though it's time-consuming, promoting *IMP* through various means should be considered an integral part of the implementation of the program.

Radcliff has been teaching for 23 years, the last ten at Vista High School. She became the mathematics department chairperson six years ago. In addition to her recent award, Radcliff has received the Greater San Diego Outstanding Teacher Award and the Mason's Outstanding Teacher Award. She plans to use the High Tech Options prize money to purchase a classroom set of graphing calculators. In addition, she will purchase a digital camera that will enable the mathematics department to produce electronic portfolios of *IMP* students' work. The portfolios will serve many purposes, including providing college-bound students with an electronic file of their work; educating entering freshmen, their parents, and counselors about *IMP*; and giving current *IMP* students an idea of what to expect in their next year of the program.

Regional IMPressions

ARIZONA

Arizona *IMP*[™] welcomes 16 new teachers and two new schools, Hamilton High School in the Chandler Unified School District and the Montessori Education Center in Mesa, Arizona. Hamilton High opened its doors this August and all of its mathematics teachers are involved in *IMP*. The Montessori Education Center is a charter school with one high school mathematics teacher dedicated to teaching *IMP* at the school.

We continue to collaborate with Arizona State University through our National Science Foundation-sponsored Local Systemic Change grant. Under that grant, a course about the best practices of teaching and learning was offered last spring to 17 ASU lecturers responsible for teaching first-year mathematics courses. This jointly designed and implemented course will be duplicated or extended in the next school year.

Our summer activities included professional development for *Years 1–4*. The agenda included the following topics: the *IMP* curriculum, the Third International Mathematics and Science Study (TIMSS), students' understanding of functions, how the *IMP* curriculum and instruction relate to the goals of the INTEL Corporation, and brain-based learning. Participating in the activities were 13 middle school teachers who wish to improve their content knowledge and better prepare students for *IMP* or other *Standards*-based high school courses.

Also this summer, *IMP* teachers participated in an Eisenhower grant awarded to Dr. Marilyn Carlson. The grant is designed to restructure the mathematics courses offered to preservice teachers, and *IMP* teachers jointly wrote modules and/or gave feedback to the module writers. In this manner, Arizona *IMP* continues to support implementation through a systemic approach.

CALIFORNIA

California *IMP* finished the year on a high note with TOPS (Trainer Of PresenterS) and the summer inservice. At the 5th annual TOPS meeting, 40 teacher leaders worked together on issues and topics such as outreach to counselors, parental concerns, standards and state testing, student recruitment, and TIMSS research. Participants also enjoyed mathematics activities on statistics including some from the new AP course. The statistical activity presented by Key Curriculum's Bill Finzer gave us insight into the meaning of a statistic and reminded us of the real power of the *IMP* curriculum in building student understanding rather than just student knowledge of formulas.

In June we offered all four years of inservice in Berkeley and Oxnard, as we will do for the winter workshops.

We are again planning to divide the state into regions in order to provide a localized network of support to *IMP* teachers. Each region will have an opportunity to apply for mini-grants. In the past, mini-grants have provided substitutes so that teachers could attend networking meetings, visit feeder schools, and observe other *IMP* teachers within the school or at other sites. Mini-grant

money also helps support recruitment efforts, and parent, counselor, and other *IMP* awareness meetings at both middle schools and high schools.

With the adoption of state standards and a state testing program that will test the first year of high school mathematics (first year algebra or an integrated curriculum) in eighth grade, there is an increased emphasis on moving high school mathematics to the middle grades. For this reason, both middle schools and high schools need to be knowledgeable about *IMP* and what the curriculum can do for all students.

HAWAII

Hawaii had a very successful summer of *IMP* training sessions for *Years 1–4*, using our own local talent! While we miss our mainland friends, it was wonderful to see Hawaii teachers in action with their peers from around the state.

Dan Bennett of Molokai High School and Brian Okada of Farrington High School were co-instructors for *Year 1*. Their class consisted of 25 teachers, including those from schools already implementing *IMP*, those from new implementation sites (Waiakea High), teachers from prospective new implementation sites, and teachers who want to learn about *IMP*. Carolyn Okunaga of Mililani High School and Lynn Otaguro of Farrington High School teamed to teach the *Year 2* curriculum. Ed Sawada of Mililani High School also taught a core of teachers from Waianae High School. For *Year 3*, Wendy Tokumine taught teachers from Farrington High School while Thelma Ryusaki taught a teacher at Honokaa High and Intermediate School. (Good Luck and Best Wishes to Thelma, who recently retired from the Department of Education). Jeanette Tanaka of Kalani High and Ed Sawada were co-instructors for the *Year 4* training.

