

MET Awards, Grants, and Scholarships SUMMER CYCLE (postmarked by May 3, 2019)
The Mathematics Education Trust (MET) of the National Council of Teachers of Mathematics (NCTM) funds projects that enhance the teaching and learning of mathematics.

LEGEND: Grades Pre-K–5 ● Grades 6–8 ● Grades 9–12 ● Prospective Teachers ● Affiliates ● Full-time mathematics coach ● ▶ ◀ Partial Grade Band

Enhancing Student Mathematics Learning through the Use of Tools and Technology Grants (Supported by the Isabelle P. Rucker Fund and NCTM) ●●●● Grants of up to \$3,000 are awarded to persons currently teaching mathematics in grades Pre-K–12 for the innovative use of technology and other tools to "help teachers and students visualize and concretize mathematics abstractions...."

Pre-K-8 Preservice Teacher Action Research Grants (Supported by the Ernest Duncan Fund and NCTM) ●●●● A grant with a maximum of \$3,000 for action research conducted as a collaborative by university faculty, preservice teacher(s), and classroom teacher(s) seeking to improve their understanding of mathematics in Pre-K–8 classroom(s).

Professional Development Scholarship Emphasizing the History, Number Theory, and Discrete Mathematics (Supported by the Father Stanley J. Bezuska/Margaret J. (Peg) Kenney Fund and NCTM) ●● A scholarship of up to \$3,000 for an individual currently teaching mathematics at the grades 6–12 level to complete credited course work or designing and implementing a personal study plan in one of the following areas: some aspect of the history of mathematics, number theory, or discrete mathematics, create and field-test appropriate classroom activities incorporating the history of mathematics, number theory, or discrete mathematics into the curriculum and to prepare and deliver a professional development presentation to colleagues.

Program of Mathematics Study & Active Professionalism Grants (Supported Lola May/Shirley Frye Fund) (Pre-K–6 ●◀) A program grant of up to \$24,000 for a classroom grades Pre-K-6 teacher seeking to improve his/her understanding and appreciation of mathematics by completing course work in school mathematics content and pedagogy working toward an advanced degree, and taking an active professional approach toward teaching mathematics. The proposal may outline a study plan for a one-year, a two-year, or a three-year program.

Prospective Middle School Teacher Course Work Scholarships (Supported by the Edward J. Brennan Fund) ● A scholarship, up to \$3,000 for 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.

Prospective 7-12 Secondary Teacher Course Work Scholarships (Supported by the Texas Instruments Demana-Waits Fund) ● Scholarships, up to \$10,000 for full-time college or university sophomores who are pursuing a career goal of becoming a certified teacher of secondary (grades 7–12) school mathematics.

School In-Service Training Grants (Supported by the Clarence Olander Fund and NCTM) ●●● Classroom teachers receive up to \$4,000 for support of in-service programs.

Tips for Writing Successful Proposals for MET Grants and Scholarships

1. Match the proposal to the specifications of the grant sought.

Make certain that your idea fits the grant, building on standards and *Principles to Actions*. State your goals and objectives clearly. A goal is a broad statement about what you hope to accomplish and is usually not measurable, whereas an objective is a measurable statement about what you will do. It is important to aim high, yet be realistic.

2. Delineate your plan with the utmost care.

Be specific about what will be done and when it will happen. A timeline gives life to a proposal. Write your plan clearly and succinctly, demonstrating alignment of the activities with the goals, objectives, and grant requirements.

3. Observe technical guidelines.

Read all instructions on the *Request for Proposals* carefully and include everything mentioned, in the order in which it is stated. Develop a budget that gives cost estimates. Also indicate the time needed to complete the project. Stay within the page limit, font size, or budget limits. Be realistic and specific about the budget or resources required.

4. Emphasize the benefits.

Show how participants will benefit. If student participation is required, focus on student learning of mathematics. Show a direct need for the work.

5. Describe possible long-term implications.

Develop an evaluation plan that will measure all objectives. Describe how assessment information will be collected, analyzed, used, and reported. State what can be delivered.

6. Enlist the support of your principal, supervisor, and colleagues.

Secure recommending letters that indicate strong support and commitment to the project. Provide the writers with a copy of the proposal to help them understand the details and requirements of the project.

Ask someone not connected with the project to read the proposal and requirements to check whether it follows the guidelines, is sensible, demonstrates clear thinking, and contains no editorial or grammatical errors.

(*A classroom teacher is an individual who spends half or more work time teaching in the classroom.) For more information on MET programs, (1) read and print MET information from www.nctm.org/met; (2) call (703) 620-9840, ext. 2112; or (3) write to MET at NCTM, 1906 Association Drive, Reston, VA 20191-1502. **Tax-deductible contributions in support of these grants and awards are accepted.**

MET Awards, Grants, and Scholarships WINTER CYCLE (postmarked by November 2, 2018, unless otherwise noted)

The Mathematics Education Trust (MET) established by the National Council of Teachers of Mathematics (NCTM) funds projects that enhance the teaching and learning of mathematics.

