



**YALE-NEW HAVEN
TEACHERS INSTITUTE**

**Annual Report
1990**

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THE 1990 INSTITUTE PROGRAM

The present report describes the organization of the Institute's 1990 program for the New Haven teachers who participated as Fellows. It documents the Fellows' and seminar leaders' responses to the program by quoting from their written evaluations and by citing the results of a survey which was administered to Fellows at the conclusion of their participation. In addition, the report summarizes recent developments in the evaluation, dissemination, and finance of the Institute, and outlines the initiative we have now undertaken to provide the Institute greater financial stability and an assured long life.

Beginning in the fall of 1989, the teachers who served as Institute Representatives and Coordinators canvassed other teachers in each New Haven elementary, middle, and high school to determine the subjects they wanted Institute seminars to address in 1990. The Representatives and Coordinators met together twice monthly, and the Representatives communicated individually with a contact in the Coordinators group during the periods between meetings. The Coordinators met weekly with the director, as they do throughout eleven months of the year, to compile and discuss the results of the canvass and to make final plans for the seminars the Institute would offer in 1990. This process resulted in the Institute organizing seven seminars.

With support from the National Endowment for the Humanities and from the DeWitt Wallace-Reader's Digest Fund, the Institute offered five seminars in the humanities:

The Autobiographical Mode in Latin American Literature,
led by Sylvia Molloy,
Professor of Spanish and Chair of Spanish and Portuguese

Contemporary American Drama: Scripts and Performance,
led by Thomas R. Whitaker,
Frederick W. Hilles Professor and Acting Chairman of English
and Professor of Theater Studies

The U.S. National Parks Movement,
led by Robin W. Winks,
Randolph W. Townsend, Jr. Professor of History

American Family Portraits (two sections),
led by Bryan J. Wolf,
Professor of American Studies and English

Annual Report: Content of Seminars

The two seminars in the sciences, which were supported by the Carnegie Corporation of New York and the Howard Hughes Medical Institute, and the faculty members who led them were:

*What Makes Airplanes Fly? History,
Science and Applications of Aerodynamics,*

led by Peter P. Wegener,

Harold Hodgkinson Professor Emeritus of Engineering and Applied Science

Genetics,

led by Margretta R. Seashore, M.D.,

Associate Professor of Human Genetics and Pediatrics

Content of the Seminars Offered and of the Units Fellows Wrote

Thomas R. Whitaker offered a seminar entitled *Learning through Drama*. It was conceived as a response to requests by teachers for some detailed attention to the process of interpreting scripts for stage presentation. Participants approached these scripts—a group of contemporary plays that focus on questions of love, marriage, family, friendship and political responsibility—through analysis of characters and scenes, the finding of implicit objectives and conflicts, a consideration of stylistic differences, and an exploration of supplementary theater games and improvisation. The Fellows wrote units which were intended primarily for elementary and middle school students, but explored complicated issues through theater: marriage and motherhood in recent decades, theater and the law, and substance abuse. There were also more general introductions to doing theater work with students, and units which focused on specific historical lessons, such as the Amistad Affair.

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Robin W. Winks led a seminar on *The U.S. National Parks Movement*. The National Park System of the United States is the largest and most diverse park system in the world, consisting in 1990 of 355 national park units in forty-seven states. This seminar was founded on the idea that these park units can be viewed as branch campuses of the largest university in the world, and, as such, can serve the needs of teachers in many ways. Whether curriculum units were based on visits to one of these sites, or consisted of work entirely in the classroom, they explored the ways that students can benefit from these resources. Some concentrated on the historical events or individuals commemorated by parks such as the Boston African American National Historical Site and Mount Rushmore Memorial. Others looked at the history of the parks themselves, or outlined strategies for introducing students to the park system.

American Family Portraits, led by Bryan J. Wolf, explored American art and culture through its families, both real and imagined. Three assumptions governed the work of the seminar: first, that the family is an institution which changes over time; second, that a family is always part of a larger history, whether that history concerns our nation as a whole, or specific racial or ethnic groups within our national life; and third, that to understand the family, one must understand how it has been portrayed in art and literature. The seminar attracted so many applicants that two sections were arranged, and a wide variety of curriculum units emerged from these parallel discussions. Many looked at ethnic and minority family histories, studying

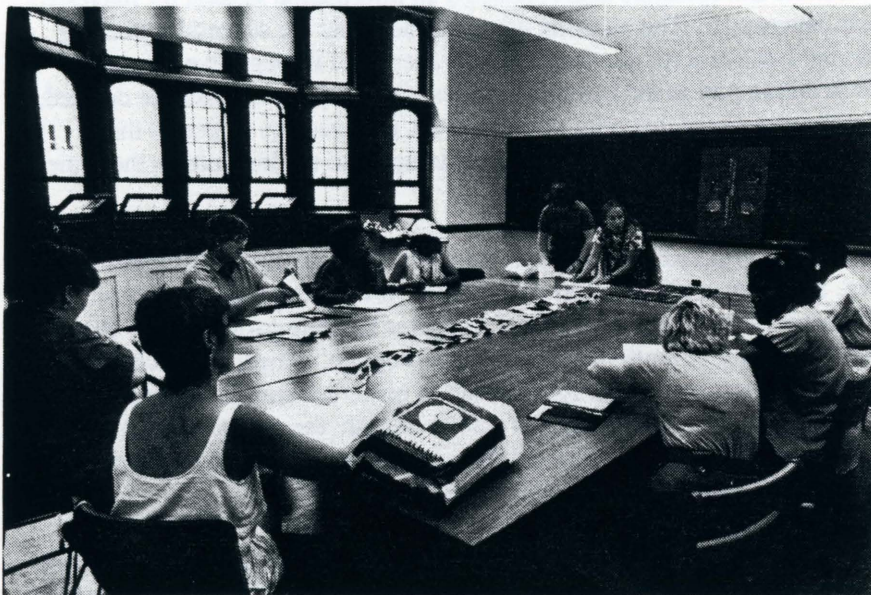
the impact of bilingual education or guiding students through the first hand accounts of European immigrants at the turn of the century. Others offered ways of understanding family life since the Second World War, using pedagogical techniques from critical reading to dance to explore the issues involved.

Sylvia Molloy's seminar *Latin American Lives: Multiple Heritage and Cultural Identity* focused on issues that were basically cultural and ideological in nature. It explored the changing character of the self-images governing Latin American autobiography from the nineteenth century onward, including self as embodiment of nation, as privileged historian, or as communal witness. Questions of generic ambiguity in Spanish American autobiography (is it history or is it fiction?) and of gender inflection (distinctions between the autobiographies of men and women) were also addressed. Some Fellows prepared units surveying autobiography in Latin America or by Hispanics writing in the United States; others examined contextual issues which necessarily influence autobiographical writing, such as immigration, exile, and social oppression. There were also two units on the sixteenth century Spanish settlers of Latin America.

Genetics, led by Margretta R. Seashore, addressed several areas: defining the human genome, genetics and environment, and basic human genetics. Scientific considerations included Mendelian principles and multifactorial inheritance, as well as a study of how genes are put together, how they work, and how they are analyzed. Attention was also paid to the ethical and social policy implications of advances in the field, such as new information about the health of unborn children and the possibilities of genetic engineering. Fellows in the seminar drew on this broad range of applications and wrote curriculum units on genetics and diversity among individuals, on heredity, on the relationship between heredity and environment, on evolution, and on the hereditary aspects of alcoholism.

Peter P. Wegener's *What Makes Airplanes Fly? History, Science, and*

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The seminar in *Genetics* discusses a model of the human genome.

Applications of Aerodynamics, followed a similar Institute seminar on the topic of flight which he led in 1988. This time more emphasis was placed on the historical aspects of flight and its impact on current traffic and communications. The underlying science of aerodynamics was still a primary focus, because the field lends itself admirably to demonstrating general concepts of physics. Nonetheless, the curriculum units range from those with scientific and mathematical contents to a majority dealing with airplanes, history, traffic, or industry. Many offer strategies for engaging younger students in the study of flight; others look at the aerospace industry, birds and gliders, or specific issues in physics raised by the challenge of getting off the ground.

Acting in its capacity as the Institute's course-of-study committee, the University Advisory Council on the Teachers Institute approved these Institute offerings for 1990. By their action, the Institute can certify Fellows' courses of study to institutions where they may be pursuing an advanced degree. Fellows also receive four "continuing education units" from the New Haven Public Schools upon successful completion of the Institute.

The Fellows Application and Admissions Process

Having worked with teachers in their schools during the preceding months, the Institute Representatives met on January 9 to pick up copies of the Institute application form, brochure, and seminar descriptions, and to discuss how they would proceed in working with prospective applicants to the Institute. At this meeting there was a general presentation on the subjects of seminars being offered in 1990 to be certain that all Representatives understood and could explain accurately to interested teachers the nature of each seminar. Representatives spoke individually about the seminar in which they themselves intended to participate.

The Institute Coordinators also conducted an information session for interested teachers on January 16. This meeting was patterned after the successful meeting which was held last year for any teachers of grades three through five who were interested in taking part in the Institute. As described below, the Institute decided, because of the success of that pilot effort in 1989, that teachers of grades three through five would in future years be eligible to apply to the Institute on the same basis as middle and high school teachers.

