



**YALE-NEW HAVEN  
TEACHERS INSTITUTE**

**Annual Report  
1992**

Yale-New Haven  
Teachers Institute

Annual Report

1992





## CONTENTS

The Program for New Haven Teachers. ....	1
Content of the Seminars Offered	
The Constitution, Courts and Public Schools. . .	3
Writings and Re-writings of the Discovery and Conquest of America .....	5
Reading and Writing the City .....	7
The National Experience: American Art and Culture. ....	8
Ecosystems: Tools for Science and Math Teachers. ....	10
The Fellows' Application and Admissions Process ....	11
The Fellows Who Were Accepted .....	14
Activities and Schedule for Fellows .....	18
Program Dissemination .....	49
Institute Participation in Conferences .....	49
Program Development. ....	54
National Advisory Committee Meeting. ....	55
Program Evaluation .....	56
Financial Plans .....	57
Fund-Raising Initiative .....	58
Conclusion .....	60



The present report covers the offerings, organization, and operation of the Institute's 1992 program for the New Haven teachers who participated as Fellows. It draws extensively from the evaluations written by Institute Fellows and seminar leaders at the conclusion of their participation. It also summarizes the Institute's recent activity in dissemination, evaluation, and fund raising.

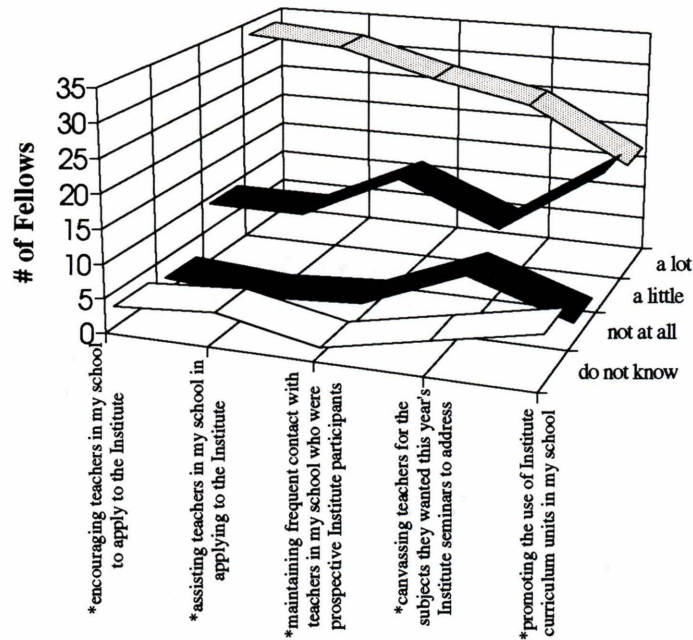
Specifically, the report contains information on the presentations Institute participants made at several conferences and on testimony delivered at a U.S. Senate field hearing that was held at Yale because of the Teachers Institute's location here. With respect to program evaluation, it describes the completion of the "Progress Report on Surveys Administered to New Haven Teachers, 1982 to 1990." It highlights the process underway for planning the long-term development of the Institute, as well as the role of our National Advisory Committee who advised us on this and other topics at their November 1992 meeting. Finally, it describes the steps we took to launch a more intensive phase of our fund raising to meet the terms of two challenge grants for the Institute's endowment.

## **THE PROGRAM FOR NEW HAVEN TEACHERS**

Beginning in the fall of 1991, the teachers who served 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 1992. The Representatives met together twice monthly and communicated individually with the school Contacts with whom they were responsible for staying in close touch. In their evaluations, the 1992 Fellows indicated, as Chart 1 below shows, that the Institute Representative for their school had been helpful in numerous ways: by maintaining frequent contact with them, asking teachers for their views on seminar subjects for the following year, and encouraging and assisting teachers in the school to apply.

Chart 1

Institute Representatives' Helpfulness to the 1992 Fellows



---

*A tenet of the Institute's approach has been to determine its offerings annually in response to the needs teachers themselves identify.*

---

As a result, almost three quarters (73 percent) of all Fellows said in the end that they had, while the program was being planned, sufficient opportunity to contribute possible topics for seminars. From its inception, a tenet of the Institute's approach has been to determine its offerings annually in response to the needs for further preparation and curriculum development that teachers themselves identify. In 1992 this process resulted in the Institute organizing five seminars.

