

# 2011

Annual Report  
**M**athematics  
**E**ducation **T**rust



***Supporting Teachers...  
Reaching Students...  
Building Futures***

*This report covers the program year 2011:  
June 1, 2010, to May 31, 2011.*



MATHEMATICS  
EDUCATION TRUST

## Purpose

The Mathematics Education Trust (MET) channels the generosity of contributors through the creation and funding of grants, awards, honors, and other projects that support the improvement of mathematics teaching and learning.

MET provides funds to support classroom teachers in the areas of **improving classroom practices** and **increasing teachers' mathematical knowledge**. MET also provides funds to prospective teachers and NCTM's Affiliates, as well as recognizes the lifetime achievement of leaders in mathematics education.



2011 MET conference attendance award recipients (standing L to R) Candice R. Markovitz, Stacy J. Hawthorne, Colleen M. Hier, Meredith McKay Gore, and Penny M. Andrews. Trustees of the MET Board (seated L to R) Ann Lawrence, Jennie M. Bennett, and Mari Muri.

## Improving Classroom Practices

### School In-Service Training Grants

Supported by the Clarence Olander Fund and NCTM, gives grants of up to \$4,000 to schools for in-service education in mathematics. Grants were awarded to the following schools:

Grades PreK–5: *Rohr Elementary School, Chula Vista, California*

Grades 9–12: *The New America School, Lakewood, Colorado*

## Improving Classroom Instruction

### Using Music to Teach Mathematics Grants

Supported by the Esther Mendlesohn Fund and NCTM, gives grants of up to \$3,000 to teachers currently teaching mathematics at the grades Pre-K–2 level for projects and activities that use music to teach mathematical skills and concepts. A grant was awarded to the following teacher:

Todd C. Mensch, *Wappingers Central School System, Wappingers Falls, New York*

### Equity in Mathematics Grants

Supported by the Iris Carl Fund and NCTM, awards grants of up to \$8,000 for grades 6–8 classroom teachers to incorporate middle school classroom materials or lessons that will improve the achievement of groups of students who have previous records of underachievement. Grants were awarded to the following teachers:

Linda J. Janosky, *Dover Area Intermediate School, Dover, Pennsylvania*

Erin M. Casey, *Marlborough High School (Grades 8–12), Marlborough, Massachusetts*



## Mathematics Content

### Connecting Mathematics to Other Subject Areas Grants

Supported by the Theoni Pappas Fund, provides grants of up to \$4,000 to grades 9–12 classroom teachers to develop classroom materials or lessons connecting mathematics to other disciplines or careers. A grant was awarded to the following teacher:

Judy L. Brown, *Dayton Regional STEM School, Beavercreek, Ohio*



## Research

### Classroom Research Grants

Provides grants up to \$6,000 to support collaborative classroom-based research in precollege mathematics education involving college or university mathematics educators. A grant was awarded to the following teacher team:

Grades 7–12 (supported by the E. Glenadine Gibb Fund and NCTM): Daniel Imaizumi, *Welsh Valley Middle School, Narberth, Pennsylvania* with Kristie Newton, *Temple University, Philadelphia, Pennsylvania*





# Increasing Teachers' Mathematical Knowledge

## Mathematics Course Work Mathematics Graduate Course Work Scholarships

Supported by the Dale Seymour Fund and NCTM, gives scholarships of up to \$2,000 to classroom teachers working at the required grade level to pursue graduate courses to improve their mathematics content knowledge. A scholarship was awarded to the following teacher:

Grades 6–8: Keitha L. Hazel, *Neelsville Middle School, Germantown, Maryland*

## Teacher Professional Development Grants

Provides grants of up to \$3,000 to classroom teachers currently working at the required grade level to improve their own professional competence as classroom teachers of mathematics. A grant was awarded to the following teacher:

Grades 9–12 (supported by the Mary Dolciani Fund and NCTM): Raymond D. Singletary, *Lansdowne High School Academy, Baltimore, Maryland*

## Summer Mathematics Study Grants

Supported by NCTM, awards grants with a maximum of \$6,000 to grades 6–8 classroom teachers who are seeking to improve their understanding of



mathematics by completing course work in mathematics content. A grant was awarded to the following teacher:

Ann E. Tarascio, *Swampscott Middle School, Swampscott, Massachusetts*

## **Program of Mathematics Study & Active Professionalism Grants**

Supported by the Lola J. May-Shirley M. Frye Fund, awards a program grant (study plan for a one-year, two-year, or three-year program) of up to \$24,000 to a classroom grades Pre-K–6 teacher seeking to improve his or her understanding and appreciation of mathematics by (1) completing course work in school mathematics content and pedagogy working toward an advanced degree, and (2) taking an active professional approach toward teaching mathematics. A grant was awarded to the following teacher:

