



**YALE-NEW HAVEN
TEACHERS INSTITUTE**

**Annual Report
1991**

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Teachers Institute

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The present report describes the Institute's 1991 program for the New Haven teachers who participated as Fellows and summarizes the Institute's recent activity in dissemination, evaluation, and fund raising. It draws heavily on the evaluations written by Institute seminar leaders and Fellows at the conclusion of their participation. The Fellows evaluation questionnaire included both multiple-choice and open-ended questions. The report contains information on the national conference which the Institute held in New Haven in December, and on a new compilation of Institute-developed curriculum units released at the conference and entitled *Teaching in New Haven: The Common Challenge*. With respect to program evaluation, it provides highlights from a new "Progress Report on Surveys Administered to New Haven Teachers, 1982-1990." Finally, it discusses the significance of a major endowment challenge grant awarded in December by the National Endowment for the Humanities and the way in which this challenge will assist the Institute by stimulating new gifts and grants.

THE 1991 INSTITUTE

Beginning in the fall of 1990, the teachers who serve as the Institute Representatives and Contacts for their colleagues canvassed other teachers throughout New Haven elementary, middle, and high schools to determine the subjects they wanted Institute seminars to address in 1991. The Representatives met twice monthly and communicated individually with the school Contacts with whom they were responsible for staying in close touch. This process resulted in the Institute organizing six seminars.

With support from the new program grant from the National Endowment for the Humanities, described below, the Institute offered four seminars in the humanities:

"Multi-disciplinary Studies in American Regions
and Regionalism,"
led by Howard R. Lamar,
Sterling Professor of History

Annual Report: Content of Seminars

"The Family in Art and Material Culture,"
led by Jules D. Prown,
Paul Mellon Professor and Chairman of History
of Art

"Afro-American Autobiography,"
led by Robert B. Stepto,
Professor of African and Afro-American Studies,
American Studies, and English

"Recent American Poetry: Expanding the
Canon,"
led by Thomas R. Whitaker,
Frederick W. Hilles Professor of English and
Professor of Theater Studies

With support from the Carnegie Corporation of New York and the Howard Hughes Medical Institute, the Institute also offered two seminars in the sciences:

"Adolescence/Adolescents' Health,"
led by Walter Anyan, M.D.,
Professor and Section Chief of (Adolescent
Medicine) Pediatrics

"Global Environmental Change,"
led by Karl K. Turekian,
Silliman Professor of Geology and Geophysics
and
Director of the Center for the Study of Global
Change

Content of the Seminars

"Multi-disciplinary Studies in American Regions and Regionalism," led by Howard R. Lamar

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One of the fundamental concerns of historians of the American past has been the role sections or regions and regional self-consciousness have played in shaping that past. Even at the beginning of the national period, New England, the Middle Atlantic States, and the South appeared to be distinctive societies as well as distinctive geographic regions.

Throughout the first half of this century historians have maintained that, quite apart from the explosive issues of slavery and abolition, strong sectional differences between the North and South were a major cause of the Civil War. Since 1960 historians have been justifiably concerned with the grossly neglected histories of minorities, women, cities, and towns, while mastering a score of new research and analytical techniques: Within the last decade, however, interest in environmental history, multi-disciplinary approaches to the history of a region, and expressions of a new regional self-



Michael Marsland, Yale University, Office of Public Information

The seminar on "Regions and Regionalism," led by Howard R. Lamar. (Left to right: Mr. Lamar and Fellows Lystra M. Richardson and Barbara C. Trader.)

consciousness in various sections of the West, have produced a new generation of historians, social scientists and literary writers interested in regions. Thus it seems an appropriate time to reassess the older regional approaches and to master the newer ones, for the latter hold the promise of providing new content as well as fresh interpretations to be used in teaching the American past.

A review of the new writers and their methods and findings was one of the tasks of the seminar led by Howard R. Lamar. The purpose of this seminar was threefold: (1) to acquaint teachers with the regional theme in American historiography by looking at key documents and texts, by reading the work of outstanding regional historians and, when appropriate, by reading a major work of regional fiction; (2) to familiarize the seminar members with theories of regionalism with the expectation that these examples of method and conceptualization can be used in classroom teaching; (3) to allow the Fellows to read the most significant of the new studies employing a regional approach. These were also selected with the idea in mind that teachers may use some of these in their own courses or find them helpful in the preparation of their courses.

Obviously it was impossible to provide a full history of all American regions, but the seminar attempted to provide useful readings for the following regions: New England; the South; the Midwest; the Southwest (including Texas); California; the Pacific Northwest; and the Great Plains. The main emphasis, however, was on the role of regions and regionalism in American history, regional theory, and the major new works on regional history.

"The Family in Art and Material Culture," led by Jules D. Prown

The seminar led by Jules D. Prown explored modes of utilizing object analysis as a means of enlarging our cultural understanding of other times and places, as well as our own. Artifacts, including art, constitute a special category of historical events—things that happened in the past—that not only embody conscious and unconscious beliefs of the culture that produced them, but, unlike other historical events, continue to exist in the present. They can be re-experienced, affording us a privileged mode of non-verbal, affective access to other cultures. This differs from traditional verbal and statistical scholarship, and can lead to new cultural insights. Pedagogically, it opens up the possibility of making other cultures—other ways of life and thought—more comprehensible to students who have difficulty absorbing verbal information, or who are immediately dismissive of cultures different from their own.

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This seminar was structured around the analysis of family images and objects of everyday life as both factual historical evidence and metaphorical expressions of unspoken belief. Emphasis was placed on key stages of family life—birth, childhood, marriage, parenthood, aging, and death. The assigned reading and object analysis in the seminar focused on England and America, including work with objects in the Yale Art Gallery and the British Art Center. Some participants developed units dealing with other cultures.



Institute Fellows Carol L. Cook and Ruth M. Wilson in the seminar on "Afro-American Autobiography."

Michael Marsland, Yale University, Office of Public Information

“Afro-American Autobiography,” led by Robert B. Stepto

The seminar led by Robert B. Stepto studied African American autobiographies, mainly of the 20th century. Some of the broad concerns included the particular tensions between the public and private self in black autobiography; education as a concern and goal in these autobiographies; the issue of reading autobiographies in search of role models; sense of place in black autobiography—where “home” may be found in paradigms pitting the country versus the city.

Certain forms and sub-genres of black autobiography were more important than others. For example, there was some review of historically important forms such as the slave narrative and spiritual autobiography. Another form studied was the “cause” narrative, in which selves are defined in great part by the causes they undertake. Yet another principal form was the autobiography of a childhood, which necessarily concentrates on placing individuals in family contexts (of very different configurations). The authors read included F. Douglass, H. Jacobs, I. B. Wells, C. Brown, M. Angelou, J. Comer, and M. Mebane.

“Recent American Poetry: Expanding the Canon,” led by Thomas R. Whitaker

The academic training of most teachers of English has been confined, for the most part, to poetry by Anglo-American writers. This country, however, increasingly understands itself to be a multi-ethnic community. A notable effort to expand the literacy canon to reflect the multiplicity of traditions in the United States is the new *Heath Anthology of American Literature* (1990). Thomas R. Whitaker used volume 2 of that anthology as the primary source for an investigation of the diversity of recent American poetry.

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The seminar began with a backward glance--to some earlier Native American, African-American, Spanish-American, and Chinese-American poems--and then concentrated on poems by Sonia Sanchez, Amiri, Baraka, Audre Lord, Jay Wright, Ishmael Reed, Michael S. Harper, Bernice Zamora, Simon Ortiz, Janice Mirikitani, Pedro Pietri, Robert Hill Whiteman, Wendy Rose, Victor Hernandez Cruz, Carolyn Forché, Joy Harjo, Garrett Hongo, Tato Laviera, Gary Soto, Lorna Dee Cervantes, and Cathy Song. The seminar looked at some stylistic ancestors of these poets—e.g., William Carlos Williams, Denise Levertov, Theodore Roethke—for comparison. A major question for the seminar was: To what extent does ethnic or cultural diversity lead to differences in style, theme, or poetic strategy? (The listing of recent poets

includes African-American, Spanish-American, Asian-American, Hawaiian-American, Native American, and Slovak-American.) The basic readings were all included in volume 2 of the new *Heath Anthology*, but Fellows were encouraged to extend their acquaintance with selected poets in their published volumes.

"Adolescence/Adolescents' Health," led by Walter Anyan

This seminar, led by Dr. Walter Anyan, attempted to build a solid foundation of knowledge about four closely inter-connected aspects of adolescence: cognitive development, sexual maturation, physical growth, and changes in interpersonal and social relationships. In considering each of these topics, the impact they have on adolescents' behavior was emphasized.

The fund of knowledge about adolescence was also used to explore several areas that affect adolescents' health. Contraception, pregnancy, adolescent parenting, and sexually transmitted infections (including AIDS) made up one set of topics. Drug abuse, depression and suicidal behavior constituted a second set, and a third set included study of acne and of obesity and anorexia nervosa. Active participation in the seminars was based on extensive directed and self-directed readings in the literature of medicine, psychology, sociology, autobiography and fiction.

This seminar attempted to build a solid foundation of knowledge about four closely inter-connected aspects of adolescence.



Institute Fellows in the seminar on "Adolescence/Adolescents' Health." (Foreground: Grayce H. Storey and Joseph H. Lewis; background: Bethania U. Hernandez and Lynn S. Marmitt.)

"Global Environmental Change," led by Karl K. Turekian

What happens in one part of the Earth affects the other. The sense of the globe as one has been imprinted on us because of three observations, although we were being prepared for that view by international communications and travel and World War II: (1) the vision of the Earth by the astro-

nauts returning from the moon; (2) the concept of plate tectonics and the coupling of continents and oceans; and (3) the anthropogenic release of certain gases to the atmosphere which engulfs us all.

Most discussions of global change have been focusing on "global warming" or the ozone hole growth above the polar regions or other forms of global pollution. Global change is more than that. It is the essence of the history of the planet. Even larger changes in atmospheric composition, earth surface temperature and sea levels have occurred in the past than are projected for the immediate future, based on current trends of human actions.

The seminar tried to unravel the record of global change, the effects on life, especially humans, and the prospects.

The seminar led by Karl K. Turekian therefore tried to unravel the record of global change, the effects on life, especially humans, and the prospects. In order to understand the record and to project into the future it attempted to understand the processes responsible for natural and anthropogenic changes in the Earth's environment. Lastly, it considered how this grand view of the Earth can affect our thinking about the politics and sociology of global change: what can we reasonably do to influence or ameliorate global change for the benefit of humans and how we can live with what we cannot change?

Teachers participating in the seminar primarily read articles in magazines, books, and journals, copies of which were made available for each seminar session. A review of the solid earth, oceans and atmosphere using the seminar leader's paperback, *Oceans*, was made in the seminar. Finally, the seminar examined current newspaper reports on views of global environmental change. A field trip to the shore and visits to museums were included toward the end of the sequence.