With support from the National Endowment for the Humanities, the Institute offered four seminars in the humanities:

"The Constitution, Courts and Public Schools,"  
led by Robert A. Burt,  
Southmayd Professor of Law

"Writings and Re-writings of the Discovery and Conquest of America,"  
led by Roberto González-Echevarría  
Bass Professor of Hispanic and Comparative Literature



"Reading and Writing the City,"  
led by Lawrence G. Manley,  
Professor of English

"The National Experience: American Art and Culture,"  
led by Bryan J. Wolf,  
Professor of American Studies and English

With support from the Carnegie Corporation of New York, the Institute offered one seminar in the sciences:

"Ecosystems: Tools for Science and Math Teachers,"  
led by Gordon T. Geballe,  
Lecturer in Forest Microbiology,  
School of Forestry and Environmental Studies

## Content of the Seminars Offered

The following overviews of each of these seminars are based on their leaders' own descriptions.

### The Constitution, Courts and Public Schools

This seminar explored and evaluated ways in which courts since the 1950s have affected the administration of public schools in adjudicating the constitutional rights of students. The seminar had two major foci.

First, it examined judicial considerations of claims for equality in



Joy Bush

*The seminar on "The Constitution, Courts and Public Schools." (Left to right: Fellows Kenneth B. Hilliard, Mary Ellen Leahy, Joyce Bryant, and seminar leader Robert A. Burt.)*

---

*One generalization did emerge: results were never more than "mixed successes" and there is an urgent need for continued attention to these issues.*

---

several different facets of public education: race segregation, exclusion of students with mental or physical disabilities, failures to address special needs of students whose principal language was not English, and variability of public school funding based on differences in wealth among state school districts. Judicial efforts to end public school race segregation began in 1954 by invalidating Southern laws; in subsequent decades, courts hesitantly moved to address racial separation in other regions with less blatant official sanctions for segregation. These court cases regarding race in public schools also set the stage for subsequent judicial efforts, beginning in 1971, to end public school exclusion of so-called "ineducable" children (based on mental or physical disability) and judicial endeavors, beginning in 1974, to address the inadequacy of public school response to the special needs of students lacking English language fluency. These judicial efforts were later joined by Congress and the federal executive regarding race, disability and English-language fluency, and have significantly altered the characteristics of the student population that public schools are required to serve. In 1973, by contrast, the U.S. Supreme Court refused to characterize the inequality of school district financial resources as constitutional violations; several state supreme courts did, however, subsequently address these inequalities as violations of state constitutional provisions.

In the second major focus, the seminar examined specific judicial interventions regarding the rights of students in the administrative operations of public schools—in particular, school discipline (in such matters as hearing rights for suspensions or exclusion, corporal punishment, dress codes and student searches), school control over curriculum (in matters involving differing religious beliefs, such as the controversy over teaching evolution, or differing attitudes toward moral codes generally, as in the controversies regarding removal of books from school libraries), and school control over student expression (in such matters as censorship of student-run newspapers or in-school symbolic displays of political expression, such as wearing armbands to protest the Vietnam War). Courts have significantly intervened in school operations in all of these matters during the past two decades.

The reading for the seminar included, for race segregation, Richard Kluger's book, *Simple Justice* (on the background to *Brown*) and J. Anthony Lukas' book, *Common Ground* (on the judicial effort to desegregate the Boston public schools); for disability segregation, the seminar leader's essay on federal litigation in Pennsylvania for community residence and education of institutionalized retarded people in *In the Interest of Children* (R. Mnookin, ed.) and other works on educational disability mainstreaming (Lippman & Goldberg, *Right to Education*); and for judicial interventions in various aspects of school operations, the principal readings were the various Supreme Court and lower federal court cases.