Dan Bennett and Robert Brown have been busy completing the Teachers Guide for their *IMP* unit, *Polynesian Voyaging* (see *IMPressions*, Fall 1997). They presented *Polynesian Voyaging* at the Pacific Resources for Education and Learning conference on the island of Kauai, held August 4–6, 1998.

Over the summer, nine teachers addressed the task of aligning the *IMP* curriculum with the Hawaii Content and Performance Standards. Their findings will be shared with other *IMP* teachers and administrators at the Statewide Articulation/Training session in October, 1998.

ILLINOIS

Illinois *IMP* completed a successful summer of workshops intended to introduce, launch, or further teachers' attempts to create a student-centered classroom environment using *IMP*. Teachers from 19 Chicago-area schools as well as from Arkansas, California, and Michigan participated in 30 or more hours of workshops.

One of the workshops lasted for several weeks and involved a morning laboratory class where teams of teachers taught their students *The Game of Pig*. Tesla High School, an alternative school for teenage mothers, had a particularly successful program. The two teachers there, Pete Catlow and Ivy Parker, inspired the young

women to the highest attendance rate in the school's summer classes "by far," according to principal Dr. Mary Williams. Dr. Williams also remarked on the extraordinary engagement of the students during the entire three-hour daily class. The teachers were impressed with the level of mathematics, writing, and problem-solving achieved by their students in the *IMP* unit. Regional co-director Anne Horn has assembled a Tesla school portfolio displaying student achievements. She'll submit this portfolio as part of the report to the funders of the summer program, the Illinois State Board of Higher Education Eisenhower Fund.

Workshops during the 1998-99 school year include October 30 and November 3 on *Overland Trail* and *Do Bees Build it Best?*, January 16 and January 30 on *Pit and the Pendulum* and *Cookies*, and March 6 and March 13 on *Shadows* and *All About Alice*. For further information call Tony Freedman at (312)355-0271.

MIDWEST

"I want your students in my calculus classes." was the opening statement from college mathematics professor Martha Wallace to *IMP*[™] teachers attending training sessions in Minneapolis this summer. Wallace, who teaches mathematics and mathematics education at St. Olaf College, joined veteran *IMP* leaders Jane Kostik, Jean Stilwell, Sara VanDerWerf, and Mary Wells to bring a college perspective to the training for teachers of *Years 1-4*.

"Your students will bring to the calculus classroom a clear notion of functions and a conceptual understanding of rates of change," she told the teachers. "But probably even more important, they will arrive at college believing that mathematics requires deep thinking. From their *IMP* experiences, they will be confident in their own ability to think mathematically, and they will have strategies to attack problems that have no readily apparent solution methods."

"But the benefits of *IMP* will probably not be evident to someone who does not spend some time with the books," she warned. In preparation for the training sessions, Wallace had worked her way through the *IMP* curriculum for *Years 2-4*. "I did not truly appreciate the mathematical depth of several of the units until I traced my way from the opening problem situation, through the 'just-in-time' uncovering of the mathematics needed, to the concluding solution of what a few weeks earlier had seemed an impossible problem."

After working with *IMP* teachers for two weeks, Wallace offered her perspectives on the *IMP* curriculum as a professional development tool for teachers: "Teachers are learning new mathematics along with new ways of teaching. Some of the sessions seemed more like mathematics seminars as teachers thought deeply about the mathematics they were preparing to teach and worked together to solve POWs."

The summer *IMP* training sessions were supported by the NSF-funded (MASP)² program, a collaboration of 24 school districts in the Minneapolis-St. Paul area. (MASP)², which provides training and resources to facilitate the implementation of NSF secondary mathematics curricula in the member districts, will also support additional training sessions and mentoring during the school year.

NEW ENGLAND

June marked the first graduating class of *IMP* students from high schools associated with the New England Regional Center. The graduates were accepted into many competitive colleges. In fact, one college even told students at their interviews that they were looking for students with the type of mathematics background that *IMP* provides.

