



# 2024-2025 Membership Application

Name of Organization: \_\_\_\_\_

Number of students in the organization: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Contact: \_\_\_\_\_ Position/Title: \_\_\_\_\_

Email Address: \_\_\_\_\_

Office Phone Number: \_\_\_\_\_ Mobile Number: \_\_\_\_\_

Please share additional names and emails for the SVMI contact list.

| Additional Names | Additional Email Addresses |
|------------------|----------------------------|
|                  |                            |
|                  |                            |
|                  |                            |
|                  |                            |
|                  |                            |
|                  |                            |

Current Textbook Publisher(s) \_\_\_\_\_

**Please email or mail the membership application to:**

Cindy Chin, Office Manager

The Silicon Valley Mathematics Initiative

6980 Santa Teresa Blvd., Suite 100

San Jose, CA 95119

phone: (408) 776-1645

email: [cindy@svmimac.org](mailto:cindy@svmimac.org) website: [www.svmimac.org](http://www.svmimac.org)

The Silicon Valley Mathematics Initiative will invoice the member organization upon receipt of the application. Access to SVMI's password-protected resources will be provided once payment is received.

**SVMI Membership Application 2024 - 2025**

For more info: [www.svmimac.org](http://www.svmimac.org) or email [info@svmimac.org](mailto:info@svmimac.org) or call (408) 776-1645



## The Silicon Valley Mathematics Initiative (SVMI)

**Our Mission:** The Silicon Valley Mathematics Initiative (SVMI) is a comprehensive effort to improve mathematics instruction and student learning. The Initiative is based on high performance expectations of all students, ongoing professional learning, and the examination of student work to inform and improve instruction.

**Our Vision:** Our goal is to support rigorous, engaging, and equitable mathematics learning spaces that are highly interactive, robust, and focused on instruction that centers student agency and identity.

Since 1996, SVMI has been supporting high quality mathematics teaching, learning, and performance-based assessment. Rooted in the principles of the Teaching for Robust Understanding of Mathematics (TRU) Framework (University of California, Berkeley & Michigan State) and the Mathematical Language Routines (Stanford University), we design and deliver uniquely transformative experiences and resources for equitable and engaging mathematics instruction, for in-person, hybrid & virtual classrooms around the world.

### Membership Fees

Annual membership fee is based on an organization’s student enrollment.

| Organization’s Student Enrollment | Annual Membership Fee |
|-----------------------------------|-----------------------|
| Less than 250                     | \$1,400.00            |
| 250 – 499                         | \$2,800.00            |
| 500 – 1,199                       | \$3,500.00            |
| 1,200 – 1,499                     | \$4,200.00            |
| 1,500 – 19,999                    | \$7,000.00            |
| 20,000 – 39,999                   | \$11,000.00           |
| 40,000 – 59,999                   | \$14,000.00           |
| 60,000 – 79,999                   | \$17,500.00           |
| 80,000 – 99,999                   | \$21,250.00           |
| 100,000+                          | \$28,250.00           |

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## Benefits of Being a SVMI Member Institution

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| Professional Learning Resources  |              |       |       |   |
|--|--------------|-------|-------|---|
| Resource   | Designed for |       |       | Description   |
|  | Teacher      | Coach | Admin |   |
| <b>Annual Summer Institute</b><br><i>Via Zoom &amp; In-Person</i><br><i>(see page 7 for scholarship information)</i> | ✓            | ✓     | ✓     | The Annual Summer Institute supports educators to design mathematics lessons and units that promote rigorous, engaging, and equitable ways of teaching and learning.  |
| <b>Math Network Meetings</b><br><i>Via Zoom</i><br><i>5 x Year</i>   |              | ✓     | ✓     | The Math Network Meetings provide math education leaders a learning community to examine high quality and equitable practices and ideas around math content, teaching strategies, and learning theory.  |
| <b>Member PL Sessions</b><br><i>After School Via Zoom</i>  | ✓            | ✓     |       | The Member PL Sessions are designed to deepen teachers’ pedagogical and content knowledge in mathematics that centers student agency and identity, in conjunction with the SVMI tools and resources. Sessions are designed for educators in grades TK-HS. |
| <b>Principal as Instructional Leader (PIL)</b><br><i>In-Person</i><br><i>2 x Year</i>                                |              | ✓     | ✓     | The Principal as Instructional Leader meetings build awareness and deepen understanding to improve instructional leadership at a systems level with a focus on current research in mathematics, equity, & social justice.                                 |

