This report covers the program year 2012: June 1, 2011, to May 31, 2012.
**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.

2012 MET conference attendance award recipients with members of the MET Board of Trustees. Back row (L to R): William K. Jones, Penny L. Lien, Kami K. Dechant, Johnny W. Lott (Trustee), Nicole S. Ferguson; front row (L to R): Mari Muri (Trustee), Jennie M. Bennett (Past Chair), Debora K. McIntosh, and Cynthia A. Devers.

**Improving Classroom Practices**

**Emerging Teacher-Leaders in Elementary School Mathematics Grants (Pre-K–Grade 5)**

Supported by the Irene Etkowicz Eizen Fund and NCTM, awards grants of up to $6,000 to develop expertise in specific mathematics content that is consistent with NCTM’s *Principles and Standards*
A grant was awarded to the following teacher:

Connie L. Malueg, Marion Elementary School, Marion, Wisconsin

School In-Service Training Grants

Supported by the Clarence Olander Fund and NCTM, awards grants of up to $4,000 to schools for in-service education in mathematics. Grants were awarded to the following schools:

Pre-K–Grade 5: Penn Alexander School, Philadelphia, Pennsylvania

Grades 9–12: Jennings Senior High School, Jennings, Missouri

Improving Classroom Instruction Engaging Students in Learning Mathematics Grants

Supported by the Veryl Schult–Ellen Hocking Fund, awards grants of up to $3,000 for grades 6–8 teachers to incorporate creative use of materials to actively engage students in tasks and experiences designed to deepen and connect their mathematics content knowledge. Grants were awarded to the following teachers:

Wendy S. Grimshaw, Central Academy Middle School, Fincastle, Virginia

Neville E. McFarlane, New Birth Christian Academy, Lithonia, Georgia
Equity in Mathematics Grants
Supported by the Iris Carl Fund and NCTM, awards grants of up to $8,000 for grades 6–8 classroom teachers to incorporate middle school classroom materials or lessons that will improve the achievement of student groups with records of previous underachievement. Grants were awarded to the following teachers:

Jennifer K. Stedman, E.V. Cain Middle School, Auburn, California
Kristen L. Taylor, Carmel Middle School, Carmel, Indiana

Improving Students’ Understanding of Geometry Grants
Supported by the John and Stacey Wahl Fund, awards grants of up to $3,000 for pre-K–grade 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 NCTM’s Principles and Standards for School Mathematics. A grant was awarded to the following teacher:

Kathleen (Casey) Crane, Learning Community Charter School, Jersey City, New Jersey

Using Music to Teach Mathematics Grants
Supported by the Esther Mendlesohn Fund and NCTM, awards grants of up to $3,000 to classroom teachers currently working at the pre-K–grade 2 level for projects and activities that use music to teach mathematical skills and concepts. A grant was awarded to the following teacher:

Deborah A. Pavolich, C-L-K Elementary School, Calumet, Michigan
Increasing Teachers’ Mathematical Knowledge

Teacher Professional Development Grants

Awards grants of up to $3,000 to classroom teachers currently working at the required grade level to improve their own professional competence as classroom teachers of mathematics. A grant was awarded to the following teacher:

Grades 9–12 (Supported by the Mary Dolciani Fund and NCTM): Randall C. Eppert, *Northview High School, Brazil, Indiana*

Mathematics Course Work

Mathematics Course Work Scholarships (Pre-K–Grade 5) and Mathematics Graduate Course Work Scholarships (Grades 6–8, 9–12)

Supported by the Dale Seymour Fund and NCTM, gives scholarships of up to $2,000 to 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–Grade 5: Katie M. DeVaughn, *Countryside Elementary School, Sterling, Virginia*


Grades 9–12: Elizabeth D. Moore, *Southern Wayne High School, Dudley, North Carolina*
Professional Development Scholarship Emphasizing the History of Mathematics for Grades 6–12 Teachers

Supported by the Father Stanley J. Bezuszka Fund and NCTM, awards a scholarship of up to $3,000 to an individual currently teaching mathematics at the grades 6–12 level to complete credit-bearing course work in the history of mathematics, to create and field-test appropriate classroom activities incorporating the history of mathematics, and to prepare and deliver a professional development presentation. A scholarship was awarded to the following teacher:

Jennifer Jensen, Warren Central High School, Indianapolis, Indiana

Program of Mathematics Study and Active Professionalism Grants

Supported by the Lola J. May–Shirley M. Frye Fund, awards a program grant (for a study plan for a one-year, a two-year, or a three-year program) of up to $24,000 to a classroom teacher, pre-K–grade 6, seeking to improve his or her 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. A grant was awarded to the following teacher:

Rebecca Chynsky, The Brearly School, New York, New York

Prospective 7–12 Secondary Teacher Course Work Scholarships

Supported by the Texas Instruments Demana–Waits Fund, awards scholarships of up to $10,000 to full-time college or university sophomores who are pursuing a career goal of becoming certified teachers of secondary (grades 7–12) school mathematics. Scholarships were awarded to the following students:

Joanna L. Snyder, Ohio Northern University, Ada, Ohio

Dung (Michael) Tran, Southern Methodist University, Dallas, Texas
Prospective Middle School Teacher Course Work Scholarships

Supported by the Edward J. Brennan Fund, awards a scholarship of up to $3,000 to a full-time college or university junior who is pursuing a career goal of becoming a certified teacher of middle (grades 6–8) school mathematics. A scholarship was awarded to the following student:

Kaitlin McGlynn, Graceland University, Lamoni, Iowa

Summer Mathematics Study Grants

Supported by NCTM, awards grants of up to $6,000 to grades 6–8 classroom teachers who are seeking to improve their understanding of mathematics by completing course work in mathematics content. A grant was awarded to the following teacher:

Charmel M. Moore, Ross Woodward Classical Studies Magnet School, New Haven, Connecticut
NCTM Conference Attendance

Future Leaders Initial NCTM Annual Meeting Attendance Awards

Supported by the Edwin I. Stein Fund and NCTM, awards funds for travel, subsistence expenses, and substitute teacher costs to NCTM members who are mathematics teachers in pre-K–grade 12 and have never attended an NCTM annual meeting. Funds of up to $1,200 (plus registration) were awarded to the following teachers to attend the Philadelphia Annual Meeting and Exposition:

Kami K. Dechant, Kennard Dale High School, Fawn Grove, Pennsylvania

Cynthia A. Devers, Elephant’s Fork Elementary School, Suffolk, Virginia

Nicole S. Ferguson, Cowan Road Middle School, Griffin, Georgia

Penny L. Lien, Cadott Elementary School, Cadott, Wisconsin

Debora K. McIntosh, Elephant’s Fork Elementary School, Suffolk, Virginia
Prospective Teacher NCTM Conference Attendance Awards

Supported by the Julius H. Hlavaty Fund and NCTM, awards funds 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 (plus registration) were awarded to the following student to attend the Philadelphia Annual Meeting and Exposition:

William K. Jones, University of Mobile, Mobile, Alabama
ADDITIONAL MET INITIATIVES

NCTM Lifetime Achievement Awards
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:
Gail F. Burrill, East Lansing, Michigan
Francis (Skip) Fennell, Westminster, Maryland

NCTM Affiliate Grants
Supported by the Kenneth B. Cummins Fund and NCTM, three grants are available to NCTM Affiliates: The Kenneth B. Cummins Grant for Partner Affiliates (up to $3,000); the Associate Affiliate Grant (up to $2,000); and the Student Affiliate Grant (up to $1,500). 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, and the following grants were awarded to Affiliates:

Kenneth B. Cummins Grant in the amount of $2,667 to the Kansas City Area Teacher of Mathematics (Missouri)

Student Affiliate Grant in the amount of $1,500 to the Mathematics Education Student Association of the University of Georgia
MET Acknowledges with Appreciation Gifts from the Following:  
June 1, 2011, to May 31, 2012

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Thank you for your contribution to support teachers, reach students, and build futures.
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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.

Grants are awarded from funds named in honor of:

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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 exec@nctm.org, or visit our Web site, www.nctm.org/met.

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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.

The Mathematics Education Trust was established in 1976 by the National Council of Teachers of Mathematics (NCTM).