The Fellows Application and Admissions Process

Having worked with teachers in their respective schools during the preceding months, the Institute Representatives met on January 8 to receive for distribution in all schools copies of the Institute application form, brochure, and descriptions of the seminar. At this meeting there was a general presentation on the subjects of the seminars to ensure that all Representatives could accurately explain to their colleagues the purpose of each seminar.

During the following week, the Representatives conducted an information session held on the Yale campus for interested teachers. Representatives explained to the entire group who attended the nature of each seminar and then conducted small group discussions on the seminars in which they themselves intended to participate. As in recent years, this proved to be an efficient means for providing a large number of teachers an overview of all Institute offerings and for answering specific questions about seminars to which they were considering applying.

The following week, on January 22, the Representatives met again to discuss their progress in working with prospective applicants and to hand in their own completed applications. The final application deadline for teachers applying to the Institute was February 1, about one week earlier than in preceding years. This date was selected so that teachers would apply in advance of the February school vacation. In this way, the office would have the period of the school vacation to process application materials for the upcoming review, and the review could be completed during February to provide an earlier notification to the teachers who were accepted.

There are four principal criteria for teachers to be eligible for consideration as Fellows. First, the applicant must be a current New Haven school teacher who also will be teaching in New Haven during the school year following Institute participation. Second, the teacher must agree to participate fully in the program by attending and coming prepared to all scheduled meetings and by completing research and meeting due dates in the preparation of an individual curriculum unit. Third, the teacher must demonstrate in the application that his or her specific interests are directly related to the seminar as it has been described by the seminar leader. Fourth, the applicant must also show that the seminar and the curriculum unit that he or she proposes to write are directly related to school courses that he or she will teach in the coming school year.

In addition, beginning in 1990, we decided to place a firm limit of no more than twelve teachers in any seminar. We believe that this small size of the seminars is indispensable both for the collegiality of the Institute experience and for the individual attention that each teacher's work in progress receives from the seminar leader and from other teachers in the seminar.

Writing the application is the first step in Fellows bringing the results of the seminar into their own teaching.

By the application deadline, the Institute Representatives, assisted by the school Contacts, had collected applications from New Haven teachers in the humanities and in the sciences. The application form calls for each interested teacher to specify the subjects and grade levels they teach, the course or courses in which they plan to introduce the material they study in the Institute, and their willingness to meet each of the Institute's requirements for full participation. The applicants also write a brief essay describing why they wish to participate in the seminar to which they are applying, and how the curriculum unit they plan to write will assist them in teaching some aspect of the seminar subject in their own classroom. Writing this short essay is, in effect, their first step in the formulation of a curriculum unit through which they will bring the results of the seminar into their own teaching.

The applications teachers submitted 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 generally. In order for a teacher to be accepted into the Institute, his or her supervisor must verify that the seminar and planned curriculum unit are consistent with the curriculum which that teacher is assigned to teach. This year the Institute provided the supervisors a list and copies of applications of all the teachers applying from their departments and then, two days later, held a meeting involving all of them so that there could be a general discussion of the seminars to be offered, the teachers applying, and any problems in the applications. In this way, the supervisors could confer with one another about the proposals of teachers planning to develop interdisciplinary units or teachers who are assigned to teach more than one subject area.

At the same time, the Institute seminar leaders examined the applications for 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 were actually applying. By conducting their reviews before February 22, the school administrators and seminar leaders were able to provide timely information about any problems they found in the applications.

As we have done in the past, the Institute formed a group of teachers to serve as Coordinators to assist with the organization and smooth operation of the seminars. At least one Coordinator participates as a Fellow in each seminar, and they meet together weekly with the director. They also serve as an admissions committee. They met on February 5 with the school Representatives and on February 6 by themselves to conduct a first reading of the applications teachers had made to their respective seminars. On February 22, the Coordinators then met all day, by taking professional leave, for their final reading of and decision on the applications. An indication of the New Haven Public Schools' ongoing commitment to the Institute is the fact that this professional leave was approved for Institute Coordinators, even though as a result of budgetary constraints other professional leave had been canceled for the year throughout the school system.

During their final application review, the Coordinators 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 in the school courses they teach. As a result, on March 1 the Institute accepted as Fellows 58 New Haven teachers, 41 in the humanities and 17 in the sciences. Consistent with the Institute's desire to serve the largest possible proportion of all New Haven teachers, 11 of the teachers accepted in 1991 were participating in the Institute for the first time; 9 of these first-time Fellows were in the humanities and two were in the sciences.

Numerous studies of the Institute have demonstrated the diversity of

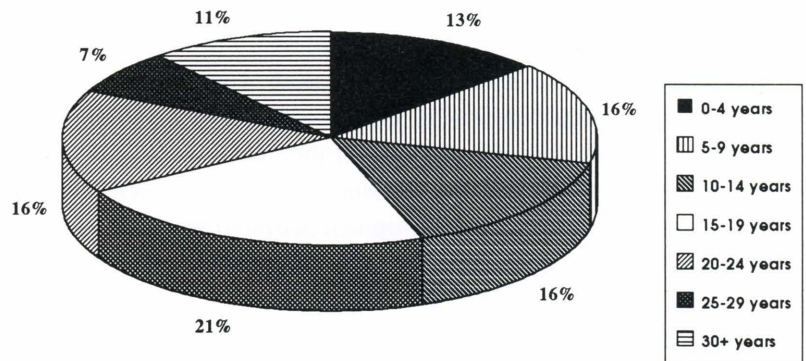
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Annual Report: Application and Admissions

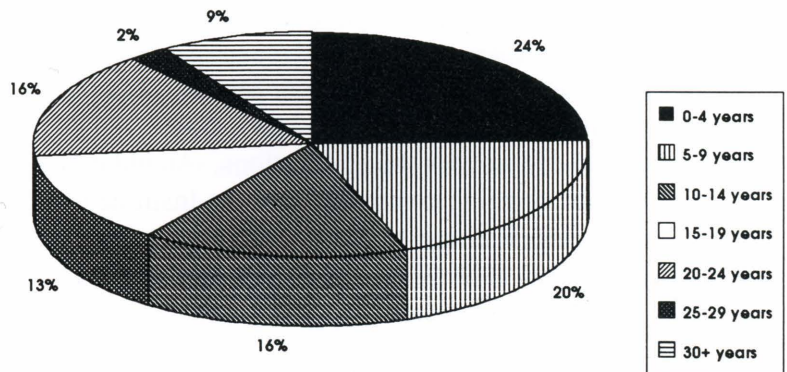
Fellows in terms of their demographic characteristics, teaching experience, and previous preparation. In these and other respects, Institute Fellows have always been highly representative of all teachers in the New Haven Public Schools. The teachers accepted to participate as Fellows in 1991 are no exception. The figures below show the Fellows' teaching experience at the time of their Institute participation. Although two-thirds of Fellows (68 percent) have ten or more years of teaching experience, two thirds (67 percent) have been in their present teaching position nine or fewer years.

Institute Fellows have always been highly representative of all teachers in the New Haven Public Schools.

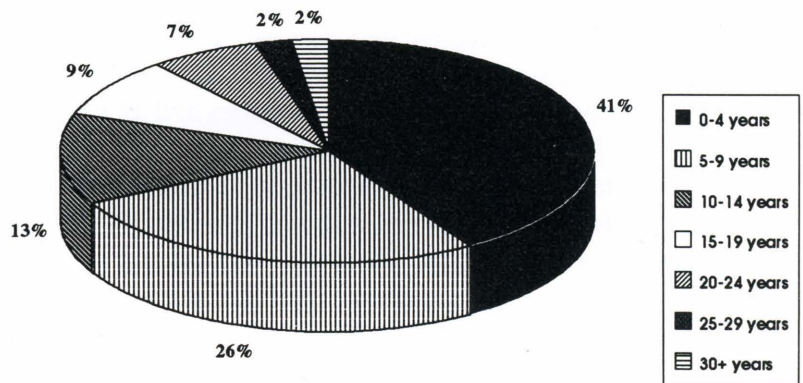
Total Years of Teaching Experience for 1991 Fellows



Years of Teaching Experience in New Haven for 1991 Fellows

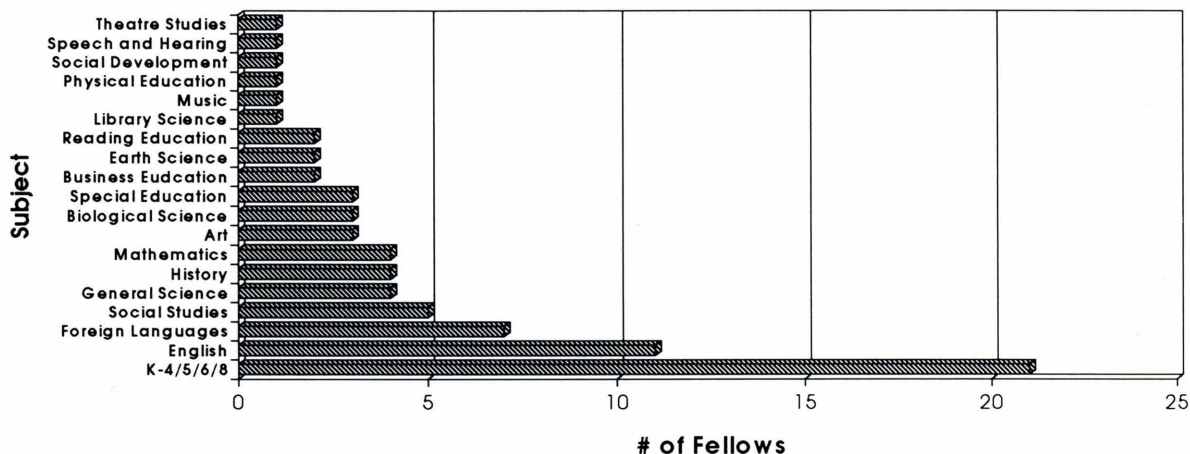


Total Years in Present Teaching Position for 1991 Fellows



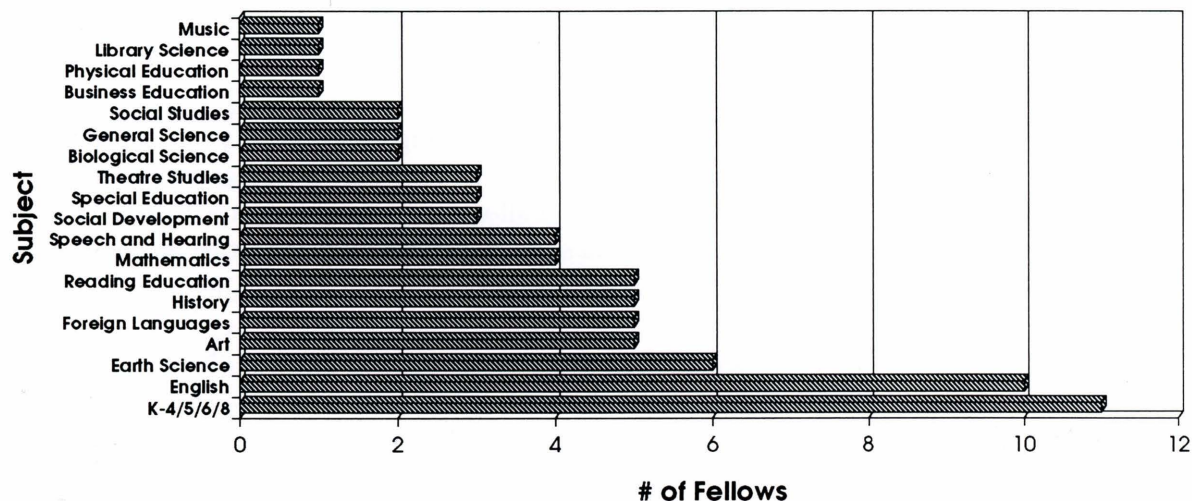
The Fellows hold certification from the State of Connecticut to teach a variety of subjects, as the chart below indicates. (Some Fellows are certified to teach more than one subject.)