We also graduated our first class of lead teachers who went through all four years of workshops. Congratulations to Marie Miller, Richie Romao, and Gwen Bright of Wilbur Cross High School; to Paula Sennett and Kevin Sawyer of Silver Lake Regional High School; to Mary Hogan and Carol Martignetti-Boswell of Arlington High School; to Paul Lyons of Cambridge Rindge and Latin High School; to Terry Nowak and Priscilla Burbank-Schmitt of Brookline High School; and to Benadette Manning of Fenway Middle College High School.

The New England schools have begun to look at their standardized test scores and the *IMP* students are doing better than the non-*IMP* students on SATs and the Terra Nova test. In addition, the Brookline High *IMP* students did overwhelmingly better than non-*IMP* students on a problem-solving exam. Many parents of our graduating class wrote about what a positive experience *IMP* has been for their children.

NEW YORK

New York City began implementing *IMP* in 1996 with four schools and has now expanded to 24 schools. We are moving beyond the city limits as schools in the suburbs of New York City had teachers attend our summer professional development sessions.

We're delighted that we were able to send three teachers and an assistant principal to the National *IMP* Leadership Training. After the training, our leaders conducted our own *IMP Year 1* sessions this summer. We are working to provide the ongoing and sustained professional development necessary to effectively implement *IMP* in our region.

Two of the original New York *IMP* schools, Truman High School and the Robert F. Wagner Jr. Institute for Arts and Technology, have been selected by the New York City Urban Systemic Initiative, through a competitive process, to serve as 3D sites—sites that serve as models for development, demonstration, and dissemination. Each school will receive a grant to continue to foster excellence and will serve as a model for others planning to effect reform in mathematics and science. We congratulate them on their success!

In other news, our new state assessment will be administered this year and we are confident *IMP* will effectively prepare students to meet or exceed the state standards.

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Regional IMPressions

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NORTHWEST

The administration of IMP-NW has grown to include two co-directors. Sue Yabuki, who has been the sole director for the past four years, will be aided this year by Brent McClain. Sue will again be in the classroom part time teaching *IMP™*. She will also be the coordinator of the Institute for Science and Math at her school. Brent will be working full time as a co-director of IMP-NW.

Oregon and Washington continue to implement *Standards-based* education in their schools. In Oregon, qualifying 10th graders will now receive a Certificate of Initial Mastery (CIM). Students must pass multiple-choice and open-ended tests, as well as demonstrate proficiency through classroom work samples. Both the open-ended test and the classroom work samples are scored using a state scoring guide (*i.e.* rubric). These requirements have helped motivate many schools to look for new ways of teaching mathematics.

Because the integrated nature of *IMP* and its problem-based approach is such a strong complement for obtaining a CIM, many schools are interested in learning more about *IMP* and its teaching philosophy.

Initial results of a matched-pair study involving *IMP* students and students enrolled in the traditional sequence show a greater persistence of *IMP* students in taking a fourth year of mathematics. More results are forthcoming.

NOVA SCOTIA

During the last two years, students in Nova Scotia of Francophone and French immersion schools have been introduced to *IMP (Impacts Mathématiques)*. French education programs have taken a leadership role in its introduction and are now beginning the third year of *IMP*. The implementation of *IMP Year 1* and *Year 2* was completed successfully. "It has been an exciting experience for me, as a teacher, to be part of this implementation," said Margie Comeau, a French immersion teacher from Halifax. "Grade 9 and 10 students and teachers found *IMP* interesting and less boring than the traditional mathematics curriculum. Students learned a great deal of mathematics. They gained confidence in problem solving and gradually looked forward to doing *hebdo*s (POWS) and a portfolio. It was a motivating experience for both students and teachers."

Interest in *IMP* is growing. In September, 1998, a group of new teachers will start *IMP Year 3*. The Department of Education and Culture (Direction des Services Acadiens et de Langue Francaise) continues to conduct productive professional development sessions in the spring, summer, and fall, providing an opportunity for all teachers to become familiar with each *IMP* unit, the graphing calculator, and to network and discuss common issues.

PENNSYLVANIA

In June, we received funding from the National Science Foundation to launch the Greater Philadelphia Secondary Mathematics Project (GPSMP). The goal of this project is to provide inservice, teacher mentoring, and other support to those nearby school districts who wish to implement *IMP* or other NSF-funded curricula.

Thus far, the grant has enabled us to bring another seven high schools into our *IMP* family, including four more in Philadelphia, two in suburban Pennsylvania, and our first school in New Jersey. Indeed, this summer alone, we have trained more than 70 new *IMP Year 1* teachers! We've also run workshops on the teaching of AP statistics and reform calculus, both of which are natural extensions of the *IMP* curriculum.