There are five principal requirements for teachers to be eligible for consideration as Fellows. First, the applicant must be a current New Haven teacher who will be teaching in New Haven during the school year after Institute participation. Second, the teacher must agree to participate fully in the program. Third, the teacher must demonstrate in the application the relationship of his or her specific interests to the seminar as it is described by the seminar leader. Fourth, the applicant must also show the relationship of the seminar and the curriculum unit that he or she proposes to write to school courses that he or she teaches.

In addition, we decided this year to place a firm limit of twelve teachers in any seminar. The Coordinators agreed that including more teachers out of a desire to be of service to them would, in effect, diminish the experience for everyone involved. We believe that the small size of the seminars is indispensable both for the

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collegiality of the Institute experience and also for the attention that each teacher's individual curriculum unit receives from the seminar leader and from other teachers in the seminar.

By the application deadline, then, the Institute Representatives and Coordinators had collected an unprecedented number of applications from ninety-eight New Haven teachers who were prepared to commit themselves to participating fully in the Institute and who described through their applications how they would develop curriculum units that were related both to one of the seminar subjects and to school courses they teach. These applications were reviewed by three groups.

The subject Supervisors and heads of school departments examined the applications of the teachers they supervise to determine whether or not each proposal was consistent with and significant for the teacher's own development and for school curricula. Consequently, the Supervisors decided whether or not to approve each proposal for four "continuing education units" (CEU's). Connecticut state law requires that teachers complete every five years ninety "contact hours" or nine CEU's in order to renew their license as professional educators. Because the law took effect in the middle of the Institute's session in 1989, 1990 was the first year in which the full four CEU's were awarded to participating Fellows. The Institute has thus become an integral part of the in-service or continuing education offerings that the school district is required by state law to provide the teachers it employs. The Institute is, in fact, the principal opportunity for New Haven teachers in the humanities and in the sciences to continue to study the academic subjects they teach in order to obtain recertification. As one Fellow commented, "The CEU credits are an additional incentive for all teachers to participate."

At the same time, the Institute seminar leaders read the applications to examine their relationship to the seminar subject. This afforded each seminar leader the opportunity, as well, to tailor or enlarge the bibliography for the seminar so that it would address all the specific interests of the teachers who actually were applying to the seminar. By conducting their reviews in mid- to late February, the school administrators and seminar leaders were able to provide timely information to the Coordinators on any problems in the applications.

The Institute Coordinators themselves read Fellows applications at an earlier time this year, between February 6 and February 13, when they met to identify any applications which they regarded to be problematic. On February 22 the Coordinators then met all day, by taking professional leave, for their final reading of and decision on the applications. At that time, they considered the findings of the administrative and faculty reviews and made recommendations to the director about which teachers the Institute should accept. By these means, the Institute seeks to ensure that all Fellows participate in seminars that are appropriate to their stated interests and applicable to the school courses they teach.

As a result, on March 2 the Institute accepted as Fellows seventy-eight New Haven teachers, fifty-six in the humanities and twenty-two in the sciences. Consistent with a central aim of the Institute to involve as Fellows a high proportion of New Haven teachers, one-fourth of these teachers were participating in the Institute for the first time.

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At the first organizational meeting of each seminar which was held on March 20, the seminar leader distributed a general bibliography on the seminar subject and discussed with Fellows the syllabus of readings which he or she proposed the seminar would consider. The Fellows described the individual curriculum units that they had indicated provisionally in their applications they planned to develop. This afforded all members of each seminar an overview of the work they were undertaking together and of the projects they would be pursuing individually. The bibliographies were intended both to introduce the seminar subject generally and to guide Fellows as they began research on their curriculum units.

In their evaluations several Fellows commented on the demanding nature of the reading they did. One wrote: "The books chosen gave interesting and somewhat varied insights on the topic. There was too much to read given the time between meetings and our personal schedules. But after school was over for the year it was more manageable." Another Fellow said:

The unit which I ultimately developed allowed me to draw together a wide range of materials and information on the history and philosophy of science, as well as the details of genetic study. I was challenged to read more, create new materials and devise new lessons beyond what I originally expected.

Seminar leaders also commented on how Fellows approached the seminar readings. One wrote: "I found virtually all the participants engaged by the materials and eager to bring their reading back into their own class lessons." Another said:

Most Fellows read about two thirds of the assigned reading, but spread in such a way that there were always six or seven ready to discuss any given book. I would not cut back the reading, however, for even those who had not read a specific title benefited from hearing a discussion of that title.

In addition to reading to prepare for seminar meetings, three quarters of the Fellows (78 percent) reported doing more than one thousand pages of reading in developing their curriculum unit.

Before submitting on April 10, the day of the second seminar meeting, a refined unit topic and list of readings to research that topic, all Fellows also met individually with their seminar leader to discuss their projects. The Institute requires that Fellows schedule a minimum of two such conferences during the unit writing period; many Fellows, though, meet more frequently with the seminar leader. Two seminar leaders wrote about how they handled these individual meetings:

I held individual meetings with Fellows after seminar hours to discuss their successive drafts and suggest revisions. I also spoke of each unit in class, so that each Fellow would benefit from peer reactions and advice.

[Individual meetings] usually occurred in conjunction with reviewing rough drafts, were initiated by the Fellows, and were focused on the ideas which the Fellow was trying to develop. They helped me to

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- Institute Fellow

understand each Fellow's goals in a way which seminars alone would not have done. I hope the meetings were as useful to the Fellows.

When Fellows attended the second seminar meeting, they presented their revised unit topics and began to discuss the common readings. During the period before the regular weekly meetings of the seminar began on May 15, Fellows continued their reading, both preparing for the upcoming seminar discussions and working toward a brief prospectus of what their final units would contain, which was submitted on April 24. Thereafter Fellows continued to develop their units in stages with a first draft submitted on May 29 and a second draft on July 3. The weekly meetings of the seminars continued through July 17, after which Fellows had two weeks to complete work in order to submit their final units by the end of July.

Institute Guidelines and Mechanical Specifications for preparing curriculum units outline the Institute writing process, which has five steps for Fellows' formulating, reformulating, and enlarging their individual units. Eighty-seven percent of Fellows thought that the process facilitated this progressive revision, and all of them agreed that it had encouraged a natural development of the unit and made the final product seem more effortless. Most (89 percent) credited the process with organizing their thinking and refining their ideas, and many cited sharper writing skills (70 percent) and valuable feedback from their seminar leaders (84 percent) as other benefits. One Fellow commented, "The deadlines at first seemed oppressive but actually helped me to keep pace with the program," and another observed that "the process serves as an example of how to construct other units." Others said:

I will go back to school feeling more organized and confident because I will have something to use in my teaching that I developed myself and that has been written down in a structured manner. So often teachers don't have the time to write units. We just grab materials that we feel would accomplish our goals for our students. This summer I wasn't pressured. I had time to reflect on what I wanted to do, then the time to write it out.

I believe that the development of my curriculum unit and Institute participation will have a positive effect on my teaching. The gradual development of this unit gave me opportunities to think very specifically about my goals and strategies in teaching the unit. Once I decided on specific goals, it was much easier to search out and use resources which would help me reach these goals. Since the unit was developed over a long period of time, I was able to make it much more in depth than I normally would have during daily teaching. Consequently, I believe that it is a very thorough, interesting unit, which I will enjoy teaching. I also feel that my students will enjoy the experience of participating in it and learning from it.

During the first two months of the program, which serve as a reading period, all Fellows also met together on Tuesday afternoons for a series of talks which were held after school. As we have done in recent years, the Coordinators decided to invite both current and prospective seminar leaders to deliver talks. In this way all the Fellows gain either an overview or an example of the work their colleagues are pursuing in other seminars, while learning as well about seminars in which they might choose to participate in a future year. The talks which University faculty

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members gave were: "Global Environmental Change," by Karl K. Turekian, Silliman Professor of Geology and Geophysics; "The Unquiet Self: Autobiographical Writing in Latin America," by Sylvia Molloy, Professor of Spanish and Chair of Spanish and Portuguese; "Mapping the Human Genome," by Margretta R. Seashore, M.D., Associate Professor of Human Genetics and Pediatrics; "The Remaking of Europe," by Sir Michael Howard, Robert A. Lovett Professor of Military and Naval History; and "AIDS and Society," by Alvin Novick, M.D., Professor of Biology.

Fellows' reactions to the talks were more than usually favorable, recognizing the main purposes for which they are offered. One Fellow wrote, "This year's talks were particularly interesting and I feel that everyone in the audience agreed with me they were best ever." When surveyed, in fact, 98 percent of all Fellows agreed that the talks offered intellectual stimulation, and 83 percent also felt a sense of collegiality in the gatherings. Eighty-eight percent of the Fellows thought that the talks offered an overview of work in the seminars. As one commented, "I thought this year's talks were especially fine; they generated thoughtful questions for the speakers and, in some cases, lively discussions among the Fellows." Ninety-four percent of the Fellows said that they discussed the topics of the talks with other teachers afterwards, and 82 percent did further reading in the subject and brought it up with their students. In all, almost everyone (92 percent) thought they were a useful component of the Institute's program, and 80 percent agreed that their number and scheduling was appropriate.

