

## Abstract

The Common Core State Standards for Mathematics (CCSSM) are being implemented nationwide as the U.S. strives to help students attain a higher level of mathematical achievement. Since the CCSSM presents new challenges, successful implementation of the CCSSM will require significant teacher development. This research analyzes the Vermont Mathematics Initiative (VMI) professional development program in the context of the CCSSM needs and requirements. Objectives include detailing the knowledge K-8 teachers should have to effectively implement the CCSSM, addressing whether the mathematics preparation of these teachers is adequate, determining the extent to which the VMI meets these needs, and making recommendations to fill any identified gaps.