LEGEND: Grades Pre-K–5 ● Grades 6–8 ● Grades 9–12 ● Prospective Teachers ● Affiliates ● Full-time mathematics coach ● ▶ ◀ Partial Grade Band

Advanced Mathematics Education Course Work Scholarship (Supported by the Carol A. Edwards Fund and NCTM) ● A scholarship with a maximum of \$3,000 will be awarded to a person currently teaching at the grades 9-12 level. Primary emphasis is placed on the teaching of specific mathematics topic courses.

Connecting Mathematics to Other Subject Areas Grants (Supported by the Theoni Pappas Fund) ● Grants of up to \$4,000 to classroom grades 9–12 teachers to develop classroom materials or lessons connecting mathematics to other disciplines or careers.

Classroom Research Grants (Supported by the Edward Begle Fund and NCTM) (Pre-K-6 ● ◀) Grants of up to \$6,000 to support collaborative classroom-based action research in precollege mathematics education involving college or university mathematics educators.

Classroom Research Grants (Supported by the E. Glenadine Gibb Fund and NCTM) (7-12 ▶ ●) Grants of up to \$6,000 to support collaborative classroom-based action research in precollege mathematics education involving college or university mathematics educators.

Designing Innovative Lessons and Activities for Mathematics Teaching Grants (Supported by the Mary P. Dolciani Halloran Foundation and NCTM) (K–8 ▶ ●) Grants of \$5,000 each will be awarded to support educator teams to create, develop, and disseminate K–8 mathematics enrichment activities for teachers and students. Successful grants can be renewed.

Emerging Teacher-Leaders in Elementary School Mathematics Grants (Supported by the Irene Etkowicz Eizen Fund and NCTM) ●● Grants with a maximum of \$6,000 to a teacher-leader in elementary school mathematics. Recipient collaborates with other teachers to select specific mathematics content at a grade level that is consistent with the *Principles and Standards for School Mathematics* (NCTM 2000) and develop expertise in this content.

Engaging Students in Learning Mathematics Grants (Supported by the Veryl Schult–Ellen Hocking Fund) ● Grants of up to \$3,000 to classroom 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.

Equity in Mathematics Grants (Supported by the Iris Carl Fund and NCTM) (6-12 ● ●) Grants of up to \$8,000 to classroom teachers to incorporate classroom materials or lessons that will improve the achievement of groups of students, sometimes identified by race, gender, region or culture, who have previous records of underachievement.

Fostering Support of Mathematics Learning in Multilingual Classrooms Grant (Supported by TODOS: Mathematics for All and NCTM) (Pre-K–12 ● ● ●) A grant of up to \$4,000 will be awarded to a Pre-K-12 school for in-service to increase understanding and expertise in fostering support of multi-language development when teaching mathematics.

Future Leaders Initial NCTM Annual Meeting Attendance Awards (Supported by the Edwin I. Stein Fund and NCTM) ● ● ● Grants of up to \$1,500 + meeting registration provided for travel, subsistence expenses, and substitute teacher costs of NCTM members who are classroom mathematics teachers in grades Pre-K–12 and have never attended an NCTM annual meeting.

Improving Students' Understanding of Geometry Grants (Supported by the John & Stacey Wahl Fund) ● ● Grants of up to \$4,000 to classroom grades Pre-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*.

Mathematics Course Work Scholarships ● (Supported by the Dale Seymour Fund and NCTM) and **Mathematics Graduate Course Work Scholarships** (Supported by the Dale Seymour Fund and NCTM) ● ● Scholarships of up to \$3,200 to classroom teachers working at the required grade level to pursue courses to improve their mathematics content knowledge.

Teacher-Leader Professional Learning Grant (Supported by NCSM and NCTM) (Pre-K–12 ● ● ● ●) A grant of up to \$4,000 will be awarded to a Pre-K-12 school to support professional learning for mathematics teachers and mathematics teacher-leaders. Plan must focus on formative assessment, digital learning, or access-equity-empowerment.

Teacher Professional Development Grants (Supported by the John Van de Walle and NCTM) ● (Supported by the Mary Dolciani Fund and NCTM) ● ● 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.

Using Music to Teach Mathematics Grants (Supported by the Esther Mendlesohn Fund and NCTM) (Grades Pre-K–2 ◀) Grants of up to \$3,000 to classroom teachers currently working at the grades Pre-K–2 level for projects and activities that use music to teach mathematical skills and concepts.

Prospective Teacher NCTM Conference Attendance Awards (Supported by the Julius H. Hlavaty Fund and NCTM) ● Grants of up to \$1,500 + conference registration 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.

NCTM Affiliate Grants (Supported by the Kenneth B. Cummins Fund and NCTM) ● Grants through the Membership and Affiliate Relations Committee to initiate professional activities and programs that might otherwise not be possible. For more information on Affiliate grants, call (703) 620-9840, ext. 2104, or e-mail affiliates@nctm.org. (Postmarked by June 1 yearly)

NCTM LIFETIME ACHIEVEMENT AWARDS FOR DISTINGUISHED SERVICE TO MATHEMATICS EDUCATION The NCTM Lifetime Achievement Awards, presented annually, honor NCTM members with a lifetime of achievement in mathematics education at the national level.

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