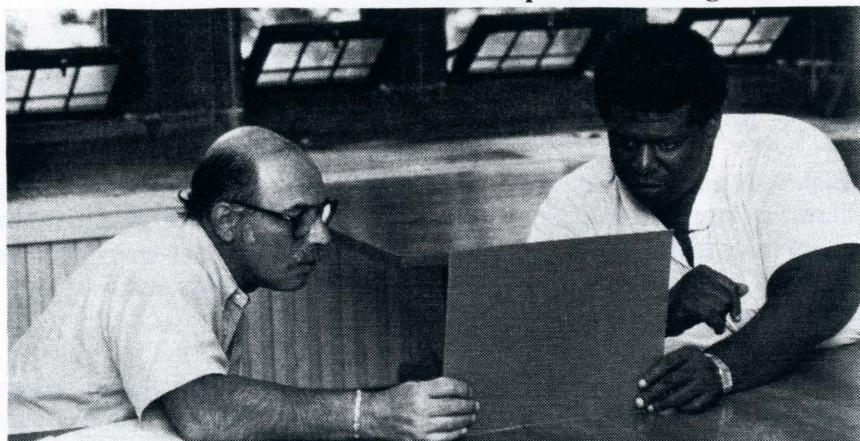
As we did last year, the Institute scheduled a general discussion on curriculum unit writing on May 8, the week before the regular meetings of the seminars began. This session had three main purposes. For all first-time Fellows and for any others who wished to review the material, Institute Coordinators presented basic information on the Institute guidelines for preparing a curriculum unit. Concurrently, veteran Fellows attended a presentation by other Institute Coordinators on creative uses of curriculum units prepared in earlier years. Second, the Coordinator in each seminar held a discussion for his or her seminar group. This afforded an opportunity for all Fellows to ask questions about the unit guidelines and for Coordinators to distribute what they regarded to be good examples, drawn from previous years, of each element of a curriculum unit. It encouraged discussion of how the whole volume of units, when compiled, might display a range of diverse teaching strategies, and contain a standard form for annotation. Third, Margaret A. Krebs, a former New Haven school teacher who is currently the Coordinator of Public Microcomputer Facilities and Academic User Services at Yale, made a presentation on advantages of using word processing in developing a curriculum unit which included practical information on the various computing facilities and services at the University, most of which are available for Fellows to use at no cost to them.

On May 15 the seminars began the series of weekly meetings which continued through July 17. In their evaluations, some Fellows spoke of how their seminar contributed to curriculum unit development. One wrote:

Our seminar leader twice led discussions on our units in progress; she and Fellows felt free to offer suggestions, etc. It was good to know what other Fellows were working on and interested in. Our seminar leader was incredibly knowledgeable; she shared much information and interesting insights with us, making us want to look deeper at what we were reading and discussing in seminar and at what we were working on for our units.

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- Institute Fellow



Two Fellows study an artwork in the seminar on *American Family Portraits*.

I think the reaction was quite positive and that many Fellows were exposed for the first time to material which they found both interesting and useful.

In their evaluations Fellows characterized what in more general terms they gained by participating in their Institute seminar. Several wrote:

I feel quite positive regarding the organization of my particular seminar. Our leader was enthusiastic and open to divergent opinions and interpretations. I looked forward each week to the group sharing impressions based upon our readings, as well as insights our leader often provided.

The seminar I participated in this year was one of the most intellectually stimulating and productive learning experiences I have had as a teacher....The faculty seminar leader...is an outstanding teacher with a wealth of information and warm, supportive, encouraging manner. She set the tone for our meetings and created a very exciting, energetic environment.

I revitalized my reading, writing, and thinking skills. It was a valuable experience to read books I had not read, and discuss them with a faculty member and the other teachers. Art had intimidated me; through the seminar, I learned ways of looking at art and literature to get more meaning from them. I appreciated the opportunity to write the curriculum unit. My year had been hectic, and I felt overwhelmed and depleted. The seminar brought renewal, reflection, and affirmation.

Many Fellows expressed enthusiasm for the benefits of holding the Institute on the Yale campus and for the access to facilities which they enjoy as members of the University community. One said: "I will use the library and facilities during the year which I wouldn't have been able to do without the Institute." Other Fellows agreed:

The resources available were a strong point. The library is good, as is the computer center, and the staff were useful and helpful.

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- Institute Fellow

We were given the opportunity to learn the Orbis system at Sterling Library. This proved to be invaluable during my research and reading period.

Eighty-eight percent of Fellows said that, as a result of the Institute experience, they had a higher expectation of their students' ability to learn about the seminar subject, a particularly important finding given the established relationship between teacher expectations and student success.

Eighty-six percent of all Fellows considered access to academic facilities such as the library an incentive for their participation, and the same percentage found that access useful to them. Eighty-eight percent made use of the University libraries, with half (51 percent) using them "a lot"; half of all the Fellows also used the campus museums.

Each Institute seminar must balance two primary objectives: further preparation of teachers through general study of the seminar subject, and application of what they have learned by developing curriculum units on specific topics for use in their own and other teachers' classrooms. Fellows' responses to Institute surveys attest to the benefits they derived in both respects. Ninety-seven percent said that the seminar had enhanced their understanding of the subject matter, and 94 percent said the seminar helped them develop strategies for introducing their unit topics to students. In addition, 88 percent said that, as a result of the Institute experience, they had a higher expectation of their students' ability to learn about the seminar subject, a particularly important finding given the established relationship between teacher expectations and student success.

In their evaluations, seminar leaders commented on how they balanced the two complementary, but potentially competing, objectives of further academic preparation and classroom application. As one wrote:

I do believe that my seminar found the right balance between general study and individual unit development. The Fellows expected me to set out the general contours of discussion, which I did, and all appear to have enjoyed and benefited from the meetings and the two field trips.

Fellows tended to be satisfied as well: more than three quarters of them (78 percent) agreed that their seminars struck a good balance between general study of the seminar subject and discussion of work-in-progress on units.

From the beginning of the Institute we have stressed that the primary reason Fellows write units is to make explicit connections between the seminar experience and their own teaching. We have also emphasized that the main audience for whom teachers write their units is other teachers. As we have done in past years, we compiled the units into a volume for each seminar. In October, copies of these volumes were distributed free of charge to all Fellows and to their subject supervisors in the schools. By also depositing full sets of the volumes in each school library, we made the units available to any other teacher in the schools who might wish to use them. Because the cost of printing the units has increased so rapidly, we have decided not to provide each teacher who might request a volume his or her own personal copy. Instead, we will make the units widely available to be borrowed from Fellows, school Representatives, subject supervisors, and school libraries.

To aid teachers in identifying which units are most applicable to the courses they teach, the Institute circulated to all teachers who might use the units copies of a Guide to the Units Fellows Wrote, which is a collection of synopses of the curriculum units written by the authors themselves, and the *Index of All Curriculum*

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Units Fellows have written since 1978. The Institute also periodically updates and distributes *Reference Lists* of all the curriculum units as they relate to each school course and grade level in the subjects the Institute addresses.

In their written evaluations, Fellows spoke of how specifically they planned to use the curriculum unit. They wrote:

I plan to use this unit with my 5th and 6th graders starting in the fall. Although I have used some of the books before, writing this unit gave me a chance to put everything together in a cohesive whole. We do a lot of reading in our English Department at my school. This will be part of the curricula, and certainly other teachers could use it. However, this unit will be my starting off point and I will probably build on it throughout the year.

I know that my unit will open up areas of science which have not previously been explored with my students. It will expose them to new ideas and concepts which were not previously taught. In addition, it is leading me to develop a new area of our science curriculum which has not previously been explored.

Due to the fact that my seminar was totally new to me, I will be able to go into my classroom with a different awareness of materials as well as different approaches to learning. I will be able to show a definite correlation between different disciplines of the New Haven curriculum.

Institute Fellows write their units with their own students specifically in mind. Two Fellows commented on how they expected their students to respond to the curriculum units they had developed:

I have come to realize that I as a teacher need to go out and get new ideas and bring them back into the classroom. I also will demand that the students participate more by doing reports, papers and other activities. If it's helped me (the Institute), it should help them.

Having prepared the unit I feel confident approaching the new school year. I have taken great pains to consider my students' needs in writing the unit and believe it will be a success.

I approach the year with a definite focus which I think will develop my pupils' basic skills, intellectual knowledge, and feelings of self-esteem—a tall order but certainly a worthwhile goal. Worthwhile, I think, even if success is only partial.

After teaching for a number of years, I am always looking for new ways to get things done as much for myself as for the students in my classes. The excitement I feel about my unit this year will surely be felt by my students as well. By bringing together different types of readings, and then developing different modes of writing for self expression, my students will gain confidence in their ability to write more comfortably in their own voice.

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From the outset, the Institute has stressed the importance of teachers' developing curricular materials for the multicultural educational setting in which they teach: 82 percent of the New Haven school students are from minority groups, most of whom are African American or Hispanic. At the same time, there is a disparity between teachers and students: fewer than a third (31 percent) of New Haven teachers are African American or Hispanic. The Teachers Institute has accordingly offered numerous seminars which address a broad range of cultural topics, and many Fellows choose to write units which focus on the literature or experience of a particular racial or ethnic group.

