



January 31, 2022

Dear Educator,

You are cordially invited to apply to the Vermont Mathematics Initiative (VMI) Post-Master's Certificate of Graduate Study (CGS) program, a five-course professional development opportunity focusing on mathematics education leadership. Offered in partnership with Southern New Hampshire University (SNHU), this mathematics leadership opportunity is intended for both current and aspiring leaders.

Successful applicants to the VMI Post-Master's certificate program are educators committed to enhancing their effectiveness as leaders of mathematics and are committed to sharing their increased knowledge of mathematics content and pedagogy with colleagues. Through coursework, classroom and school- or district-based applications, and support by VMI staff, participants will earn SNHU's *Certificate of Graduate Study in Educational Leadership with a concentration in Mathematics*. **Please note that there are no prerequisite requirements for entry into the VMI Post-Master's Certificate program, although one must have already earned a master's degree in a related field.**

The program is cohort based, with new cohorts accepted each year. Courses will be held each semester—Summer, Fall and Spring—over the course of five semesters. Academic year courses will be held on Friday/Saturday “weekends”: three during the fall semester and three during the spring semester. The summer courses will run one week each summer. All VMI courses will take place in the Burlington area and hotel accommodations are available, at no cost to the participant.

The application to the program, explained elsewhere in this application packet, is a two-step process that involves submitting documents and references directly to the VMI. The VMI application should clearly articulate how participation in this leadership program will support one's mathematics leadership goals and must demonstrate support by the school or district administrator(s).

Applications are due no later than March 15th, 2022. We anticipate notifying applicants of acceptance within two weeks of receipt of the complete application.

Thank you for your interest in being part of VMI's Post-Master's Certificate program. 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



VMI Post-Master's Certificate of Graduate Study ***Mathematics Education Leadership***

Information for Program Applicants and School Officials -- January 2022

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-third 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. More information about the VMI organization can be found at www.vmimathematics.com.

What is the VMI's Post-Master's Certificate of Graduate Study Program?

The Post-Master's Program is a five-semester (including summer semester) mathematics education leadership program. The *Series on Mathematics Education Leadership* is designed to provide current and aspiring math coaches, math specialists, math interventionists and leaders in mathematics services for students who struggle in math the specialized skills and knowledge needed to support systemic mathematics instructional excellence for all students. Moving from "pockets of excellence" to "systematic excellence" requires change at all levels of our systems, and school and district level mathematics instructional leaders are essential in this mission. If we are to address the mathematics education issues facing us, we need confident, knowledgeable, and committed math instructional leaders. Thus, the overarching goals of the series are to prepare mathematics instructional leaders to:

- support the elimination of mathematics achievement gaps based on race, income, ethnicity and language.
- increase the level and depth of mathematics learning for all students in their system.
- engage all students in their system in meaningful, interesting and fulfilling mathematics content.

What is the academic component of the Post-Master's program?

For each of the five semesters an educator is enrolled, they will complete one, 3-credit graduate course. Fieldwork runs concurrently with each course. Each participant of the certificate program will be assigned an advisor who will help participants apply new learning to their work in schools and districts. Upon completing the full five semester VMI program, a teacher will have earned 15 graduate credits and will have completed all of the requirements for the Certificate of Graduate Study from Southern New Hampshire University.

Please note many assignments require participants to incorporate new learning into their teaching or leadership activities. Thus, all participants need ongoing opportunities to apply learning to their educational setting.

When and where does the program take place?

The first course, *Leading Instructional Change I*, is scheduled to take place June 27-July 1, 2022. The remaining courses of the series will continue over four additional semesters including summer



2023. Courses during the academic year will be held full days on Friday/Saturday “weekends”: three during the fall semester and three during the spring semester. All courses are held in the Burlington area.

What are some of the benefits of participation?