Subjects 1991 Fellows Are Certified to Teach



Similarly, 1991 Fellows taught during the 1990-1991 school year quite varied subjects in their school courses. (Many Fellows teach more than one subject).

Subjects Taught By 1991 Fellows



When asked at the conclusion of their participation what incentives had attracted them to participate in the Institute in 1991, almost all Fellows (between 96 and 100 percent) indicated that the following opportunities were

most important: developing a curriculum which fits the teacher's needs, preparing materials to motivate students, increasing mastery of the subject the teacher teaches, exercising intellectual independence, and working both with Yale faculty members and with teachers from other schools. Other incentives were important, although to smaller proportions of the Fellows: receiving "continuing education units" toward recertification (58 percent), having one's work published (64 percent), access to Yale's academic facilities such as the library (84 percent), and having one's course of study recognized for credit in a degree program (28 percent).

The Program for Fellows

At the first organizational meeting of each seminar, which was held on March 19, the seminar leader distributed a general bibliography on the seminar subject and discussed with Fellows the syllabus of readings which he or she had proposed that the seminar consider. The Fellows also 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 pursue individually. The bibliographies both introduced the seminar subject generally and guided Fellows as they began research on their curriculum units.

The first meeting afforded all members of each seminar an overview of the work they were undertaking together and of the projects they would pursue individually.

Seminar leaders remarked on the amount and type of reading which Fellows did according to the nature of the seminar subject, the complexity of material to be read, the interests of individual Fellows, and the purposes for which Fellows envisioned using the material they were reading. One seminar leader said: "All [Fellows] did research. Some read huge amounts of material." Another wrote:

The amount of reading varied greatly I tried to convey to some of the Fellows a clear understanding that not all written sources are equally reliable, and that some popular material must be treated with extreme caution.

Fellows, too, in their written evaluations remarked about the amount and value of the reading they did. Three Fellows wrote:

There was always a lot of reading but we felt able to choose what was most relevant. All participants in our seminar were verbal and involved.

It was a strain both years I have participated to meet the schedule of readings and meetings. Of course, I had the same feeling when I was in college. There

is never enough time to do all the reading I would like to do and to read some things as thoroughly as I would like.

We read many books that were new to me. The discussion of these books was fascinating. It made me want to read more on this subject.

Before submitting on April 9, 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 curriculum projects. The Institute requires that Fellows schedule at least two such conferences during the unit writing period; many Fellows, however, meet more frequently with their seminar leader.

In their written evaluations, seminar leaders described the value of these individual meetings. As a seminar leader in the humanities wrote:

I met at least twice with each Fellow, and more with a few who were having difficulty in defining a tightly focussed unit from within their general interest in a particular topic. These meetings were very satisfactory, and indeed may have been the most valuable, or at least one of the most valuable, parts of the course. It gave me an opportunity to make clear certain approaches and procedures in a personal way—this is the way I solve the kind of problem you are facing; these are the kind of expectations I have of my own work—that I believe were appreciated.

A seminar leader in the sciences wrote:

The meetings were important to Fellows as they took on the task of narrowing down the list of options for their units. The meetings also provided opportunities to direct their reading, clarify subjects that were confusing them, discuss ways of improving their writing and the organization of the units, and find ways to do some of the things they thought they wanted to do with the units in the classroom.

At the second seminar meeting, Fellows then 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 14, 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 23. Thereafter Fellows continued to develop

"These meetings were very satisfactory and gave me an opportunity to make clear certain approaches and procedures in a personal way."
—Seminar Leader

their units in stages with a first draft submitted by all participating teachers on May 28. The weekly meetings of the seminars continued through July 16, with Fellows submitting the second draft of their units on July 2 and their completed units by the end of July.

The units Fellows wrote were compiled into six volumes—one for each seminar—which the Institute reproduced and distributed free of charge throughout New Haven schools. The units were deposited in all school libraries and their use was promoted by the fifteen teachers who serve as Institute Representatives and the twenty-six teachers who serve as the Contacts for their schools. The Institute also prepared and distributed a guide to the units Fellows wrote, based on brief synopses of the units written by the authors themselves, which include recommendations about the subjects and grade levels for which the units were developed.

*"I liked the lectures;
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—Institute Fellow

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 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 wish to participate in a future year. The talks which University faculty members gave were: "War in the Gulf: Roots of American Involvement," by Gaddis Smith, Director of the Center for International and Area Studies and Larned Professor of History; "The Return of the Prodigal: The New Promise of Regional Studies in Teaching American History," by Howard R. Lamar, Sterling Professor of History; "Mainstreaming Mentally Retarded Students in Public Schools: The Courts and the Constitution," by Robert A. Burt, Southmayd Professor of Law; "A Consumer's View of Adolescent Health Care," by Walter Anyan, M.D., Professor and Section Chief of (Adolescent Medicine) Pediatrics; and "1492-1992: Thinking About the Conquest of the New World," by Mary E. Miller, Professor of History of Art and Chair of the Council on Latin American Studies.

As they have been in the past, the talks were the most controversial part of the 1991 program. In the most critical comment, one Fellow said, "I resented attending lectures completely unrelated to my subject when the time could have been better spent on my seminar leader's material." Most Fellows, however, saw in the talks some of the main purposes for which they were organized. Four wrote:

I thought this year's Institute ran very smoothly,
very well organized. The topics of the Tuesday
talks were excellent.

I liked the lectures; the subjects were timely and
held my interest, which after a full day of teaching

and a rush to get to the lecture site, is quite a trick!

The lectures given at the beginning of the Institute were interesting, stimulating, and a bit thought-provoking.

I should mention the talks were wonderful. They are a great series and I looked forward to them.

In fact, the great majority of Fellows indicated in their evaluations that the talks had provided, to a great or moderate extent, intellectual stimulation (92 percent) and a sense of collegiality and common purpose among all the Fellows (80 percent). Very few Fellows (4 percent and 6 percent, respectively) indicated that the talks were not successful in these ways. Eighty-nine percent of all the Fellows agreed with the statement that the Institute scheduled the right number of talks. Most Fellows (82 percent) indicated that the talks had been useful in a variety of ways. Almost all Fellows (94 percent) indicated that the talks prompted them to discuss the topic with other teachers. Most Fellows said that they had discussed the topic of the talks with their students (78 percent) and had subsequently read about the topic of the talks (86 percent).

Most Fellows said that they had discussed the topic of the talks with their students and had subsequently read about the topic.

As we have also done in recent years, the Institute scheduled a session on curriculum unit writing on May 7, a week before the regular meetings of the seminars began. At the beginning of the program, as part of the admission packets, all Fellows had received Institute Guidelines and mechanical specifications for preparing curriculum units, which outline the Institute writing process and the five steps for Fellows formulating, reformulating, and enlarging their individual units. The discussion on May 7 had two main purposes and a simpler schedule than the schedule for this session in 1990. First, Margaret A. Krebs, a former New Haven school teacher who is Coordinator of Public Microcomputer Facilities and Academic User Services at Yale, spoke again this year on the advantages of using computing in researching and writing a curriculum unit. She highlighted topics which the Coordinators thought would be most immediately useful to all the Fellows, including the location of computing facilities and assistance which is available free of charge to all Fellows, courses in computing for which the Fellows may register, and the use of the Orbis electronic card catalog in the Yale libraries.

After her presentation and the many questions it prompted, we then divided all the Fellows into seminar groups, where each Coordinator led a discussion on purposes and practices in writing curriculum units. This afforded an opportunity for first-time Fellows to learn about the Guidelines and other aspects of curriculum unit writing from experienced Fellows. At the same time, it encouraged Fellows who have participated before to share their experience, and it allowed all the Fellows to discuss how the completed volume of units might display a range of diverse teaching strategies and contain a standard form of annotation. By leading these discussions, the

Coordinators also identified themselves as being knowledgeable about the requirements for, and approaches to, writing curriculum units so that Fellows might seek their advice as they continued developing their individual units during the remaining months of the program.

"Writing drafts and having the benefit of comments and time for reflection results in an excellent finished product."

—Institute Fellow

In their written evaluations, Fellows remarked on both the advantages and the difficulties of the Institute unit writing process and schedule. One Fellow reflected the view of many when she wrote, "I feel that the timetable for handing in assignments was very good in helping me to discipline myself for getting work done. However, at times it did seem so very overwhelming because of end-of-the-year reports" Four Fellows in the humanities and the sciences said:

I found the writing process an almost painless way to write the curriculum unit. Writing drafts and having the benefit of comments and time for reflection results in an excellent finished product. Although I had many other demands on my time and energy, the Institute was a rewarding experience.

