

2010

Annual Report

Mathematics Education Trust

*This report covers the program year 2010:
June 1, 2009, to May 31, 2010.*



***Supporting Teachers...
Reaching Students...
Building Futures***

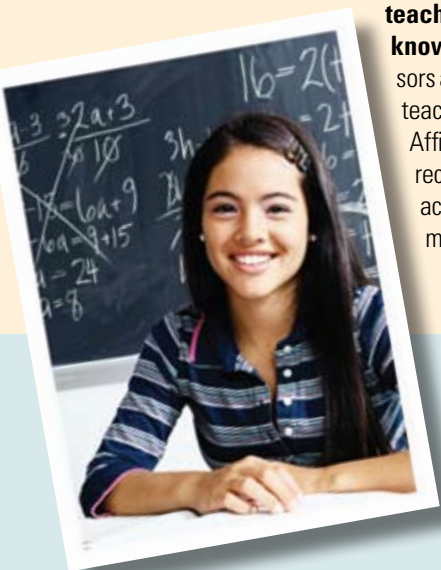


MATHEMATICS
EDUCATION TRUST

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

Emerging Teacher-Leaders in Elementary School Mathematics Grants

Supported by the Irene Etkowicz Eizen Fund and NCTM, awards grants of up to \$6,000 to increase the breadth and depth of the mathematics content knowledge of elementary school teachers who have demonstrated a commitment to mathematics teaching and learning. Grants were awarded to the following teachers:

Maidie E. Meckley, B.D. Gullett Elementary School, Bradenton, Florida

Rewa W. Chisholm, Mango Elementary School, Seffner, Florida

School In-Service Training Grants

Supported by the Clarence Olander Fund and NCTM, gives grants of up to \$4,000 to schools for in-service

education in mathematics. Grants were awarded to the following schools:

Grades Pre-K–5: *Enos Garcia Elementary School, Taos, New Mexico*

Grades 6–8: *McAuliffe Regional Charter Public School, Framingham, Massachusetts*

Grades 9–12: *Mandarin High School, Jacksonville, Florida*

Improving Classroom Instruction

Using Music to Teach Mathematics Grants

Supported by the Esther Mendlesohn Fund and NCTM, provides grants of up to \$3,000 to full-time teachers currently working at the grades pre-K–2 level for projects and activities that use music to teach mathematical skills and concepts. A grant was awarded to the following teacher:

Gina Grenier, Harwich Elementary School, Harwich, Massachusetts

Engaging Students in Learning Mathematics Grants

Supported by the Veryl Schult–Ellen Hocking Fund, awards grants of up to \$3,000 to full-time teachers currently working at the grades 6–8 level to incorporate creative use of materials to engage students actively in tasks and experiences designed to deepen and connect their mathematics content knowledge. Grants were awarded to the following teachers:

Kevin A. Corwin, Sarasota School of Arts and Sciences, Sarasota, Florida

Mary E. Jones, Southeast Bulloch Middle School, Brooklet, Georgia



Equity in Mathematics Grants

Supported by the Iris Carl Fund and NCTM, awards grants of up to \$8,000 for full-time grades 6–8 teachers for projects aimed at narrowing a documented local mathematics performance gap between groups of their students. Grants were awarded to the following teachers:

Rhonda R. Wade, *Lake Jackson Intermediate School, Lake Jackson, Texas*

Carrie L. Malinowski, *Deer Creek Middle School, Littleton, Colorado*



Mathematics Content

Improving Students' Understanding of Geometry Grants

Supported by the John & Stacey Wahl Fund, awards grants of up to \$4,000 to full-time grades pre-K–8 teachers to develop a project or activities that will enable students to appreciate and understand better some aspect of geometry that is consistent with NCTM's *Principles and Standards for School Mathematics*. A grant was awarded to the following teacher:

Paul J. Healy, *Skyview Middle School, Leominster, Massachusetts*

Connecting Mathematics to Other Subject Areas Grants

Supported by the Theoni Pappas Fund, provides grants of up to \$4,000 to full-time grades 9–12 teachers to develop classroom materials or lessons

connecting mathematics to other disciplines or careers. A grant was awarded to the following teacher:

Marizza A. Bailey, *Alhambra College Preparatory High School, Phoenix, Arizona*

Research

Classroom Research Grants

Grants of up to \$6,000 are provided to support collaborative classroom-based action research in precollege mathematics education involving college or university mathematics educators. Grants were awarded to the following teacher teams:

Grades Pre-K–6 (Supported by the Edward G. Begle Fund and NCTM): Debbie J. Short, *Jeffery Elementary School, Kenosha, Wisconsin*, with Prisca R. Moore, *Carthage College, Kenosha, Wisconsin*

Grades 7–12 (Supported by the E. Glenadine Gibb Fund and NCTM): Carrie M. Fisher, *Rochester School for the Deaf, Rochester, New York*, with Christopher A.N. Kurz, *Rochester Institute of Technology*



Increasing Teachers' Mathematical Knowledge

Mathematics Course Work Mathematics Graduate Course Work Scholarships

Supported by the Dale Seymour Fund and NCTM, gives scholarships of up to \$2,000 to full-time classroom teachers working at the required grade level to pursue graduate courses to improve their mathematics content knowledge. A scholarship was awarded to the following teacher:

