



MATHEMATICS
EDUCATION TRUST

2017 Annual Report

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



This report covers the program year 2017: June 1, 2016, to May 31, 2017.

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 sponsors activities for prospective teachers and NCTM's Affiliates, as well as recognizing the lifetime achievement of leaders in mathematics education.



MET awardees and members of the MET Board of Trustees present at the San Antonio Annual Meeting & Exposition: (L to R) Ralph D. Connelly (Trustee), Fern Tribbey (Outgoing MET Board of Trustees Chairperson), Tomika Altman-Lewis, Susan Hammer, Jennifer Thompson, Claire Nastari, Lindsey States, Bob Janes, Linda M. Fulmore (Trustee), and Richard Seitz (Trustee). Not pictured: Katelyn Devine.

NCTM was honored to have a number of Lifetime Achievement Award recipients in attendance at the MET Celebración Reception in San Antonio on April 5, 2017. Six are pictured below (L to R): Zalman Usiskin (2001 recipient), M. Kathleen (Kathy) Heid (2015 recipient), J. Michael Shaughnessy (2017 recipient), Gail F. Burrill (2012 recipient), Francis (Skip) Fennell (2012 recipient), and Gary G. Bitter (2006 recipient).



Improving Classroom Practices

Emerging Teacher Leaders in Elementary School Mathematics Grants (Pre-K–Grade 5)

Supported by the Irene Etkowicz Eizen Fund and NCTM. Grants of up to \$6,000 to develop expertise in specific mathematics content that is consistent with NCTM's *Principles and Standards for School Mathematics*. A grant was awarded to the following teacher:



Tammy T. Cruz, *West Ridge Elementary School, Racine, Wisconsin*

School In-Service Training Grants

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

Pre-K–Grade 5: *Blake Academy, Lakeland, Florida*

Grades 6–8: *Plaza Middle School, Virginia Beach, Virginia*

Grades 9–12: *Connecticut River Academy, East Hartford, Connecticut*

Improving Classroom Instruction

Enhancing Student Mathematics Learning through the Use of Tools and Technology Grants

Supported by the Isabelle P. Rucker Fund and NCTM. Grants of up to \$3,000 to persons currently teaching mathematics in pre-K–grade 12 for the innovative use of technology and other tools to “help teachers and students visualize and concretize mathematics abstractions...” Grants were awarded to the following teachers:



Daryl Cox, *Lakeland High School, Scrub Oaks, New York*



Lisa Ann Lothspeich, *Paine Elementary School, Trussville, Alabama*

Improving Classroom Practices (continued)

Equity in Mathematics Grants

Supported by the Iris Carl Fund and NCTM. Grants of up to \$8,000 to classroom teachers currently working



at grade level 6–8 for projects aimed at narrowing a documented local mathematics performance gap between groups of their students. A grant was awarded to the following teacher:

Darcy Ann Rainey, *Berrien Middle School, Nashville, Georgia*

Improving Students' Understanding of Geometry Grants

Supported by the John and Stacey Wahl Fund. Grants of up to \$4,000 for full-time pre-K–grade 8 teachers to develop a project or activities that will enable students



to gain a better appreciation and understanding of some aspect of geometry that is consistent with the NCTM Principles and Standards. A grant was awarded to the following teacher:

Anne Elizabeth Barbour, *Metcalf School, Exeter, Rhode Island*

Using Music to Teach Mathematics Grants

Supported by the Esther Mendlesohn Fund and NCTM. Grants of up to \$3,000 to classroom teachers currently



working at the pre-K–grade 2 level for projects and activities that use music to teach mathematical skills and concepts. A grant was awarded to the following teacher:

Jill K. Carter, *Frank Morgan Elementary School, Clemmons, North Carolina*

Improving Classroom Practices (continued)

Mathematics Content

Connecting Mathematics to Other Subject Areas Grants

Supported by the Theoni Pappas Fund. Grants of up to \$4,000 for classroom grades 9–12 teachers



to develop classroom materials or lessons connecting mathematics to other disciplines or careers. A grant was awarded to the following teacher:

Laura J. Speer, *Walton High School, Marietta, Georgia*

Research

Classroom Research Grants

Grants of up to \$6,000 to support collaborative classroom-based action research in precollege mathematics education involving college or university mathematics educators. Grants were awarded as follows:



Pre-K–Grade 6 (Supported by the Edward Begle Fund and NCTM): Patricia Ann Dickenson, *National University, San Jose, California*, collaborating with Judith L. Montgomery, *University of California (Santa Cruz)*, and Michelle Voorhees, *Watsonville Charter School of the Arts, Watsonville, California*



7–12 Classroom Research Grants (E. Glenadine Gibb Fund and NCTM): Ji-Yeong I, *Iowa State University, Ames, Iowa*, collaborating with Kaitlin Ogden, *Meredith Middle School, Des Moines, Iowa*

Increasing Teachers' Mathematical Knowledge

Mathematics Course Work

Mathematics Course Work Scholarships (Pre-K–Grade 5) and Mathematics Graduate Course Work Scholarships (9–12)

Supported by the Dale Seymour Fund and NCTM. Scholarships of up to \$3,200 for full-time classroom teachers working at the required grade level to pursue graduate courses to improve their mathematics content knowledge. Scholarships were awarded to the following teachers:



Pre-K–Grade 5: Robert S. Slaughter, *John Wickes Elementary School, Warwick, Rhode Island*



Grades 9–12: (R) Samrat S. Pathania, *Wallkill Senior High School, Wallkill, New York*; (L) Zachary Mark Searels, *Florence High School, Florence, Alabama*