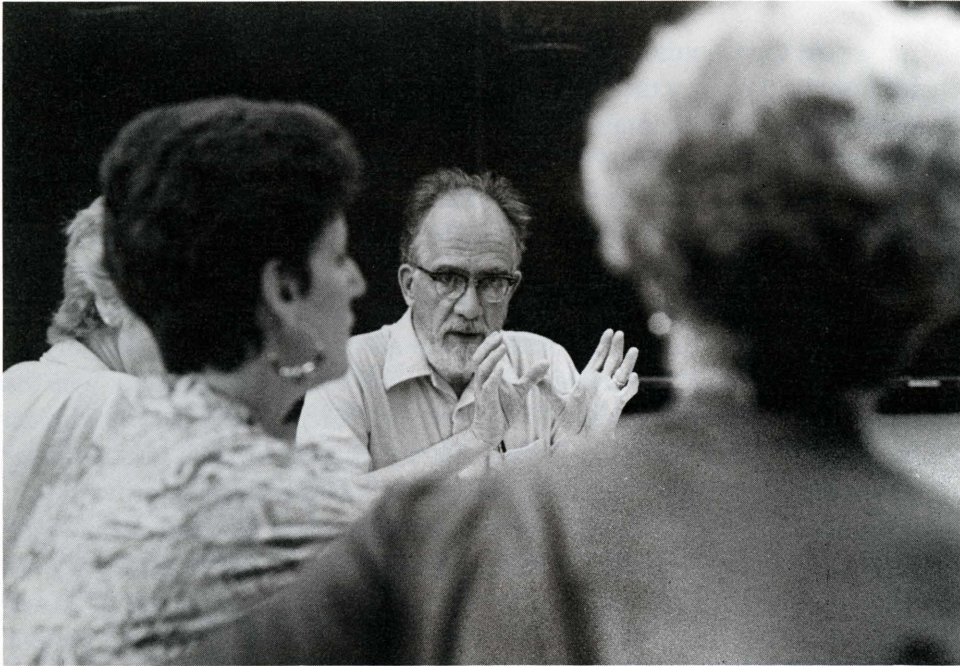
I have found that the Institute allows me to commit to writing the ideas and strategies I anticipate using with the students, as well as what I currently am doing. This gives me the opportunity not only to refine and record my own teaching strategies and ideas, but to share them with other colleagues. It also gives me the opportunity to learn and share ideas with fellow teachers. I thoroughly enjoy the Institute and intend to continue my participation.

The teaching/leading role of [my seminar leader] and the combination and progression of activities were models for participants in the preparation of their own curriculum units. Preparation of the curriculum unit followed a timetable that seemed to anticipate a natural unfolding of the project and that prodded work with deadlines.

"The seminar provided a place to expand myself as a student and a teacher."

—Institute Fellow

There were times when the going was not easy. Adhering to the schedule and being concerned about the reception of one's own curriculum unit left a feeling of frustration from time to time. I think that the guidelines were beneficial overall and definitely necessary. I would say the seminar provided a place to expand myself as a student and a teacher.



Michael Marsland, Yale University, Office of Public Information

Thomas R. Whitaker, leading the seminar on "Recent American Poetry: Expanding the Canon."

Another Fellow wrote, as many Fellows have said in previous years, "The main effect that the Institute has had on me is to improve my writing skills." Overall, 84 percent of the Fellows indicated that the Guidelines for writing a curriculum unit had proved useful to a great or moderate extent.

Because the Institute begins each year in March--and the school year ends in mid- to late June--much of the period for curriculum unit development occurs during the school year. The Institute has long regarded this as an advantage: teachers are not only mindful of the students to whom they will teach the final unit they develop, but they also have an opportunity to begin to use the material they are studying in Institute seminars with their own students. Approximately 60 percent of Fellows in 1991 indicated that they tried out the subject matter and/or strategies of the unit they were developing in their own classroom. For three-quarters of those who did so, they said that this experience with their own students influenced what they included in their final Institute unit. As one Fellow wrote:

This year I'm very excited about my curriculum unit, and I'm sure that this excitement will become contagious. As the unit developed, I've "road-tested" selected portions of my unit, and it's amazing the number of students who have begun to read Langston Hughes' poetry and short stories on their own. Selected students have read Rampersad's criticisms of Hughes' work as well, and our discussions have been fascinating.

"As the unit developed, I've 'roadtested' selected portions of my unit and it's amazing the number of students who have begun to read Langston Hughes' poetry and short stories on their own."

—Institute Fellow

The Institute regards the university and school participants to be professional colleagues whose respective contributions are equally indispensable.

At the Coordinators' weekly meetings with the director, which were held on the day after the seminar meetings, they discussed the progress of each seminar and maintained an overview of the program. In addition, the Coordinators met with the seminar leaders immediately before the program began, on February 28, to provide them information about the teachers who had been accepted and to begin to define what in practice their role would be in assisting with the conduct of the seminars. In fact, in their evaluations all Fellows except one agreed with the statement that "the Coordinator in my seminar provided teacher leadership without diminishing the collegial rapport within the seminar"; 60 percent of all the Fellows agreed strongly with this statement. A high proportion of Fellows (95 percent) said the Coordinator in their seminar was helpful in monitoring the progress of the seminar through observation and conversations with seminar members, and in providing information about Guidelines for unit writing. More than three-fourths of the Fellows indicated that the Coordinators were helpful also in acting as a resource for seminar members by providing information about use of university facilities (84 percent) and in facilitating discussion and scheduling presentation of Fellows' work in progress on their units (86 percent).

In part through the Coordinators working together and in the seminars, the Institute continues actively to encourage collegiality within each seminar. As it has done from the outset, the Institute regards the university and school participants in its programs to be professional colleagues who share a commitment to the subjects they have in common and whose respective contributions to strengthening teaching and learning of these subjects in the New Haven Public Schools are equally indispensable. Two seminar leaders who have led Institute seminars previously remarked on the operation of collegiality within their seminars in 1991 as compared to their earlier experience some years ago. One wrote:

I believe my seminar group started with a certain amount of skepticism and some nervousness about not knowing one another. Fortunately all these doubts seem to have disappeared as we got into the subject matter and certain topics and readings were adjusted. It became, in fact, a very happy group who talked freely and frankly and developed a sense of friendship with one another and with me. I would say that in terms of intellectual response and human relations the seminar was quite successful.

The seminar discussions were extremely open and frank. I learned a lot about Fellows' own families and personal histories, as well as a great deal about the schools in which they taught, plus much about New Haven. This frank exchange was more rewarding than that which occurred in my seminar

"I would say that in terms of intellectual response and human relations the seminar was quite successful."
—Seminar Leader

some years ago.

Another said:

In earlier years the seminar leader had to be quite careful in regard to sensitivity on the part of Fellows in regard to their status, taking pains to make clear that we were all teachers, and that they were not second class citizens being allowed inside the hallowed portals of Yale. Fellows now seem quite at ease with the Institute, the University and the faculty, and the problem seems to have disappeared. But still it is of critical importance that a sense of "collegiality" be developed, and that the teachers be aware of faculty awareness of, and admiration for, what they face and accomplish in the schools.

Numerous Fellows remarked in their evaluations on their collegueship with their seminar leaders. One Fellow, participating this year in the Institute for the first time, wrote:

As a seminar member I was at the same time in the privileged position of being a student using the excellent resources of a great university, a colleague with fellow teachers engaged in a cooperative and mutually beneficial learning experience, and a teacher myself, busy envisioning and preparing a curriculum unit for students for the coming year.

Another Fellow wrote, "The seminar was one of the most collegial I have ever been involved with. The seminar leader was well-prepared, very knowledgeable, and encouraged Fellows' participation."

Many Fellows also spoke, as they have done in earlier years, of what they have gained from working in the Institute with other school teachers. These Fellows wrote:

I felt we all had a chance to speak and be heard. Discussions of the subject matter and our curriculum units were enhanced by the chemistry that develops when a group is a comfortable size. We all contributed our personal experience and opinions, and learned a great deal from each other.

I felt that this year's seminar was among the most collegial I have ever been involved in; this despite the fact that it was interdisciplinary with elementary, middle and high school teachers. Keep up the good work.

"As a seminar member I was at the same time in the privileged position of being a student, a colleague, and a teacher."

—Institute Fellow



Michael Marsland, Yale University, Office of Public Information

Fellows in the seminar on "Global Environmental Change." (Left to right: Paul V. Cochrane, Raymond W. Brooks, and Lois R. Van Wagner, Coordinator.)

"The best part of the Institute this year (and other years) is the chance to learn from University faculty who are themselves creative teachers and are willing to really give of themselves."

—Institute Fellow

Institute participation allows me to spend time with other teachers, something the school system does not facilitate. I may be with a number of teachers from my school, or I may be with people new to me, trading ideas; this is the aspect of the Institute for which I am most grateful.

In fact, as Fellows have done in previous years, 1991 participants rated their interactions with their seminar leaders and with other Fellows as being among the most valuable aspects of their Institute participation. Ninety percent of Fellows said that the seminar leader had been useful to a great (66 percent) or moderate (24 percent) extent. Ninety percent also found their interaction with other Fellows to be useful to a great extent (56 percent) or a moderate extent (34 percent). As before, many Fellows expressed their admiration and appreciation for the University faculty members who led their seminars. Several Fellows in the humanities and the sciences wrote:

The best part of the Institute this year (and other years) is the chance to learn from University faculty who are themselves creative teachers and are willing to really give of themselves. I never felt judged; my seminar leader not only gave us valuable perspectives on our subjects but is a superb editor who improved all our writing styles.

[My seminar leader] is a lovely man, gentle in his leadership and generous with his suggestions. It



Michael Marsland, Yale University, Office of Public Information

The seminar on "Regions and Regionalism." (Left to right: Fellows Jeannette R. Gaffney and Beverly A. White; and Howard R. Lamar.)

was an extraordinary experience to work with him in his field, which was also the subject of my research. I feel he helped me to recognize a pattern among my units which may end with a series of related curriculum units.

In his low-key manner, our leader integrated a balanced combination of lecture, group discussion, and individual presentations that centered on both seminar content and specific classroom approaches. I particularly appreciated the content and range of seminar readings assigned.

The group was small and intimate. Our leader is bright, sensitive, poetical, and hard. He has an extraordinary range in his teaching and loves to impart ideas to his students. I do wish he had been my chemistry teacher.

To maintain an overview of the program and to address any problems that arose, the Institute director met at least monthly with the seminar leaders as a group. This afforded the seminar leaders, who had quite different amounts of previous experience leading seminars in the Institute, the opportunity to talk with each other about their approaches to the seminars.

In their evaluations at the conclusion of the program, the Fellows spoke of the benefits of participation in terms of their own intellectual growth and renewal, increased confidence and morale, and the value to themselves as professional educators. Almost all of the Fellows (94 percent) agreed that the

Institute had been useful to them to a great extent (78 percent) or to a moderate extent (16 percent) in terms of the knowledge they gained about their subject. For example, three Fellows wrote:

"I feel comfortable with this material and knowledgeable about where to find more information."

—Institute Fellow

My teaching itself is more interesting to me as a result of my research. I also find stimulating talking about ideas with other adults, which ironically is often hard to come by in schools.

Preparation of the curriculum unit in advance of the school year means that I have now read widely and learned much more about a specific area. I feel comfortable with this material and knowledgeable about where to find more information. I have resource material ready for classroom use. During the busy school year time constraints would make this preparation much more difficult.

Even though I have much more to learn about poetry, I have a much greater knowledge and background in the field than I had before. In addition, I have stacks of poetry on file at my fingertips for using in the classroom, which I would not have gotten together without the seminar.

