



January 25, 2021

Dear New Hampshire Educator,

You are cordially invited to apply to the New Hampshire based Vermont Mathematics Initiative (VMI) Master's Degree program, a three-year professional development opportunity focusing on mathematics content, effective teaching practices, action research, and teacher leadership. Now in its twenty-second year, the VMI has over 550 educators who are either currently enrolled or recently graduated with advanced degrees. VMI graduates continue to play important roles in their schools, districts and states.

Begun in 1999, the Vermont Mathematics Initiative (VMI) is an established nonprofit organization dedicated to high quality mathematics instruction in VT, NH and various locations across the United States. The mission of the VMI is to ensure high-quality mathematics instruction and high levels of student learning. This mission is supported through VMI's many initiatives, including:

- The VMI Master's Program – a comprehensive program dedicated to building systemic capacity by training current and aspiring mathematics teacher leaders.
- Outreach and contribution to statewide initiatives in Vermont and New Hampshire.
- Targeted mathematics education support to schools and districts
- A variety of recertification courses designed specifically for mathematics teachers

VMI has made a profound contribution to local mathematics education in its 20+ year history, including major support for common core implementation across Vermont, the training of over 550 teacher leaders through the Master's program, working in partnership with many school districts as they consider systemic improvement, contributing to policy discussions and more.

VMI has supported national efforts around mathematics education by having a “seat at the table” for many national initiatives, including the development of the common core state standards. VMI's master's degree curriculum forms the basis for an initiative by the *Intel Corporation* in which the first two courses of the VMI program were ‘scaled up’ and are offered across the country. Additionally, VMI has been a critical component of the Cincinnati Public Schools mathematics professional development strategy for 12 years. VMI's work there assisted in the development of a cadre of highly knowledgeable teacher leaders who serve important roles within their schools and/or district.

In July 2019 the VMI established itself as a nonprofit organization, formed a new partnership with Southern New Hampshire University (SNHU), and updated the curricula of existing programs. The Master's program, in particular, experienced substantive changes designed to address current research, while maintaining foundational aspects of the VMI program that have been successful since its inception. The 2021 New Hampshire cohort will be only the second NH cohort to experience substantive changes developed to address current research, while continuing to experience the foundational aspects of the VMI program that have been successful since our inception.



We are able to offer admission to a limited number of qualified applicants each year. ***Please note that there are no prerequisite mathematics requirements for entry into the VMI program.*** Just as classroom teachers are expected to help students with diverse backgrounds, strengths and needs, our faculty and staff are committed to helping all teachers—including classroom teachers, special educators, math interventionists, math teacher leaders, and administrators—develop their expertise in mathematics content, mathematics instruction, educational research, and teacher leadership.

Successful applicants to the VMI Master’s program are PreK-8* teachers committed to enhancing their effectiveness as teachers of mathematics, are enthusiastic about increasing their mathematics content knowledge in a supportive environment, and are committed to sharing their increased knowledge of mathematics content and pedagogy with colleagues through mentoring, peer coaching or other forms of professional development. Through VMI coursework, classroom applications, mentoring by VMI staff, and leadership training, teachers in the VMI will earn SNHU’s Master of Education (M.Ed) degree in Educator Practices with a concentration in Mathematics Teaching.

The application to the VMI is a two-step process that involves submitting documents and references directly to the VMI as well as applying to SNHU for formal admittance to the graduate program. The VMI application should clearly articulate how participation in the VMI will address identified school needs. ***The VMI encourages schools, especially those with larger enrollments, to submit applications for more than one teacher.*** We have found that teams of teachers, ideally representing different grade levels, often support more broad-reaching systemic changes. Therefore, please share this information with colleagues.

Detailed information about the VMI is enclosed within this mailing. Completed applications are due by March 8, 2021. We anticipate notifying applicants of acceptance no later than April 15, 2021.

Thank you for your interest in the Vermont Mathematics Initiative. If you have any questions or need more information, please contact Judi Laird (judi@vmimathematics.com), VMI Director, at (802) 274-0436.

