

MATHEMATICS EDUCATION TRUST



2009 ANNUAL REPORT

*This report covers the program year 2009:
June 1, 2008, to May 31, 2009.*



MATHEMATICS
EDUCATION TRUST

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

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



Purpose

The Mathematics Education Trust (MET) supports the improvement of mathematics teaching and learning at the classroom level through the funding of grants, awards, honors, and other projects by channeling the generosity of contributors into classroom-based efforts that benefit all students.

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.

IMPROVING CLASSROOM PRACTICES

Emerging Teacher-Leaders in Elementary School Mathematics Grants

Supported by the Irene Etkowicz Eizen Fund and NCTM, awards grants of up to \$6,000 to increase the breadth and depth of the mathematics content knowledge of elementary school teachers who have demonstrated a commitment to mathematics teaching and learning. A grant was awarded to the following teacher:

Lauren M. Mattone, *Crocker Farm Elementary School, Amherst, Massachusetts*

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 K–5:
Liberty Elementary School, Franklin, Tennessee
Scenic Hill Elementary School, Kent, Washington

Improving Classroom Instruction Using Music to Teach Mathematics Grants

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

Ryan C. Grant, *Michael Anderson Elementary School, Fairchild AFB, Washington*

Engaging Students in Learning Mathematics Grants

Supported by the Veryl Schult–Ellen Hocking Fund, awards grants of up to \$3,000 to full-time teachers currently working at the grades 6–8 level to incorporate creative use of materials to engage students actively in tasks and experiences designed to deepen and connect their mathematics content knowledge. A grant was awarded to the following teacher:

Matthew A. Ziemnik, *Lewis F. Mayer Middle School, Fairview Park, Ohio*



Equity in Mathematics Grants

Supported by the Iris Carl Fund and NCTM, awards grants of up to \$8,000 for full-time grades 6–8 teachers for projects aimed at narrowing a documented local mathematics performance gap between groups of their students. Grants were awarded to the following teachers:

Abigail A. Chillemi, *Lincoln Middle School, Schiller Park, Illinois*

Alan J. Hack, *Northwestern Lehigh Middle School, New Tripoli, Pennsylvania*

Kristin S. Harrison, *McAuliffe Regional Charter Public School, Framingham, Massachusetts*

Heidi B. Sally, *Albert R. Sabin Magnet School, Chicago, Illinois*

Mathematics Content

Improving Students' Understanding of Geometry Grants

Supported by the John & Stacey Wahl Fund, awards grants of up to \$3,000 to full-time grades K–8 teachers to develop a project or activities that will enable students to appreciate and understand better some aspect of geometry that is consistent with the NCTM *Principles and Standards for School Mathematics*. A grant was awarded to the following teacher:

Christine L. Henderson, *Gretna No. 2 Academy for Advanced Studies, Gretna, Louisiana*

Connecting Mathematics to Other Subject Areas Grants

Supported by the Theoni Pappas Fund, provides grants of up to \$3,000 to full-time grades 9–12 teachers to develop classroom materials or lessons connecting mathematics to other disciplines or careers. Grants were awarded to the following teachers:

Luajean N. Bryan, *Walker Valley High School, Cleveland, Tennessee*

Mercedes C. Huffman, *T.C. Williams High School, Alexandria, Virginia*

Research

Classroom-Based Research Grants

Supported by the Edward Begle Fund and NCTM, awards grants of up to \$8,000 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:

Kate A. Hubbard, *E. L. Haynes Public Charter School, Washington, D.C.*, with Jennifer M. Suh, *George Mason University, Fairfax, Virginia*



INCREASING TEACHERS' MATHEMATICAL KNOWLEDGE

Mathematics Course Work

Mathematics Course Work Scholarships (Grades K–5) and Mathematics Graduate Course Work Scholarships (Grades 9–12)

Supported by the Dale Seymour Fund and NCTM, gives scholarships of up to \$2,000 to full-time classroom teachers working at the required grade level to pursue courses to improve their mathematics content knowledge. Scholarships were awarded to the following teachers:

Grades K–5:

Kimberly D. Loner, *Timberwood Park Elementary School, San Antonio, Texas*

Grades 9–12:

Rhodesia A. DeShazer, *Portable Practical Educational Preparation TEC High School, Avondale, Arizona*

Katrina G. Konnick, *Central Bucks High School East, Doylestown, Pennsylvania*

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 (grades 7–12) school mathematics. Scholarships were awarded to the following students:

2008–2010:

Amanda M. Chui, *attending San Francisco State University, San Francisco, California*

Marlee DeLuca, *attending Pennsylvania State University, University Park, Pennsylvania*

NCTM Conference Attendance

Prospective Teacher NCTM Conference Attendance Awards

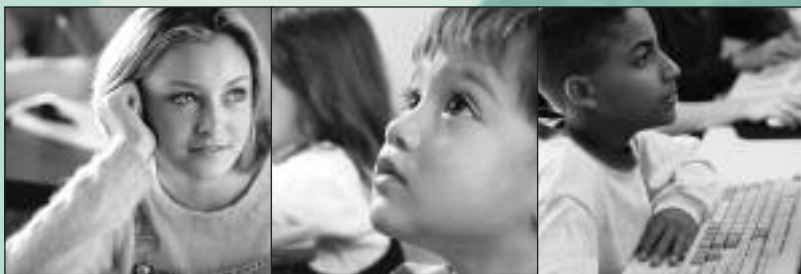
Supported by the Julius H. Hlavaty Fund and NCTM, gives awards for travel and subsistence expenses to help support attendance at an NCTM annual or regional meeting by full-time undergraduate students who are NCTM student members and are preparing to be precollege mathematics teachers. Funds of up to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

John P. Heisel, *attending University of Minnesota, Minneapolis, Minnesota*

Sarah E. Russell, *attending Ohio University, Athens, Ohio*

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 of NCTM members who are full-time



mathematics teachers in grades 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 Washington D.C. Annual Meeting and Exposition:

Kelly Bender, *Delmer Day Elementary/Greensburg Junior High School, Greensburg, Kansas*

David M. Berger, *Menomonie High School, Menomonie, Wisconsin*

Zachary M. Champagne, *Mandarin Oaks Elementary School, Jacksonville, Florida*

Barbara A. Helvey, *South Mountain Elementary School, Moriarty, New Mexico*

Tricia A. Holland, *Laura Ingalls Wilder Elementary School, De Smet, South Dakota*

Mary F. Kamoss, *Youth Development, Inc., Albuquerque, New Mexico*

Roberta L. Munger, *Rimrock Jr.–Sr. High School, Bruneau, Idaho*

Patricia A. Pearson, *St. Daniel the Prophet Catholic School, Scottsdale, Arizona*

Lisa L. Schirm, *Buena Park Junior High School, Buena Park, California*

Janelle K. Wollschlager, *Grant-Deuel School District No. 25-3, Reville, South Dakota*



ADDITIONAL MET INITIATIVES

NCTM Lifetime Achievement Awards

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

Evan M. Maletsky, *Montclair, New Jersey*

Edward A. Silver, *Ann Arbor, Michigan*

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 \$2,640:

Wisconsin Mathematics Council Inc.

Student Affiliate Grant

The following Affiliate was awarded \$1,499.20:

Mathematics Education Student Association of the University of Georgia



MET Acknowledges with Appreciation Gifts from the Following:

June 1, 2008, to May 31, 2009

Grand Benefactor (\$1,000 or more)

Associated Teachers of Mathematics
in Connecticut
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Penelope Dunham
Susan Eddins
Bee Ellington
Betty Erickson
Joan Eschner
Francis (Skip) Fennell
Alan Foster
Shirley Frye
John Gardner
Jane Gawronski
Susan Gorter
Leah Griffith
Shelly Harkness
Margaret Harrold
Anna Henderson
Patricia Hensler
Barbara Jordan
Mike Koehler
Marina Krause
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Helen Kriegsman
Katherine Layton
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Class of 1945

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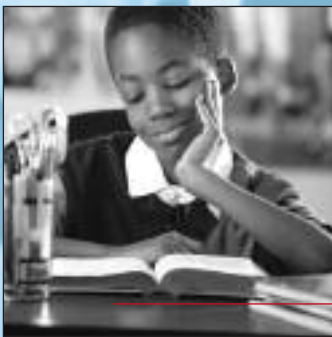
In Honor of:

7th Edition Publication
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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. Three hundred twenty-six donors contributed gifts in amounts less than \$50.



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, or visit our Web site, 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.

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
Father Stanley J. Bezuska
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Iris M. Carl
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Franklin D. Demana and Bert K. Waits
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Balance in fund—

May 31, 2009
\$1,224,411.00

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

