



MATHEMATICS
EDUCATION TRUST

Mathematics Education Trust (MET) Case Statement

SUPPORTING TEACHERS... REACHING STUDENTS... BUILDING FUTURES



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National Council of Teachers of Mathematics (NCTM).**

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was established by the National Council of Teachers of Mathematics (NCTM)
to support the improvement of mathematics teaching and learning
through the creation and funding of grants, awards, honors, and other projects.
For more than 38 years, MET has relied on the philanthropy, dedication,
and support of its donors—its partners.*

More and Better Mathematics for All Students

We envision a world where everyone is enthused about mathematics, sees the value and beauty of mathematics, and is empowered by the opportunities that mathematics affords.

We live in a time of extraordinary and accelerating change. New knowledge, tools, and ways of doing and communicating mathematics continue to emerge and evolve. The need to understand and be able to use mathematics in everyday life and in the workplace has never been greater and it will continue to increase. In this changing world, those who understand and can do mathematics will have significantly better opportunities and options for shaping their futures. Mathematical competence opens doors to productive lives. The National Council of Teachers of Mathematics (NCTM) challenges the notion that mathematics is for only the select few. On the contrary, everyone needs to understand mathematics. All students should have the opportunity and necessary support to learn significant mathematics with depth and understanding. There should be no conflict between equity and excellence.

Principles and Standards for School Mathematics (NCTM 2000, p. 3) articulates an ambitious, but reachable, vision:

Imagine a classroom, a school, or a school district where all students have access to high-quality, engaging mathematics instruction. There are ambitious expectations for all, with accommodation for those who need it. Knowledgeable teachers have adequate resources to support their work and are continually growing as professionals.... Teachers help students make, refine, and explore conjectures on the basis of evidence and use a variety of reasoning and proof techniques to confirm or disprove those conjectures. Students are flexible and resourceful problem solvers. Alone or in groups and with access to technology, they work productively and reflectively, with the skilled guidance of their teachers. Orally and in writing, students communicate their ideas and results effectively. They value mathematics and engage actively in learning it.

To achieve this vision, the Common Core State Standards for Mathematics were developed by the National Governors Association and the Council of Chief State School Officers and released in 2010. In 2014, NCTM published *Principles to Actions: Ensuring Mathematical Success for All* (NCTM, 2014, p. vii), which describes the conditions, structures, and policies that must exist for all students to learn. It also suggests specific actions that teachers and stakeholders need to take to realize the goal of ensuring mathematical success for all.

Supporting Teachers, Reaching Students, Building Futures

Learning and teaching have a strong, direct correlation. High-quality learning requires good teaching. Effective programs of teacher preparation and professional development help teachers understand the mathematics that they teach, how their students learn that mathematics, and how to help each student learn. Therefore, we believe that teachers must have access to professional development programs and activities that lead them to help students learn with understanding.

*MET accepts and seeks
charitable contributions to
make a tangible impact on
mathematics education.*

NCTM's demonstrated commitment to professional development is evident in its promoted events, services, publications, and other resources—one of which is the Mathematics Education Trust (MET). Only through the continual improvement of mathematics education with professional development, research, and study can the vision of access to effective, engaging mathematics instruction be fully realized. To help ensure that all students receive a mathematics education of highest quality, teachers need support—now more than ever before.

Economic Support

Over several years, teachers and schools have had to adjust to reduced government support, layoffs, and severe cuts in district and state education budgets, resulting in limited funding for professional development, resources, and technology. Even with an improved economy, education funding has not rebounded, and teachers have had to do more with less—teach more students, work more hours, and pay more out of pocket for classroom resources and materials. Improving classroom practices and increasing teachers' mathematical knowledge has become more difficult with diminishing resources.

“I am so grateful to the Mathematics Education Trust for providing me with this opportunity. The people I met and the strategies I learned cannot be replaced. I look forward to attending the annual conference again. The best way I can thank the Mathematics Education Trust for this opportunity is to financially contribute so that others may profit from the same benevolence.”