This year, as described above, Sylvia Molloy conducted a seminar on Latin American autobiography, and Robin Winks walked the Black Heritage Trail in Boston with participants in his seminar on the National Parks. Bryan Wolf examined American family groups from a range of cultural backgrounds, and Thomas Whitaker brought Ntozake Shange's work into his seminar while assisting with a number of curriculum units which take a cross-cultural perspective on drama. One Fellow said of the seminar experience, "It helped me refocus my approach to teaching cultural material," and another said that "My unit...will have an impact on at least 150 students and hopefully create a celebration of cultural differences." Others commented:

My unit will enhance my teaching next year. I believe I have chosen an area of concern that must be addressed—that of respecting the cultural differences between people. I have grown through my research and writing. I am more aware and much more sensitive to (in a positive way) the differences between people. We all have wonderful family traditions and cultural values to share. Teaching my unit will not only help improve my students' academic skills but will help begin to make them more socially aware and understanding of one another. I will be able to share my experiences in preparing this unit with my students also; describe how I have grown. I am confident my enthusiasm will make this an educational experience we will all benefit from.

Since the majority of the students in my classroom are African-American, I needed a better understanding of the culture. I can more effectively meet the needs of the students through the use of the unit. The readings relate to the culture and provide opportunities for the students to participate in a variety of activities related to social studies and literature.

As mentioned above, one quarter of all Fellows were participating in the Institute for the first time this year. A number of them commented directly on how they had approached the experience and on what they had gained. Because of the importance the Institute attaches to recruiting teachers who have not participated before, the comments of some of these Fellows seem especially worth recording.

My first experience at the Yale-New Haven Teachers Institute will always be a memorable one. Initially, I was very excited but as the first few weeks passed by, I became quite nervous and tense about the extensiveness of this project. My fears and anxiety were alleviated by my Coordinator and other fellow teachers. My seminar leader and her

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associate inspired me tremendously as they both lectured and held discussions on current issues in genetics.

Being a first-year Institute participant, I really enjoyed the experience. I considered applying a number of times but always got cold feet and never followed through. I assumed the work load would be more than I had energy for—especially after having just completed a full year with an active group of sixth graders. We were assigned a number of books to read which for the most part were extremely interesting. The interaction with teachers from other schools in the New Haven area was good and quite a learning experience in itself. The development of the curriculum unit which I prepared for my sixth graders was the highlight of the Institute. I can hardly wait to incorporate it into my curriculum.

The impressions of elementary school teachers who participated as Fellows are of particular interest to us. Until 1989, only middle and high school teachers were invited to participate in the Institute, based on the belief that the subject matter and level of the seminars were directly applicable to the middle and high school curriculum, but of more limited usefulness within the elementary school curriculum. Last year, however, after admitting several elementary school teachers as full Institute participants—but on a pilot basis—the teachers who served as Coordinators concluded that their colleagues working with younger students were definitely able to bring something significant from what they had learned in the Institute to bear in their classrooms. Moreover, the elementary school participants had made a strong contribution to their seminars. We therefore extended the teacher leadership of the Institute so that there would be an Institute Representative for each New Haven school, including for the first time all elementary schools. In 1990 elementary school teachers from throughout the school system were invited to apply, and the comments of those who participated underscore the reasons for their inclusion. As two wrote:

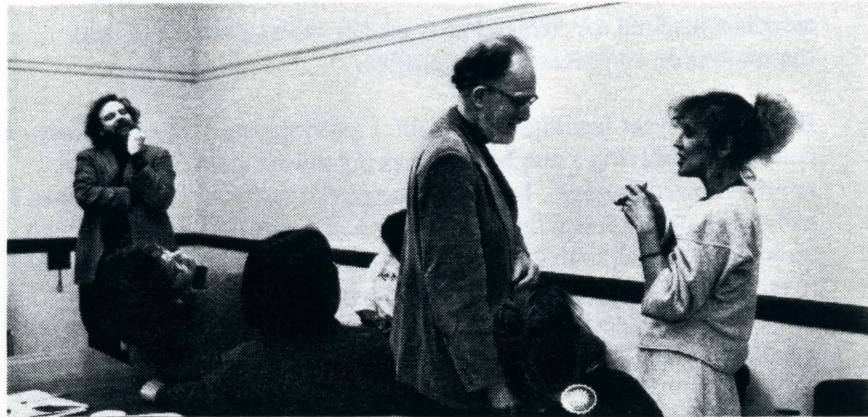
So often, “intellectual” pursuits are not fostered for teachers on the elementary level. They run a very poor second to the development of methods over content. As important as methods are, this approach leaves an important gap in our pupils’ development, as well as our own—the Institute seminar reverses this approach. The intellectual pursuits motivated by my seminar leader and expanded by our group lead naturally into the development of a subject matter unit which certainly did not neglect methods.

I also found the study and research for my unit were exciting and renewed my interest in teaching the subject matter for the next school year. The seminar leader’s comments and encouragement certainly helped in preparing my unit and definitely built my self-esteem (I can still do a good, innovative unit with research even while working full-time and doing readings for seminars).

Because so many Fellows did not major in college or graduate school in the subjects they currently teach, their views about what they learned in the seminar are particularly important. On the one hand, only 59 percent of 1990 Fellows are assigned to teach subjects in which they majored in college or graduate school. On the other, this year’s surveys, like those of previous years, revealed the high

“Being a first-year Institute participant, I really enjoyed the experience. I considered applying a number of times but always got cold feet and never followed through. I assumed the work load would be more than I had energy for—especially after having just completed a full year with an active group of sixth graders.”

- Institute Fellow



Enacting a scene in the seminar in *Contemporary American Drama: Scripts and Performance*.

This year's surveys, like those of previous years, revealed the high expectations that Fellows have for increased academic preparation of teachers as an effective instrument of school reform.

expectations that Fellows have for increased academic preparation of teachers as an effective instrument of school reform. Ninety-two percent of all Fellows thought that greater emphasis on preparation of teachers in the subjects they teach would improve education. Sixty-one percent agreed that requiring a bachelor's degree in the arts and sciences for all teachers would be similarly beneficial.

The Fellows' reactions to the academic preparation offered by the Institute are therefore especially encouraging. Almost all (97 percent of Fellows) said that their understanding of the general subject of the seminar had improved, with 91 percent saying they had learned a lot. Two Fellows commented on the academic preparation they received in their seminars:

I found this year's seminar to be a very rewarding experience. [It] introduced me to a different and fascinating technique in teaching social studies. There are paragraphs of information contained in a single drawing, painting or verse, of historical value to us as students of history (we need only know how to recognize it and guide students in the discussions of that material).

Once again this year I found the Institute and my seminar a wonderful experience. It allowed me to find out about a new area, aerodynamics, that had always held a fascination for me. This school year proved very interesting because a part of one of the programs at the third grade level involved transportation and I had been asked to introduce hot air balloons and airplanes. Now, of course, I feel that this upcoming year my presentations will be much more accurate.

Numerous Fellows spoke also of the intellectual stimulation they received from participating in their seminar. As two wrote:

The intellectual stimulation was probably the most important attraction and benefit for me. I felt affirmed in my thinking and reasoning abilities.

The seminar I participated in this year was one of the most intellectually stimulating and productive learning experiences I have had as a teacher.

Another theme in Fellows' written evaluations is how the Institute has contributed to their professional morale, their confidence, and their enjoyment of teaching. Almost all Fellows (96 percent) reported that they had gained both knowledge in their subject area and confidence in teaching it. One wrote: "I know I will enjoy teaching more this year because of my unit." Other Fellows commented on the Institute's effect on their professional morale and confidence:

The knowledge imparted to me has given me more confidence to teach this topic to my students. In addition, I have become aware of the availability of resources and people whom I can contact for further information on my topic.

The Institute experience has helped my self esteem because not only did I learn a lot, I also produced a paper that's really good. It has been some time since I've done a research paper and, quite frankly, I was scared to death before I started it. I walked through the fear with the help of my colleagues and I feel great!

After researching this unit, I feel competent and more confident in approaching this subject. I know that it would enlighten other teachers who are also hesitant about teaching a subject they are not familiar with.

Finally, nothing makes a teacher feel better about what he does than when he feels he is in control. The Institute provides us with the means for that control. Through each step of the process we see the unit develop and we know that it is truly our own. Of course, the seminar leader's influence is clear, but he guides us and shows us how to better realize our own ideas. His help has been invaluable. The proper prod at the right time and we are able to get it all together in the final unit, but what we end up with is ours.

The advantages which Fellows derive from their participation often have a continuing influence in their professional lives. Ninety-six percent of all Fellows agreed that participating in the seminar had helped them grow professionally and intellectually; as five commented:

Although my unit will have direct application to only a couple of the classes I expect to teach this year, I believe the process of preparing the unit will have direct benefit for all my teaching. I will be much more attentive to objectives, strategies, and lesson planning as a result of the careful work this summer. I also feel more prepared to tackle the task of creating more interesting group exercises and reading assignments to supplement all curricula.

My Institute participation has enhanced my research skills in developing more units to suit the needs of my students. Furthermore, my teaching skills in research have been reinforced, which will help me help my students develop their research skills.

One of my reasons for becoming involved in the Institute was to further develop my writing skills. By writing my unit I've discovered a way to record my curriculum.

"The seminar I participated in this year was one of the most intellectually stimulating and productive learning experiences I have had as a teacher."