Grades 9–12: Kellie E. Nowak, *Adrian High School, Adrian, Michigan*

Teacher Professional Development Grants

Grants of up to \$3,000 are provided 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:

Grades Pre-K–5 (Supported by the John Van de Walle Fund): Nicholas J. Mack, *Integrated Arts Academy at the H.O. Wheeler Elementary School, Burlington, Vermont*

Grades 6–8 (Supported by the Mary Dolciani Fund and NCTM): Nina L. Sudnick, *Athens Middle School, Athens, Ohio*

Grades 9–12 (Supported by the Mary Dolciani Fund and NCTM): Kristina P. Sorrells, *Salem Academy, Winston-Salem, North Carolina*



Summer Mathematics Study Grants

Supported by NCTM, awards grants with a maximum of \$6,000 to grades 6–8 classroom teachers who are seeking to improve their understanding of mathematics by completing course work in mathematics content. A grant was awarded to the following teacher:

Rebecca L. Damas, *Trevor Day School, New York, New York*

Program of Mathematics Study & Active Professionalism Grants

Supported Lola J. May-Shirley M. Frye Fund, awards a program grant (study plan for a one-year, a two-year, or a three-year program) of up to \$24,000 to a classroom grades pre-K–6 teacher seeking to improve his or her understanding and appreciation of mathematics by (1) completing course work in school mathematics content and pedagogy working toward an advanced degree, and (2) taking an active professional approach toward teaching mathematics. A grant was awarded to the following teacher:

Robin Lynn Kinman, *Forsyth School, St. Louis, Missouri*

Prospective Secondary Teacher Course Work Scholarships

Supported by the Texas Instruments Demana-Waits Fund, awards scholarships up to \$10,000 each to full-time college or university sophomores who are pursuing a career goal of becoming a certified teacher of secondary (grades 7–12) school mathematics. A scholarship was awarded to the following student:

2009-2011: Madison Shipley, *attending University of Kansas, Lawrence, Kansas*



NCTM Conference Attendance

Prospective Teacher NCTM Conference Attendance Awards

Supported by the Julius H. Hlavaty Fund and NCTM, gives awards 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. Funds of up to \$1,200 (and registration) were awarded to the following student to attend the San Diego Annual Meeting and Exposition:

Christina A. Fonstad, *attending the University of Saskatchewan, Saskatoon, Canada*

Future Leaders Initial NCTM Annual Meeting Attendance Awards

Supported by the Edwin I. Stein Fund and NCTM, gives awards for travel, subsistence expenses, and substitute teacher costs of NCTM members who are full-time mathematics teachers in grades pre-K–12 and have never attended an NCTM annual meeting. Funds of up to \$1,200 (and registration) each were awarded to the following



teachers to attend the San Diego Annual Meeting and Exposition:

James P. Bywater, *Jones College Prep High School, Chicago, Illinois*

Marria Q. Carrington, *Maurice A. Donahue Elementary School, Holyoke, Massachusetts*

Elizabeth McEvoy, *El Toyon School, National City, California*

Claire M. Redmond, *Mandarin Oaks Elementary School, Jacksonville, Florida*

Beth Ann Tiedeman, *Marshall Middle School, Wexford, Pennsylvania*



ADDITIONAL MET INITIATIVES

NCTM Lifetime Achievement Awards

The NCTM Lifetime Achievement Awards are designed to honor 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:

Henry O. Pollak, *Summit, New Jersey*

Harry B. Tunis, *Reston, Virginia*

NCTM Affiliate Grants

Supported by the Kenneth B. Cummins Fund and NCTM, three grants are available to the NCTM Affiliates: The Kenneth B. Cummins Grant for Partner Affiliates (\$3,000 maximum); the Associate Affiliate Grant (\$2,000 maximum); and the Student Affiliate Grant (\$1,500 maximum). 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.

Kenneth B. Cummins Grant

The following Affiliate was awarded \$3,000:

Associated Teachers of Mathematics in Connecticut

Associate Affiliate Grant

The following Affiliate was awarded \$2,000:

Adult Numeracy Network

Student Affiliate Grant

The following Affiliate was awarded \$1,100:

Mathematics Education Student Association of the University of Georgia

**MET Acknowledges
with Appreciation
Gifts from the Following:**
June 1, 2009, to May 31, 2010

Grand Benefactor (\$1000 or more)

Borenson and Associates, Inc.

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Association of Teachers of Mathematics in
New England

Jerry Becker

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Gregory Foley

Shirley Hill

Diana Lambdin and
Frank Lester

Larry and Judith
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Patron
(\$250 to \$499)

Association of Math
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(\$50 to \$99)**

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In Honor of

Nancy Acconciamesa
and her father
All Math Teachers
Florence C. Conway
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Henry S. Kepner, Jr.
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In Memory of

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

Because of space limitations, only donors contributing \$50 and above are listed. Three hundred eight 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
Edward J. Brennan	Esther L. Mendlesohn
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Balance in fund May 31, 2010: \$1,373,873.00.

**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 awards, scholarships, 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.

Please help us help teachers!

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

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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