Almost all Fellows (98 percent) agreed in their evaluations with the statement that participating in the seminar helped them grow professionally and intellectually. Eighty-six percent agreed with the statement that, by participating in the seminar, they gained knowledge of their subject and confidence in their ability to teach it. Four returning Fellows wrote:

"My experience will have the overall effect of giving me a new confidence and vitality in my teaching. "

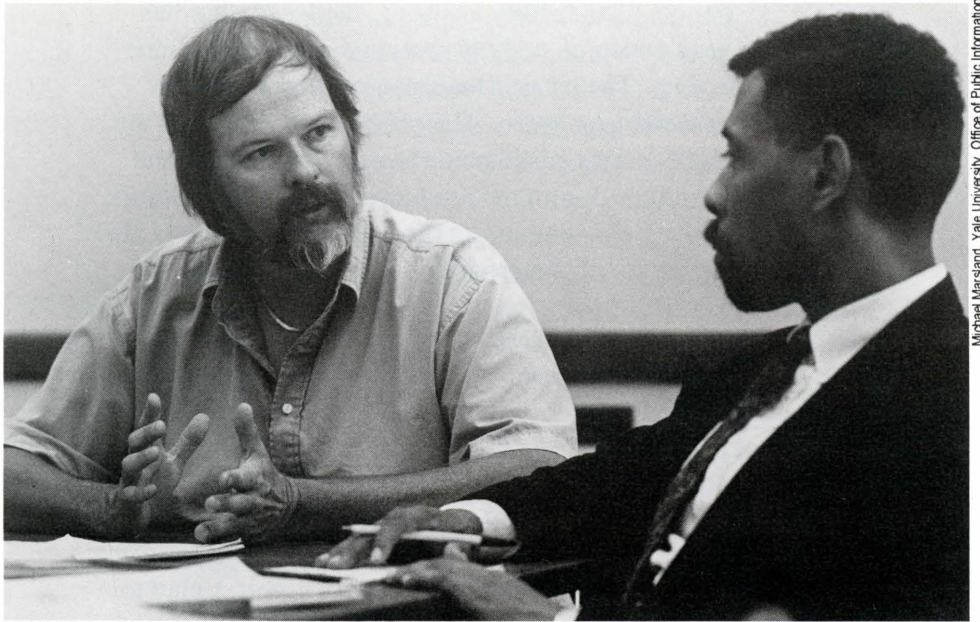
—Institute Fellow

My experience in participating in the Institute and preparing my curriculum unit will have the overall effect of giving me a new confidence and vitality in my teaching.

This was the most rewarding learning experience, which gave me a new confidence in writing and structuring a unit. I thank my seminar leader for his excellent guidance--well directed and concise!

Personally reading the classics of African-American autobiography put me more in touch emotionally with my own heritage and has given me the confidence to teach this subject matter to my students.

While working with my seventh grade class, I will be equipped with additional background informa-



G. Casey Cassidy and Robert J. Moore, Institute Fellows, in the seminar on "Afro-American Autobiography."

tion from my seminar which will enhance the material I present to this class. It will also be helpful during our class discussion. I feel very confident with the material in my unit and am very much looking forward to teaching it in the fall.

A first-time participant said:

On the professional level, the seminar helped me reinforce several disciplines: planning and management of time, research organization and selection, and goal setting: I think the drafting process teaches good planning strategies, despite the surprising new directions that unfold in the process!

From the outset Institute Fellows have been full members of the University community, listed in the Yale directory of faculty and staff, which has both symbolic and practical value in their gaining access to University resources outside the Institute. Fellows may enjoy these benefits for a full year after acceptance as Institute Fellows. As two 1991 Fellows wrote:

I will use the libraries to pursue sources and my own intellectual development. I enjoy the Cross Campus, Sterling, and the Drama School libraries particularly.

I feel that the overall strengths of the Institute have remained constant during my three years of partici-

"I think the drafting process teaches good planning strategies, despite the surprising new directions that unfold in the process!"

—Institute Fellow

Many Fellows spoke of ways in which their Institute participation would have a continuing influence in their professional lives.

pation. The faculty is strong, the leadership has been constant, and the seminars and lectures interesting. The mixing (companionship) of all that participate is great. The personal contacts that are made enable participants to use other people and resources during the academic year. The exposure to the Yale community through participation is also a strength of the program.

Many Fellows spoke in their evaluations of ways in which their Institute participation would have a continuing influence in their professional lives beyond the development of the curriculum unit they wrote this year. Some spoke of how they plan to use the Institute's process and model of curriculum development for other areas of their teaching. Two teachers participating in the Institute for the first time wrote:

Now that I have developed my first unit, I plan to develop more units for my other classes. I have plans to develop more units for my business law class whether I participate in another seminar or not.

I believe that participation in the Institute has definitely helped me in overall curriculum design as well as in specific lesson planning. I learned to state my objectives and strategies for the short-term as well as for the long-term goals.

Two Fellows who had participated in the Institute in prior years wrote:

The Institute experience has, I think, an effect on one's overall performance. The process of constructing the unit serves as a model for other units. The seminar participation continues to sharpen one's mental processes. It is a constant reminder not to take material at face value, but to ask questions about the background, motivation, and agenda of the writer. One analyzes readings, looking at what has been included and what has been left out. One learns to evaluate the evidence presented and ask if conclusions are warranted. This type of experience cannot help but influence all areas of one's teaching.

As a Secondary Education major in college I had to concentrate on a subject area rather than on education courses. We had to take 18 hours of education courses and at least 24 in a subject such as English,

math, foreign languages, etc. Our education courses were theoretical and not always practical, whereas for Elementary Education majors, their courses were strongly practical and theoretical. Our courses in education lacked the how to. Information lesson plans were OK if they consisted of page numbers and a homework assignment. I never learned how to structure a body of material into a learning unit, until I became a Fellow in the Institute. For me, this knowledge has been the most valuable benefit of being a Fellow. I now have the knowledge and confidence to design a curriculum unit on any topic. When I had a student teacher I required her to construct units on curriculum topics following the Institute design. They were a tremendous success!

*"I now have the knowledge and confidence to design a curriculum unit on any topic."
—Institute Fellow*

Fellows spoke also about the way in which the Institute has assisted them in relationships with other teachers in their school:

As a result of my previous participation in the Institute I felt better about myself and therefore was a better teacher, colleague at school, and more understanding and tolerant toward my students and their problems.

Within my school, I have been able to encourage (and receive encouragement from) the teachers who are also participating in the Institute. At times, being a Fellow can be overwhelming (especially around due dates) and it is always helpful to have a little moral support. Furthermore, there is a certain camaraderie that goes along with being a Fellow and that is especially helpful within a school as large as mine. This has been a plus. It has opened lines of communication between me and other teachers that did not previously exist.

I have grown closer to my colleagues who have participated in the seminar and we have been able to share experiences with our students. Through the efforts of myself and other participants the total school has become aware of the importance that the Yale-New Haven Teachers Institute has in the community.

*"The total school has become aware of the importance that the Yale-New Haven Teachers Institute has in the community."
—Institute Fellow*

My participation in the Institute always encourages

*"My participation
always encourages
other teachers to be
curious about the
Institute."*

—Institute Fellow



Michael Marsland, Yale University, Office of Public Information

Joyce Bryant, Institute Fellow and Coordinator, in the seminar on "Afro-American Autobiography."

other teachers to be curious about the Institute and to think about areas which they may wish to study, research, or prepare for students. I find we talk about our work and find ourselves trying to work out interdisciplinary applications of our units. I hope we will create some units which are purposely linked across disciplines.

Other participants chose to underscore the value of the Institute experience in developing important areas of the school curriculum. Three wrote:

Our school is in the process of renewing our curriculum. My department is particularly interested in incorporating more ethnic literature into the canon. Despite a tightened school budget, we have been able through the Institute to provide texts to realize this goal. There are members of the department who are not familiar with the new texts and who are reluctant to introduce new material. It is my expectation that not only my unit, but all the units produced by members of the seminar, will be very useful to these teachers. I am looking forward to expanding my own repertoire and to be helpful to other members of my department.

The unit I developed will help me teach my students about a subject that will help them read better, write better, and increase their vocabularies. It can

be applied in all subject areas. It will enhance my teaching because I am excited about teaching my students about my topic. It will help motivate me to try other creative subjects in my class.

During the preparation of my curriculum unit I learned in depth about AIDS education. It's a topic I care about and will use intensely with my students. I also think it will help the other 9th grade social development teachers. I have a much better conceptual view of what's needed to be done with AIDS education as well as specific ideas of how to do it.

Some Fellows who have participated in the Institute previously explained in their written evaluations the benefits of recurring participation and the cumulative effects of the Institute. As two wrote:

Another thing which has begun to happen to me without realizing it is that some of my units are connected to each other in a way which will eventually allow me to teach them sequentially. Very exciting!

Having participated in three Institutes, I have found each succeeding one to be more enlightening. This may be due not only necessarily to the people running the seminars but also the fact that I have selected seminars in which I have a keen personal and professional interest. Hence, each succeeding year I have built on the previous year resulting in an accumulation of valuable knowledge that has helped me both personally and professionally.

As has always been the case, Institute seminar leaders also report the value of Institute participation to themselves, professionally. As three wrote this year:

Again, this course has been personally and professionally useful to me. I've used it as an occasion to familiarize myself with some recent poets I'd not known. And I often learned much from discussions of poems, New Haven schools, and views of race and ethnicity.

The Institute provides a forum for discussions of pedagogy that might not otherwise be available. I myself have used the seminars to discuss effective

"Some of my units are connected to each other in a way which will eventually allow me to teach them sequentially. Very exciting!"

—Institute Fellow

writing assignments, and have brought the fruits of those discussions into my Yale teaching.

*"I myself have used the seminars to discuss effective writing assignments, and have brought the fruits of those discussions into my Yale teaching."
—Seminar Leader*

Teaching in the Institute widened my horizons regarding the challenges teachers face, their readiness to explore new material, and the potential the program has to provide teachers with valuable information to use in the classroom. The review I did in preparation for the start of the seminar, the data I was able to review as I put together one of the Tuesday afternoon talks, and the new information that was generated as Fellows worked on their units all constituted important benefits for me, but most of all, I enjoyed the opportunity to share something I value with someone who appreciates it.

The primary purpose of the Institute always has been to improve the learning of students in the New Haven Public Schools by assisting their teachers. As in previous years, Fellows this year spoke of the students to whom they will teach the material they developed and studied in seminar, and the results they expect to achieve. Fellows in 1991, as before, intend to use the curricular material they developed through the Institute with *all* their students. In fact, 55 percent of Fellows said that their units were designed for advanced students in their courses, while 82 percent indicated that the units would be used with average students; 61 percent said they intended to use the units with their least advanced students as well. Earlier studies have revealed that teachers find their Institute units to be successful to a similar degree with each of these groups of students.

