



**MATHEMATICS EDUCATION TRUST &
ASSOCIATION OF MATHEMATICS TEACHER EDUCATORS**

Early Career Research Grant

PURPOSE:

The purpose of this grant is to support research in mathematics education conducted by early career mathematics educators and doctoral candidates in mathematics education.

SUPPORTED BY: Eugene P. & Clara M. Smith Mathematics Education Research Fund, NCTM & AMTE

LEVELS: Early career mathematics educators and doctoral candidates in mathematics education

GRANT AMOUNT: Maximum of \$10,000

DEADLINE: November 1

ELIGIBLE APPLICANTS:

- The primary applicant may be either:
 - An early career mathematics educator (e.g., College or University Faculty; K-12 School System Mathematics Educators). For this grant ‘early career’ means a mathematics educator who has completed a PhD or EdD in mathematics education or related educational area within the past 5 years.

or

- A doctoral student in mathematics education who has been advanced to candidacy with committee approval.
- Past recipients of this grant are not eligible to reapply.
- No person(s) may receive more than one award administered by the Mathematics Education Trust in the same academic year.

INDIVIDUAL AWARD OR ORGANIZATIONAL AWARD: Organizational

For the purposes of MET grants, an organization is defined to be a school, school district, university, or non-profit mathematics education organization. The primary applicant may indicate an organization to administer the finances of the grant when applying for the grant. If the primary applicant chooses to administer the finances of the grant themselves, they will receive a 1099 form for reporting this award to the IRS on their personal tax return.

January 2023

MEMBERSHIP REQUIREMENT:

The applicant must be a current (on the day of the application) Essential or Premium member of NCTM and a member of AMTE, or have CO-PI's that include members of both organizations.

GENERAL PROPOSAL INFORMATION:

- This research grant is intended to provide support for early career mathematics educators or doctoral candidates who need some support to launch a new research project or fund their doctoral research project.
- Preference will be given to proposals that aim to make connections between research and practice in mathematics education.
- The proposal may include research on any issue or topic in mathematics education, such as:
 - The teaching or learning of mathematics students at any level
 - Preservice teacher education
 - Focused learning and teaching of mathematics with embedded use of technology (any acquisition of equipment must support the proposed plan but not be the primary focus of the grant)
 - Innovative assessment or evaluation strategies
- Involvement of preservice teachers is encouraged but not required.
- This research should lead to a draft article suitable for submission to the Mathematics Teacher Educator (MTE), Mathematics Teacher: Learning and Teaching PK-12 (MTLT), Journal for Research in Mathematics Education (JRME), Contemporary Issues in Technology and Teacher Education (CITE Journal) or a comparable journal.
- Proposals must address the following: research design, the plan for collecting and analyzing data, and the anticipated impact of the research on the teaching and learning of mathematics.
- If Human Subjects are part of the research proposal, funding will not be released until the applicant provides evidence to MET of IRB approval from their institution.
- For graduate student applicants who are awarded the grant, funding will not be released until the applicant provides evidence to MET that their dissertation research proposal has been approved.
- The grant is for one academic year, though awardees could submit an interim report on the grant progress that includes a request for an extension for up to one additional year to submit their final report. For example, recipients may have residual funds to spend, need more time to present on their research at a mathematics education conference, or need more time to submit a manuscript that connects their research to practice.

PROPOSAL COMPONENTS:

Use the components below to outline your proposal. See rubric for additional information.

I. Proposal (Five pages maximum; single-space, 12 font, 1 inch margin)**A. Plan**

- Describe the project's objectives and include attention to NCTM/AMTE policy documents, priorities, or initiatives.
- Clearly state the research question(s) to be investigated.
- Summarize the related research literature on the key factors under investigation.
- Describe the design of the research methodology including data collection and analysis methods to be used. (Include any notes on instrumentation in a one-page max appendix).
- Include a clear and achievable plan for carrying out the research with a projected timeline for completion.

January 2023

- Describe the involvement of pre-service teachers and/or professional development of in-service teachers that will be a part of the project.

B. Outcomes

- Include criteria for a *process evaluation component* (e.g., quality of delivery, dose, etc. (Dusenbury et al., 2003)) to measure inputs and preliminary outcomes of the project.
- Describe the anticipated impact of the project and how the results of the research will be used and shared.

II. Budget (Two pages maximum; table format)

- *No indirect costs* are permitted.
- Provide an itemized budget, presented in line-item table format with item descriptions and justification for each item (including any salary justifications).
- If the total budget for a proposed project is greater than the grant maximum, indicate clearly what the grant funds will cover and what additional funding sources might be available to complete the total budget.
- Funds may be used for any reasonable project expenses, including stipends for participating researchers and collaborating teachers, which are well justified.
- Acquisition of equipment and conference attendance must support the proposed plan but not be the primary focus of the grant.

III. Background and Experience

- Provide a one-page maximum vita, outline format preferred, for the primary research applicant and any co-researchers on the project.
- Include formal education: institution, type of degree, major, minor, and date each degree was granted.
- State professional experience related to this proposal. Indicate the school(s), teaching assignments, prior research experience and other pertinent information, including professional activities.

IV. Letters of Support

Two letters of support (one-page maximum) will be required from applicants, at least one from a supervisor (dean, department chair, principal, major professor). The second letter could be from another administrator/supervisor or a colleague. The letters must

- Be on official school letterhead and signed by the author.
- Confirm the teaching/research status of the applicant.
- Indicate strong support for the proposal and the applicant's ability to accomplish it

FINAL REPORT REQUIREMENTS:

- Awardees will be required to submit a brief report (two single-spaced pages) and an itemized report of expenses with receipts at the end of the grant year. A final report detailing the results of the research and any anticipated follow-up activities must be filed within three months of the completion of the project.
- During the school year after completion of the project, awardees will be required to send a draft of an article to MET and AMTE about the research findings that they intend to submit for publication and the name of the journal(s) submitted, such as Mathematics Teacher Educator (MTE), Mathematics Teacher: Learning and Teaching PK-12 (MTLT), Journal for Research in

Mathematics Education (JRME), Contemporary Issues in Technology and Teacher Education (CITE Journal) or any comparable journal.

AWARD AND PAYMENT SCHEDULE:

- Award notification will be made by early February.