

MET Awards, Grants, and Scholarships SUMMER CYCLE (postmarked by May 4, 2015)
The Mathematics Education Trust (MET) of the National Council of Teachers of Mathematics (NCTM) funds projects that enhance the teaching and learning of mathematics.

LEGEND: Grades Pre-K–5 ● Grades 6–8 ● Grades 9–12 ● Prospective Teachers ● Affiliates ● ▶◀ Partial Grade Band

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–8 classroom(s).

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 for an individual currently teaching mathematics at the grades 6–12 level to complete credited 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.

Program of Mathematics Study & Active Professionalism Grants

(Supported Lola May/Shirley Frye Fund and NCTM) (Pre-K-6 ●▶) A program grant of up to \$24,000 for a classroom grades Pre-K-6 teacher seeking to improve his/her understanding and appreciation of mathematics by completing course work in school mathematics content and pedagogy working toward an advanced degree, and taking an active professional approach toward teaching mathematics. The proposal may outline a study plan for a one-year, a two-year, or a three-year program.

Prospective Middle School Teacher Course Work Scholarships (Supported by the Edward J. Brennan Fund) ● A scholarship, up to \$3,000 for a full-time college or university junior who is pursuing a career goal of becoming a certified teacher of middle (grades 6–8) school mathematics.

Prospective 7-12 Secondary Teacher Course Work Scholarships (Supported by the Texas Instruments Demana-Waits Fund) ● Scholarships, up to \$10,000 for full-time college or university sophomores who are pursuing a career goal of becoming a certified teacher of secondary (grades 7–12) school mathematics.

School In-Service Training Grants (Supported by the Clarence Olander Fund and NCTM) ●●● Classroom teachers receive up to \$4,000 for support of in-service programs.

Tips for Writing Successful Proposals for MET Grants and Scholarships

1. Match the proposal to the specifications of the grant sought.

DO make certain idea fits the grant building on standards and *Principles to Actions*. State goals and objectives clearly. A goal is a broad statement about what you hope to accomplish and is usually is not measurable while an objective is a measurable statement about what you will do.

DON'T be unrealistic by aiming for “pie in the sky.”

2. Delineate your plan with utmost care.

DO be specific about what is to be done and when it happens. A timeline gives life to a proposal. Write clearly and succinctly demonstrating alignment of activities to goals, objectives, and grant requirements.

DON'T expect proposal readers to guess what is going to be done; tell them the plan. Be very clear about intent.

3. Observe technical guidelines.

DO read directions on the Request for Proposals carefully and include everything mentioned in the order of the proposal guidelines. Have a budget with estimates about costs and the time needed to complete the project.

DON'T exceed the page limit, font size, or budget limits. Don't be unrealistic about budget or resources required.

4. Emphasize the benefits.

DO show how participants benefit. If student participation is required, focus on student learning.

DON'T philosophize in the proposal; show a direct need for the work and have a creative solution for problems.

5. Describe possible long-term implications.

DO an evaluation plan that measures all objectives. Describe how assessment information will be collected, used, and reported.

DON'T over generalize implications or promise more than can be delivered.

6. Enlist the support of your principal, supervisor, and colleagues.

DO have recommending letters indicate strong support and commitment to the project. Provide writers a proposal copy for their understanding of details and requirements in the project.

DO have someone not connected with the project read the proposal and requirements to check whether guidelines are met, the proposal is sensible, the thinking is clear, and there are no errors.

(*A classroom teacher is an individual who spends half or more work time teaching in the classroom.) For more information on MET programs, (1) read and print MET information from www.nctm.org/met; (2) call (703) 620-9840, ext. 2112; or (3) write to MET at NCTM, 1906 Association Drive, Reston, VA 20191-1502. **Tax-deductible contributions in support of these grants and awards are accepted.**

MET Awards, Grants, and Scholarships WINTER CYCLE (postmarked by November 6, 2015)

The Mathematics Education Trust (MET) established by the National Council of Teachers of Mathematics (NCTM) funds projects that enhance the teaching and learning of mathematics.