Sincerely,

Judi Laird, Director
VMI

*High School teachers who are interested in joining the VMI program should contact Judi to discuss details of the program and to determine if VMI is a “fit” for your needs. We offer admission to a small number of high school teachers each year, mostly reserved for interventionists, special education teachers or teachers who teach freshmen algebra or pre-algebra courses.



Professional Development in Mathematics for K-8 Educators
Content, Pedagogy, Action Research and Leadership
Information for VMI Applicants and School Officials -- January 2021

What is the Vermont Mathematics Initiative (VMI)?

The Vermont Mathematics Initiative (VMI) is a nonprofit organization dedicated to improving mathematics teaching and learning through a variety of initiatives. Now in its twenty-second year, the VMI is dedicated to supporting highly effective mathematics instruction so that all children can learn the rigorous mathematics needed for success in higher education and the workplace. VMI recently expanded to New Hampshire and now offers its signature Master's degree program there. More information about the VMI organization can be found at www.vmimathematics.com.

What is the VMI's Master's program?

The VMI Master's Program is a three-year, comprehensive mathematics professional development program. The mission of the VMI Master's program is to significantly improve the teaching and learning of mathematics in grades PreK-8 across the states of Vermont and New Hampshire. Through their VMI experience, teachers build strong mathematics content knowledge, develop the ability to conduct action research around mathematics education issues, cultivate leadership skills, and apply this acquired knowledge and skill in their classrooms and at the school or district level to improve student learning.

When and where does the program take place?

The summer courses for the 2021 New Hampshire cohort will be held Monday through Friday in the Manchester/Concord area during the weeks of July 19 and July 26, 2021. Academic year courses will be held on Friday/Saturday "weekends": three during the fall semester and three during the spring semester. Classes are full-day sessions. VMI academic year courses also take place in the Manchester/Concord area. *In addition, participants engage in a series of classroom visitations by their VMI mentor and may also be required to attend online discussion forums, tutorial sessions, and topic specific seminars.*

Please note that in this era of Coronavirus, the VMI is committed to assuring a safe environment for participants and faculty. We will adhere to state guidelines regarding in-person instruction and will develop a safe hybrid model should the situation call for amending our in-person delivery model. While in person instruction and collaboration among participants are important features of the VMI, our policies will prioritize safety.

What is the academic component of the VMI?

For each of the three calendar years a teacher is enrolled, the VMI teacher will complete 12 graduate credits through a combination of 1, 2 or 3 credit courses held during the two-week summer session and throughout the academic year. Fieldwork, including work with a VMI mentor, runs concurrently with each course. Upon completing the full three-year VMI program, a teacher will have earned 36 graduate credits and will have completed all of the requirements for a Master of Education (M.Ed) Degree from Southern New Hampshire University.



What are some of the benefits to schools that participate in the VMI?

In addition to coursework in mathematics content, pedagogy and leadership, the VMI provides support for participants in their schools. Throughout the program, VMI participants:

- Receive ongoing support from a VMI mentor who will help one transfer new and growing understandings to classroom instruction. In addition, the VMI mentor supports teacher leadership initiatives and provides advice and guidance for the research aspect of the program. Through regular contact, both in person and online, the VMI mentor offers a professional relationship that enables the participant to maximize the VMI experience.
- Have immediate access to increased mathematics content expertise through the VMI staff, which includes mathematicians, mathematics educators, and master elementary and middle level teachers experienced in professional development.
- Receive ongoing professional development for enhancing their teaching effectiveness and for preparing to take on expanded leadership roles in their schools or districts.
- Have opportunities to form partnerships with VMI staff and other participants resulting in the continuous improvement of learning opportunities for students and support for the school or district mathematics goals.

One should also note that the VMI program evaluation, conducted annually since 2004, has shown that VMI teachers have attained a high degree of mathematics content knowledge and have made significant contributions to mathematics teaching and learning in their schools and across the state.

Who should apply?

