



Joey Grabowski

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Pioneer Valley Performing Arts Charter  
School

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BA - Mathematics, WSU 17

I attended WSU from 2013-2017. During these years, I focused my studies on Inquiry-Based Learning in the high school math classroom. After graduating in 2017, I was accepted to a practicum-intensive one-year M.Ed. program at UMass Amherst. During this one-year program, I student taught at Amherst Regional High School by day, and attended graduate level course by night. In this program, I focused on problem-based learning and complex instruction, as well as connecting the mathematics in the classroom to the community.

I began teaching at PVPA in 2018 as the high school Algebra 1 teacher, which I continue to teach. My responsibilities include lesson planning, classroom management, assessment and grading, and contacting families. The math department at PVPA uses the collaborative/problem-based learning curriculum College Preparatory Mathematics (CPM). Our typical math trajectory follows the Algebra 1-Geometry-Algebra 2-Pre-calc model, where students can either double up on math or take advanced courses to take Calculus their senior year. We also offer Computer Science and Statistics courses as electives, as well as multiple support, foundations, and special education math courses.

In terms of Algebra 1, our curriculum covers one and two variable statistics, linear functions, exponential functions, quadratic functions, and solving systems of equations. It is always interesting to see the different ways students engage with the material, and the different ways they solve problems. Our Algebra 1 curriculum also allows for many interesting hands-on activities and explorations with dynamic technological tools, which are both insightful and powerful!

While I hope to stay in the high school for a few years and teach multiple classes (such as Geometry and Statistics), I would like to one day work at the middle and elementary school levels. I would love to see how mathematical threads develop throughout the years! After teaching these different levels, I would love to either work with preservice math teachers at the University level, or be a district math coach, observing lessons and workshopping lesson ideas with passionate teachers.

That being said, I am excited to see how my career will evolve throughout the years! Currently, I am working on building more reflection into my classroom; having students think metacognitively about their learning and goals. I am also interested in adding more project-based learning opportunities in my classroom, as well as integrating arts and academics.