

# Withdrawal/Redaction Sheet

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. fax	From: Howard Gobstein, To: Daryl Chubin, Re: Effort between Colleges of Education and Natural Resources [Personally Identifiable Information] [partial] (1 page)	04/23/1997	b(6)

### COLLECTION:

Clinton Presidential Records  
Domestic Policy Council  
William Kincaid  
OA/Box Number: 11093

### FOLDER TITLE:

Michigan State Meeting

2017-0692-S

in101

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

# Withdrawal/Redaction Marker

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## FAX COVER SHEET

Michigan State University  
499 S. Capitol St., SW  
Suite 500A  
Washington, DC 20003-4013

**TO:** Daryl Chubin

**FROM:** Howard Gobstein

**SUBJ:** Effort Between Colleges of Education  
and Natural Resources

**DATE:** April 23, 1997

We look forward to seeing you on the 2nd at 1:30. Attached is the description of the work underway in the collaborative effort between the Colleges of Education and Natural Resources of MSU.

Here are the vital information you need for access:

James Ray Miller (b)(6) [001]  
Director of Division of Science and Mathematics Education,  
Associate Dean for Outreach and Science and Mathematics Education,  
College of Natural Science, Michigan State University

Robert Edward Floden; (b)(6)  
Codirector of NCRTL (National Center for Research on Teacher Learning)  
Professor, Teacher, Education  
College of Education

2 pages to follow.....

## SCIENCE AND MATHEMATICS EDUCATION AT MICHIGAN STATE UNIVERSITY

Michigan State University's Colleges of Education and Natural Science work together on many projects aimed at improving mathematics and science education. Some of the major areas of work are:

- developing K-12 curriculum materials that draw on research about children's learning to promote understanding of fundamental math and science concepts;
- developing and using more effective approaches to increase the instructional capacity of experienced mathematics and science teachers;
- taking a leading role in national reform projects (e.g., standards, reform of undergraduate teaching);
- working with other Michigan institutions to reform mathematics and science teaching across the state;
- constructing and using assessment tools that tap student's understandings and abilities to apply central concepts. We briefly elaborate on each of these areas of work below.

**CURRICULUM MATERIALS.** Two critical problems with current K-12 science and mathematics education are superficial treatment of content and an emphasis on simple recall of facts and algorithms. The US curriculum is appropriately criticized for emphasizing breadth of coverage without attention to deep understanding. Research on learning has repeatedly shown that students' ability to recall what they have read masks important misunderstandings of fundamental concepts.

Drawing on the research on teaching and learning done in the College of Education and the subject area expertise (particularly understanding of the structure of the knowledge) of faculty in the College of Natural Science, faculty teams are developing curriculum materials that focus on fundamental ideas and incorporate instructional approaches grounded in research on learning and the reasoning relating major theories to supporting evidence and applications. The Connected Math Project has, with NSF support, developed middle school curriculum materials now in use in several pilot sites. We will be seeking support for development of science materials, extending a 6th-grade science unit being used pilot tested in the Philadelphia schools this year.

### TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT.

Effective teaching requires knowledge, skills, and disposition related to subject matter, learning, pedagogy, and curriculum. In the initial preparation and continuing education of teachers, faculty across the two colleges often cooperate in designing teacher education program improvements. For example, undergraduates preparing to teach elementary school were previously required to take a mathematics course, but the course gave them little understanding of the content they would have to teach (e.g., dividing by a fraction). Working across the two colleges, faculty put together a year-long mathematics course in which students explore the mathematical bases of the elementary school curriculum. To

address the needs of experienced teachers, a cross-college faculty team is currently developing plans for enhancing professional development offerings.

**NATIONAL LEADERSHIP.** Faculty from Education and Natural Science are contributing to national reform efforts. In mathematics, faculty from both colleges were major authors of the National Council of Teachers of Mathematics (NCTM) standards for content and teaching. In science, a team of mathematics, science, and education faculty prepared the Teacher Education Blueprint for Project 2061. Next month, MSU will be the site for a national conference on the improvement of college-level mathematics and science education, jointly hosted by the Colleges of Natural Science and of Education.

**STATEWIDE SYSTEMIC INITIATIVE.** The Michigan Statewide Systemic Initiative (MSSI) has been a joint effort of the State Department of Education, MSU faculty (from both colleges), and faculty from other institutions. A central focus has been the enhancement of teacher education across the state, addressing needs for stronger content knowledge and a better understanding of teaching and learning.

**ASSESSMENT.** Michigan State University is recognized for its work in developing tests better aligned with new student standards. The Balanced Assessment Project has developed assessments (mostly in mathematics) for the middle grades. As the US Center for the Third International Mathematics and Science Study (TIMSS), Michigan State has had a key role in developing mathematics and science assessments at several grade levels. Further work on assessments can profit from collaborations between faculty in Education and Natural Science, drawing on the assessment expertise in Education and the content expertise in Natural Science.

Bob Floden

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