In discussions both of equality issues and of student rights in school administration, the seminar considered the ways in which the judicial inter-



ventions, and their subsequent legislative and executive implementations, succeeded or failed in translating the constitutional principles into practical realization in the day-to-day life of the administration of public school systems. Through many spirited exchanges, and agreements and disagreements, one generalization did emerge: results were never more than "mixed successes" and sometimes closer to "mixed failures" and that there is an urgent need for continued attention to these issues, both in courts and in other public settings.

The curriculum units designed by Fellows convey both the intellectual challenge and the spirit of mutual teaching and learning that animated the seminar discussions. Each of the units concentrates on one of the specific contexts of the judicial interventions the seminar considered. The units thus address issues of considerable importance in contemporary public schools both nationally and in New Haven specifically. Race relations, cultural and language differences, discriminations against people with disabilities, inequalities of wealth, school discipline and censorship of expression—issues such as these touch the lives of students and teachers in highly personal and often emotionally charged ways. In designing the curriculum units, each of the Fellows attempted to set out materials that give a coherent intellectual structure for students' thinking and for classroom discussion about these issues. Of equal importance, each of these units is alert to the need that students and teachers must approach these issues with considered attention to their sensitive character in our nation, our city, and within individual classrooms themselves.

---

*The curriculum units designed by Fellows convey both the intellectual challenge and the spirit of mutual teaching and learning that animated the seminar discussions.*

---

### Writings and Re-writings of the Discovery and Conquest of America

This timely seminar, offered during the Quincentenary, considered the major texts announcing, describing, and interpreting the discovery of the New World, both in the Renaissance and in the modern period in Latin America.



Joy Bush

*The seminar on "Writings and Re-writings of the Discovery and Conquest of America." (Left to right: Fellows Luis A. Recalde and Jeannette R. Gaffney, and seminar leader Roberto González-Echevarría.)*



The discussion centered on the issues created by the clash of European and American cultures, and the evolution toward a synthesis in Latin American culture. The first texts considered were those by Columbus, Peter Martyr d'Anghiera, Cortés, Las Casas, Bernal Díaz, and Garcilaso de la Vega, el Inca. Then the Fellows read and discussed two major non-Spanish texts that interpret the European occupation of the New World from an ethical, political, and philosophical perspective: Michel de Montaigne's essay "On Cannibals," and William Shakespeare's *The Tempest*. Finally, the seminar discussed modern Latin American revisionist interpretations, like Roberto Fernandez Retamar's *Caliban*, Edmundo O'Gorman's *The Invention of America*, and Alejo Carpentier's *The Harp and the Shadow*.

---

*In a country such as the United States, where nearly everyone's ancestors arrived recently, the issues raised by the Discovery and Conquest of the New World are vital.*

---

In a country such as the United States, where nearly everyone's ancestors arrived recently, the issues raised by the Discovery and Conquest of the New World are vital. New World history begins with Columbus, if by history we mean modern history, hence it behooves us to ponder the reasons for the Discovery and its aftermath. The Quincentenary, needless to say, heightened this awareness, but in the Americas the Columbian question is never absent from all considerations of history, and is ever present in many manifestations of art.

What does it mean to discover a New World? Isn't it presumptuous to speak of discovering a world already inhabited by others? How did the natives of the New World "discover" the Europeans? When do Europeans settled in the New World become Americans?

The seminar approached these questions by reading modern Latin American novels that deal explicitly with them. The wounds of conquest are still open in Latin America; the present still includes the colonial period. Hence novelists like Alejo Carpentier, Carlos Fuentes, Gabriel García Márquez, and Mario Vargas Llosa, among others, write about figures such as Columbus, or the plight of native Americans, with a sense of urgency. Reading and discussing these novels allowed the Fellows to glimpse into how Latin Americans are dealing today with problems whose solution seem as difficult now as they were when Cortés took Mexico City and claimed it for the Spanish Crown. Latin American fiction incorporates Latin American history because it is such a dramatic process, involving events of incalculable repercussions for the present. Fictionalizing those events and figures is not a way of avoiding the very tangible demands made by current Latin American politics, but an effort to understand those demands in the broadest terms.

The curriculum units prepared by the participants reflect all of these issues, particularly how the Indians saw the Europeans. This perspective reflects in turn the multicultural group of students the Fellows teach.