- Institute Fellow

The advantages which Fellows derive from their participation often have a continuing influence in their professional lives.

Annual Report: 1990 Program for Fellows

I have been inspired, once again, by participating in the Institute, to revamp my curriculum for my classes....This year's unit, for me, is the first in a series that will help me make my courses more relevant to my students. As I work on curriculum in my school and also on a city-wide curriculum, I intend to encourage my colleagues to look at the material we must cover and plan new ways of approaching it. I am more confident now about taking chances in lesson planning, especially after this year's seminar.

The positive feelings I gain from the Institute have a ripple effect upon other areas of my teaching. I also sometimes find myself an advocate, with other faculty members, for some of the general goals of my unit and the Institute in general.

The Fellows' experience of professional growth is particularly noteworthy given their attitudes about the relationship of teacher professionalism to school reform. Sixty-nine percent responded on the 1990 Fellows' survey that higher initial certification requirements for teachers would improve public education, and 85 percent had the same hopes for higher standards within the profession. Ninety percent advocated restructuring schools to provide a professional environment for teachers.

We have long recognized that the benefits of the Institute are reciprocal. In their written evaluations the seminar leaders spoke of various ways in which they themselves gained by participating in the program, and of the value of the program in general. Four wrote:

As with any other teaching experience, the Institute experience allows one to hone one's skills. It has made me think about science and the general public. The animation of the discussions which occurred when the Fellows discussed their drafts with the group has led me to consider ways to develop that kind of discussion with medical students. Often they review a paper rather than a topic or an idea, and the discussion becomes somewhat stilted. I plan to experiment with the format in my next medical school seminar. The molecular models which we employed might also have a role in teaching Yale medical students, since they provide a different way of seeing and manipulating the same information.

The experience of the Teachers Institute did not contribute to my own teaching within Yale College or Graduate School. This is not to say, however, that it possessed no value for me. Rather, I see its value as lying in something other than the "academic." I believe that the interchange between Yale and the public school system is an important one, and I learned from it all sorts of intangible things that may or may not make me a better educator. They certainly make me a better—and better informed—citizen.

I think the program is outstanding and most successful in achieving its goals. The Institute is instrumental in enlarging the range of communication between the university and the city and in establishing a

true pedagogical dialogue amongst those of us in the teaching professions.

This is my second time teaching one of these seminars and I have, once more, found the experience very positive. While not adding directly to my scholarship, it has definitely contributed to my personal experience as a teacher. It has made me reflect on the difficulties of making the unfamiliar familiar, on the need to discuss cliches informing the perception of "the other," and on the intricacies of cultural exchange.

At the conclusion of the Institute's 1990 session, almost two thirds of the Fellows who had participated (63 percent) said that they definitely intended to return to the Institute in future years. A further 31 percent said that they would consider returning; only 6 percent indicated that they would not. Of those who were not certain or expected not to participate again, the largest group cited family or personal plans as the reason. Others mentioned full-time summer employment and graduate school coursework as explanations for not coming back. One Fellow claimed not to have benefited from participating—the only person to make this statement during the entire five years when the survey was administered.

Finally, to complete this discussion of the 1990 program, in evaluating their experience in the Institute overall, Fellows in the sciences and in the humanities wrote:

My experience in the Institute this year has been one of hard work and enlightenment. I chose to participate in this seminar not for the money, but to see if I could meet the challenge of a more prestigious university such as Yale. Most importantly, it afforded an opportunity to develop and research a unit topic that has greatly interested me, and to learn about a subject of which I have had no previous experience or knowledge.

I feel that the greatest strength of the Institute was the common and sincere desire of all the participants to learn not only from books but also from discussions and exchange of ideas and opinions.

As a member of this seminar (my first) I sincerely felt like a special person. I liked having access to the Yale community via its libraries and its professors, and I liked being paid to learn about something which is truly interesting to me.

Many opportunities such as talking with other teachers, working with the seminar leaders, developing detailed organizational skills, and strengthening research skills are just a few benefits of the Institute.

I am anxiously waiting for the next Institute to commence; this has been a great year.

I was challenged to read more, create new materials and devise new lessons beyond what I originally expected.

Participating in YNHTI seminars is intellectually stimulating, renewing

"The Institute is instrumental in enlarging the range of communication between the university and the city and in establishing a true pedagogical dialogue amongst those of us in the teaching professions."

- Seminar Leader

Annual Report: 1990 Program for Fellows

Fellows' vigor in academic pursuits. The refreshment that Fellows acquire in the seminar experience is shared with the students in their classrooms.

The seminar I participated in revealed several of the extraordinary strengths of the Institute: timely topical study of new ideas, access to the very latest information through the research facilities of Yale, support for word processing at the Computer Center, access to Yale faculty who are interested in both research and teaching, collegial learning time for professionals in a setting which encourages mutual study and creativity.

My seminar was excellent and my leader was an excellent editor. The plays we read were stimulating. His choice of books was a wise one. I learned a good deal about the mechanics of directing, and new ideas for improvisation. As last year, the other teachers were interesting, talented, intelligent people and our discussions were absorbing.

The work which I put into my unit and the final product exceed anything I have done in other teacher preparation courses.

Preparation of the curriculum unit has been a tremendous learning adventure. As a teacher there are many ideas that seem to be good ones, but time and/or opportunity will not allow you to develop them. Through the Institute and structured guidance, the dreams of doing this become a reality.



Fellows walking the Black Heritage Trail in Boston with a National Park Service guide.

RECOGNITION AND DISSEMINATION

During 1990 the Institute continued to work with individuals located across the country who have expressed an interest in learning more about our work in New Haven. We have answered numerous inquiries on the telephone, and have furnished individual replies and Institute materials to representatives of diverse institutions. We have also continued to make presentations at conferences organized by others and to make highly selective site visits to other institutions which are seriously exploring the establishment of similar programs. With respect to conference presentations, the Institute director and a New Haven teacher who has participated for six years in the Institute presented a panel at the meeting on "School-College Collaboration" in June in Chicago, sponsored by the American Association for Higher Education and the College Board. The panel, moderated by Laura Bornholdt, Special Assistant to the President of the University of Chicago, addressed the topic, "Lessons Learned From Collaboration on the Teaching of the Humanities." At the conference the director also took part in a panel discussion on "Upcoming Federal and State Legislation: Impact on Partnerships" and summarized the testimony he gave in March on H.R. 4130, which is described below.

In his address to the same conference Donald M. Stewart, President of the College Board, described the way in which the Teachers Institute has been a model for a proposed national program in its vein:

It is not surprising that initiatives at this level of creativity have come to the attention of the United States Congress. In March of this year, James Vivian, director of the Yale-New Haven Teachers Institute, one of the partnerships the Board supports, testified before the House Committee on Education and Labor on the value of collaboration for strengthening teaching.

As we look to future support of collaborative programs, we believe, in the spirit of [Institute director] Jim Vivian, that America's efforts at educational change must begin in the classroom....Educational reform means enlarging the capacity of more young people to learn and achieve. A key to this goal lies in the quality of the relationships of teachers and students in schools. This relationship, in turn, is very dependent on the teachers' effectiveness as a teacher, in the quality of instruction, on the knowledge and skills he or she brings to the classroom.

The director also participated in a panel discussion at the National Forum of the College Board held in November in Boston. At that time he spoke on the role that faculty of arts and sciences at colleges and universities have played—and can play—in strengthening teaching and learning in schools. His remarks were part of a panel discussion on "Reaching Each Student: College Faculty—An "X" Factor in Educational Reform?"

As the Institute undertakes the fund-raising initiative described below to ensure the adequacy of the Institute's endowment, we plan also to extend several of the forms which the national dissemination of our program has taken in the past, including the preparation and distribution of literature about the Institute, participation in conferences organized by ourselves and by others, and consultation with institutions and schools in other communities.

"As we look to future support of collaborative programs, we believe, in the spirit of [Institute director] Jim Vivian, that America's efforts at educational change must begin in the classroom."

*- Donald M. Stewart
President
The College Board*

Program Literature

This new form of literature on the Institute will provide concrete examples of teachers' work in our program, and thereby of the application of Institute seminar subjects in school classrooms.

Because writing a curriculum unit is fundamental to the process of a teacher's participation in the Institute—and because we have had many inquiries about the units teachers have prepared and their availability for wider circulation—we have undertaken with support in part from the Carnegie Corporation of New York the compilation of several volumes of exemplary curriculum units. This new form of literature on the Institute will provide concrete examples of teachers' work in our program, and thereby of the application of Institute seminar subjects in school classrooms. It will also illustrate the way in which the Institute emphasizes the inter-relatedness of the teacher's own professional development and curriculum development.

In this regard, Thomas R. Whitaker, Professor and Past Chairman of English, is assisting with the compilation and editing of curriculum units written during the first thirteen years of the Institute. This collection will include the work of Institute Fellows recommended by the Yale faculty members who advised the development of units in their seminars. We expect, with the help of the seminar leaders, to invite a number of Fellows to engage in a process of revision with possible publication in mind. This process will involve not only further editing and clarification but also expansion or revision in the light of actual experience teaching the unit. We will eventually publish either a single volume of up to twelve units in various subject matter areas and on various educational levels, or two volumes, one in the humanities and social sciences and one in the natural sciences. That decision will be made after the emergence of a final list of publishable units.