*"I enjoyed the opportunity to share something I value with someone who appreciates it."
—Seminar Leader*

Fellows commented about the reasons why they expect the units they developed in 1991 to be successful with their students. Many stressed that they had developed materials with their students' interests in mind, and others emphasized how they had developed materials to involve students more actively in the learning process. Three wrote:

When I worked in a program for high school dropouts, I surveyed some of the literature on programs of prevention and remediation. One of the important factors common to successful programs was the ability of the staff to help the student make the connection between the curriculum and the real world. Whether or not dropout prevention is stressed in a fifth grade class, students respond well when they perceive the relationship of what they are studying to the world outside the classroom. My unit will make that connection.

I can't predict exactly how the students will react to

the subject matter and strategies, but I am optimistic that it will be positively received. There is emphasis on action and collecting data from many sources rather than just books and worksheets. There is room for flexibility and creativity. Having participated in the readings and discussions of regionalism has prepared me to assist students in their exploration of the subject. I am looking forward with enthusiasm to trying cooperative learning techniques.

I believe Dr. Prown's technique of intense scrutiny of an object, plus the 3 steps--description, deduction, speculation--would be very useful even in a 4th grade classroom. It is very hard to get students to really pay attention to an object or body of information, for that matter. This is an excellent method of holding their attention and keeping them all awake. I found this method very enthralling myself; I had never realized the tremendous amount of detail you can elicit from a group when you ask the right questions. I plan to practice its use, in and out of my unit.

As in past years, many Fellows also reported that, as a result of their Institute seminar, they hold a higher expectation of their students. In 1991, almost all Institute Fellows agreed strongly (55 percent) or agreed (38 percent) that as a result of the seminar, they have higher expectations of their students' ability to learn about the seminar subject. As one teacher participating in the Institute for the first time this year wrote:

Participating in the seminar helped me grow professionally and intellectually. The seminar leader did a fantastic job providing materials, advice, and leadership. As a result of the seminar, I have new expectations of my students and I hope they will be as enthusiastic as I am with the teaching materials that I have prepared.

This year we also asked Fellows who had taken part in the Institute in previous years to tell us about what they have observed their students accomplishing as a result of the Fellows' past participation. Fellows commented in particular on their students being more keenly interested in the material they had developed in the Institute and how as a result students became more actively engaged in the classroom and learned more. As several Fellows wrote:

As a result of participating in the Institute, I have

"As a result of the seminar, I have new expectations of my students and I hope they will be as enthusiastic as I am."
—Institute Fellow



Cynthia H. Roberts, Institute Fellow since 1989, teaching her class at James Hillhouse High School.

*"As I brought my
Institute curriculum
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interested in the
subject matter."
—Institute Fellow*

been better prepared to teach my students each year. I have been able to approach old, familiar material in new ways which helped students to be active participants in their learning. I have been stimulated intellectually by the seminars, and having written the unit during the summer gives one a greater degree of confidence to face the new school year. My students' learning has been greatly enhanced, and I have had a lot more to share with my colleagues.

For my students and my school, my participation in the Institute makes my courses more interesting and challenging and the overall curriculum more up to date. My students have enjoyed last year's curriculum unit so much that I plan to teach it again this year in addition to the new one. Their critique was very positive and has given me a good feeling about such an enterprise.

As I brought my Institute curriculum into my classroom, I noticed that the students became more interested in the subject matter--each area was better developed and more interesting.

Specifically, the Institute has provided me with an individually catered unit designed for my situation



Robert Rlenz

Joyce Patton, Institute Fellow in 1990 and 1991, teaching her class at the East Rock Elementary School.

"Since the topic was of interest to me, my enthusiasm seemed to generate similar feelings in my pupils."
—Institute Fellow

and my pupils. As a result, I have been able to present material in a more systematic, comprehensive manner than was sometimes the case in the past. Since the topic was of interest to me, my enthusiasm seemed to generate similar feelings in my pupils. The knowledge that this was something that originated from me rather than from a specific assigned test was a positive for both of us.

When exposing my students to the subject on which I wrote my curriculum unit they got very excited. I used the computer in our classroom to help students discover more on the topic. Students entering my class always asked questions when they saw the subject displayed.

My acquired knowledge benefits the students as well because not only do they get up-to-date information, there are hands-on exercises to accompany the information which makes learning more interesting. The knowledge of the students spills over into the community because they share their knowledge with family and friends. Their enthusiasm, interest and concern helps them to become better-informed citizens. These qualities will have a positive reflection on the school.

"Students show improvement in their attitude and work when I discuss the units."
—Institute Fellow

The curriculum units have allowed me to be creative and purposeful with my students. My students are motivated and enthusiastic about the units. Students show improvement in their attitude and work when I discuss the units. They are highly involved from a hands-on approach. The units have demonstrated more resources, activities and improvement for students. There is a direct relationship between the teacher presentation of subject matter and student reaction to it. Students "buy in" to the curriculum.

My favorite units to teach are the ones I have developed within the Institute. They are better-organized and more fun for me and my students. Because of the time spent in reading and listening to the seminar leader and my seminar colleagues, I feel more competent in those topic areas also.

Both seminar leaders and Fellows stressed in their 1991 evaluations the value overall which the Institute has had for them. Two Institute seminar leaders in the humanities wrote:

"These seminars are some of the most rewarding I have ever taught. One knows that a practical result will come from the effort."

—Seminar Leader

These seminars are some of the most rewarding I have ever taught. One knows that a practical result will come from the effort--the teaching units. One also feels that the Fellows and the seminar leader learn from one another. Finally, the clear aim and purpose of the seminar, plus the teaching of a new topic will be valuable to me in preparation of future Yale seminars.

I feel very positive about the Institute and the role it is performing in connecting Yale with the New Haven schools. I find it hard to dredge up any kind of criticism. If one were running the ideal program I believe that more time for researching the units, and more exchange with the Yale library staff and appropriate faculty experts (beyond the seminar leader) would be valuable.

As I have said a number of times, teaching in the Institute helps make me aware as nothing else does of what it means to be a teacher. The Fellows teach in difficult situations that we do not face, and I learn from them directly and from their conversations with each other in class. The Institute is altogether admirable. It clearly means a lot to the

teachers, and they are willing to put in much time and effort to achieve results.

A seminar leader in the sciences said:

My expectations were that the group would be dedicated, somewhat trained in science and mathematics and eager to learn. My expectations were realized.

I have always held the teaching of the young in high regard. The Fellows are my heroes and should be encouraged in any way we can. I think the Institute is excellent. I wish it could be extended to New Haven County. There are a lot of people in the area schools that could benefit from the program.

"The Institute clearly means a lot to the teachers, and they are willing to put in much time and effort to achieve results."
—Seminar Leader

To conclude this discussion of the 1991 program, in evaluating their experience of the Institute overall, Fellows wrote:

The strengths of the Institute are the leadership of the professor and the seminar Coordinator, and the exchange of experiences with other teachers. The Institute is a source of inspiration, collaboration, and intellectual renewal. It is an opportunity to stretch one's mind and expand one's knowledge.

One of the great strengths of the Institute is its well-designed structure, and the admirable execution of this design. The greatest "strength," in those terms, was the people who contributed to the execution of the program, as expressed in the quality and timeliness of communication, respect expressed for the opinions and work-in-progress of participants, as well as the consideration extended to participants as full members of an academic community.

Since this was my first year of participation in the Institute, I have few comments in terms of the Institute's weaknesses, but much more to say about its strengths. I appreciated the level of professionalism throughout the Institute's activities. I would view the strengths as: well-organized schedule, preparation materials for actual unit were clear and helpful, several areas were addressed in lectures covering a wide range of topics, access to university library facilities with very helpful and professional

"The Institute honors public school teachers while, at the same time, it encourages them to grow, explore and innovate.

Individual guidance encourages initiative that also carries over to the classroom."

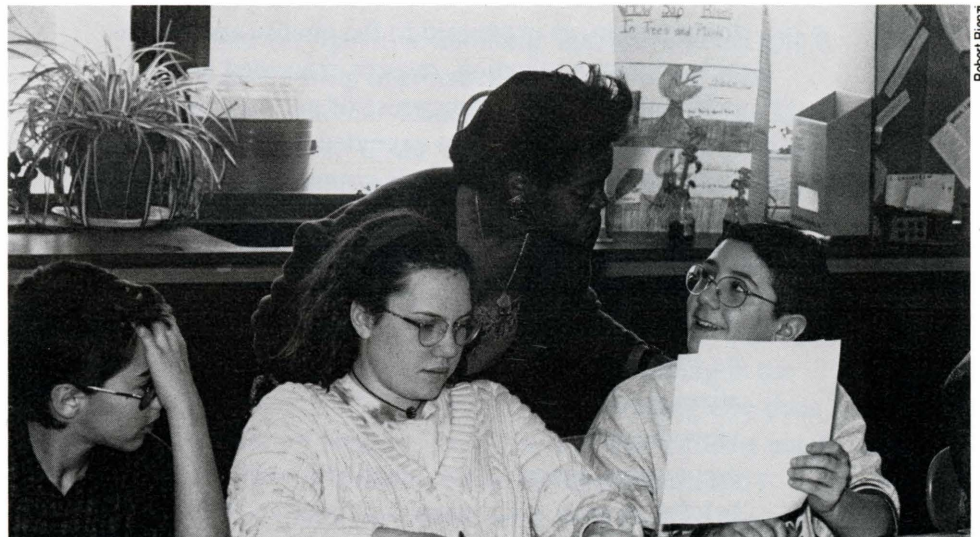
—Institute Fellow

staff, seminar leader was well-prepared and an expert in initiating an open atmosphere of dialogue.

There are so many good things to say about the Institute. Overall, it honors public school teachers while, at the same time, it encourages them to grow, explore and innovate. The seminars foster creative thinking, mutual respect and collegiality that carry over to the classrooms. Individual guidance encourages initiative that also carries over to the classroom as enthusiasm, confidence and skill. The writing process develops--and/or refines--academic disciplines of research, organization, analysis, and synthesis.

I feel that the overall strengths of the Institute have remained constant during my three years of participation. The faculty is strong, the leadership has been constant, and the seminars and lectures interesting. The mixing (companionship) of all that participate is great. The personal contacts that are made enable participants to use other people and resources during the academic year. The exposure to the Yale community through participation is also a strength of the program.

It is difficult, if not impossible, to set a value on the main strengths of the Institute since there are many and each is interrelated with the other. The opportunity to interact and share with teachers throughout



Sheila Martin Corbin, Institute Fellow in 1990 and 1992, teaching her class at the Betsy Ross Arts Magnet School.

the system along with members of the Yale faculty is vital. With this comes the knowledge and satisfaction gained from seminar content, lecture research, and unit writing. The ultimate profit for New Haven school children is immeasurable.

At the beginning of the 1991-1992 school year, the teachers who serve as Institute Representatives resumed their bi-weekly meetings. At these sessions they made plans for the diffusion of the newly proposed Institute materials throughout local schools, for the seminars the Institute would offer in 1992, and for the national conference which the Institute was organizing for December.

PROGRAM DISSEMINATION

During 1991 the Institute continued to work with individuals located across the country who expressed an interest in learning more about our experience in New Haven. We answered numerous inquiries on the telephone, and furnished individual replies and Institute materials to representatives of diverse institutions, which included the State University of New York at Oneonta, Vanderbilt University, the Southern Regional Education Board, John Carroll University, the American Museum of Natural History, the Five Colleges, Inc., Cardoza High School in Bayside, New York, the University of Southern Colorado, the Academic and Cultural Collaborative of Maine, Highland Park Independent School District in Dallas, Texas, the Department of Education at the College of Staten Island in Staten Island, New York, The Field Center for Teaching and Learning at the University of Massachusetts at Boston, and the Geological Society of America in Boulder, Colorado.

In addition, Thomas James, Associate Professor of Education and Public Policy at Brown University, and Gregory R. Farrell, Director of the Urban/Education Initiative, Outward Bound, U.S.A., visited New Haven to meet with the director and several seminar leaders to explore how the Institute and its model might assist them in relating the Outward Bound experience for students in urban settings more directly to school curricula, particularly in the field of English.

With respect to dissemination of the program within Yale itself, in January the director presented the Institute's work to the Yale Corporation Committee on Institutional Policies, including the Honorable Paul E. Tsongas, Mayor Kurt L. Schmoke of Baltimore and Calvin M. Trillin, Trustees of the University. On April 13 the Institute was also described to alumni of Yale's Education Department and M.A.T. Program, who were attending a reunion on the campus. Professor Thomas R. Whitaker, who has led numerous Institute seminars, chaired a panel discussion on the Institute. Robin W. Winks, Randolph W. Townsend, Jr., Professor of History, and Peter P. Wegener, Harold Hodgkinson Professor Emeritus of Engineering and Applied Science, also participated on the panel and in the lively discussion which followed. Professor Winks has led five Institute seminars in the humanities. The attending alumni, who are graduates of programs Yale no longer offers, were keenly interested in the Institute and the way in which it represents a new and long-term commitment of the University to elementary and secondary education.

The alumni were keenly interested in the Institute and the way in which it represents a new and long-term commitment of the University to elementary and secondary education.

As on several occasions in the past, the Institute's director was again invited to testify before a Congressional Committee. On April 19 the House Appropriations Subcommittee on Interior and Related Agencies was holding hearings on appropriations for the National Endowment for the Arts. The director was asked to provide testimony on the Yale-New Haven Teachers Institute as a model for the National Endowment for the Arts to support arts education in a way similar to the support which the National Endowment for

the Humanities provides for humanities education in schools.

In addition, the Carnegie Foundation for the Advancement of Teaching asked the director to present a seminar on May 9 in Princeton, New Jersey, for the State Education Commission of the People's Republic of China. This Commission, headed by Madame Hao-Keming, Director-General of The National Center for Education Development, was visiting the United States as part of the collaborative higher education agreement our two countries signed two years ago. One of their particular interests was in exploring how higher education can assist in regional development, both in agriculture and in schooling.

Finally, on July 18 the director made a presentation on the Teachers Institute to the Education Commission of the States at its annual meeting in Denver. This was a valuable opportunity to describe the Institute's approach and results to the varied constituencies which attend the ECS meetings.

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New Program Literature

With support in particular from the Carnegie Corporation of New York, in 1990 the Institute undertook the compilation of a volume of exemplary curriculum units which New Haven teachers have written through its seminars. This new form of Institute literature was intended to provide concrete examples of teachers' work in our program and thus of the application of Institute seminar subjects in school courses—and to illustrate the Institute's emphasis on a close relationship between the teacher's professional development and curriculum development.



The compilation was intended to provide concrete examples of the application of the Institute seminar subjects in school courses.

Members of the panel at the 1991 conference discussing the Institute's new publication, *Teaching in New Haven: The Common Challenge*. (Left to right : Peter Wegener, William Derry, Lois Van Wagner, Hermine Smikle, and Sylvia Ducach).

During 1991, with the assistance of Thomas R. Whitaker, we completed the editing of twelve curriculum units which were written during the first thirteen years of the Institute. This collection of units, together with an introduction by Professor Whitaker and a preface by the Institute director, was published as a report of the Institute, entitled *Teaching in New Haven: The Common Challenge*. This volume includes the work of Institute Fellows who were recommended by the Yale faculty members who originally advised the development of the units in their seminars. Each of these Fellows worked with Professor Whitaker and with their original seminar leader to revise their units with publication in mind. In all cases this process involved:

- 1) Elimination wherever possible of material copyrighted by others, so that there would be no impediments to later publication;
- 2) All necessary updating of content and bibliographies;
- 3) Revision of format and details as necessary to make the unit accessible and interesting to teachers and administrators beyond the New Haven school system;
- 4) Stylistic revision where necessary to strengthen the clarity and co-gency of the unit;
- 5) Editorial revision to conform to a single style-sheet (format, footnotes, bibliographies, etc.); and
- 6) Incorporation of what has been learned from any available experience in teaching the unit, by the author or others.

Some authors were also asked to make certain kinds of revisions and amplifications that were specific to their units.

In his introduction, Professor Whitaker writes:

This volume presents twelve of the more than seven-hundred curriculum units that have been prepared since 1978 by Fellows of the Yale-New Haven Teachers Institute. Although these selected units undoubtedly contain both research and pedagogical strategies that teachers elsewhere might well adapt to their own purposes, we do not offer them as plans to be followed or models to be imitated. Their importance is more fundamental and more complex. They stand here as examples of the distinctive process of individual curriculum development in which the Fellows of the Institute have been engaged A dozen units, a dozen different ways of bringing to the inner-city classroom a lively concern for a specific and often freshly-defined subject-matter, the needs and interests of students, and a human understanding of our social context. These units will now serve also, we hope,

"These units will now serve, we hope, to make clear the vitality of curriculum development that can result from a collaborative program that pays attention to academic subjects, pedagogical challenges, and the process of writing."

—Thomas R.

Whitaker

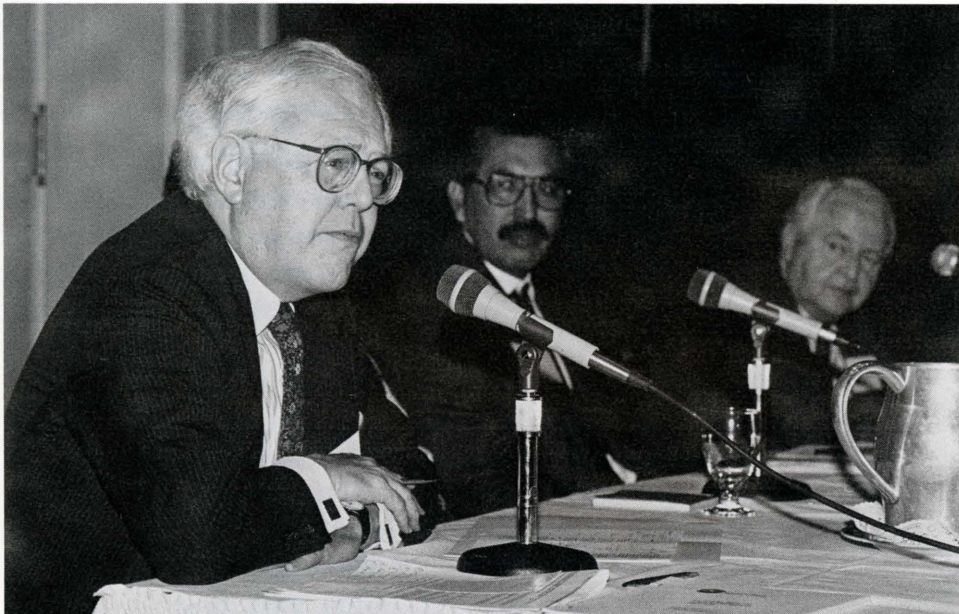
to make clear to readers in other communities and other institutions the vitality of curriculum development that can result from a collaborative program that pays attention to academic subjects, pedagogical challenges, and the process of writing.

We released this volume for discussion first at a national conference, where participants addressed, among other topics, the Institute's and their own work in curriculum development.

Conference

Most important with respect to dissemination, then, the Institute held on December 5-6 in New Haven a conference on "School-College Collaboration: Preparing Teachers and Curricula for Public Schools." This conference was made possible by the DeWitt Wallace-Reader's Digest Fund. Support was provided also by the Carnegie Corporation of New York and the National Endowment for the Humanities. Attended by representatives of twenty-seven programs, this conference brought together individuals from across the country who are engaged in school-college partnerships. Specifically, all the programs that we invited to send representatives are ones in which school and college faculty members collaborate to strengthen the teaching and learning of the humanities and the sciences in public schools. Some of these programs were represented at our last national conference in 1986. Others were invited to participate for the first time in 1991. In our view, it is important for closely

The conference was attended by representatives of twenty-seven programs in which school and college faculty members collaborate to strengthen the teaching and learning of the humanities and the sciences in public schools.



The concluding panel on "Conference Themes and Education Reform in the 1990s." (Left to right: Robin W. Winks of Yale, moderator; Manuel Gomez, Associate Vice Chancellor, University of California; and Jay L. Robinson, Director, Center for Educational Improvement through Collaboration, University of Michigan. Not shown: Duane Emejulu, teacher representative of the Dallas Institute; and Thomas E. Persing, Superintendent, Upper Perkiomen School District, Pennsylvania.)

Annual Report: Conference

related programs of this type to continue to develop ways to share their experiences. Thus the conference afforded an opportunity for individuals working in similar programs in various stages of development to provide mutual support and assistance, and also to explore ways in which we may wish to work together in the future.

This was not a meeting on the general topic of university-school collaboration, or a succession of "show-and-tell" descriptions of specific programs. Rather, like the earlier meeting in 1986, the conference focused on the programs' respective experiences in dealing with common issues. The conference therefore placed particular emphasis on the content, process, and products of school-college collaboration. As described above, the Teachers Institute prepared for release on this occasion a compilation of curriculum units developed in the Institute's own seminars, selected as examples of the work teachers have done at the Institute over the last fourteen years. As in 1986, the 1991 conference also addressed issues of the structure, evaluation, and finance of collaborative programs which are designed to improve teaching and learning in schools.

The Institute has prepared a detailed report on the conference, which contains an account of the proceedings, transcripts of some panel presentations, discussion of the themes that emerged during the meeting, and a summary of responses to a questionnaire about the conference completed by many who attended.

Overall, the conference left participants from New Haven with a strong impression of the reciprocal value of such meetings, renewed their appreciation for their colleagues who took the time to attend, and reminded them of the opportunities that exist for an increased collaboration among programs working in a similar vein at locations across the country.