All PreK-8 educators, including classroom teachers, special educators, interventionists, math coaches, and administrators are eligible for the program. Specifically, applicants must be:

- Dedicated to enhancing mathematics teaching and learning for all students.
- Enthusiastic about increasing their mathematics content knowledge in a supportive environment.
- Willing to share their increased knowledge of mathematics content and effective teaching with their colleagues through mentoring, peer coaching or other forms of professional development.
- Interested in supporting the development and implementation of their school's mathematics curriculum as well as their school's mathematics goals.
- Committed to serving as mathematics teacher leaders in their schools and to the appropriate use of local assessment results to improve instruction.

Please note many VMI assignments and projects require participants to incorporate new learning into their teaching, reflect on the effectiveness of their instruction, and modify approaches. Thus, all participants need ongoing opportunities to work directly with students in mathematics classes throughout their VMI experience.



What is the application process?

For New Hampshire educators interested in joining the 2021 VMI cohort, applying to the VMI is a two-step process which is described below:

(1) completing the VMI portion of the application. This can be accessed at www.vmimathematics.com or by emailing the VMI Director, Judi Laird (judi@vmimathematics.com). Once the complete application is received, a VMI representative will confirm receipt. Applicants will be notified prior to April 15th of their acceptance to the VMI program.

(2) completing the SNHU portion of the application. This process is initiated by visiting SNHU's [VMI graduate application page \(https://snhu.qualtrics.com/jfe/form/SV_aY7i3KzAqkw7qex\)](https://snhu.qualtrics.com/jfe/form/SV_aY7i3KzAqkw7qex). SNHU will require submission of a transcript, a resume and a few other items. You will receive correspondence directly from SNHU personnel upon initiating the graduate application at the above link.

What is the cost?

With satisfactory completion of a full calendar year's courses, the VMI teacher will earn 12 graduate credits. Of those 12 credits, it is expected that the participant's district will pay for at least a portion. (This is a contractual benefit for teachers in many districts.) The remaining credits are the responsibility of the teacher.

SNHU's current tuition rate for New Hampshire educators is \$500 per credit; \$6000 per year. Teachers in the VMI are eligible for financial aid through SNHU.

Note: *The overall goal of the VMI is to improve the teaching and learning of mathematics in the VMI teacher's school/district. The VMI teacher and the school/district leadership will work together to help achieve that goal. For that reason, we encourage the school and district to work creatively with the VMI applicant to increase the school's or district's share of tuition and correspondingly reduce the teacher's share.*

A number of strategies have been suggested for doing so, including the following:

- A district develops an MOU with the teacher in which it agrees to pay for one or two courses over and above the Master Agreement in exchange for an agreement by the VMI teacher that they will not request any course tuition for a given time frame (e.g., three years) following completion of the VMI. The teacher further agrees to reimburse the district a prorated amount in the event the teacher chooses to depart the school during the life of the MOU period. In brief, such an agreement would give the teacher added tuition funding and at the same time would provide assurance to the district and school that their financial support would benefit the school in the long term. Both the school and the teacher benefit from this arrangement.
- Some districts pay stipends to teachers who take on leadership roles, for example, in curriculum, coaching, mentoring, etc. In this strategy, VMI participants would be able to "earn" additional tuition funding by fulfilling such roles in their schools. This arrangement has the advantage that the teacher's participation in the VMI is tied directly to school impact.



- Title IIA funds can be used to pay for additional VMI tuition, provided an appropriate plan is developed and approved by officials. This has been a very successful strategy for many VT administrators as they strive to build leadership capacity in their district.

Reminder: Federal tax code provides a number of options for tuition as a deductible expense.

Teachers who are interested in applying should not be deterred by questions related to cost. Please contact us if you have questions related to financing your VMI tuition.



Who is the VMI?