ROCKY MOUNTAIN

IMP-Rocky Mountain Region (IMP-RMR) just finished a very busy but exciting summer of professional development. During June, over 130 teachers participated in the four levels of the IMP-RMR Implementation Workshops, including 50 *Year 1* teachers from Colorado, New Mexico, Texas, and Wyoming. Also, 12 teachers who have been in the project for at least two years participated in the "Broadening Your Horizons" workshop designed to help experienced IMP-RMR teachers broaden their perspectives on the practice of teaching mathematics. In July, 48 high school teachers from Colorado participated in a 30-hour *Baker's Choice* workshop sponsored by IMP-RMR and the Colorado Department of Education. These same teachers will meet again in February to share their experiences of implementing this unit in their own classrooms.

Beginning this fall, there will 29 schools actively involved in IMP-RMR, including 27 schools in Colorado; one school in Cokeville, Wyoming; and one school in Albuquerque, New Mexico. We will be adding seven new schools, including two inner-city schools, two rural schools, a private suburban school, a charter school, and a New American School.

One major goal of the project is to make certain that schools will be able to sustain professional development when funding from the project is no longer available. As the work of IMP-RMR begins to wind down (two more years), the project schools are designing plans to continue the ongoing professional development model initiated by the project. Nine schools entering their fourth year of participation in the project will be piloting their support plans during the upcoming school year.

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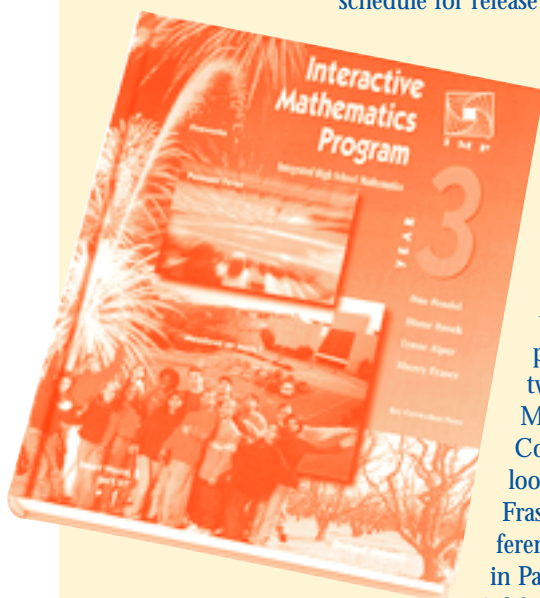
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Key Comments

Key Curriculum is pleased to announce that *Year 3* materials were released in August. In addition to the student textbook and teachers guides for *Year 3*, the calculator guides for the TI-82, TI-82, and TI-83 for *Years 2* and *3* are now available. *Year 4* materials are on schedule for release in August, 1999.



This fall, we look forward to participating in the annual conferences of regional mathematics groups around the country. *IMP*[™] directors will be giving presentations at two California Mathematics Council conferences: look for Sherry Fraser at the fall conference November 6–8 in Palm Springs, California; and Dan

Fendel, Sherry Fraser, and Diane Resek at Asilomar in Pacific Grove, California December 4–5.

If you have questions about *IMP*, call Janice Bussey at (888)MATH-IMP (888-628-4467), the *IMP* information line. Or visit the *IMP* web site at www.mathimp.org, which is also accessible from the Key Curriculum web site at www.keypress.com.

Visit the *IMP* Resource Center on the Web

www.mathimp.org

You'll find a wealth of **Information** at the *IMP* web site, including answers to commonly asked questions about the program, samples of *IMP* materials, articles and reviews, and a list of colleges and universities where *IMP* students have been accepted. Also in this section of the site are electronic versions of *Introduction and Implementation Strategies for the Interactive Mathematics Program*, articles from past issues of *IMpressions*, and program evaluation data previously published in *IMP's Evaluation Updates*.



Become a part of the *IMP* network through listings under **Contacts & Connections**. There are links to the National Implementation Center; *IMP*'s publisher, Key Curriculum Press; and other curriculum projects funded by the National Science Foundation.

Also at www.mathimp.org are some excellent **Teacher Resources**. The complete *Teaching Handbook for the Interactive Mathematics Program* is there, along with sample days from *Years 1, 2*, and soon *3*, and materials from the *Teacher's Guides*. Plus, this is where you can download your own copy of *The Game of Pig* software!




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