

Classroom-Based Proposals for MET Awards, Grants, and Scholarships

The Mathematics Education Trust (MET) was established by the National Council of Teachers of Mathematics (NCTM) to fund special projects that enhance the teaching and learning of mathematics. Applications for the Prospective Secondary Teacher Course Work Scholarships, Prospective Middle School Mathematics Teacher Course Work Scholarships, Program of Mathematics Study & Active Professionalism Grants, PreK–8 Preservice Teacher Action Research Grants, Professional Development Scholarship Emphasizing the History of Mathematics, and School In-Service Training Grants (all grade levels) must be postmarked by May 6, 2011. All other applications must be postmarked by November 11, 2011.

School In-Service Training Grants (Supported by the Clarence Olander Fund and NCTM) **Grades PreK–5, 6–8, 9–12:** Classroom teachers receive up to \$4,000 for support of in-service programs.

Emerging Teacher-Leaders in Elementary School Mathematics Grants (Supported by the Irene Etkowicz Eizen Fund and NCTM) **Grades PreK–5:** Grants with a maximum of \$6,000 will be awarded to a teacher-leader in elementary school mathematics. The recipient will collaborate with other teachers to select specific mathematics content at a grade level that is aligned with the Content Standards of the *Principles and Standards for School Mathematics* (NCTM 2000) and develop expertise in this content.

Teacher Professional Development Grants

Grades PreK–5 (Supported by the John Van de Walle and NCTM)
Grades 6–8, 9–12 (Supported by the Mary Dolciani Fund and NCTM): 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.

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

Engaging Students in Learning Mathematics Grants (Supported by the Veryl Schult–Ellen Hocking Fund) **Grades 6–8:** Grants of up to \$3,000 are provided 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) **Grades 6–8:** Grants of up to \$8,000 are provided to classroom teachers to incorporate middle school classroom materials or lessons that will improve the achievement of student groups that have previous records of underachievement.

Improving Students' Understanding of Geometry Grants (Supported by the John & Stacey Wahl Fund) **Grades PreK–8:** Grants of up to \$4,000 are awarded to classroom grades PreK–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*.

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

PreK-6 Classroom Research Grants (Supported by the Edward Begle Fund and NCTM) **Grades PreK–6:** 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.

7-12 Classroom Research Grants (Supported by the E. Glenadine Gibb Fund and NCTM) **Grades 7–12:** 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.

PreK-8 Preservice Teacher Action Research Grants (Supported by the Ernest Duncan Fund and NCTM): A grant with a maximum of \$3,000 will be awarded 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 PreK–8 classroom(s).

Mathematics Course Work Scholarships Grades PreK–5 (Supported by the Dale Seymour Fund and NCTM) and **Mathematics Graduate Course Work Scholarships Grades 6–8, 9–12** (Supported by the Dale Seymour Fund and NCTM): Scholarships of up to \$2,000 are provided 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) **Grades 6–8:** Grants with a maximum of \$6,000 will be awarded 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.

Professional Development Scholarship Emphasizing the History of Mathematics Grades 6–12 (Supported by the Father Stanley J. Bezuska Fund and NCTM): A scholarship with a maximum of \$3,000 will be awarded to 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 Grades PreK–6 (Supported Lola May/Shirley Frye Fund and NCTM): A program grant of up to \$24,000 will be awarded to a classroom grades PreK–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) **Prospective Teacher Grades 6–8:** A scholarship, up to \$3,000, will be awarded to 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 Secondary Teacher Course Work Scholarships (Supported by the Texas Instruments Demana-Waits Fund) **Prospective Teacher Grades 7–12:** Scholarships, up to \$10,000, will be awarded 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.

Prospective Teacher NCTM Conference Attendance Awards (Supported by the Julius H. Hlavaty Fund and NCTM) **Prospective Teacher Grades PreK–12:** Grants of up to \$1,200 + conference registration are provided 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.

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

NCTM Affiliate Grants (Supported by the Kenneth B. Cummins Fund and NCTM) Grants are offered through the Affiliates 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.

NCTM LIFETIME ACHIEVEMENT AWARDS FOR DISTINGUISHED SERVICE TO MATHEMATICS EDUCATION

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. The NCTM Lifetime Achievement Awards are presented annually following a nomination and selection process.

(*The definition of a classroom teacher is an individual who spends half or more of his/her work time teaching in the classroom.) **For more information on MET programs, you can—**(1) read and print your selected MET information by clicking on the highlighted text 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 also accepted.**

Tips for Writing Successful Proposals for MET Grants and Scholarships

Here are a few basic ideas that will help you as you prepare your proposal:

1. Match your proposal to the intent of the grant you are seeking.

DO make certain your idea falls under the broad umbrella of the grant. Build on the NCTM *Principles and Standards*. State your goals (usually one or two) and objectives clearly. Remember a goal is a broad statement about what you hope to accomplish. It usually is not measurable. An objective is a specific statement about what you will do and is measurable.

DON'T be unrealistic and aim for "pie in the sky."

2. Delineate your plan.

DO be specific about what you will do and when you will do it. A timeline shows good planning and helps bring life to the proposal. Write clearly and succinctly. Demonstrate the alignment of your planned activities to your goals, objectives, and grant requirements.

DON'T expect proposal readers to figure out what you are going to do; they want you to tell them your plan. Don't use excess verbiage or language that is unnecessary.

3. Observe technical guidelines.

DO read the directions on the RFP (request for proposal) carefully and make certain you include everything mentioned. Not following directions is one of the major reasons many proposals are not funded. Have a sound budget. Get estimates about the costs to be incurred and the length of time needed to complete the project.

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

4. Emphasize the benefits to students.

DO show a need for the project and have a creative solution to the problem. Focus on the expected impact on student learning.

DON'T philosophize in the proposal.

5. Describe possible long-term implications.

DO have an evaluation plan that measures the objectives you have laid out. Describe how assessment information will be collected, used, and reported.

DON'T promise more than you can deliver.

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

DO make certain persons that you ask to write your letters indicate their strong support and commitment to your project. Provide them with a copy of your proposal so that they will understand the details and requirements of your project.

DON'T forget to have someone not connected to your project read it and the RFP to see if it makes sense and all guidelines are met. A new pair of eyes can be very helpful.