2021 ANNUAL REPORT

Supporting Teachers
Reaching Students
Building Futures

NCTM® 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 sponsors activities for prospective teachers and NCTM’s Affiliates, as well as recognizing the lifetime achievement of leaders in mathematics education.
Summer 2020 MET Grants Awardees

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 PK–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 Centennial Meeting in Chicago (due to Covid-19 and the cancellation of this meeting, recipients will attend the 2021 NCTM Annual Meeting & Exposition):

Amber Emmell
Enosburg Falls Middle/High School, Saint Albans, Vermont

Kayla Sutcliffe
Alachua County Public Schools, Gainesville, Florida

Wade Wisler
City on a Hill Dudley Square, Dorchester, Massachusetts

John Wang
Gwinnett County Public School, Atlanta, Georgia
Enhancing Student Mathematics Learning Through the Use of Tools and Technology Grant

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:

Kristen Robinson
Cap-Haitien Christian School, Hickory, North Carolina

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:

Christy Sutton
Lee County Primary School, Dublin, Georgia

Nancy Sirois
Riverton Elementary Portland Public Schools, Portland, Maine

nctm.org/MET
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

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

Laura Mocciola
Quinnipiac University, Hamden, Connecticut

Dominic DeRafelo
Moravian College, Bethlehem, Pennsylvania
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

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

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:

Katherine Pettrey
Louisiana State University, Baton Rouge, Louisiana
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:

William Dutmer
Smoky Hill High School, Aurora, Colorado

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
Michelle Lo, Del Mar High School, San Jose, California, collaborating with Teresa Dunleavy, Vanderbilt University, Nashville, Tennessee

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
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