



Bethany Little

09/29/2000 04:19:50 PM

Record Type: Record

To: David F. Lussier/OPD/EOP@EOP

cc:

Subject: Re: Glenn Commission

----- Forwarded by Bethany Little/OPD/EOP on 09/29/2000 04:19 PM -----



Brian R. Matteson

09/29/2000 10:52:18 AM

Record Type: Record

To: Bethany Little/OPD/EOP@EOP

cc:

Subject: Re: Glenn Commission

One final email-this is the NSF's take on the Glenn commission report and contains some interesting insights as to what they can do to implement the action strategies.

----- Forwarded by Brian R. Matteson/OMB/EOP on 09/29/2000 10:52 AM -----

David P. Radzanowski

09/29/2000 10:01:03 AM

Record Type: Record

To: Brian R. Matteson/OMB/EOP@EOP

cc:

Subject: Re: Glenn Commission

Brian,

FYI. Thought I'd share this with you.

I asked NSF about its reaction to the Glenn report. Here's a brief response.

----- Forwarded by David P. Radzanowski/OMB/EOP on 09/29/2000 10:00 AM -----



Judith Sunley <jsunley@nsf.gov>
09/29/2000 07:50:26 AM

Record Type: Record

To: David P. Radzanowski/OMB/EOP
cc: See the distribution list at the bottom of this message
Subject: Re: Glenn Commission

Dave,

I've worked fairly closely with Linda Rosen, the Executive Director for the Commission who is on Riley's staff. In our off-line discussions, we thought of operating on the principle that anything requiring sustained funding at a high level was probably in ED's purview, whereas the catalytic things needed to get something started would be in ours.

There are things we are already doing that speak to some of the recommendations.

The National SMETE Digital Library (NSDL) is a prototype for the Internet portal described under their first goal. It is not yet operational, probably won't be for at least 18 months, but it is already stimulating the availability of some interesting collections of materials in math and science education.

The Centers for Learning and Teaching would make ideal environments for training the lead teachers/facilitators needed to support the broader professional development summer institutes in the states. They also could provide resources for the inquiry groups. By themselves, they are probably not sufficient, because we don't have enough up and going. But our other teacher enhancement activities and the systemic reform activities also provide potential sources of teacher leaders, as developing such is a key direction for most of these projects. (For example, I have two clips from Pittsburgh and Florida papers that were tied to the report's release that use NSF-funded programs as the examples of what the Commission means. I would be happy to send you copies.) We would need to reorient some of the activities a bit over the next 2-3 years to get this job done effectively. This probably is something in NSF's purview. ED is not geared up to do it.

NSF has had the Collaboratives for Excellence in Teacher Preparation focused on developing models of excellence in the teacher prep area for the past several years. While the program has been moderately successful, it is not doing everything we would like. We reduced funding for the program in FY 2001, partly to ensure the Centers for Learning and Teaching would get off to a good start, and partly to work through an evolution that would bring us a stronger program. We are ready to move more aggressively in this direction in FY 2002. While ED would likely be responsible for paying the stipends of the students, NSF would likely be responsible for the identification and strengthening of model programs. They will need

strengthening because the recommendations envision a real influx of students, and it will be hard to change the size of the programs and maintain the quality that makes them exemplary.

The ED activities affect all parts of the country more or less equally, so there is broad appeal to their programs. NSF's more targeted, competitive activities don't raise the same level of attention. They are also smaller in terms of dollars. But the examples in the two newclips I mentioned above, show that the targeted approach is having some influence on performance. It seems to me that would grab attention also and drive home the point about the need for effective action.

Judy

(Sorry, you got me on my soap box on this one.)

At 06:06 PM 9/28/00 -0400, David_P._Radzanowski@omb.eop.gov wrote:

>Judy,

>

>Do you/NSF have any initial reactions to the Glenn Commission report? I

>haven't read it yet, but the Domestic Policy Council is drafting talking

>points on the Commission. What is NSF already doing to address some of the

>issues in the report?

>

>Thanks, Dave

>

Judy Sunley

Assistant Director (Interim)

Education and Human Resources

NOTE:

NSF phone numbers are changing as of July 31, 2000.

My new phone number is 703-292-8600.

My new fax number is 703-292-9179.

Message Copied To:

mrubenst@nsf.gov

jbordogn@nsf.gov

rcolwell@nsf.gov

jbhunt@nsf.gov

jstutsma@nsf.gov

tcooley@nsf.gov



Bethany Little

09/29/2000 01:27:05 PM

Record Type: Record

To: David F. Lussier/OPD/EOP@EOP

cc:

Subject: Some broad NSF stuff

FYI...