The VMI Leadership Team consists of the following individuals:

Judi Laird

Director and VMI Cohort 1999 Graduate

Susan Ojala

Co-Director for Mathematics Content and VMI Cohort 2000 Graduate

Robert Laird

Co-Director for Teaching/Learning and School Implementation and VMI Cohort 2000 Graduate

Other members of the instructional and mentoring staff include:

Dr. George L. Ashline, *Professor of Mathematics, St. Michael's College*

Ralph Bernardini, *Mathematics Teacher and VMI Graduate, Vergennes Union High School*

Dr. Priscilla Bremser, *Professor of Mathematics, Middlebury College*

Josh Bunker, *Mathematics Teacher and VMI Graduate, Proctor Elementary School*

Kristen Cavanaugh, *Teacher and VMI Graduate, South Burlington*

Dr. Carol J. Eckels, *retired Principal, Leicester Elementary School*

Luke Fisher, *retired Math Coach, Woodstock Elementary and VMI Graduate*

Fran Huntoon, *Mathematics Specialist and VMI Graduate*

Bill Jesdale, *retired Principal, Lincoln Community School*

Kathy Lamphier, *Math Coach and VMI Graduate, South Burlington*

Kiran MacCormick, *Mathematics Teacher, Mississquoi Valley HS*

Karen Nee, *Mathematics Teacher and VMI Graduate, Essex Middle School*

Sharon Pare, *Mathematics Specialist, retired Mathematics Teacher and VMI Graduate, Newport*

Dr. Gregory Petrics, *Assistant Professor of Mathematics, Northern VT University*

Tracy Renaud, *Mathematics teacher and coach, Concord NH, and VMI Graduate*

Kathy Richardson, *Mathematics Teacher and VMI Graduate, The Putney School*

Tara Sharkey, *Mathematics Teacher, Colchester*

Ingrid Stallsmith, *Mathematics Specialist, Bernice A Ray School, and VMI graduate*

Sandi Stanhope, *Mathematics Specialist and VMI Graduate*

Dr. John Tapper, *Associate Professor of Elementary Education, St. Michael's College*

Dr. Julie M. Theoret, *Professor of Mathematics, Northern VT University*

Dr. Jim Wright, *Assistant Professor of Mathematics, Westfield State University (MA)*

The VMI Board of Directors consists of the following individuals:

Paul Smith, *Curriculum Director, Windham Southeast Supervisory Union*

Beth Cobb, *Superintendent, Essex-Westford Supervisory Union. VMI Board chair*

Priscilla Bremser, *Nathan Beman Professor of Mathematics, Middlebury College. VMI Board secretary*

Karen Nee, *Mathematics Teacher and VMI Graduate, Essex Middle School*

Mary Lou Gross, *Former school board member, career University employee and wife of VMI founder,*

Kenneth I Gross.



Application 2021
**VERMONT MATHEMATICS INITIATIVE
NEW HAMPSHIRE MASTER'S DEGREE PROGRAM**

Please type or print clearly in ink and attach responses to essay questions. Completed applications must be postmarked no later than March 8, 2021. Please send your completed application to:

**Vermont Mathematics Initiative, Inc.
416 Washburn Rd
East Burke, VT 05832**

Or transmit electronically to the VMI at judi@vmimathematics.com

A complete application includes:

- Part I: Applicant information cover sheet and current resume
- Part II: Applicant's responses to the essay questions
- Part III: (a) Three letters of recommendation, including at least one each from a colleague and an administrator
- Part IV: Applicant signature
- Part V: (a) Principal's responses to questions 1-3
(b) Signature sheet, signed by the principal and Superintendent

Only fully completed applications will be considered.

**Once you have completed the above, please initiate the process to submit your formal [SNHU graduate application](#) by clicking on this link no later than
March 8, 2021:**

https://snhu.qualtrics.com/jfe/form/SV_aY7i3KzAqkw7qex

If you have any questions or need more information, please contact:

**Judi Laird, VMI Director
judi@vmimathematics.com
802.274.0436**



**Vermont Mathematics Initiative Application Form
Part I: Applicant Information Cover Sheet**

Please print in ink or type.

Name of Applicant _____

Email address _____

School name _____

School phone _____

School address _____

Current grade level/position _____

Number of years teaching in current school _____

Total number of years teaching _____

Undergraduate & Graduate Degrees _____

Educator License Endorsements _____

Home mailing address _____

Home phone _____

****Please attach a current resume to this application.****



Vermont Mathematics Initiative Application Form Part II: Essay Questions

*Please type and attach your responses to this application.
(Suggested length: For questions 1-5, a total of approximately 3 typed pages.)*

1. Meeting the Needs of All Students

Helping all children succeed in mathematics is a challenge faced by all educators. Please describe your commitment to helping all students succeed and your goals for enhancing your effectiveness in this area.

