2021 ANNUAL REPORT
with June 2020 MET Grant and Scholarship Recipients and 2020 Lifetime Achievement Award Recipients
January 1, 2021 - December 31, 2021

Supporting Teachers
Reaching Students
Building Futures
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.
Enhancing Student Mathematics Learning Through the Use of Tools and Technology Grant (Pre-K–12)

Supported by the Isabelle P. Rucker Fund and NCTM. A grant of up to $3,000 to persons currently teaching mathematics in PK–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:

Marianne Strayton
Woodglen Elementary School, New City, New York (2021)

Sarah Aimonovitch
Harrison School District 2, Colorado Springs, Colorado (2020)

Kristen Robinson

Shannon Smith
Charleston County School of the Arts, North Charleston, South Carolina (2021) (not pictured)
Prospective Middle School Mathematics Teacher Course Work Scholarship

Supported by the Edward J. Brennan Fund. A scholarship 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:

Shelby Prows
Bethel University, Mishawaka, Indiana (2020) (not pictured)

Prospective 7–12 Secondary Teacher Course Work Scholarship

Supported by the Texas Instruments Demana-Waits Fund. A scholarship 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 students:

Abigail Pyle
Taylor University, Upland, Indiana (2020)

Laura Mocciola
Quinnipiac University, Hamden, Connecticut (2020)

Dominic DeRafelo
Moravian College, Bethlehem, Pennsylvania (2020)

Miles Borowsky
Vanderbilt University, Nashville, Tennessee (2021)

Program of Mathematics Study and Active Professionalism Grant (Pre-K–6)

Supported by the Lola J. May–Shirley M. Frye Fund. A grant up to $24,000 for study plans for a one-year, two-year, or three-year program to classroom teachers, PK–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. Grants were awarded to the following teachers:

Nancy Sirois
Riverton Elementary Portland Public Schools, Portland, Maine (2020)

Christy Sutton
Lee County Primary School, Dublin, Georgia (2020)

Prospective Mathematics Study and Active Professionalism Grant

Supported by the Lola J. May–Shirley M. Frye Fund. A grant up to $24,000 for study plans for a one-year, two-year, or three-year program to classroom teachers, PK–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. Grants were awarded to the following teachers:

Nancy Sirois
Riverton Elementary Portland Public Schools, Portland, Maine (2020)

Christy Sutton
Lee County Primary School, Dublin, Georgia (2020)

Sarah Fitzmaurice
North Park University, Chicago, Illinois (2021)

Tristan Salinas
Schreiner University, Kerrville, Texas (2021)
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. A grant was awarded to the following schools:

(Pre-K–5)
Sarah Porcenaluk
Engelwood Elementary, Orlando, Florida (2020)

(6–8)

PK–8 Preservice Teacher Action Research Grant
Supported by the Ernest Duncan Fund and NCTM. A grant with a maximum of $3,000 for action research conducted as a collaborative by university faculty, preservice teachers, and classroom teachers seeking to improve their understanding of mathematics in PK–8 classrooms. A grant was awarded as follows:

(Pre-K–5)
Katherine Petrey
Louisiana State University, Baton Rouge, Louisiana (2020)

(6–8)

February 2021 MET Grants Awardees
Advanced Mathematics Education Course Work Scholarship for Grades 9–12 Teachers
Supported by the Carol A. Edwards Fund and NCTM. A scholarship of up to $3,000 to current 9–12 teachers to provide financial professional learning support to improve competence in the teaching of mathematics by completing advanced course work in mathematics education. A scholarship was awarded to the following teacher:

(6–8)
Bushra Makiya
The Leadership and Community Service Academy, Bronx, New York (2020)

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–5)
Eric Partridge, Leschi Elementary, Seattle, Washington, collaborating with Kara Jackson, University of Washington, Seattle, Washington

nctm.org/MET
Michelle Lo, Del Mar High School, San Jose, California, collaborating with Teresa Dunleavy, Vanderbilt University, Nashville, Tennessee (not pictured)

Designing Innovative Lessons and Activities for Mathematics Teaching Grant (K–8)
Supported by the Mary P. Dolciani Halloran Foundation and NCTM. A grant of up to $5,000 awarded to support educator teams to create, develop, and disseminate K–8 mathematics enrichment activities for teachers and students. Successful grants can be renewed. Grants were awarded to the following educator teams:

Intermediate Unit 1,
Coal Center,
Pennsylvania

Emerging Teacher-Leaders in Elementary School Mathematics Grant
Supported by NCTM. A grant of up to $6,000 to increase the breadth and depth of the mathematics content knowledge of one elementary school teacher who has a demonstrated commitment to mathematics teaching and learning. A grant was awarded to the following teacher:

Patty Kelly,
Union Street School,
Springfield, Vermont

Equity in Mathematics Grant (6–12)
Supported by the Iris Carl Fund and NCTM. A grant of up to $8,000 to classroom teachers currently working at grade level 6–12 for projects aimed at narrowing a documented local mathematics performance gap between groups of their students. A grant was awarded to the following teacher:

Narih Lee,
ReStart Academy,
New York, New York
Mathematics Graduate Course Work Scholarship for Grades PK–5 Teachers

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–5)

Christine Park, Rise Academy, Newark, New Jersey

Travis Yagodzinski, Northampton Public Schools, Florence, Massachusetts

(Grades 9–12)

Jordan Justice, Fred T. Foard High School, Newton, North Carolina (not pictured)

June 2021 MET Grants Awardees

Opening Gates for Prospective Teachers Grant

Supported by the James Gates Fund. A grant of $490 for 10 electronic student memberships for students in their final year of teacher preparation/certification programs at colleges and universities. Grants were awarded to the following students:

Jessica Ivy
Bellarmine University, Louisville, Kentucky

Amelie Schinck-Mikel
Cal Poly San Luis Obispo, San Luis Obispo, California

Cyndi Edgington
North Carolina State University, Raleigh, North Carolina

Jennifer Ward
Kennesaw State University, Kennesaw, Georgia

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Professional Development Scholarship Emphasizing History, Number Theory, or Discrete Mathematics Grant

Supported by the Father Stanley J. Bezuszka and Margaret J. (Peg) Kenney Fund and NCTM. A scholarship of up to $3,000 to persons currently teaching mathematics in 6-12 for completing credited course work, creating and field-testing appropriate classroom activities, and preparing and delivering a professional development presentation to colleagues. A scholarship was awarded to the following teacher:

Michele Widener, Newton North High School, Newton, Massachusetts

Program of Mathematics Study & Active Professionalism Grant (Pre-K–6)

Supported Lola May/Shirley Frye Fund and NCTM. A program grant of up to $24,000 was awarded to a classroom grades Pre-K–6 teacher seeking to improve his/her understanding and appreciation of mathematics by completing course work in school mathematics content and pedagogy working toward an advanced degree, and taking an active professional approach toward teaching mathematics. This grant is now retired. A grant was awarded to the following teacher:

Laura Berman, Touchstone Community School, Grafton, Massachusetts

Prospective Teacher NCTM Annual Meeting Attendance Award

Supported by the Julian H. Hlavaty Fund and NCTM. A scholarship of up to $1500 plus conference registration to preservice teachers. The purpose of this grant is to provide financial assistance to a future teacher of mathematics for attendance at the NCTM annual meeting. A scholarship was awarded to the following preservice teacher:

Benjamin Rollins, East Carolina University, Salisbury, North Carolina

School In-Service Training Grant

Supported by the Clarence Olander Fund and NCTM. A grant of up to $4000 for PreK-5 and 6-8 teachers, coaches, and teacher-leaders. The purpose of this grant is to provide financial assistance to elementary schools for in-service education in mathematics. Grants were awarded to the following educators:

(Pre-K–5)
Sarah Johnston
Edgerton Elementary, Maplewood, Minnesota (not pictured)

(6–8)
Joy Anderson Davis
Henry C. Lea School, Philadelphia, PA (not pictured)
Partner Affiliate Grant: Kenneth B. Cummins Grant

Supported by the Kenneth B. Cummins Fund. A grant of up to $3,500 for an NCTM Partner Affiliate to support mathematics teachers, promote creative projects, and build membership and revenues. Grants were awarded to the following Affiliates:

Lorraine Howard on behalf of Women and Mathematics Education

Student Affiliate Grant:

Ji Yeong on behalf of Iowa State University
Equipping Math Teachers

Lifetime Achievement Awards

The NCTM Lifetime Achievement Awards honor NCTM members who have exhibited a lifetime of achievement in mathematics education at the national level.

Karen Karp (2020)
Rita Janes (2020)
Steven Leinwand (2021)
Marta Civil (2021)
Elizabeth Fennema (2021)
Thank You for Your Generous Support!

Grand Benefactor ($1,000 or more)
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Hiram Johnston
Katherine Layton
Anita Meiser
Amy Mirra
Bart Mitchell
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Sean Oliver
Cecilia Riley
Colleen Thrailkill
Jane Watson

In Honor of
Harvey G. Herzog
Marie Mckellar
Jack Price
Jan Ramsay
David Shayka
Waterloo Elementary
School 1st Grade Team

In Memory of
Lida K. Barrett
Roy Dean Baty
Jerry Becker
E.G Begle
Father Stanley Bezuszka
Thomas R. Butts
Janet Caldwell
Thomas P. Carpenter
L. Ray Carry
Franklin D. Demana

Thank you for your contribution to support teachers, reach students, and build futures.
Thank You for Your Generous Support!

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. Bezuszka
Edward J. Brennan Jr.
Iris M. Carl
Kenneth B. Cummins
Franklin D. Demana and Bert K. Waits
Mary P. Dolciani
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Shirley M. Frye and Lola J. May
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Ellen L. Hocking and Veryl Schult
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Eugene P. and Clara M. Smith Mathematics Education (K–12) Research
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John and Stacey Wahl

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Balance in fund as of May 31, 2021: $4,188,775
Without contributions, we would not be able to award funds.

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 above are listed. Twenty-two donors contributed gifts in amounts less than $50.
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 METGrants@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.