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

- Receive ongoing support from a VMI advisor who will help one transfer new and growing understandings to mathematics leadership initiatives. Through regular contact, the VMI advisor offers a professional relationship that enables the participant to maximize the Post-Master’s experience.
- Learn in a supportive setting. Through engagement with VMI faculty, including mathematicians and mathematics education leaders, and with one’s cohort members, participants are part of a collaborative learning environment.
- Receive ongoing professional development for enhancing leadership skills and for preparing to take on expanded leadership roles in their schools or districts.

What is the application process?

Applying to the VMI is a two-step process which is described below:

(1) Indicate your interest in the program by completing the VMI questionnaire, which can be found [here](#) or by pasting the following link into your browser:

<https://www.surveymonkey.com/r/MJSNMH6>

Please complete this step as soon as possible. It should take no more than five minutes and does not commit you to the program but rather allows us to begin making tentative plans.

(2) completing the application contained in this packet and returning it to VMI no later than March 15th, 2022.

What is the cost?

SNHU’s *current* tuition rate is \$651 per credit; \$1953 per course. SNHU has not yet set the tuition rate for 2022-23, but increases are typically quite nominal (e.g. the rate increased by \$1.00/credit this current year). Once enrolled, the rate will not change during your tenure in the program.

Note: The overall goal of all VMI programs 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’s or district’s share of tuition and correspondingly reduce the teacher’s share.

Several strategies have been suggested for doing so, including the following:

- Districts agree to use Covid relief funding to support a teacher, or team of teachers, attending VMI. **Elementary and Secondary School Emergency Relief (ESSER)** Funds provide an excellent way for a school to increase leadership capacity in mathematics and



consider long term, strategic approaches to addressing mathematics achievement concerns.

- 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 several 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.



Application 2022
VERMONT MATHEMATICS INITIATIVE
POST-MASTER'S CERTIFICATE OF GRADUATE STUDY

Please note that acceptance into VMI is a two-step process including the application to VMI (Parts 1-V below) *as well as* completing the VMI questionnaire at this link: <https://www.surveymonkey.com/r/MJSNMH6>. Completing the questionnaire should take no more than 5 minutes.

Completed applications must be postmarked or electronically transmitted no later than March 15, 2022. 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 VMI application includes:

- Part I: Applicant information cover sheet and current resume
- Part II: Applicant's responses to the essay questions
- Part III: One letter of support from an administrator

Only fully completed applications will be considered.

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

Judi Laird, VMI Director
judi@vmimathematics.com
802.274.0436



**Vermont Mathematics Initiative
Post-Master's 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 in current school _____

Total number of years teaching and/or in a leadership position _____

Undergraduate & Graduate Degrees _____

Educator License Endorsements _____

Home mailing address _____

Home phone _____

Date of Birth (required for SNHU purposes) _____



**Vermont Mathematics Initiative
Post-Master's Application Form
Part II: Essay Questions**

Please type and attach your responses to this application.

1. Meeting the Needs of All Students

Helping all children succeed in mathematics is a challenge faced by all educators. This leadership program places great emphasis on working to eliminate mathematics achievement gaps based on race, income, ethnicity, and language and to provide high quality mathematics opportunities for all students. Please describe your commitment to supporting this mission.

2. Mathematics Leadership

Please describe the key challenges in mathematics teaching and learning faced by your school and the ways in which your enrollment in this program might help address those challenges.

3. Professional Mathematics Leadership Goals

Describe your own professional goals as they relate to providing leadership in mathematics, and your thoughts on working with an advisor to realize these goals.

4. Teaching Experience, Leadership and Mathematics Professional Development

you may provide a resume to address the following

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
Post-Master's Application Form
Part III: Letter of Support**

Letter of Support

Please include a letter of support from your administrator. The letter should briefly address the school's goals for mathematics and the ways in which your involvement in this leadership program will support those goals.

The letter might also address:

- Your willingness to take on challenges and to grow professionally.
- Your dedication to addressing the mathematics needs of all students.
- Examples of your 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.
- Ways in which the administrator will provide opportunities for you to contribute to the overall mathematics system.