| <b>Instructional &amp; Formative Assessment Resources</b> |  |
|---|--|
| <b>Resource</b>   | <b>Description</b>   |
| <b>MAC/MARS Performance Tasks</b><br>(English & Spanish)  | <p>The MAC/MARS Performance Task is a set of strategically scaffolded items that build on one another and increase in rigor as the task progresses, with multiple opportunities to show work, justify, and reason.</p> <p>Tasks (Kindergarten - HS) are aligned to the Common Core State Standards and give students the opportunity to engage in the Standards for Mathematical Practice.</p> |
| <b>MAC/MARS Rubrics</b>                                   | <p>The MAC/MARS point-scoring rubrics are task-specific and offer guidelines for scoring student work samples.</p>   |
| <b>MAC/MARS Tools for Teachers</b>                        | <p>The MAC/MARS Tools for Teachers is a suite of tools that provide teachers with student performance data and sample re-engagement lessons.</p>   |
| <b>MAC/MARS Standardizing Papers</b>                      | <p>The MAC/MARS Standardizing Papers is a curated set of student work that is used with a rubric to promote a culture of equitable and collaborative scoring practices through the lens of examining student thinking.</p>   |
| <b>Problem of the Month (POM)</b>                         | <p>The Problem of the Month is a set of five progressive non-scaffolded, high cognitive demand tasks that span primary to high school that promote highly engaging non-routine problem solving.</p>  |
| <b>POM Teacher Notes</b>                                  | <p>The Problem of the Month Teacher Notes is a supplementary guide for each Problem of the Month that includes content support for teachers and sample solutions.</p>  |
| <b>Formative Re-engaging Lessons (FRLs)</b>               | <p>The Formative Re-engaging Lessons are designed for K-5 and give students opportunities to collaboratively develop math concepts and solve non-routine problems.</p>   |

| <b>Mathematics Assessment Collaborative (MAC) Summative Assessment Program</b> |   |
|--|---|
| <b>Resource</b>  | <b>Description</b>  |
| <b>MAC Exam</b><br>(English & Spanish)   | The annual MAC Exam assesses student conceptual proficiency across the major strands of each grade or course (Grade 2 - HS.) The exam takes place each spring and offers both paper and online administration and scoring options. qAssess, our online training, assessment, and scoring system partner, provides secure data collection and reporting. |
| <b>General MAC Meetings</b>  | The General MAC Meetings occur three times per year to support the administration of the MAC Exam and make sense of the data.   |
| <b>MAC Scorer Training</b>   | The MAC Scorer Training calibrates scoring leaders to accurately and consistently apply the rubric to a set of standardizing papers for each task before scoring live student work.   |
| <b>Technical Manual</b>  | The Technical Manual outlines policies and protocols governing the MAC Exam and supports districts to administer the exam.  |
| <b>Student Performance Data via qAssess</b>                                    | Individual districts receive district data reports and individual student reports, in addition to anonymized data for student performance across all districts. For districts who utilize qAssess, student performance data can be imported into the district student information system.   |

| <b>Additional Resources</b>             |   |
|---|---|
| <b>Resource</b>                         | <b>Description</b>  |
| <b>Lesson Study Grants</b>              | The Lesson Study Grants section contains information about grant-funded opportunities for teams of three to six educators to conduct research on educational topics of interest. An application, tools, protocols and videos are also available in this section.  |
| <b>Re-engagement Tools</b>              | The Re-engagement Tools section contains a suite of protocols, planning guides and graphic organizers to support educators in better utilizing authentic student work and thinking to drive instruction.  |
| <b>Resources for Coaches</b>            | The Resources for Coaches section contains coaching prompts, rubrics and observation guides to support the work of math instructional coaches.  |
| <b>Mentions &amp; Publications</b>      | The SVM I Mentions & Publications section contains numerous articles authored and co-authored by David Foster, SVM I Founding Director, and Tracy Sola, Director of Assessments and Special Projects.   |
| <b>TK-Grade 3 Assessment Interviews</b> | The TK-Grade 3 Assessment Interviews section contains performance assessments and rubrics that were co-developed with the San Mateo County Office of Education.   |
| <b>Video Library</b>                    | The Video Library section contains access to videos showcasing math talks, re-engagement lessons, Problem of the Month, coaching cycles, etc.   |
| <b>Partnership Resources</b>            | The Partnership Resources section contains resources developed in tandem with various organizations such as Math Assessment Project (for FALs and Classroom Challenges), Inside Mathematics (for Fostering Positive Classroom Climates), county office of education (for Math Talks), and district offices (for Transition Units and Math Talks.) |

## Scholarships for the Annual Summer Institute

| Virtual Via Zoom   |              | In-Person   |
|--|--------------|---|
| *Scholarships are based on an organization's membership fee. |              |   |
| District/Site's Student Enrollment                           | Scholarships | A member organization will receive one scholarship for every ten paid registrations for the In-Person Summer Institute. |
| Less than 250  | 2            |   |
| 250 – 499  | 3            |   |
| 500 – 1,199  | 4            |   |
| 1,200 – 1,499  | 5            |   |
| 1,500 – 19,999   | 6            |   |
| 20,000 – 39,999  | 8            |   |
| 40,000 – 59,999  | 10           |   |
| 60,000 – 79,999  | 12           |   |
| 80,000 – 99,999  | 16           |   |
| 100,000+   | 20           |   |

## Tailored Fee-Based Projects

For an additional fee, the SVMI team is available to support teachers, coaches, and administrators in your school/district/organization with tailored coaching, Professional Learning series, and Special Projects.