This report covers the program year 2015: June 1, 2014, to May 31, 2015.
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.
Improving Classroom Practices

SCHOOL IN-SERVICE TRAINING GRANTS
Supported by the Clarence Olander Fund and NCTM. 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: Cheraw Intermediate School, Cheraw, South Carolina
Grades 6–8: Lake Nona Middle School, Orlando, Florida
Grades 9–12: Etna High School, Etna, California

Improving Classroom Instruction

ENGAGING STUDENTS IN LEARNING MATHEMATICS GRANTS
Supported by the Veryl Schult–Ellen Hocking Fund. Grants of up to $3,000 for teachers in grades 6–8 to incorporate creative use of materials to actively engage students in tasks and experiences designed to deepen and connect their mathematics content knowledge. A grant was awarded to the following teacher:
Monique A. Carter, Widener Partnership Charter School, Chester, Pennsylvania

EQUITY IN MATHEMATICS GRANTS
Supported by the Iris Carl Fund and NCTM. Grants of up to $8,000 to classroom teachers currently working at the grades 6–8 level for projects aimed at narrowing a documented local mathematics performance gap between groups of their students. A grant was awarded to the following teacher:
Jennifer Ann Walsh, Washington Middle School, Seattle, Washington

USING MUSIC TO TEACH MATHEMATICS GRANTS
Supported by the Esther Mendlesohn Fund and NCTM. 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:
Sarah Baxter, McLean School of Maryland, Potomac, Maryland
Research

PRE-K–GRADE 8 PRESERVICE TEACHER ACTION RESEARCH GRANTS

Supported by the Ernest Duncan Fund and NCTM. Grants of up to $3,000 for action research to be conducted collaboratively by university faculty, one or more preservice teachers, and one or more classroom teachers, seeking to improve their understanding of mathematics in the pre-K–grade 8 classroom. A grant was awarded as follows:

Ryan M. Higgins (pictured), Coker College, collaborating with Savannah Catoe, Coker College, Hartsville, South Carolina, and Lavette Bracey and Tara King, West Hartsville Elementary School, Hartsville, South Carolina

CLASSROOM RESEARCH GRANTS

Grants of up to $6,000 to support collaborative classroom-based action research in precollege mathematics education involving college or university mathematics educators. Grants were awarded as follows:

Pre-K–Grade 6 (Supported by the Edward Begle Fund and NCTM): Maggie Lee McHugh (pictured), La Crosse Design Institute, La Crosse, Wisconsin, collaborating with Jennifer J. Kosiak, University of Wisconsin–La Crosse

Grades 7–12 (Supported by the E. Glenadine Gibb Fund and NCTM): Patti J. Davis (pictured), East Richland Middle School, Olney, Illinois, collaborating with Sherri A. Snider, Olney Central College, Olney, Illinois
**Increasing Teachers’ Mathematical Knowledge**

**TEACHER PROFESSIONAL DEVELOPMENT GRANTS**

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. Grants were awarded to the following teachers:

(L) Pre-K–Grade 5 (Supported by the John Van de Walle Fund): Nicolle Marie Greene, *E. G. Robertson Elementary School, Warwick, Rhode Island*

(R) Grades 6–8 (Supported by the Mary Dolciani Fund and NCTM): Shon J. Zelman, *Girls Prep Bronx Middle School, Bronx, New York*

Grades 9–12 (Supported by the Mary Dolciani Fund and NCTM): Eleanor Terry, *High School of Telecommunication Arts and Technology, Brooklyn, New York*
Mathematics Course Work

MATHEMATICS GRADUATE COURSE WORK SCHOLARSHIPS

Supported by the Dale Seymour Fund and NCTM. Scholarships of up to $2,000 for full-time 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:

(L) Grades 6–8: Jamie Lynn Souhrada, Pacific Middle School, Vancouver, Washington

Grades 9–12: Joseph Gordon Whitfield (not pictured), Marianna High School, Marianna, Florida

PROFESSIONAL DEVELOPMENT SCHOLARSHIP EMPHASIZING THE HISTORY OF MATHEMATICS

Supported by the Father Stanley J. Bezuszka Fund and NCTM. 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:

Mary Clare Metscher, Christ the King Catholic School, Milwaukee, Oregon
PROGRAM OF MATHEMATICS STUDY & ACTIVE PROFESSIONALISM GRANTS
Supported by the Lola J. May–Shirley M. Frye Fund. Program grants of up to $24,000 for study plans for a one-year, two-year, or three-year program to classroom teachers, pre-K–grade 6, seeking to improve their 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:

Helen M. Spruill, PS 503, Brooklyn, New York

PROSPECTIVE 7–12 SECONDARY TEACHER COURSE WORK SCHOLARSHIPS
Supported by the Texas Instruments Demana–Waits Fund. Scholarships of up to $10,000 to full-time college or university sophomores who are pursuing career goals of becoming certified teachers of secondary (grades 7–12) school mathematics. A scholarship was awarded to the following student:

Emily Baum, Georgia College and State University, Milledgeville, Georgia
Supported by the Edwin I. Stein Fund and NCTM. 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. Amounts of up to $1,200 (plus registration) were awarded to the following teachers to attend the 2015 Annual Meeting and Exposition in Boston:

(L) Gwenette Edmonia Grady, Sterling Elementary School, Warrensburg, Missouri

(R) Crystal K. Luu, PUC Community Charter Early College High School, Lake View Terrace, California

Sabine Raquel Moses (not pictured), Clyde A. Erwin High School, Asheville, North Carolina

(L) Mary Ann R. Parkes, Beech Hill School, Otis, Maine

(R) Linda Scoralick, New Milford High School, New Milford, Connecticut
PROSPECTIVE TEACHER NCTM CONFERENCE ATTENDANCE AWARDS

Supported by the Julius H. Hlavaty Fund and NCTM. Funds for travel and subsistence expenses to help support attendance at an NCTM annual meeting or regional conference by full-time undergraduate students who are NCTM student members and are preparing to be precollege mathematics teachers. Amounts of up to $1,200 (plus registration) were awarded to the following students to attend the 2015 Annual Meeting and Exposition in Boston:

(L) Hayley Mikelle Andersen, University of Nebraska–Lincoln

(R) Brenna Rose Wragge, University of Nebraska–Omaha

Nicole A. Yoder (not pictured), Eastern Mennonite University, Harrisonburg, Virginia
**Additional MET Initiatives**

**NCTM LIFETIME ACHIEVEMENT AWARDS**

Honors 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:

Franklin D. Demana

M. Kathleen Heid

Bert K. Waits, II (posthumously)

**NCTM AFFILIATE GRANTS**

Supported by the Kenneth B. Cummins Fund and NCTM. Three grants, 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 Affiliates were awarded the grants indicated below:

Southwest Virginia Council of Teachers of Mathematics, **Associate Affiliate Grant in the amount of $2,000**

Mathematics Education Association of Brigham Young University (Utah), **Student Affiliate Grant in the amount of $1,500**
MET Acknowledges with Appreciation
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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.

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Balance in fund as of May 31, 2015: $2,172,274.
Without contributions, we would not be able to award funds.
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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The Mathematics Education Trust was established in 1976 by the National Council of Teachers of Mathematics (NCTM).