Professional Development Scholarship Emphasizing the History of Mathematics



Supported by the Father Stanley J. Bezuszka Fund and NCTM. A scholarship of up to \$3,000 to an individual currently teaching mathematics at the grades 6–12 level to complete credit-bearing course work in the history of mathematics, to create and field-test appropriate classroom activities incorporating the history of mathematics, and to prepare and deliver a professional development presentation. A scholarship was awarded to the following teacher:

Lisa Godfrey Phillips, *Florida State University, Tallahassee, Florida*

Increasing Teachers' Mathematical Knowledge (continued)

Program of Mathematics Study and Active Professionalism Grants

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



Beth W. Brady, *Robert K. Finn Road Elementary School, Florence, Massachusetts*

Prospective Middle School Teacher Course Work Scholarships

Supported by the Edward J. Brennan Fund. Scholarships of up to \$3,000 to full-time college or university juniors who are pursuing career goals of becoming certified teachers of middle (grades 6–8) school mathematics. A scholarship was awarded to the following student:



Ellen Benes attending the *University of Alabama, Tuscaloosa, Alabama*

Prospective 7–12 Secondary Teacher Course Work Scholarships

Supported by the Texas Instruments Demana–Waits Fund. Awards scholarships of up to \$10,000 to full-time college or university sophomores who are pursuing career goals of becoming certified teachers of secondary (grades 7–12) school mathematics. A scholarship was awarded to the following student:



Adam Presler attending *Concordia College, Moorhead, Minnesota*

Increasing Teachers' Mathematical Knowledge (continued)

NCTM Conference Attendance

Future Leaders Initial NCTM Annual Meeting Attendance Awards

Supported by the Edwin I. Stein Fund and NCTM. Makes funds available for travel, subsistence expenses, and substitute teacher costs to NCTM members who are mathematics teachers in pre-K–grade 12 and have never attended an NCTM annual meeting. Amounts of up to \$1,500 (plus registration) were awarded to the following teachers to attend the 2017 Annual Meeting and Exposition in San Antonio:



(L) Tomika Rochelle Altman-Lewis, *Fayetteville Street Elementary School, Durham, North Carolina*



(R) Katelyn Anne Devine, *Plaza Middle School, Virginia Beach, Virginia*



(L) Susan Lasiter Hammer, *Sauk Trail Elementary School, Middleton, Wisconsin*



(R) Robert K. (Bob) Janes, *Two Rivers Magnet High School, Hartford, Connecticut*



Jennifer Nott Thompson, *Flowing Wells Junior High School, Tucson, Arizona*

Increasing Teachers' Mathematical Knowledge (continued)

Prospective Teacher NCTM Conference Attendance Awards

Supported by the Julius H. Hlavaty Fund and NCTM. Makes funds available for travel and subsistence expenses to help support attendance at an NCTM annual meeting or regional conference by full-time undergraduate students who are NCTM student members and are preparing to be precollege mathematics teachers. Amounts of up to \$1,500 (plus registration) were awarded to the following students to attend the 2017 Annual Meeting and Exposition in San Antonio:



Claire Y. Nastari, attending *Santa Clara University, Santa Clara, California*



Linsey Ann States, attending *Miami University, Oxford, Ohio*

NCTM Lifetime Achievement Awards

The NCTM Lifetime Achievement Award honors members of NCTM who have exhibited a lifetime of achievement in mathematics education at the national and international levels. Awards were presented to the following NCTM members:



Margaret J. (Peg) Kenney
(posthumously)



J. Michael Shaughnessy

Additional MET Initiatives

NCTM Affiliate Grants

Supported by the Kenneth B. Cummins Fund and NCTM. Makes three grants available to NCTM Affiliates: The Kenneth B. Cummins Grant for Partner Affiliates (up to \$3,500), the Associate Affiliate Grant (up to \$2,500), and the Student Affiliate Grant (up to \$2,000). These grants are awarded to Affiliates in good standing to initiate professional activities or programs that might otherwise not be possible. The Membership and Affiliate Relations Committee (MARC) oversees the Affiliate grant process, and the following Affiliates were awarded the grants indicated below:

Mathematics Education Student Association of The University of Georgia, **Student Affiliate Grant** in the amount of \$1,857.00

Greater San Diego Mathematics Council (California), **Associate Affiliate Grant** in the amount of \$1,390.00

TODOS: Mathematics for ALL, **Kenneth B. Cummins (Partner Affiliate) Grant** in the amount of \$3,500

MET Acknowledges with Appreciation Gifts from the Following:

June 1, 2016, to May 31, 2017

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

A Note to Our Supporters

We sincerely appreciate your generous contributions. As such, we want to recognize everyone with complete accuracy. If we have inadvertently made an error, please contact us at 703-620-9840 ext. 2112, with concerns or corrections.

Because of space limitations, only donors contributing \$50 and more are listed. Sixty-two 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	E. Glenadine Gibb
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Balance in fund as of May 31, 2017: \$2,295,264.00.

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

NCTM thanks attendees, volunteers, and the event sponsor, Forrest T. Jones & Company, for their generous support of the Lifetime Achievement Award Celebración Reception hosted by the Mathematics Education Trust on Wednesday, April 5, 2017.

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

Please help us help teachers!

Send your tax-deductible gift to: MET, c/o NCTM, PO Box 75842, Baltimore, MD 21275-5842.

Your online donations also are welcome at www.nctm.org/donate/.

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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