2. Teacher Leadership

Serving as a mathematics teacher leader is an important aspect of your participation in VMI. Please describe the key challenges in mathematics teaching and learning faced by your school and the ways in which your enrollment in VMI might help address those challenges.

3. Mathematics Content Knowledge

The VMI curriculum includes rich and challenging mathematics content which is intended to extend your understanding whether you are currently at a novice or more advanced level. Please describe your interest in expanding your mathematical content knowledge.

4. Critical Reflection

Throughout your VMI enrollment, you will be asked to critically reflect upon your teaching practices and continue to strive for excellence. Please describe your interest in utilizing an inquiry approach in your classroom practice and your openness to working collaboratively with others to improve your instruction.

5. Action Research

In the final year of the program, you will undertake an action research project on an appropriate topic of your choice. Describe the role that research plays or can play in your work with students. List particular mathematics research topics of interest to you.

6. Teaching Experience, Leadership and Mathematics Professional Development

****skip this section if this information is included in your resume****

Please list:

- Your teaching experience (locations, roles, levels, and lengths of time).
- Any teacher-leadership experience (serving on or leading committees, facilitating meetings/discussion groups, writing curriculum, etc.).
- Your professional development experience (as participant and/or presenter) in mathematics content and instruction (graduate courses, VCTM involvement, workshops, conferences, other). Please indicate those events in which you served as a facilitator or presenter.



Vermont Mathematics Initiative Application Form

Part III: Recommendations

Recommendations

Please include three letters of recommendation to support your participation in this project, including at least one each from a colleague and an administrator.

Recommendations should address your:

- Ability to take on challenges and to grow professionally.
- Dedication to addressing the needs of all students.
- Leadership experiences or qualities, including your commitment to working with other teachers/school personnel to improve the teaching and learning of mathematics in your school.

Part IV: Applicant Signature

Applicant Agreement

I understand that I am making a three-year commitment, that one aspect of my involvement is to play a leadership role in mathematics in my school or district, and that I will engage in classroom-based observation and feedback sessions with my VMI mentor.

Signature of Applicant

Date



Vermont Mathematics Initiative Application Form
Part V: Principal's letter and signature sheet
To be completed by the school principal

Applicant Name: _____

Administrator's Name: _____

Please attach responses to this cover sheet. Please note that the responses to these prompts can be included in the letter of recommendation.

1. **Teaching and Learning:** Please detail how the applicant's participation in this professional development program will support the improvement of student performance in mathematics at your school.
2. **Teacher Leadership:** *VMI participants enter the program with greatly varying levels of leadership experience.* Please describe the ways in which their development as a teacher leader will support the school community goals.
3. **Administrative Support:** *We have found that consistent administrative support enhances one's success in the VMI program.* How will you support this applicant throughout their VMI career?

I have read the Vermont Mathematics Initiative application packet and discussed this application with the district Superintendent. I understand that active support of the VMI participant by the principal or other designated school leader is expected.

I understand that our district will be expected to support the participating teacher to attend VMI sessions, and to pay for at least a portion of the 12 graduate credits a participating teacher will receive each year. I have read the portions of this application packet pertaining to cost and administrator support and am committed to assisting the participating teacher find the necessary funds to cover the cost.

Note: The overall goal of the VMI is to improve the teaching and learning of mathematics in the VMI teacher's school/ district. The VMI teacher and the school/ district leadership should work together to help achieve that goal. For that reason, *we encourage the school and district to work creatively with the VMI applicant to increase the school or district share of tuition and correspondingly reduce the teacher's share. A number of strategies have been suggested for doing so, which are listed under the headings "What is the cost?" and "Financial assistance" on the enclosed sheet entitled "Professional Development in Mathematics for K-8 Educators."*

Principal Signature

Date

Superintendent Signature

Date