This new type of publication will make the work of the Institute and its Fellows more widely available to teachers and others interested in this product of university-school collaboration. It will also present a series of units which might be adapted by teachers in other locations who may wish to put the ideas of their New Haven colleagues to direct use. A first volume will be released before the Institute's next national conference, and will provide conference participants with background for discussion of the Institute's work in curriculum development.

The focus will be on central questions confronted by programs which are already established—most notably issues in the preparation of teachers and curricula in urban school districts like New Haven's.

Conferences

During 1990 we began to plan—most likely for the fall of 1991—a next national conference, patterned closely after the successful meeting we organized in 1986. As more institutions across the country begin to work in the Institute's vein and as teachers institutes are established in other communities, we feel a responsibility to provide opportunities periodically for these programs to share information. We have much to gain from each other. At the next national meeting at Yale individuals from teachers institutes in various stages of development will therefore convene to compare their experiences and to offer mutual support and assistance.

We intend for this conference, like the meeting in 1986, to concentrate on thematic issues that cut across programmatic differences among current collaborative ventures, rather than on practical and logistical considerations which necessarily emphasize those differences. As in 1986, we will organize the conference by following the collaborative approach of the Institute itself, first identifying those who might wish to participate and could bring a significant perspective to the exchange,

and then developing an agenda according to their views on both substance and format. While we will provide opportunities for representatives from planned or developing programs to learn about the Institute's model and to receive technical assistance, the focus of the participants' attention will be on central questions confronted by programs which are already established—most notably issues in the preparation of teachers and curricula in urban school districts like New Haven's.

At least one conference session will therefore address the relationship between teacher preparation and curriculum writing. The release of our publication of exemplary curriculum units will afford a natural and practical focus for such a discussion, emphasizing as it will the Institute's approach of unifying these two aims.

The conference might also address the evaluation of school-college collaboration and, in this connection, the results of the Institute's teacher surveys. Such a discussion could help the Institute further to develop the surveys which we have been administering to Fellows and other teachers for the last nine years, and could also lead the assembled group to some preliminary conclusions about how we might eventually be able to compare the results of similar collaborative programs at different locations. The Institute's survey would be a logical starting point for such a discussion.

The Institute and Federal Legislation

On two occasions, in 1985 and again in 1990, sponsors of legislation introduced in the U.S. Congress have regarded the Yale-New Haven Teachers Institute as a model of the type of program their legislation would promote nationally. In 1985 Senator Dale Bumpers of Arkansas first introduced "A Bill to Provide a National Program for Improving the Quality of Instruction in the Humanities in Public and Private Elementary Schools," which he reintroduced in 1990 as S. 2223. This bill would have provided \$180 million over the ensuing three fiscal years for teacher training institutes in the humanities. In 1985 Senator Bumpers invited the Institute's director to testify before the Committee on Labor and Human Resources on the bill because he regarded the Yale Institute as the best model of the institutes which his legislation would promote. The director stated at that time: "The institutes to be established under this bill, with its emphasis on subject matter, collegiality, and teacher leadership, would help to renew and revitalize the profession and the professional life of teachers, and would thereby help both to attract and to retain those individuals whom we now wish to enter and to remain in teaching."

On January 27, 1989, Ernest L. Boyer, in testimony before the Senate Committee on Labor and Human Resources, suggested that the Yale-New Haven Teachers Institute is a model for "summer teacher institutes—controlled by teachers—[which] might be established in every region of the country." Dr. Boyer added, "the Yale-New Haven Institute enables teachers from the New Haven schools to study with senior members of the faculty at Yale during the summer, based on a curriculum teachers themselves have put in place. Teachers say the program has been a key factor in persuading them to stay in teaching." He made similar recommendations in meetings with Augustus F. Hawkins, Chairman of the House Committee on Education and Labor, and others. As a result, Chairman Hawkins sent his Legislative Analyst to New Haven to learn more about the Institute. In the

"The Yale-New Haven Institute enables teachers from the New Haven schools to study with senior members of the faculty at Yale during the summer, based on a curriculum teachers themselves have put in place. Teachers say the program has been a key factor in persuading them to stay in teaching."

- Ernest L. Boyer

*President
The Carnegie
Foundation for the
Advancement of
Teaching*

"We must adopt a more farsighted approach to education. The future costs of inaction—social dislocation, lost productivity, lost tax revenues, failed economic competitiveness, to name only a few consequences—greatly exceed the cost of this legislation."

*- George V. Grune
Chairman
The Reader's Digest
Association*

ensuing months, the Institute's director was asked to provide further information on his experience in New Haven to Congressional staff members as they were developing legislative proposals which were later introduced as H.R. 4130, "The Twenty-First Century Teachers Act." The director was invited to testify on the bill at the principal hearing in Washington held in March 1990. Gordon M. Ambach, Executive Director of the Council of Chief State School Officers, also testified in Washington on H.R. 4130, and George V. Grune, Chairman and Chief Executive Officer of the Reader's Digest Association, provided written testimony in support of the legislation.

Within the broad purposes of H.R. 4130—which would have provided Federal assistance for the recruitment, retention, development, and recognition of school teachers and in particular of minority teachers serving in urban schools and other school districts with special needs—Title III provided \$500 million for the professional development of teachers conducted by partnerships of higher education institutions and local school districts. Eighty percent of this amount would have been distributed for local activities.

In his written testimony on the bill, George V. Grune stated:

I recognize that the funding authorized by this bill—\$800 million—may seem extravagant in these days of budget deficits. However, I view it as a crucial investment in the future of our country. We must adopt a more farsighted approach to education. The future costs of inaction—social dislocation, lost productivity, lost tax revenues, failed economic competitiveness, to name only a few consequences—greatly exceed the cost of this legislation.

Subsequently, the professional development activities, which were Title III of H.R. 4130 were incorporated in H.R. 5115, which was passed by the House in July. Similar legislation was not, however, passed by the Senate.

EVALUATION

In part with a special grant from the College Board, during the past year we accelerated the pace of analysis of data from teacher surveys which the Institute developed and has administered during the past nine years. These include a questionnaire for Fellows to complete at the conclusion of their participation, which has been administered annually since 1986. Other questionnaires, in 1982 and 1987, surveyed all New Haven teachers, both those who have been Fellows and those who have not, on specific issues relating to the Institute and, more generally, on many of the widely publicized proposals that have been made in recent years for the improvement of public schools. We are undertaking further analysis of these data and expect to release a detailed report on the results during 1991.

The section of the present report on the 1990 program cites many of the findings of the 1990 Fellows survey; findings with respect to teacher leadership in the Institute are provided below. In examining the foregoing and following results, however, the reader will gain an understanding of more than one year's program: The data we have collected are highly consistent over time. With few exceptions, the Fellows' responses in 1990 are quite similar to those from previous years. The findings presented here therefore resemble those which the upcoming, more detailed report will contain.

Teacher Leadership in the Institute

Commenting on the teacher leadership in the Institute, Fellows expressed satisfaction with the way their school Representatives contributed to the program this year. Almost all (97 percent) thought that their Representative was sufficiently available before the Institute began to discuss the program, and 82 percent felt that their Representative had kept them well informed about Institute services and materials. Most (93 percent) thought their Representatives maintained frequent contact with teachers who were prospective Institute participants, and 91 percent said they offered useful assistance to teachers who were applying.

In evaluating the Institute teacher Coordinators, 92 percent of Fellows agreed that the Coordinator in their seminar provided teacher leadership without diminishing the collegial relationship within the seminar. Two thirds said that the Coordinators provide strong teacher leadership within the Institute. Ninety percent thought that their Coordinator had been helpful in monitoring the process of the seminar through observation and conversation with the members, and most (93 percent) thought they acted as a resource by providing information about the use of University facilities. Similarly high percentages of Fellows thought the Coordinators were helpful in providing information about the deadlines and guidelines for unit writing. Eighty-three percent said they assisted in making any needed changes in the syllabus of readings for the seminar, and in arranging discussions and scheduling presentations of work-in-progress on Fellows' units.

Ongoing Study of Fellows Who Have Remained in Teaching in New Haven

In 1990 the Institute updated its ongoing study of Fellows who have remained in teaching in New Haven. This provides potential evidence—buttressed by the results of other studies—about the effects of the Institute in retaining in teaching in New Haven individuals who have participated in the program. The study shows that of the 309 individual teachers who completed the program successfully at least once between 1978 and 1990, two-thirds (203) are still teaching in a New Haven Public School. An additional 13 individuals (5 percent) have assumed positions in the New Haven Public Schools administration, and one Fellow is on leave from secondary teaching. Thus 70 percent of all Fellows who have participated since 1978 currently work in the New Haven Public Schools. The following table shows the proportion of current New Haven school teachers, by subject and school level, who have participated as Fellows.

INSTITUTE FELLOWS AS A PERCENTAGE OF ELIGIBLE NEW HAVEN TEACHERS

	Middle Schools	High Schools
<i>Overall, 40 percent of all New Haven middle and high school teachers of the humanities and the sciences have completed the Institute successfully at least once.</i>		
English	53%	37%
History	45%	53%
Foreign Language	26%	19%
Arts	59%	33%
Math	15%	25%
Science	36%	25%
<u>TOTAL</u>	43%	37%

As the table above also shows, a similar proportion of middle school teachers (43 percent) and high school teachers (37 percent) have participated in the Institute. Overall, 40 percent of all New Haven middle and high school teachers of the humanities and the sciences have completed the Institute successfully at least once.

With respect to the number of years Fellows still teaching in New Haven have taken part in the Institute, 40 percent have participated once, 39 percent have taken part either two or three times, and a few other Fellows have participated between four and twelve times. Thus, while the Institute has served a significant proportion of all eligible New Haven teachers, and while it has become a regular part of the professional lives of some teachers, there are many teachers who have yet to

participate and others who we hope will participate on a more recurring basis.

On the other hand, of Institute Fellows who have left the New Haven school system, 80 percent completed the program only once or twice, and only six individuals (6 percent) completed the program four or more times. Thus, as an indication of its cumulative influence in the New Haven school system, the Institute has worked in the most sustained way with those individuals who have chosen to remain in teaching in New Haven schools.

Significant with respect to the capacity of professional development programs such as the Teachers Institute to work successfully with a cross-section of school teachers, the New Haven teachers who have been Institute Fellows are highly representative of all New Haven teachers in terms of age, sex, race, academic background, and teaching experience. Because of the importance of attracting, retaining, and developing minority teachers, we cite in particular the fact that the percentage of Black and Hispanic teachers who have completed the Institute closely reflects the proportion of Black and Hispanic teachers in the New Haven Public Schools. One-third (32.8 percent) of all Institute Fellows are minority teachers. The following table also shows the disparity between Black (non-Hispanic), White (non-Hispanic), and Hispanic students and their teachers.

INSTITUTE FELLOWS COMPARED WITH ALL NEW HAVEN TEACHERS AND STUDENTS

	White	Black	Hispanic	Other	Total
Institute Fellows	67.2%	27.4%	5.4%	0.0%	100%
All New Haven Public Schools Teachers	67.8%	24.6%	6.7%	0.9%	100%
New Haven Public School Students	17.8%	59.1%	21.5%	1.6%	100%

The New Haven teachers who have been Institute Fellows are highly representative of all New Haven teachers in terms of age, sex, race, academic background, and teaching experience.

Next Steps

The Institute's ongoing evaluation, which employs the perspectives of several methodologies, will continue to reveal and document the effects of the program on teaching and learning in New Haven. Hopefully, this can also suggest future directions for innovative research at a time when many individuals are calling for the development of new approaches in education evaluation generally, and for the identification specifically of the most promising means for assessing the results of collaborative programs.

As mentioned above, in 1991 the Institute will release a detailed report on the results of the system-wide and Fellows surveys conducted since 1982. We also plan

Annual Report: Next Steps

to examine the relationship among the different studies undertaken during this period in order to prepare a more comprehensive statement of their results. Such a statement, not driven by the individual methodologies of its component parts but guided by a larger concern for the ways in which university-school collaboration can strengthen teaching and improve learning in urban public schools, will constitute an overview and thematic account of the Institute's accomplishment and promise. This account will be of value not only to the Institute in New Haven, but potentially to similar projects being developed across the country.

Starkman will report to the capacity of postsecondary education to prepare teachers for the teaching profession in work environments with a high degree of complexity. The New Haven teachers who have been teaching in urban and public schools are a representative of all New Haven teachers in terms of age, sex, race, and experience. The Institute's research on teaching and learning is based on the fact that the teaching and learning of Black and Hispanic teachers in the New Haven Public Schools is a central part of the Institute's research. The Institute's research on teaching and learning is based on the fact that the teaching and learning of Black and Hispanic teachers in the New Haven Public Schools is a central part of the Institute's research.

INSTITUTE FELLOWS COMPARED WITH ALL NEW HAVEN TEACHERS AND STUDENTS

	White	Black	Hispanic	Other	Total
Institute Fellows	62.1%	37.9%	0.0%	0.0%	100.0%
All New Haven Public School Teachers	67.2%	32.8%	0.0%	0.0%	100.0%
New Haven Public School Students	11.8%	88.2%	0.0%	0.0%	100.0%

The Institute's research on teaching and learning is based on the fact that the teaching and learning of Black and Hispanic teachers in the New Haven Public Schools is a central part of the Institute's research. The Institute's research on teaching and learning is based on the fact that the teaching and learning of Black and Hispanic teachers in the New Haven Public Schools is a central part of the Institute's research.

As mentioned above, in 1991 the Institute will release a book that reports on the results of its research on teaching and learning in urban public schools. This book will be of value not only to the Institute in New Haven, but potentially to similar projects being developed across the country.

FINANCIAL PLANS

Although there is little or no precedent for a university to endow the kind of educational partnership the Institute represents—and although we know endowment fund raising will be difficult even with the DeWitt Wallace-Reader's Digest and NEH challenge grants described below—we believe that we have developed a realistic plan for building a \$5 million permanent fund for the Institute's humanities program. At the same time we hope to be able to secure an additional \$2 million to provide the Institute's work in the sciences a similar financial stability. On October 25 we announced publicly the fund-raising initiative for the Institute with 40 percent of our goal in the humanities already met. During the fund-raising period, we can build on a solid record of educational and financial success, as well as on the Institute's national reputation. Moreover, as President Benno C. Schmidt, Jr. has stated, we believe that many donors will want to make gifts to the Institute's endowment because "such gifts are a truly creative investment that shapes the future and changes the world more than an endowment that endows more traditional parts of the University's program."

Income from \$7 million in endowment and reserve funds will thus support the Institute's work in perpetuity, replacing the annual, outside grants on which the program has depended, but which it cannot expect to continue indefinitely to secure for its basic operations. We will then be free to seek short-term grants for valuable new activities and for further evaluation of the results of the program, as well as for dissemination of the program nationally through conferences, consulting, and other ways. The Endowment Fund for the Teachers Institute will thus allow us greatly to magnify the impact and to extend the influence of our collaboration.

By establishing an endowment, we also want to transform perceptions of the Institute so that it is viewed, not as an ephemeral project, but as a permanent and central function of a major university which is committed to collaborating with school teachers and to strengthening teaching and learning of the humanities and the sciences in local public schools and in schools across the country. We want to send a powerful signal to other institutions that Yale believes that our work with school teachers is crucially important and directly in its own self-interest. We should not underestimate how influential this may be with other institutions and schools. At a time when it is highly important for the leading universities across the country to be more outspoken and involved in strengthening teaching in schools, endowing the Institute demonstrates a way for faculty members in academic departments, who otherwise might have little or no involvement in preparing school teachers, to contribute effectively to teachers' continuing education. We will work therefore for similar institutes to be established permanently at other universities across the country, thereby bringing potentially immense resources to bear on improving the content and rigor of instruction in many other specific school districts.

The fund-raising plan announced in October is designed to increase and to sustain annual expendable support and at the same time to secure \$5 million to endow the Institute's work in the humanities. This will mean an aggressive effort to secure current use and endowment monies.

When in 1983 we first undertook to develop a campaign to make the Yale-New Haven Teachers Institute a permanent link between the University and the Public

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Both the DeWitt Wallace-Reader's Digest challenge grant and the anticipated NEH challenge grant will match funds the Institute raises in the form either of cash reserve or of endowment.

Schools, we anticipated many of the difficulties of the campaign, but we did not fully appreciate how much time would be required to conduct the campaign successfully. Initially we knew that endowment funds are the most difficult form of support to raise. We also understood that the unique nature of the Institute takes it outside the traditional University fund-raising areas. Our Development Office had not before systematically identified and maintained information on prospects that might have this interest, as compared with some twenty-five other areas, such as the arts and athletics, where reliable prospect lists were already at hand. Moreover, we knew that the concentration of the program on the public school system in our own community—whatever the scope of our activities nationally to disseminate the program—would pose limitations on our fund raising. There is only one local foundation, our community foundation, to which we can appeal for grants, and the base for corporate fund raising in New Haven, known as the “seventh poorest” city in the nation, is extremely limited. We therefore have had to develop not only lists of prospective donors, many of them outside New Haven, but also a realistic strategy for the campaign. During the past three years especially we have made considerable progress in both respects. Most important is the \$2 million challenge grant from the DeWitt Wallace-Reader's Digest Fund, announced on October 25, which promises to make our total endowment goal achievable within the next four years.

Based, then, on our research and our fund-raising experience of the past thirteen years—and also on the earlier advice of our National Advisory Committee—we have developed a detailed strategy and determined the order of a series of nine steps, described below, to make the Institute's work financially secure, beginning with the 1994 program year. The Institute director has overall responsibility for carrying out this plan and has the assistance of the Yale Development Office's Foundation and Corporate Relations director and staff, as well as the Major Gifts staff. In addition, expendable income from the Endowment Fund during the next four years will be used to add staff within the Institute both to free a portion of his time so that he may concentrate more on the endowment initiative, and to assist with the initiative in other ways.

First, the University and the Schools, which from the outset have engaged in major cost sharing, have increased further their commitment to the direct costs of the Institute. During the fund-raising period they will provide a majority of project costs. Second, the University has guaranteed that, beginning in 1994, when the Endowment Fund for the Teachers Institute will begin to support its annual programs, the University will continue to provide at least the same level of its financial support for the Institute. That is, expendable income from the Endowment Fund will provide only those direct costs of the Institute which presently and during the next three years must be borne by funders from outside Yale; thus none of the endowment income will be used to reduce the future level of University support for the Institute. Until 1994 the use of all endowment income is restricted to the fund-raising costs described above, to increased national dissemination activities, and to growth in endowment funds.