----- Forwarded by Bethany Little/OPD/EOP on 09/29/2000 01:27 PM -----



Brian R. Matteson

09/29/2000 10:34:24 AM

Record Type: Record

To: Bethany Little/OPD/EOP@EOP

cc: Kathryn B. Stack/OMB/EOP@EOP

Subject: Some broad NSF stuff

Bethany,

In preparing future math and science related materials (like those for the Glenn Commission), you may want to keep in mind the contribution of the National Science Foundation and its programs.

The ones that are pertinent are described below. If you have questions I can contact the examiner who sent the information to me.

Hope it's useful,
Brian

----- Forwarded by Brian R. Matteson/OMB/EOP on 09/29/2000 10:34 AM -----

David P. Radzanowski

09/28/2000 06:21:14 PM

Record Type: Record

To: Brian R. Matteson/OMB/EOP@EOP

cc:

Subject: Some broad NSF stuff

Brian,

Here's NSF programs for Elementary, Secondary, and Informal Education. This is from NSF's congressional justification. These really aren't bullets, but maybe DPC can pull something out of it.

INFORMAL SCIENCE EDUCATION

Informal Science Education (ISE) activities provide rich and stimulating opportunities outside formal school settings where individuals of all ages, interests, and backgrounds increase their appreciation and understanding of science, mathematics, engineering, and technology. ISE projects take place in diverse environments (e.g., museums, zoos, arboreta, community centers, homes) and involve the use of various media (e.g., broadcast, film, interactive technology, print, exhibits). Projects typically are designed to reach large audiences or to have the potential for significant national or regional impact. To bring impact, ISE promotes collaborations among organizations that have similar goals, especially when projects can bridge informal and formal education communities. Through collaborations, partners combine their resources and expertise to develop effective strategies for reaching target audiences. A special class of projects, NSF After School Centers for Exploration and New Discovery (ASCEND), is being sought as part of ISE's community-based program activities. [Request = \$46 million]

INSTRUCTIONAL MATERIALS DEVELOPMENT

Instructional Materials Development (IMD) projects create instructional materials and student assessments that change classroom instruction and assessment in grades preK-12, enabling students to acquire a sophisticated understanding of mathematics, science, and technology. The materials incorporate investigative, inquiry-based science, mathematics, and technology (SMT) activities and align with national standards for content, teaching, and assessment. IMD-supported materials promote the success of all students and promote positive student attitudes toward science, mathematics, and technology. Projects range from major revision of existing materials to the creation of new ones; from a few modules at a single instructional level to comprehensive curricula for several school years; from a focus on a single topic to the integration of several SMT disciplines and from assessments embedded in classroom materials to the creation of assessment items and full assessment programs that may be used by districts and states. All projects include comprehensive plans for national dissemination and implementation to ensure the use of the materials in numerous and diverse settings. [Request = \$33.8M]

TEACHER ENHANCEMENT

Teacher Enhancement (TE) projects provide professional development opportunities to broaden and deepen the disciplinary knowledge and pedagogical skills of teachers, thus improving their ability to deliver rich and challenging SMT education to students. Through active involvement of administrators, projects address the need to provide requisite resources to support SMT education reform. TE supports projects that: (1) develop the capacity of schools and teachers to implement a high-quality, standards-based SMT program for all students; (2) develop leaders in content, pedagogy, and professional development; (3) improve retention rates of novice teachers during their initial years of teaching; (4) create professional development materials for teachers; and (5) include innovative applications and effective implementation of educational technologies. Emphasis is placed on projects that focus on professional development of teachers as a primary driver for implementing SMT education reform. [Request = \$111.7 million]



Bethany Little

09/29/2000 01:29:47 PM

Record Type: Record

To: David F. Lussier/OPD/EOP@EOP

cc:

Subject: NSF GK-12 Program

----- Forwarded by Bethany Little/OPD/EOP on 09/29/2000 01:29 PM -----



Brian R. Matteson

09/29/2000 10:35:28 AM

Record Type: Record

To: Bethany Little/OPD/EOP@EOP

cc:

Subject: NSF GK-12 Program

One more NSF activity. Rather modest, but pretty interesting.

----- Forwarded by Brian R. Matteson/OMB/EOP on 09/29/2000 10:36 AM -----

David P. Radzanowski

09/28/2000 06:25:23 PM

Record Type: Record

To: Brian R. Matteson/OMB/EOP@EOP

cc:

Subject: NSF GK-12 Program

GK-12 Program--NSF Graduate Teaching Fellows in K-12 Education (GK-12)

This program supports fellowships and associated training that will enable graduate students and advanced undergraduates in the sciences, mathematics, engineering, and technology to serve as resources in K-12 schools. Academic institutions apply for awards to support fellowship activities, and are responsible for selecting fellows. The fellows will serve as resources for teachers in science and mathematics instruction. Expected outcomes include improved communication and teaching skills for the fellows, enriched learning by K-12 students, professional development opportunities for K-12 teachers, and strengthened partnerships between institutions of higher education and local school districts.

Started in FY99. FY00 funding = \$9M, FY01 request = \$24.75M