



MATHEMATICS EDUCATION TRUST

Designing Lessons that Develop Conceptual Understanding Grant (PK-5)

The Chuck Thompson Fund sponsors this grant to support development of engaging PK-5 lessons. Chuck Thompson helped generations of teachers and students learn that mathematics could make sense. He won multiple teaching awards and exemplified the highly engaging lessons with pre-service teachers he wished to see in elementary classrooms. This grant encourages the implementation of lessons that develop elementary students' conceptual understanding with, if possible, attention to multilingual learners.

PURPOSE:

This grant supports elementary teachers in designing, implementing, and sharing engaging hands-on lessons to support students' conceptual understanding of mathematical concepts. This grant is particularly intended to support teachers of students who are underrepresented in STEM to create lessons that draw on students' linguistic and cultural assets. This grant could be used to fund materials, such as manipulatives, mathematics-related children's literature, etc. The expectation is that the recipient of the grant would share their lessons with other teachers, in their school/district, and beyond.

SUPPORTED BY: Chuck Thompson Fund

GRADES: Pre-K-5

GRANT AMOUNT: \$2,500 will be awarded for each grant

DEADLINE: November 1

ELIGIBLE APPLICANTS

- PK – 5 Teachers
- No person(s) may receive more than one award administered by the Mathematics Education Trust in the same academic year.
- Past recipients of this grant are not eligible to reapply.

AWARD TYPE: Organizational

For MET grants, an organization is defined as a school, school district, university, or non-profit mathematics education organization. The primary applicant will indicate an organization to administer the finances of the grant when applying for the grant. The primary applicant MAY choose to administer the finances of the grant themselves; if so, they are responsible for reporting this award to the IRS on their personal tax return as income.

MEMBERSHIP REQUIREMENT

The primary applicant must be a current (on or before the application deadline) Essential or Premium member of NCTM.

AWARD APPLICATION INFORMATION

GENERAL PROPOSAL INFORMATION

- PK-5 lessons and activities should:
 - provide students with rich, challenging, relevant, and nonroutine experiences.
 - be piloted in classrooms and revised as the project progresses.
 - focus on the use of materials such as manipulatives, children’s literature, etc.
 - be used with students who are underrepresented in STEM with lessons that draw on their linguistic and cultural assets.
- Project activities are to be completed between June 1 and Dec 31 of the following year

PROPOSAL COMPONENTS

Use the components below to outline your proposal. Use the rubric to check that you have met the criteria for the grant before submitting your proposal.

I. Proposal (Three pages maximum; single-space, 12 font, 1-inch margin)

A. Plan for lesson development, implementation, and dissemination

- Provide a rationale for this project and its potential for success with underrepresented students in STEM.
- Describe the expected hands-on lessons or activities around a mathematical concept.
- Describe the specific need and use of the materials for hands-on experiences
- Describe how students who are underrepresented in STEM are included in the lessons.
- If applicable, describe how multilingual learners are addressed in the lessons.
- Describe the expected goals and grant activities you plan on implementing to meet those goals.
- Describe a timeline of specific plans for writing, piloting, and revising lesson activities.

B. Outcomes

- Describe the anticipated improvements in mathematics learning.
- Describe plans for assessing the success of the lessons such as stories of student performance or information from other teachers who tried the lessons.
- Describe plans for disseminating the lessons

II. Budget (One page maximum; table format)

- No indirect costs are permitted.
- Include an itemized budget, presented in line-item table format. Be specific and indicate how you would allocate \$2,500 from this award for expenses related to achieving the goals of the proposal.
- If the total budget for a proposed project is greater than the grant maximum, indicate clearly what the grant funds will cover and what additional funding sources might be available to complete the total budget.
- Funds may be used for: hands-on manipulative materials, mathematics-related children’s literature, expenses related to writing, piloting and revising lessons, and professional development books if the focus is aligned with creating the hands-on lessons. Classroom materials should not be more than 75% of the proposed budget.
- Funds may **not** be used for substitute services of any type, mileage, travel, lodging or food.

III. Background and Experience

Provide a one-page maximum vita for the applicant, that includes both formal education (including the institution, type and date of degree, major, and minor) and professional activities related to mathematics education with particular attention to the topic of this grant. List school(s) involved, teaching assignments and levels, and other pertinent information.

AWARD APPLICATION INFORMATION

IV. Three (3) Letters of Support

Submit letters, from participating school principal, colleague, and one other professional contact (not related) confirming support for the project. Letters should be one-page maximum and on school letterhead in the case of the principal or other administrators.

FINAL REPORT REQUIREMENTS

☐ Awardees will be required to submit a brief report (two single-spaced pages) at the conclusion of the grant plan along with budgetary expenditures. Also included must be copies of the final lessons.

AWARD AND PAYMENT SCHEDULE

Award notification will be made by early February.

Two-thirds of the approved budget, not to exceed \$1,667, will be paid at the beginning of the grant. The remainder will be paid on receipt of a report and verified expenses (with receipts) related to the proposal.