This report covers the program year 2006: June 1, 2005 to May 31, 2006.
Purpose
The Mathematics Education Trust (MET) supports the improvement of mathematics teaching and learning through the funding of grants, awards, 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
Emerging Teacher-Leaders in Elementary School Mathematics Grants
Supported by the Irene Etkowicz Eizen Fund and NCTM, a grant of up to $6,000 is awarded to an elementary school teacher who has demonstrated a commitment to become a teacher-leader to develop expertise in specific mathematics content that is aligned with the NCTM Principles and Standards for School Mathematics. A grant was awarded to the following teacher:

Melanie Jenkins, Bethel Elementary School, Gloucester, Virginia

Elementary School In-Service Program
School In-Service Training Grants
Supported by the Clarence Olander Fund and NCTM, grants of up to $4,000 are given to elementary schools for in-service education in mathematics. A grant was awarded to the following school:

Whitstran Elementary School, Prosser, Washington

Improving Classroom Instruction
Teacher Professional Development Grants
Grants of up to $3,000 are awarded to full-time teachers currently working at the required grade level to improve their own professional competence as classroom teachers of mathematics. Grants were awarded to the following teachers:

Grades K–5 (Supported by the Ernest Duncan Fund and NCTM): Evelyn Terry, The Children's School, La Jolla, California

Grades 9–12 (Supported by the Mary Dolciani Fund and NCTM): John C. Failor, Traverse City Central High School, Traverse City, Michigan; Pamela Rawson, Poland Regional High School, Poland, Maine

Using Music to Teach Mathematics Grants
Supported by the Esther Mendlesohn Fund and NCTM, grants of up to $3,000 are provided 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:

Lisa Rooney, Gabriella Charter School, Los Angeles, California

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

Erin Davis, Talbot Middle School, Fall River, Massachusetts
Narrowing the Achievement Gap in Mathematics Grants

Supported by the Iris Carl Fund and NCTM, grants of up to $3,000 are provided to full-time teachers currently working at the grades 6–8 level for projects aimed at narrowing a documented local mathematics performance gap between groups of their students. Grants were awarded to the following teachers:

Cindy Halleen, David Bonner, Michele Cyr, Michael Fisher, and Carla Smyth, Starpoint Central School District Middle School, Lockport, New York

Jennifer L. Drinkwater and Christine E. Mars, Wareham Middle School, Wareham, Massachusetts

Mathematics Content

Improving Students’ Understanding of Geometry Grants

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

Kimberly Brassard, Draper Middle School, Schenectady, New York

Implementing the Mathematics Content of the Principles and Standards Grants

Supported by the E. Glenadine Gibb Fund and NCTM, grants of up to $3,000 are provided to full-time grades 7–12 teachers to carry out a plan that implements some aspect of the mathematics Content Standards of the NCTM Principles and Standards in their own classrooms. A grant was awarded to the following teacher:

D. Allan Bruner, Colton High School, Colton, Oregon

Connecting Mathematics to Other Subject Areas Grants

Supported by the Theoni Pappas Fund, grants of up to $3,000 are provided 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:

Raymond V. Chastain, Clarke Central High School, Athens, Georgia

Michele Perrin, St. Louis University High School, St. Louis, Missouri

Research

Classroom-Based Research Grants

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

INCREASING TEACHERS’ MATHEMATICAL KNOWLEDGE

Mathematics Course Work

Mathematics Graduate Course Work

Scholarships

Supported by the Dale Seymour Fund and NCTM, scholarships of up to $2,000 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:

Grades K–5: Claudia Bertolone-Smith, Minden Elementary School, Minden, Nevada

Grades 6–8: George S. Miles, Jr., Public School 89–The Williamsbridge School, Bronx, New York; Margaret R. Sáraco, Mt. Hebron Middle School, Upper Montclair, New Jersey

Grades 9–12: Felicity Hatcher, Rye High School, Rye, Colorado; Carol Jeanne Wyatt, Jesuit High School, Portland, Oregon

Prospective Secondary Teacher Course Work Scholarships

Supported by the Texas Instruments Demana-Waits Fund, scholarships up to $10,000 each are awarded 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:

Alex Gutman, Wright State University, Dayton, Ohio

Amy Lynn Williams, East Carolina University, Greenville, North Carolina

NCTM Conference Attendance

Prospective Teacher NCTM Conference Attendance Awards

Supported by the Julius H. Hlavaty Fund and NCTM, awards are provided 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 each were awarded to the following students to attend the St. Louis Annual Meeting and Exposition:

Aubrey Cucullu, attending Louisiana State University and A&M College, Baton Rouge, Louisiana

Katie Hendrickson, attending Ohio University, Athens, Ohio

Danica Robinson, attending Louisiana State University and A&M College, Baton Rouge, Louisiana

Nicole Walton, attending Miami University, Oxford, Ohio

Future Leaders Initial NCTM Annual Meeting Attendance Awards

Supported by the Edwin I. Stein Fund and NCTM, awards are provided 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 each were awarded to the following teachers to attend the St. Louis Annual Meeting and Exposition:

Jo Ann Crow, Gadsden High School, Gadsden, Alabama
Nancy Nelson, Sunnyside Elementary School, Pullman, Washington
Jason Slowbe, Strongsville High School, Strongsville, Ohio

Future Leaders Initial NCSM Annual Conference Attendance Awards
Supported by the NCSM Iris Carl Fund, awards are provided for travel and subsistence expenses of NCSM members who are mathematics education leaders and who have never attended an NCSM annual conference. Funds of up to $1,000 were awarded to the following teachers to attend the NCSM St. Louis Annual Conference:

David R. Erickson, University of Montana, Missoula, Montana
Mary Moler, Kelly Walsh High School, Casper, Wyoming
Kathy O’Sadnick, Jefferson County Public Schools, Golden, Colorado.

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:

Gary G. Bitter, Scottsdale, Arizona
L. Carey Bolster, Dunedin, Florida

NCTM Affiliate Grant
Supported by the Kenneth B. Cummins Fund and NCTM, a grant is awarded to a Partner Affiliate 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 $1500:
Saskatchewan Mathematics Teachers Society

Library Enhancement Fund
Supported by the Raymond H. Schulz, Jr., Fund, more than 150 college and university libraries received a copy of the two-volume set, *A History of School Mathematics*, in order to provide prospective students access to this important research resource.
MET Acknowledges with Appreciation Gifts from the Following:

June 1, 2005, to May 31, 2006

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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.

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May 31, 2006
$973,388.30

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