## Reading and Writing the City

Through the study of classic works from different disciplines, this seminar focused on the verbal construction and interpretation of the city in various kinds of writing. While the participants in the seminar discussed and learned about highlights in the history, planning, architecture, sociology, and imaginative impact of cities, the primary focus fell on issues of cross-curricular writing—on the different perspectives, methods, techniques, concerns, and effects that come to the fore in different modes of writing about cities. The Fellows who teach various subjects addressed the question of how “reading” (or in the broader sense, looking and interpreting) and writing about a common object can take different shapes and serve different purposes in different fields of study. Each teacher was asked to think about how study and writing about the city might be worked into his or her curriculum.

---

*Each teacher was asked to think about how study and writing about the city might be worked into his or her curriculum.*

---

The seminar was divided into four parts, dealing respectively with the historical issue of town origins, the artistic and architectural issues of town planning and building, the sociological issue of urban society and behavior, and the literary issue of imaginative construction of the city in relation to the self. The first part focused on a few classic essays on the question of modern town origins, i.e., the resurgence of urban life in Europe between the eleventh and seventeenth centuries, and the many cultural achievements and innovations this represented. Teachers also read parts of a sourcebook, Gene Brucker’s documentary collection on Florence, in order to explore how evidence is interpreted and used by historians and how it might be used by students in the classroom. The second part explored writing on town planning



Joy Bush

*The seminar on "Reading and Writing the City." (Left to right: Fellow Laura Spoerri and seminar leader Lawrence G. Manley.)*



---

*Our current problems tell us that the city remains at the frontier of a new American society.*

---

and architecture, from the ancient world to modern Las Vegas and New York, as represented in works by Robert Venturi and Paul Goldberger. The third addressed urban society and behavior through seminal works by Engels, Weber, Simmel, and Park and through recent writing on post-urbanism by Richard Louv, Ken Auletta, and Jean Baudrillard. The final part was devoted to classic literary works, both fictional and non-fictional, from Orwell's account of his origins as a writer to V.S. Naipaul's memoir of childhood in Port of Spain, Trinidad, and Toni Morrison's treatment of Chicago in *Song of Solomon*.

Each teacher constructed a curriculum unit on some aspect of urban studies in which student writing (even in the visual arts) was involved. The underlying pedagogical issue for teachers in all disciplines was thus whether and how the responsibility for teaching writing skills, traditionally relegated to English departments, can be shared by **all** parts of the curriculum, giving students more exposure to and practice in written expression.

The nature and function of the city—the most complex form of human settlement—are perennially compelling topics, perhaps never more so than for the students and teachers of contemporary urban America. The history of urban form, from the earliest stockades, enclosures, and fortifications to the walled outline of traditional European cities, tells us that cities have always defined themselves in relation to a frontier and occupied the cutting edge of the civilizing process. As several of the Fellows' units devoted to contemporary New Haven suggest, the very magnitude and urgency of our current problems tell us that the city remains at the frontier of a new American society, confronting the challenge of a future in the process of being born.

### **The National Experience: American Art and Culture**

This seminar sought to understand American culture through the art and literature of its peoples. Moving between literary texts and painting, it spanned American cultural history from the period of Spanish exploration to the contemporary art of African-American painter Robert Colescott. Rather than attempting to be comprehensive in its coverage, the seminar highlighted each week a particular myth or image of "America."

---

*This seminar sought to understand American culture through the art and literature of its peoples.*

---

The seminar was thus conceived as a survey of American culture, designed to provide teachers with an overview of the arts in America. Because the seminar was conducted in the summer of 1992, the five hundredth anniversary of Columbus' encounter with the New World, it started with a two-week survey of the age of exploration. Fellows read both Columbus' journals from the period and the startling narrative provided by Cabeza de Vaca of his experiences among native American tribes from Florida to New Mexico in the decades after Columbus.

