



Maine Curriculum Leaders Association

Championing Policies And Practices That Enhance Teaching And Learning

Nicole Chan, Ellsworth Community School District, President

Jon Doty, RSU #34, President-Elect

Jennifer Nickerson, MSAD 22, Treasurer

Joanne Dowd, Kittery School District, Secretary

Debra McIntyre, Executive Director

Testimony of Debra McIntyre, Executive Director, on behalf of the members of the Maine Curriculum Leaders Association, testifying in opposition to LD 370 An Act to Raise the Minimum State Standard for Mathematics Education for a High School Diploma

Senator Rafferty, Representative Murphy, and members of the Education and Cultural Affairs Committee, my name is Debra McIntyre, and I am the Executive Director of the Maine Curriculum Leaders Association. On behalf of the members of MCLA, I am testifying in opposition to LD 370 An Act to Raise the Minimum State Standard for Mathematics Education for a High School Diploma.

While I understand the intention behind this bill may be to enhance students' mathematical proficiency, I believe that this mandate would have unintended negative consequences, particularly for students who may face challenges with math, as well as those pursuing career paths that do not require advanced math skills.

For many students, especially those from rural communities, increasing the math requirement could exacerbate existing disparities in education. Schools with limited resources may struggle to provide the additional math courses and support needed to meet this new requirement. In particular, hiring additional, qualified math teachers is an ongoing concern. At least for the past two years, middle and high school math teachers have been designated as teacher shortage areas thereby qualifying for emergency certification. This additional requirement would only continue to add to the problem of hiring enough qualified teachers.

Many students already face a heavy academic load. By increasing the math requirement, we risk limiting their ability to pursue other avenues. For students who are interested in fields that do not require advanced math, this additional requirement could restrict their educational flexibility and limit their opportunities to explore a broader curriculum.

Students need to have choice as they continue to explore their learning options. Vocational education, apprenticeships, and career-focused training programs often provide students with hands-on experience and skills that better prepare them for their future careers. High-quality math instruction that is applicable to real-world problems will better serve students than simply mandating an extra year of study.



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In addition, the requirement of 3 years vs. 2 would be another hardship for students pursuing the Maine Disruption Diploma program, as they would now need to show evidence of 3 years of mathematics.

For these reasons MCLA encourages the committee to vote Ought Not to Pass. Thank you for your time.