

MET BOARD OF TRUSTEES
Fostering Support of Mathematics Learning in Multilingual Classrooms Grant (Pre-K–12)
 Supported by the TODOS and NCTM

Applicant: _____ # _____ City/State _____ Amt req: _____

REQUIRED INCLUSIONS

| I. REQUIRED ITEMS | YES | NO |
|---|-----|----|
| • Complete proposal cover page, including NCTM Pre-K–12 school membership number with applicant’s signature | | |
| • Proposal with clear objectives and timeline | | |
| • Budget (no funding for staff travel or equipment) | | |
| • Documentation of Background and Experience (résumé, teaching assignments, etc.) | | |
| • Principal’s letter of support | | |
| All of the above must be present for the grant application to be further evaluated. | | |

| II. PROPOSAL | Max points | Score |
|--|-------------------|--------------|
| Need and Context | | |
| 1. Clearly communicate the rationale for your project aligned with the purposes of this grant (i.e., supporting mathematics teaching that integrates culture and language). What needs are you aiming to address, and why? | 5 | |
| 2. Provide school-specific data relevant to the needs and goals of your project (e.g., urban/rural/suburban context, demographics, academic mathematics performance, access to professional development). | 5 | |
| Plan | | |
| 3. Describe the proposed goals and related action plan for the project including staff development plan, mathematics content focus, the role of culture and language in teaching mathematics, the number of teachers and students affected, and its impact on performance. | 5 | |
| 4. Describe how the project’s specific professional development plan will meet the identified needs. | 5 | |
| Outcomes | | |
| 5. Describe the anticipated impact on project teachers and the assessment plan to measure impact on project teachers. In other words, how will you gauge success? | 5 | |
| 6. Describe how you expect to assess the project’s impact on students’ learning of mathematics content. | 5 | |
| III. BUDGET | Max points | Score |
| 1. Include an itemized and realistic budget with justification for each line item. | 5 | |
| IV. PRINCIPAL’S LETTER | Max points | Score |
| 1. Communicates ability of grantee, faculty, staff, or students to achieve proposed goals (not a letter of recommendation). | 5 | |
| 2. Include administrative commitment (funds, time, space, resources, etc.). | 5 | |
| Total Score | 45 | |

Evaluator(s): _____
 Strengths: _____

 Weaknesses: _____

 Recommendations: _____

The Mathematics Education Trust

| | | |
|---------------|---|--------------------------|
| 1 Culture | = | Supporting Math Teachers |
| 4 Giving | | Reaching Math Students |
| 2 Mathematics | | Building Math Futures |

Recommended Action:
 Definitely fund _____ Possibly fund _____ Do not fund _____



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS