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

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**IMPROVING CLASSROOM PRACTICES**

**Emerging Teacher-Leaders in Elementary School Mathematics Grants**

Supported by the Irene Etkowitz 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*

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**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*

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**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:

INCREASING TEACHERS’ MATHEMATICAL KNOWLEDGE

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, Dehner 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, Revillo, 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
- Association of Teachers of Mathematics in Maine
- Association of Teachers of Mathematics in Massachusetts
- Association of Teachers of Mathematics in New England
- Antony Chang
- ExxonMobil Foundation
- Linda Fulmore
- Estate of Ellen L. Hocking-Keeler
- Timothy Kanold
- Margaret Kenney
- Henry S. Kepner, Jr.
- Johnny Lott
- Louisiana Association of Teachers of Mathematics
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- National Council of Teachers of Mathematics
- New Hampshire Teachers of Mathematics
- Dale & Margo Seymour
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- William Speer
- Lee Stiff
- Harold & Loretta Taylor
- Stephen Willoughby

**Benefactor ($500 to $999)**
- Jerry Becker
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- Robert Jackson
- Frank Lester
- Mari Muri
- Rhode Island Mathematics Teachers Association
- Southeast (Louisiana) Area Teachers of Mathematics
- Judith Sowder
- Stern Family Foundation

**Patron ($250 to $499)**
- Karen Ardner
- Association of Mathematics Teachers Educators
- Thomas (Chip) Day
- Patricia Di Luna
- Frederick Dillon
- James Gates
- Margaret Jensen
- Karen Karp
- James Kelly
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- Richard Little
- Richard Lodholz
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- Larry Sowder
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- Zalman Usiskin

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- Association of Teachers of Mathematics of New York City
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- Vena Long
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- Caren McClure
- John McConnell
- Donna McGrew
- Lee Michaels
- Richard Monnard
- Stuart Murphy
- J. Patrick Naughton
- Nevada Mathematics Council
- Winona Oato
- Gail Parrino
- Patricia Perez
- Nora Ramirez
- Robert Robinson
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- Don Ryoti
- Leroy Sachs
- Jenny Salis
- Filiberto Santiago-Lizardi
Because of space limitations, only donors contributing $50 and above are listed. Three hundred twenty-six donors contributed gifts in amounts less than $50.
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. Bezuszka
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Iris M. Carl
Kenneth B. Cummins
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.

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.

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.