Now that my students and I have completed the first two tiers of the Triad Math program, I wanted to create a short document detailing our experiences with the program for others who might be considering using it for themselves or in a classroom setting. I hope you find it helpful

Dr. Del begins his program by teaching students to use the TI-30Xa Scientific Calculator. Not only does this give you a simple way of getting yourself familiar with his teaching style, it provides you with a useful tool to check your work for the duration of the program. Most programs I have used ignore calculators entirely and those that do allow them never explained how to use them in a meaningful way. I was surprised how much of the content of this section I didn't know as an instructor. Most importantly, learning the calculator gave my students a simple usable skill which Dr. Del tethered further learning to. It made later lessons much easier to follow.

The second half of Tier 1 focuses on Pre-Algebra mathematics such as fractions, distribution, and mathematical rules for the major operations. This section alone is worth the price of admission to the program for any student. These lessons are the foundation on which advanced mathematics builds. As someone who has taught math since 2011, every single time I meet with a student for tutoring or summer school, we always need to review at least one of the topics covered here to address the trouble they are having. If you do not understand these lessons you will struggle with math in the future… end of story.

The second Tier of the program is very unique in that it covers Practical Algebra, Geometry and Trigonometry together. It's so much easier to master these subjects when they are in the same book and you can compare them to each other. By doing this, Triad sidesteps a huge issue we struggle with in the traditional classroom. You may have heard teachers and students alike state that you're either good at Algebra or you're good at Geometry. This is due in part to the fact the subjects are usually taught in separate years. In a regular classroom setting, there is no practical way to compare them without significant backtracking. This often means students learn one topic more than a year apart from its complementary skill in the other discipline. I mean when was the last time you learned a new skill, practiced it for a week and then were asked to remember exactly how to do it a year or more later as part of a different skill. This leaves the student understanding math not as a conjoined set of rules and patterns but as a guessing game of which disjointed memorized formula to use in what situation.

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