The online application portal for applying will open on December 1, 2019.   The following information is provided to assist with your application planning only.

Professional Development Scholarship Emphasizing History, Number Theory, and Discrete Mathematics

Supported by the [Father Stanley J. Bezuszka](#)/ [Margaret J. (Peg) Kenney](#) Fund and NCTM

 Grades: 6-8, 9-12

> *"This experience convinces me that students enjoy learning the history of mathematics and can have fun in the mathematics classroom. The classroom dynamic becomes more conversational and thus inclusive. The students not only enjoy the activities, but show improved perseverance towards learning challenging mathematics. Incorporating the history of mathematics at the beginning of the school year, creates an atmosphere where students are motivated to learn. The fear of learning is dissipated. The playing field is leveled. "*

> ~ **Lisa Phillips**, 2016-17 Awardee

Father Stanley Bezuszka had a strong abiding interest in the history of mathematics - ever present in his writings and in his presentations. He routinely urged his students and teacher colleagues to learn about and from the mathematicians of the past. Margaret J. (Peg) Kenney was an outstanding teacher, a strong leader for many professional organizations, a mentor for hundreds of classroom teachers, and an advocate for including discrete mathematics in the mathematics curriculum. Her summer institutes were the highlight of professional development for hundreds of teachers. This scholarship acknowledges and honors both individuals in the areas of mathematics' history, number theory and discrete mathematics.

 The purposes of this scholarship are to provide financial support for (1) completing 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 (2) creating and field-testing appropriate classroom activities incorporating the history of mathematics, number theory, or discrete mathematics into the curriculum and (3) preparing and delivering a professional development presentation to colleagues. The scholarship is for a maximum of $3,000 and will be awarded to an individual currently teaching mathematics at the grades 6-12 level. Proposals must address the following: identification of the credited agency offering the course(s) with a complete description of the course(s) or the outline of a personal study plan including resources to be used. A description of how the created activities will be field-tested should also be submitted.

The applicant must (1) be a current) [Essential or Premium](#) member of NCTM; (2) have taught school mathematics for at least three years; and (3) intend to remain in teaching. Teachers of grades 6-12 satisfying (1)-(3) who have taken a course previously in the history of mathematics are eligible to apply. No person(s) may receive more than one award administered by the Mathematics Education Trust in the same academic year. Past recipients of this scholarship are not eligible to reapply. All activities must be completed by August 31, 2020.

Interested applicants are invited to submit a proposal. *Note: This scholarship is awarded to an individual teacher. The Internal Revenue Service classifies scholarship payments in two ways: a non-taxable scholarship and a taxable scholarship. Awardees are responsible for reporting taxable scholarships and remitting any tax due with their personal income tax return. Additional information is available in IRS Publication 970, "Tax Benefits for Education" or from your tax professional.*

View the scoring rubric. This rubric is used by reviewers to rate proposals and determine which proposals will be selected for funding.

Requirements

I. General Information
❏ Complete all requested information on contact and eligibility information
❏ Must include NCTM member number

II. Proposal
Plan
❏   Provide a three-page, double-spaced essay describing your interest in the history of mathematics.
❏   Include:
❏   Identify the institution or agency offering the credited history of mathematics course(s). Include full course title, catalogue description and   number of credits for each course, OR,.
❏   Describe your planned personal program of study in the history of mathematics. Detail what you expect to do and how long it will take to accomplish. List the study resources you need to complete your program.
❏   Describe how completing the proposed course(s), or personal study, will help you improve your teaching, increase the knowledge base of colleagues, and impact student learning.
❏   Describe how created materials will be field-tested.

III. Budget (Two pages maximum; table format)
❏ **No Indirect Costs.**
❏ Include itemized budget, presented in line-item table format.
  ❏ *If the total budget for a proposed project is greater than the scholarship maximum, indicate clearly what the scholarship funds will cover and what additional funding sources might be available to complete the total budget.*
❏ Be specific and indicate how you would allocate $3,000 from this award to be used for tuition, books, supplies, transportation, and other expenses related to achieving the goals of the proposal.
❏ List any other scholarship support currently being received.

IV. Background and Experience (One page maximum per applicant)
❏ Provide a maximum of one page in outline format of:
❏   Describe your formal education including the institution, type of degree, major, minor and date each degree was granted. (Acknowledge that you have met the prerequisite requirements of the proposed course(s).
❏   Describe your teaching experience indicating the school(s), teaching assignments, and other pertinent information, including continuing education and professional activities.

V. Principal's Letter of Recommendation
❏ One-page maximum.

❏ Signed letter on school stationery, confirming the teaching status of the applicant, and indicate support for the proposal.

Final Report Requirements
❏ Submit a two or three-page double spaced report outlining the insights and knowledge gained through the course work experiences(s).
❏ Provide a collection of the history of mathematics activities that were created based on the experience gained from the credited coursework.
❏ Provide an outline of a professional development presentation given to colleagues together with a brief description of the type of meeting at which the presentation was given (e.g. department, district, affiliate, etc.).
❏ Submit an electronic copy of the professional development Powerpoint® presentation.
❏ Half of the approved budget, not to exceed $1,500, will be paid at the beginning of the project. The remainder will be paid on receipt of a final report and verified expenses (with receipts) related to the proposal.

The Mathematics Education Trust was established by the National Council of Teachers of Mathematics.