



MATHEMATICS  
EDUCATION TRUST

# *2015 Annual Report*

SUPPORTING TEACHERS... REACHING STUDENTS... BUILDING FUTURES



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.



MET awardees present at the Boston Annual Meeting & Exposition: **seated (L to R)**—Hayley Mikelle Andersen; Emily Baum; and Jennifer J. Kosiak; **standing (L to R)**—Johnny W. Lott, *Outgoing MET Board of Trustees Chairperson*; Gwenette Edmonia Grady; Eleanor Terry; Mary Ann Parkes; Nicolle Marie Greene; Patti J. Davis; Linda Scoralick; and Brenna Rose Wragge.

# *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. Bezuska 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*

## NCTM Conference Attendance

### FUTURE LEADERS INITIAL NCTM ANNUAL MEETING ATTENDANCE AWARDS

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 pre-college 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  
Gifts from the Following:***

June 1, 2014, to May 31, 2015

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Lee Yunker

**Thank you for your contribution to support teachers, reach students, and build futures.**

Because of space limitations, only donors contributing \$50 or more are listed. One hundred six donors contributed gifts in amounts less than \$50.

## *Award Programs*

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.

### **GRANTS ARE AWARDED FROM FUNDS NAMED IN HONOR OF:**

Edward G. Begle	Julius H. Hlavaty
Father Stanley J. Bezuska	Ellen L. Hocking and Veryl Schult
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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.**

**NCTM thanks attendees, volunteers, and the event sponsor, Forrest T. Jones & Company, for their generous support of the Mathematics Education Trust *Math Magic Reception* on Wednesday, April 15, 2015.**

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](mailto:exec@nctm.org), or visit our Web site, [www.nctm.org/met](http://www.nctm.org/met).

**PLEASE HELP US HELP TEACHERS!**

Send your tax-deductible gift to: MET, c/o NCTM, 1906 Association Drive, Reston, VA 20191-1502.

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).**



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