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PROGRAM EVALUATION

Prepared as part of the background material for the national conference described above, the Institute also issued in November a "Progress Report on Surveys Administered to Teachers, 1982-1990." This report describes in some detail many of the findings from surveys which the Institute administered to all New Haven teachers in 1982 and 1987 and to its own Fellows at the conclusion of their participation in each year between 1986 and 1990. The report is thus an important result of the Institute's extensive efforts in evaluation over the past decade. Among the many findings included in the report, it is especially notable and particularly encouraging that the effectiveness of the Institute does not appear to depend on the subject or grade level that teachers teach, their formal preparation for teaching, the length of their experience in teaching, their own personal background, diverse classrooms, or the achievement level of the students to whom they teach Institute-developed materials.

The survey results document the efficacy of the Institute's approach in strengthening the preparation and confidence of teachers to teach their subjects. In one of the study's most significant findings, teachers report that the opportunity to participate in the Institute has influenced their decision to remain in teaching in New Haven. Those who report that the Institute has influenced them "a lot" to stay in teaching in our community's public schools more than doubled during the period of the surveys. Teachers report numerous other benefits of Institute participation for their own teaching. Moreover, they indicate that the attention, motivation, and mastery of their students is improved as a result of their own participation in the Institute.

In a preface to the "Progress Report," Gita Z. Wilder of the Education Policy Division of the Educational Testing Service writes: "The Yale-New Haven Teachers Institute may well be the most enduring of the school-college collaborations that have emerged during the past 20 years to enhance the quality of pre-college education. It has also been one of the most successful by any number of different measures." She continues:

What is most notable about the findings reported [in the Progress Report] is their consistency. Although each Institute year brings a new crop of Fellows (albeit many Fellows return for repeat engagements with the Institute), the responses of Fellows to their experiences with the Institute have been similar. With great uniformity, Fellows describe their Institute experiences enthusiastically. They credit the Institute with enhancing their interest in the subjects they teach, increasing their engagement with teaching, and augmenting their senses of autonomy in their classrooms. They are unfailingly

Teachers who report that the Institute has influenced them "a lot" to stay in teaching in our community's public schools more than doubled during the period of the surveys.

positive about the benefits to them of participation in the seminars and about the experience of having prepared their curriculum units. Such consistency of responses is manifest not only among each year's Fellows, but among Fellows across years.

With respect to the results of the Institute for students, Gita Wilder concludes:

"The Yale-New Haven Teachers Institute may well be the most enduring of the school-college collaborations. It has also been one of the most successful."
—Gita Z. Wilder

The ultimate goal of any program intended to improve education is, of course, the enhancement of student learning Given the difficulty of assessing second-order effects directly, the Fellows' questionnaires have asked questions about Fellows' perceptions of their students reactions to their teaching following their Institute experience, and to the units developed through Institute participation. Parallel questions about students' reactions to Institute units have also been asked of non-Fellows who use such units. In virtually all cases, student responses have been perceived as positive, to the units themselves and to the units when compared with non-Institute materials traditionally used in the same classes. These responses suggest that teachers, even those who did not participate as Fellows, perceive a positive influence of the Institute on students.

With the assistance of Gita Wilder the version of the report which was prepared for the conference was revised and will be published and made available during 1992 for wider distribution to the Institute's constituents.

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

In 1991 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 319 individual teachers who completed the program successfully at least once between 1978 and 1991, almost two-thirds (201) are still teaching in a New Haven Public School. An additional 18 individuals (6 percent) have assumed positions in the New Haven Public Schools administration. Thus 69 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
English	43%	43%
History	38%	44%
Foreign Language	29%	22%
Arts	42%	41%
Math	12%	19%
Science	28%	25%
TOTAL*	46%	42%

**Includes teachers of interdisciplinary and other subjects.*

As the table above also shows, a similar proportion of middle school teachers (46 percent) and high school teachers (42 percent) have participated in the Institute. Overall, 42 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, 37 percent have participated once, 40 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, 61 percent completed the program only once, 31 percent took part either two or three times, and only eight individuals (8 percent) took part 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.

Sixty-nine percent of all Fellows who have participated since 1978 currently work in the New Haven Public Schools.

Overall, 42 percent of all New Haven middle and high school teachers of the humanities and the sciences have completed the Institute successfully at least once.

The Institute has worked in the most sustained way with those individuals who have chosen to remain in teaching in New Haven.

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. More than one-third 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

The New Haven teachers who have been Institute Fellows are highly representative of all New Haven teachers.

	White	Black	Hispanic	Other	Total
Institute Fellows, 1991	64.9%	33.3%	1.8%	0.0%	100%
Institute Fellows, 1978-1990	67.2%	27.4%	5.4%	0.0%	100%
All New Haven Public School Teachers	67.8%	24.6%	6.7%	0.9%	100%
New Haven Public School Students, 1990	17.8%	59.1%	21.1%	1.6%	100%

FINANCIAL PLANS

On January 30, 1991 the Teachers Institute and the Office of the Secretary of Yale held a "Celebration of the Institute's Permanence and Promise" to acknowledge the \$2 million endowment challenge grant awarded by the DeWitt Wallace-Reader's Digest Fund late in 1990, and to announce a new grant from the National Endowment for the Humanities. The NEH awarded \$483,582 in outright program support for three years, from 1991 through 1993, ensuring the undiminished continuation of the Institute's program in the humanities and allowing the Institute to concentrate its fund raising on building an adequate endowment for the future.



Michael Marsland, Yale University, Office of Public Information

Celebration of the Permanence and Promise of the Yale-New Haven Teachers Institute, January 30, 1991. (Left to right: Benno C. Schmidt, Jr., President, Yale University; Sheila W. Wellington, Secretary, Yale University; Donna V. Dunlop, Program Director, DeWitt-Wallace-Reader's Digest Fund; James Herbert, Director, Division of Education Programs, National Endowment for the Humanities; James R. Vivian, Director, Yale-New Haven Teachers Institute; and John C. Daniels, Mayor, New Haven, Connecticut, speaking.

On this occasion Mayor Daniels said:

For thirteen years this Institute has represented a model partnership between the university community at Yale and the City of New Haven. We have recently forged new links and new understanding in the beginnings of a new and closer relationship between the University and the City. I must say that it was the existence of this kind of program, which long preceded our recent "town-gown" agreement, which lent credence to the possibility that such a deeper relationship and agreement could be forged. The Institute's work with our local teachers is a model of the University's and City's mutual cooperation and benefit.

"The Institute's work with our local teachers is a model of the University's and City's mutual cooperation and benefit."

—Mayor John C. Daniels

James Herbert of the National Endowment for the Humanities said:

"The principles and the practice of the Teachers Institute have transcended many transient waves of reform in American education."
—James Herbert

As a historian, I know very well that the principles and the practice of the Yale-New Haven Teachers Institute—the insight, seriousness, steadfastness with which it has held to those principles—have transcended many transient waves of reform in American education and have made a large and lasting contribution to the work that many educators have been involved in over the past fifteen years... .

My own list of Standard Metropolitan Statistical areas in the United States lists 66 such areas which are larger than New Haven, and a total of 114 which are of at least comparable size, and in every one of them there are teachers and faculty who would profit from heeding this witness, from following the example that you all have set.

In carrying out other measures in our fund-raising plan, the Institute continued approaching numerous foundation and corporation prospects, as well as prospective individual donors who might make major gifts in the endowment initiative. With respect to individual giving, the Institute was especially honored that Mary B. Griswold, wife of the late Yale President A. Whitney Griswold, chose the Institute as the recipient of gifts made to honor her at a party in May at the President's house on the occasion of her moving from New Haven after 60 years here. In this way, the Mary B. Griswold Endowment Fund for the Yale-New Haven Teachers Institute becomes one of her lasting contributions to public and private education in our community.

The Mary B. Griswold Endowment Fund for the Yale-New Haven Teachers Institute becomes one of her lasting contributions to public and private education in our community.



The party for Mary B. Griswold when the Endowment Fund in her honor was announced. (Left to right: James R. Vivian, Benno C. Schmidt, Jr., Mary B. Griswold, and Frank Logue, who was Mayor of New Haven in 1978 when the Institute was established.)

This named endowment fund, to which additional contributions may be made in the future, also establishes a precedent for other individuals who may wish to associate their own names, or the names of individuals they wish to honor, with the permanent establishment of the Yale-New Haven Teachers Institute.

Also in regard to the plans for building an endowment for the Institute, in April the University applied to the National Endowment for the Humanities for a challenge grant toward the Institute's endowment. The fact that this was the last grant of its type from the NEH for which the University might apply underscored the priority which Yale attaches to the Institute. During the December conference the NEH announced that it was awarding the Institute a \$750,000 endowment challenge grant. At the conference President Schmidt made the following remarks to underscore the significance of the endowment challenge grants which had been made to the Institute, and the relationship of these grants to the force of the Institute's example in university-school collaboration nationally.

In the important work of making this Institute a permanent part of our University we hope to provide a useful example to other institutions who seek to make their own faculties available to work collaboratively with school teachers in their home communities over the long term. We also hope we can provide an example of the benefits of enduring financial support. I am certain, as my predecessors have been, of the benefits of our Institute to our community, and I know the benefits of the work of this Institute to Yale. I know how much we here at Yale and New Haven—and indeed our country—stand to benefit from the success of similar programs elsewhere in colleges and in communities across the nation.

The seminal \$2 million challenge grant awarded in 1990 by the DeWitt Wallace-Reader's Digest Fund, together with more than \$135,000 in additional gifts and grants raised by the end of 1991, qualify as a part of the Institute's advance fund raising to meet the requirements of the NEH challenge. Thus the Institute enters the fund-raising period for the NEH challenge grant having already secured more than 70 percent of the total of \$3 million we must raise to receive the full \$750,000 offered by the NEH.

Overall, then, the Institute now must raise \$2 million if the Institute's program in the humanities is to be endowed adequately, and an additional \$2 million to provide its work in the sciences a similar financial stability.

The Institute now must raise \$2 million for the humanities and an additional \$2 million to provide its work in the sciences a similar financial stability.

CONCLUSION

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The year covered by the present report has thus been one of unusual activity and accomplishment for the Yale-New Haven Teachers Institute; 1991 represents the culmination of a number of the Institute's longstanding efforts in fund raising, program evaluation, and national dissemination. Not only did the Institute conduct a very useful program for the New Haven teachers who participated in seminars in the humanities and the sciences, it also completed a report on surveys that had been administered to teachers over the past decade. Moreover, the Institute held its first national conference in five years and only the third such meeting that it has ever had the capacity to organize. The year ended, then, as it had begun, with news of substantial progress in the Institute's plans to build a permanent financial foundation as the first program of its type to be endowed as part of a university.

