This report covers the program year 2018: June 1, 2017, to May 31, 2018.
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.
NCTM Lifetime Achievement Awards

These awards honor members of NCTM who have exhibited a lifetime of achievement in mathematics education at the national level. The awards were presented at the Opening Session of the NCTM Annual Meeting & Exposition in Washington, D.C., to the following NCTM members:

- **Carole E. Greenes**, Phoenix, Arizona
- **William Renwick Speer**, Henderson, Nevada

Fostering Support of Mathematics Learning in Multilingual Classrooms Grant
Supported by TODOS: Mathematics for ALL and NCTM. A grant of up to $4,000 to a pre-K–grade 12 school for in-service education to increase understanding and expertise in fostering support of multi-language development when teaching mathematics. A grant was awarded to the following school:

North Springfield Elementary School, Springfield, Virginia

Teacher-Leader Professional Learning Grant
Supported by the National Council of Supervisors of Mathematics and NCTM. A grant of up to $4,000 to a pre-K–grade 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. A grant was awarded to the following school:

Riverton Elementary School, Huntsville, Alabama

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: The Children’s Lab School, Sunnyside, New York
Grades 6–8: Mill Valley Middle School, Mill Valley, California
Grades 9–12: Lakewood High School, Lakewood, California

Improving Classroom Instruction
Designing Innovative Lessons and Activities for Mathematics Teaching Grants
Supported by the Mary P. Dolciani Halloran Foundation and NCTM. Grants of $5,000 awarded to support educator teams to create, develop, and disseminate K–8 mathematics enrichment activities for teachers and students. Successful grants can be renewed. Grants were awarded to the following educator teams:

(L) Corinne E. Day, Montana State University–Billings, Billings, Montana, collaborating with Joshua A. Monson, Washington Elementary School, Billings, Montana, and Carly J. Texley, Miles Avenue Elementary School, Billings, Montana
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 to persons currently teaching mathematics in pre-K–grade 12 for the innovative use of technology and other tools to “help teachers and students visualize and concretize mathematics abstractions.” Grants were awarded to the following teachers:

**Michelle R. Carpenter**, Myersville Elementary School, Myersville, Maryland

**Maggie L. McHugh**, La Crosse Design Institute, La Crosse, Wisconsin

Improving Students’ Understanding of Geometry Grants

Supported by the John & Stacey Wahl Fund. Grants of up to $4,000 for full-time pre-K–grade 8 teachers to develop a project or activities that will enable students to gain a better appreciation and understanding of some aspect of geometry that is consistent with NCTM’s Principles and Standards. A grant was awarded to the following teacher:

**Michael H. Nelson**, Dillard Elementary School, Wilton, California
Research

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–grade 8 classroom(s). A grant was awarded as follows:

(R) Kelley E. Buchheister, University of Nebraska–Lincoln, collaborating with Jenny L. Miller, Ruth Staples Child Development Laboratory, Lincoln, Nebraska

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): (L) Arthur B. Powell, Rutgers University–Newark, collaborating with Kendall V. Ali, Newark Public Schools, Newark, New Jersey

7–12 Classroom Research Grants (Supported by the E. Glenadine Gibb Fund and NCTM): (R) Ji-Won Son, University at Buffalo–The State University of New York, collaborating with Winston Martey, Christian Central Academy, Williamsville, New York
Mathematics Course Work

Mathematics Graduate Course Work Scholarships

Supported by the Dale Seymour Fund and NCTM. Scholarships of up to $3,200 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:

Grades 6–8: Kirsten M. Mackey, Sacred Heart Academy, Bryn Mawr, Pennsylvania

Grades 9–12: Alexandra B. Starke, Johnson High School, Gainesville, Georgia

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

Supported by the Father Stanley J. Bezuszka/Margaret J. (Peg) Kenney Fund and NCTM. A scholarship of up to $3,000 for an individual currently teaching at grades 6–12 level to (1) complete credited course work or design and implement a personal study plan in one of the following areas: some aspect of the history of mathematics, number theory, or discrete mathematics; (2) create and field-test appropriate classroom activities incorporating the history of mathematics, number theory, or discrete mathematics into the curriculum; and (3) prepare and deliver a professional development presentation to colleagues. A scholarship was awarded to the following teacher:

KaraLeigh E. Kelley, Hinsdale Adventist Academy, Hinsdale, Illinois
Teacher Professional Development Grants

Supported by the Mary Dolciani Fund and NCTM. Grants of up to $3,000 for classroom teachers currently working at the grades 6–8 level to improve their own professional competence as classroom teachers of mathematics. A grant was awarded to the following teacher:

Christine E. Thereault, Windsor Knolls Middle School, Ijamsville, Maryland

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:

Johanna L. Wilbur, Montessori School of Northampton, Northampton, Massachusetts

Prospective 7–12 Secondary Teacher Course Work Scholarships

Supported by the Texas Instruments Demana-Waits Fund. Awards 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:

Brennan Kastens, attending Eastern University, St. Davids, Pennsylvania
NCTM Conference Attendance

Future Leaders Initial NCTM Annual Meeting Attendance Awards

Supported by the Edwin I. Stein Fund and NCTM. Makes funds available 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 $1,500 (plus registration) were awarded to the following teachers to attend the 2018 Annual Meeting & Exposition in Washington, D.C.:

(L) Stefanie R. Bordeaux, New Hope Elementary School, Chapel Hill, North Carolina
(R) Abby Jensen, R.L. Stevenson Elementary School, Fridley, Minnesota

Alexander J. Noguerola, Sylvan Hills High School—Freshman Campus, North Little Rock, Arkansas

(L) Renah Razzaq, Doherty Memorial High School, Worcester, Massachusetts
(R) Kelsey J. Williams, C.A. Farley Elementary School, Hudson, Massachusetts

Prospective Teacher NCTM Conference Attendance Awards

Supported by the Julius H. Hlavaty Fund and NCTM. Makes funds available 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 $1,500 (plus registration) were awarded to the following students to attend the 2018 Annual Meeting and Exposition in Washington, D.C.:

(L) **Maria T. Becht**, attending the University of South Florida, Tampa, Florida

(R) **Niyah N. Henson**, attending the University of Maryland, College Park, Maryland

( ) **Jennifer N. Jones**, attending East Carolina University, Greenville, North Carolina

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**Additional MET Initiatives**

**NCTM Affiliate Grants**

Supported by the Kenneth B. Cummins Fund and NCTM. Makes three grants available to NCTM Affiliates: The Kenneth B. Cummins Grant for Partner Affiliates (up to $3,500), the Associate Affiliate Grant (up to $2,500), and the Student Affiliate Grant (up to $2,000). These grants are awarded to Affiliates in good standing to initiate professional activities or programs that might otherwise not be possible. The Membership and Affiliate Relations Committee (MARC) oversees the Affiliate grant process, and the following Affiliates were awarded the grants indicated below:

- **Benjamin Banneker Association, Inc.: Kenneth B. Cummins (Partner Affiliate) Grant in the amount of $3,385**

- **National Council of Supervisors of Mathematics: Kenneth B. Cummins (Partner Affiliate) Grant in the amount of $3,250**
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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, 2018: $2,483,997.

Without contributions, we would not be able to award funds.
NCTM thanks attendees, volunteers, and the event sponsors, Texas Instruments and Forrest T. Jones & Company, for their generous support of the Lifetime Achievement Award Celebration Party hosted by the Mathematics Education Trust on Wednesday, April 25, 2018.

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 website, [www.nctm.org/met](http://www.nctm.org/met).

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Your online donations also are welcome at [www.nctm.org/donate/](http://www.nctm.org/donate/).

Your gift, no matter its size, will help us reach our goal of providing a high-quality mathematics learning experience for all students.

The Mathematics Education Trust was established in 1976 by the National Council of Teachers of Mathematics (NCTM).