Jenifer Martin, *St. Elizabeth Ann Seton School, Tucson, Arizona*

## **Prospective Secondary Teacher Course Work Scholarships**

Supported by the Texas Instruments Demana-Waits Fund, awards scholarships up to \$10,000 each to full-time college or university sophomores who are pursuing a career goal of becoming a certified teacher of secondary school (grades 7–12) mathematics. Scholarships for 2010-12 were awarded to the following students:

Brielle Spencer, *High Point University, High Point, North Carolina*

Kelly S. Ruder, *Siena Heights University, Adrian, Michigan*

Vinze Villapando, *California State University, Fullerton, California*



## **NCTM Conference Attendance**

### **Prospective Teacher NCTM Conference Attendance Awards**

Supported by the Julius H. Hlavaty Fund and NCTM, gives awards for travel and subsistence expenses to help support attendance at an NCTM annual or regional meeting for full-time undergraduate students who are NCTM student members and are preparing to be precollege mathematics teachers. Funds of up to \$1,200 (and registration) were awarded to the following student to attend the Indianapolis Annual Meeting and Exposition:

Meredith McKay Gore, *Louisiana Tech University, Ruston, Louisiana*

### **Future Leaders Initial NCTM Annual Meeting Attendance Awards**

Supported by the Edwin I. Stein Fund and NCTM, gives awards for travel, subsistence expenses, and substitute teacher costs for NCTM members who are full-time mathematics teachers in grades Pre-K-12 and have never attended an NCTM annual meeting. Funds of up to \$1,200 (and registration) each were awarded to the





following teachers to attend the Indianapolis Annual Meeting and Exposition:

Penny M. Andrews, *Cape Horn-Skye School, Washougal, Washington*

Stacy J. Hawthorne, *Brunswick City Schools, Brunswick, Ohio*

Colleen M. Hier, *Congress Park School, Brookfield, Illinois*

Candice R. Markovitz, *Neelsville Middle School, Germantown, Maryland*



# ADDITIONAL MET INITIATIVES

## NCTM Lifetime Achievement Awards

Are designed to honor NCTM members who have exhibited a lifetime of achievement in mathematics education at the national level. Awards were presented to the following members:

Eugene A. Klotz, *Swarthmore, Pennsylvania*

Stephen Krulik, *Boynton Beach, Florida*

## NCTM Affiliate Grants

Supported by the Kenneth B. Cummins Fund and NCTM, three grants are available to the NCTM Affiliates: The Kenneth B. Cummins Grant for Partner Affiliates (\$3,000 maximum); the Associate Affiliate Grant (\$2,000 maximum); and the Student Affiliate Grant (\$1,500 maximum). These grants are awarded to Affiliates in good standing to initiate professional activities or programs that might otherwise not be possible. The Affiliate Services Committee (ASC) oversees the Affiliate grant process.

### ***Kenneth B. Cummins Grant***

The following Affiliate was awarded \$2,928:

*TODOS: Mathematics for ALL*

### ***Student Affiliate Grant***

The following Affiliate was awarded \$1,500:

*Mathematics Education Student Association of the University of Georgia*



**MET Acknowledges  
with Appreciation  
Gifts from the Following:  
June 1, 2010, to May 31, 2011**

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**(Continued)**

### **In Honor of**

All High School Math  
Teachers

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### **In Memory of**

Terry Balko

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**Thank you for your contribution  
to support teachers, reach  
students, and build futures.**

Because of space limitations, only donors contributing \$50 and above are listed. Two hundred twenty-five donors contributed gifts in amounts less than \$50.



## Award Programs

Persons may establish awards in honor of individuals, contribute to existing named funds (see below), or make a donation to help support all MET programs. MET will consider new award programs that are offered for periods of 5, 10, 15, or 20 years.

### *Grants are awarded from funds named in honor of:*

Edward G. Begle	Julius H. Hlavaty
Father Stanley J. Bezuska	Ellen L. Hocking and Veryl Schult
Edward J. Brennan	Esther L. Mendlesohn
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***Balance in fund May 31, 2011: \$1,636,611.***

**Without contributions,  
we would not be able to award funds.**

If you are a teacher, prospective teacher, or school administrator and want more information about MET awards, scholarships, and grants, please call us at (703) 620-9840, ext. 2112, e-mail us at [exec@nctm.org](mailto:exec@nctm.org), or visit our Web site, [www.nctm.org/met](http://www.nctm.org/met).

**Please help us help teachers!**

Send your tax-deductible gift to: MET, c/o NCTM, 1906 Association Drive Reston, VA 20191-1502.

*Your gift, no matter its size, will help us reach our goal of providing a high-quality mathematics learning experience for all students.*

**The Mathematics Education Trust was established in 1976 by the National Council of Teachers of Mathematics (NCTM).**



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EDUCATION TRUST