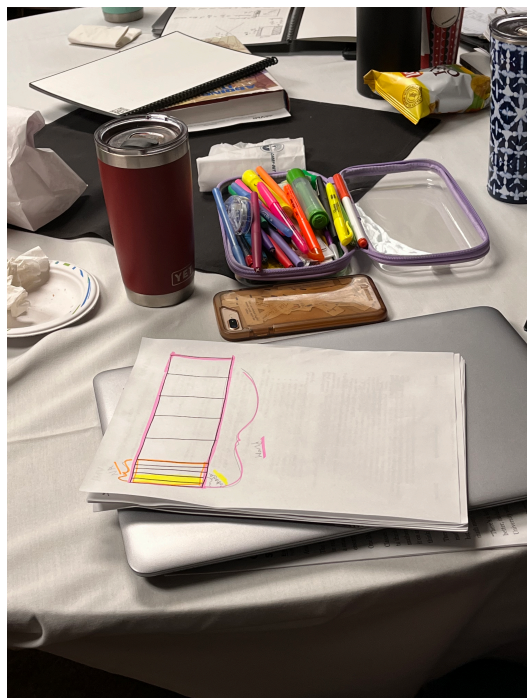




For questions, please contact
Kathryn Delay
(kathryn@vmimathematics.com)

Course Information Hybrid Offering

Dates/Times:

In-person (VTSU Williston campus) 8am - 4pm
Oct 10, 2026; Jan 9, 2027; Apr 10, 2027

Virtual Meetings: 1 hour each in Nov, Feb, March

Asynchronous video modules & case studies

Tuition:

\$2037 (with 3 VTSU Graduate Credits);

Two books will also be required to purchase for this course.

Register by September 10th
using the QR code or
visit tinyurl.com/vmifall26



DESIGNING COHERENT MATHEMATICS INTERVENTION FOR DIVERSE LEARNERS

By embracing expansive definitions of mathematical thinking and achievement, we create pathways for every learner to flourish and to reach the highest levels of mathematical understanding.

- NCTM Position Statement Advancing Excellence and Access in Mathematics Centering Joy, Powerful Teaching, and Equitable Assessment

In this course, we will explore routines and structures for intervention. We will use research and evidence-based practices to design learning environments that support engagement and student understanding to maximize student learning. This will be done through the use of various models and strategies that support mathematical reasoning and sense-making. We will review additive, multiplicative, and proportional reasoning to deeply reflect on how these are incorporated into setting goals and planning for intervention. This course will explore methods to gather evidence of student mastery in math content and practice standards. Participants will learn to implement a variety of assessment strategies to monitor progress, evaluate skills, and target future instructional steps.