Third, we received during 1990 a magnificent \$2 million endowment challenge grant from the DeWitt Wallace-Reader's Digest Fund. The entire amount is eligible for matching under the terms of the NEH challenge grant described below, and represents one-half of the requirement for raising matching gifts to obtain the full NEH challenge. In turn, by awarding a challenge grant the NEH can assist us in fulfilling the terms of the DeWitt Wallace-Reader's Digest challenge grant, and will

Annual Report: Financial Plans

provide a context and encouragement for our seeking a larger endowment than the DeWitt Wallace-Reader's Digest Fund can by itself provide.

Both the DeWitt Wallace-Reader's Digest challenge grant and the anticipated NEH challenge grant will match funds the Institute raises in the form either of cash reserve or of endowment. Thus, as we had earlier hoped, the seminal grant awarded in December 1987 by the Ford Foundation to establish the Cash Reserve Fund for the Institute has provided a viable and valuable alternative for donors who wish to assist in the long-term continuation and financial capacity of the Institute, but whose policies preclude giving to endowment.

In 1982 Fred Hechinger wrote his first of several columns in **The New York Times** on the Yale-New Haven Teachers Institute; he spoke then of the Institute's establishment as signalling a "reversal of the twenty-year breach between universities and schools." In December 1990 in **The Times**, Mr. Hechinger pointed to the significance of the grant, not only for the Teachers Institute in New Haven, but also for university-school collaboration across the country. "When the DeWitt Wallace-Reader's Digest Fund recently gave \$2 million to the Yale-New Haven Teachers Institute," he wrote, "the relationship between colleges and local public schools entered a new era. This major underwriting of one of the earliest university-school compacts is expected to have great impact in furthering such cooperation." This statement was even more heartening because Mr. Hechinger chose the Institute as the subject for his final substantive column in **The Times** before his farewell column, after writing on education for the newspaper since 1959.

Fourth, the National Endowment for the Humanities, by awarding \$483,582 in outright program support for the next three years, from January 1991 through December 1993, has ensured the undiminished continuation of the Institute's program in the humanities while at the same time allowing the Institute more to concentrate in fund raising in seeking endowment support for the future. The renewed funding from the NEH, which now totals \$1,497,098 over the 16 year period from 1978 through 1993, has thus not only provided indispensable support for the Institute's development but also has greatly increased the prospects for its permanence.

Fifth, the University is applying for a \$1 million NEH challenge grant for endowment funds for the Institute humanities program. The fact that this is the last grant of this type from the NEH for which the University may ever apply underscores the high priority which Yale attaches to endowing the Institute.

Sixth, we have identified another ten foundations that we are currently approaching to conduct fund raising for endowment and cash reserve, also to be submitted for matching. As indicated above, grants of both types will qualify for matching by the NEH and by the DeWitt Wallace-Reader's Digest Fund. Other foundation approaches, in which we believe the NEH challenge grant award will be especially persuasive, we will defer until after notification that the award has been made. The total amount we have targeted in these proposals is over \$1 million. We have already been notified of the following endowment or reserve matching grants totalling \$145,000 which were made in 1990: \$60,000 from the Carolyn Foundation, \$35,000 from the William Randolph Hearst Foundation, \$25,000 from The Bay Foundation, and \$25,000 from the Horace W. Goldsmith Foundation.

"When the DeWitt Wallace-Reader's Digest Fund recently gave \$2 million to the Yale-New Haven Teachers Institute the relationship between colleges and local public schools entered a new era."

*- Fred Hechinger
The New York Times
December 5, 1990*

About Education

Fred M. Hechinger

With Yale as a model, universities and public schools enter an era of cooperation.

When the DeWitt Wallace-Reader's Digest Fund recently gave \$2 million to the Yale-New Haven Teachers Institute, the relationship between colleges and local public schools entered a new era. This major underwriting of one of the earliest university-school compacts is expected to have great impact in furthering such cooperation.

To underscore the grant's importance, Yale has simultaneously started a drive to raise a \$5 million endowment for the institute.

The institute, now in its 12th year, shows how a university faculty can play an important role in improving public education. It offers seminars for teachers in New Haven's middle and high schools. Together, the professors and the teachers, known as Yale Fellows, study topics of interest to both, and the Yale faculty members often spend time in the schools to find out what the teachers need.

The teachers, in turn, are made to feel at home on the Yale campus, enjoying even that ultimate seal of belonging: parking permits.

In the latest annual questionnaire, 92 percent of the fellows thought public schools would be improved if teachers had stronger preparation in academic subjects. Recent Yale Fellows seminars have included topics like "Crystals in Science and Technology" and "Family Ties in Latin American Fiction."

Since the institute's creation in 1978, 307 New Haven teachers have completed the program, and 71 Yale professors have participated. The seminars meet from March to July, and are in addition to the teachers' normal workload.

James R. Vivian, the institute's director, said: "Teachers tell us the program increases their confidence and enthusiasm for the subject they study and has encouraged them to remain in teaching in our city."

One teacher said she had turned down several lucrative offers from neighboring school districts because it would mean giving up the Yale program.

The fellows' responses illustrate their hunger for a little sensitivity. One fellow, commenting on a Yale seminar leader, said, "She taught an area I was not versed in without making me feel inadequate or ignorant."

Another called "the pleasure of being exposed to my seminar leader

and his vast knowledge and humanness one of the high points in my many years of teaching."

The meeting of the two usually distant worlds seems equally revealing for the Yale faculty.

"I have certainly found this seminar to be most educational," one seminar leader said. "I had no idea that the problems facing inner-city schools were so acute. There is nothing like meeting these teachers in person."

In announcing the Reader's Digest grant, George V. Grune, chairman of the fund, said he hoped it would encourage support for similar programs at other universities.

Teachers participating in the seminars get a \$1,000 stipend. The topics are mutually agreed upon by teachers and professors. New curriculums written by the participants are made available to all New Haven schools.

Yale is not alone in such school-college cooperation, but its early start and high prestige have made it a model. The fact that Yale does not have a school of education may actually have helped: at universities with education schools, the arts and science faculty tends to leave it to the education professors to deal with the public schools' problems. At Yale, the task is left to the entire faculty, including senior professors.

Personal leadership is crucial. When the institute was planned, a fervent supporter was A. Bartlett Giamatti, then a faculty member. When Mr. Giamatti was appointed Yale's president, he continued his support of the institute. His successor, Benno C. Schmidt Jr. has since reaffirmed its importance by pledging creation of an endowment.

Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, called the institute a political success as well. "It's no secret that the university and New Haven are two separate worlds," he said. The institute, he added, "has put a human face on the university, opened doors and focused resources where they are needed."

Perhaps the most poignant comment came from one of the New Haven teachers: "I liked being treated as if I mattered: the comfortable chairs, the coffee — and the chance to talk to other teachers. Teachers will act like professionals when treated like professionals."

Seventh, we will conduct a local corporate campaign for endowment. Based on the advice of local business leaders with whom we have been meeting periodically during the past six years, and on the success of our two earlier campaigns for local corporate support for annual operating costs, we have set an ambitious goal of \$200,000 to be raised from local companies. This represents 10 percent of the balance remaining, after the DeWitt Wallace-Reader's Digest grant, which we must raise to secure the full NEH challenge. The business leaders with whom we have been conferring believe that local companies will be particularly responsive to this one-time appeal for their assistance in making the Institute permanent, even though current economic conditions most probably will limit their capacity to contribute.

Eighth, having demonstrated by this local fund raising that the community that benefits most directly from the Institute supports its endowment to the fullest extent possible, we then will approach the major corporations beyond New Haven that we have identified as endowment prospects.

Ninth, and of genuine importance to the eventual success of the endowment campaign, with annual support from the College Board between 1984 and 1989, we developed information on individual donors who are major gift prospects for the endowment initiative. We will approach the more than 1000 of these prospects who are Yale alumni. We will also solicit numerous individuals who are not alumni.

The year 1990 thus marked the culmination of thirteen years of developing the program and planning for its long-term continuation. With the DeWitt Wallace-Reader's Digest Fund challenge grant the Institute now is on the threshold of genuine financial stability as we undertake to build a more adequate Endowment and Reserve Fund for the future. In this way the Institute can realize more fully the promise it holds for teachers and students in New Haven, and in other cities and towns across the country.

As President Benno C. Schmidt, Jr., said in acknowledging the two major grants the Institute was awarded during 1990:

These splendid gifts will be the beginning of further efforts on our part to strengthen this Institute on behalf of the teachers and students of New Haven....We will continue with the help of these two very generous grants [from the DeWitt Wallace-Reader's Digest Fund and the National Endowment for the Humanities] to make this Yale-New Haven Teachers Institute as good as the best ought to be. It is the best, and so we must make it as good as the best ought to be in university-public education collaboration.

The National Endowment for the Humanities, by awarding \$483,582 in outright program support for the next three years, from January 1991 through December 1993, has ensured the undiminished continuation of the Institute's program in the humanities.