LEGEND: Grades Pre-K–5 ● Grades 6–8 ● Grades 9–12 ● Prospective Teachers ● Affiliates ● ▶ ◀ Partial Grade Band

Connecting Mathematics to Other Subject Areas Grants (Supported by the Theoni Pappas Fund) ● Grants of up to \$4,000 to classroom grades 9–12 teachers to develop classroom materials or lessons connecting mathematics to other disciplines or careers.

Classroom Research Grants (Supported by the Edward Begle Fund and NCTM) (Pre-K-6 ● ◀) Grants of up to \$6,000 to support collaborative classroom-based action research in precollege mathematics education involving college or university mathematics educators.

Classroom Research Grants (Supported by the E. Glenadine Gibb Fund and NCTM) (7-12 ▶ ●) Grants of up to \$6,000 to support collaborative classroom-based action research in precollege mathematics education involving college or university mathematics educators.

Emerging Teacher-Leaders in Elementary School Mathematics Grants (Supported by the Irene Etkowicz Eizen Fund and NCTM) ● Grants with a maximum of \$6,000 to a teacher-leader in elementary school mathematics. Recipient collaborates with other teachers to select specific mathematics content at a grade level that is consistent with the *Principles and Standards for School Mathematics* (NCTM 2000) and develop expertise in this content.

Engaging Students in Learning Mathematics Grants (Supported by the Veryl Schult–Ellen Hocking Fund) ● Grants of up to \$3,000 to classroom teachers currently working at the grades 6–8 level to incorporate creative use of materials to actively engage students in tasks and experiences designed to deepen and connect their mathematics content knowledge.

Equity in Mathematics Grants (Supported by the Iris Carl Fund and NCTM) ● Grants of up to \$8,000 to classroom teachers to incorporate middle school classroom materials or lessons that will improve the achievement of groups of students who have previous records of underachievement.

Future Leaders Initial NCTM Annual Meeting Attendance Awards (Supported by the Edwin I. Stein Fund and NCTM) ● ● Grants of up to \$1,200 + meeting registration provided for travel, subsistence expenses, and substitute teacher costs of NCTM members who are classroom mathematics teachers in grades Pre-K–12 and have never attended an NCTM annual meeting.

Improving Students' Understanding of Geometry Grants (Supported by the John & Stacey Wahl Fund) ● ● Grants of up to \$4,000 to classroom grades Pre-K–8 teachers to develop a project or activities that will enable students to better appreciate and understand some aspect of geometry that is consistent with the NCTM *Principles and Standards*.

Mathematics Course Work Scholarships ● (Supported by the Dale Seymour Fund and NCTM) and **Mathematics Graduate Course Work Scholarships** (Supported by the Dale Seymour Fund and NCTM) ● ● Scholarships of up to \$2,000 to classroom teachers working at the required grade level to pursue courses to improve their mathematics content knowledge.

Summer Mathematics Study Grants (Supported by NCTM) ● Grants with a maximum of \$6,000 to classroom teachers working at the required grade level who are seeking to improve their understanding of mathematics by completing course work in mathematics content.

Teacher Professional Development Grants (Supported by the John Van de Walle and NCTM) ● (Supported by the Mary Dolciani Fund and NCTM) ● ● 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.

Using Music to Teach Mathematics Grants (Supported by the Esther Mendlesohn Fund and NCTM) (Grades Pre-K–2 ◀) Grants of up to \$3,000 to classroom teachers currently working at the grades Pre-K–2 level for projects and activities that use music to teach mathematical skills and concepts.

Prospective Teacher NCTM Conference Attendance Awards (Supported by the Julius H. Hlavaty Fund and NCTM) ● Grants of up to \$1,200 + conference registration 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.

NCTM LIFETIME ACHIEVEMENT AWARDS FOR DISTINGUISHED SERVICE TO MATHEMATICS

EDUCATION The NCTM Lifetime Achievement Awards, presented annually, honors NCTM members with a lifetime of achievement in mathematics education at the national level.

OTHER (postmarked by June 1, 2015)

NCTM Affiliate Grants (Supported by the Kenneth B. Cummins Fund and NCTM) ● Grants through the Affiliate Services Committee to initiate professional activities and programs that might otherwise not be possible. For more information on Affiliate grants, call (703) 620-9840, ext. 2104, or e-mail affiliates@nctm.org.

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