MET SCHOLARSHIP RECIPIENT

Professional Support

The educational needs of mathematics teachers are constantly evolving. Being a great teacher takes passion, a lifelong commitment to improving mathematical skills, and support for achieving professional goals. Professional support for teachers who teach with the Common Core State Standards for Mathematics is proving challenging since the nature of mathematics taught is evolving and includes requirements for students that were not part of many teachers' preparation or certification.

How MET Helps

Each year when MET reviews applications and selects award recipients, the number of worthy applicants far exceeds available resources.

Consequently, *Mathematics teachers look to NCTM and MET for support.* MET continually seeks new

resources to expand both the number and size of MET grants, scholarships, and awards. MET programs are vital to teachers and the students whom they serve. MET's fundraising initiatives require the support of major donors who understand the importance of strong, ongoing professional development and those who understand that by supporting teachers, we reach students and build futures.

Current MET Programs

MET offers support for pre-K–grade 12 teachers and prospective teachers. Awards currently range from \$1,200 to \$24,000, for use on conferences, workshops, or seminars; research and in-service training in mathematics; classroom activities; lessons and materials; graduate courses or other mathematics coursework; or other teacher- or school-identified professional development activities. As more teachers reach retirement age, the United States faces a shortage of highly qualified mathematics teachers. To attract and retain undergraduate students interested in mathematics teaching, MET offers scholarships for full-time college or university students pursuing career goals of becoming certified teachers of mathematics.

Needs and Goals

MET's ultimate goal is ensuring a rich, engaging mathematics learning experience for all students. In pursuit of this goal, MET's grants and awards reach both individual teachers and prospective teachers. In recent years, MET has averaged 25 awards, for a total of \$110,000 per year. Our five-year goal is to at least double the total amount distributed in MET awards. To reach that goal, raising more than \$3 million in endowment is needed.

Dedicated Donors—MET's Strength

MET depends solely on contributions for its funds, and MET's greatest strength is its donors. Donors may contribute to MET in many ways: giving gifts to expand MET programs, spreading the word to math teachers (current and future) about the availability of MET grant funds, and making valuable suggestions for continually improving MET programs and services. All credit for MET's accomplishments, successes, and progress is due to dedicated donors. By the same token, responsibility for achieving the improved mathematics education goals rests with MET's supporters as well. Since its establishment in September 1976, MET has made awards through 27 separate award programs. When donors contribute to MET, their contributions are not simple charity; they are investments in our children—in their future, and in our own. In a way, a gift of this kind can be our most significant legacy.

Each of us has a stake in improving mathematics education. We invite you to contribute to MET, become engaged and stay involved, and support teachers and students. Help us open doors to a better, brighter future—one that we all know is possible.

Governance

The Mathematics Education Trust is governed by a five-member Board of Trustees whose members serve four-year terms and meet twice a year. Four members are appointed by the NCTM president, and the fifth is the executive director of NCTM. NCTM provides in-kind contributions to help offset overhead expenses.



The **National Council of Teachers of Mathematics** is the public voice of mathematics education, providing vision, leadership, and professional development to support teachers in ensuring mathematics learning of the highest quality for all students. With 80,000 members and more than 200 Affiliates, **NCTM** is the world's largest organization dedicated to improving mathematics education in prekindergarten through grade 12. The Council's *Principles and Standards for School Mathematics* includes guidelines for excellence in mathematics education and issues a call for all students to engage in more challenging mathematics. Its *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics* identifies the most important mathematical topics for each grade level. *Focus in High School Mathematics: Reasoning and Sense Making* advocates practical changes to the high school mathematics curriculum to refocus learning on reasoning and sense making. *Principles to Actions: Ensuring Mathematical Success for All* describes the policies and actions required for a high-quality mathematics education for all students. **NCTM** is dedicated to ongoing dialogue and constructive discussion with all stakeholders about what is best for our nation's students.