Then the focus of the seminar began to shift. The syllabus originally





Joy Bush

*The seminar on "The National Experience: American Art and Culture." (Left to right: Fellows Diane E. Platt, Iris R. Davis, Mary-Alice H. Howley, Diana Doyle, and seminar leader Bryan J. Wolf.)*

called for a survey of American painting and literature from colonial times to the present. Rather than pursuing this course, however, the seminar moved in the direction of minority art and culture and concentrated increasingly on minority contributions to American society. The goal was not a course in minority art and literature *per se*, but a survey of the relations between minority artists and mainstream traditions. Fellows wanted to understand how artists and writers of African-American and Chicano descent dealt with two factors: the power of their own traditions and the give-and-take between those traditions and mainstream society.

The seminar turned to colonial society to examine the up-by-your-own bootstraps rhetoric of Benjamin Franklin. At the same time Fellows read a sentimental novel from the period, Hannah Foster's *The Coquette*, and examined paintings and decorative arts at the Yale Art Gallery. They juxtaposed these materials with Phillis Wheatley's poetry, the first major writing in English by an African-American woman.

---

*The seminar turned to colonial society to examine the up-by-your-own bootstraps rhetoric of Benjamin Franklin.*

---

Frederick Douglass and Harriet Wilson provided two seminal texts of nineteenth century Black experience. Douglass' account of his life as a slave led to a discussion of the role of literacy and reading within a pluralistic society. Wilson's narrative of life in the North by a "free" Black woman demonstrated how complicated freedom is. Her novel criticizes not just Northern whites for their hidden racism, but the very tenets of a liberal society founded on slave labor.



In the twentieth century, Fellows read Toni Morrison's first novel, *The Bluest Eye*, and Sandra Cisneros' poetic narrative of life in the barrios, *The House on Mango Street*. Both concern themselves with the role of films and television in the shaping of ethnic identity. The seminar was punctuated by a series of three lectures on African-American art and artists of the nineteenth and twentieth centuries.

---

*All of the units represent ways of addressing ethnic diversity within modern American society.*

---

The curriculum units that Fellows wrote divide into three categories: historical studies, arts and performance units, and multi-cultural surveys. All of the units represent ways of addressing ethnic diversity within modern American society. They each strive to introduce students to unfamiliar aspects of their own past or to the history and tradition of racial or ethnic groups different from their own. They are designed to help students take pride in their past, appreciate the values of other cultures, and better understand the importance of the arts in everyday life.

### **Ecosystems: Tools for Science and Math Teachers**

The world has entered the "Environmental Era." Every day on television and in newspapers, humans around the world are reminded of the need to take care of the world we live in. Environmental problems are causing us to rethink how we throw away our garbage, what clothes we wear in the sun, and what chemicals we use in and around our homes. Slowly but surely we are changing our habits. Children seem especially excited about talking and learning about these issues.



*The seminar on "Ecosystems: Tools for Science and Math Teachers." (Left to right: Fellows Lynn S. Marmitt, seminar leader Gordon T. Geballe, and Grayce H. Storey.)*

The purpose of this seminar was therefore for participants to develop an understanding of ecosystem theory through readings from ecology texts and research papers. Two case studies were presented: Hubbard Brook Experimental Forest in the White Mountains in New Hampshire, a group of forested watersheds that have been studied for over 25 years; and Biosphere 2 in Arizona, an artificial closed ecosystem designed to support human life.

For their curriculum units participants chose topics that use ecosystems in their classrooms. Some teachers wanted to include terrariums and aquariums more formally in science and math units. Others wanted to use micro-ecosystems (microcosms) to introduce concepts of experimentation. Other teachers wanted to use ecosystems to develop understanding of global environmental issues, or to illustrate calculation and models. All the Fellows worked especially to develop "hands-on" activities, believing that science teaching needs projects that the students can perform.

Acting in its capacity as the Institute's course-of-study committee, the University Advisory Council on the Teachers Institute approved these offerings for 1992. By their action, the Institute can certify Fellows' course of study to institutions where they may be pursuing an advanced degree. Fellows also received four "continuing education units" from the New Haven Public Schools upon successful completion of the Institute. These "CEUs" count toward the minimum of nine "CEUs" that Connecticut requires each teacher to complete every five years in order to renew their state certification to teach in a public school. In 1992, about half (47 percent) of Fellows said that the opportunity to obtain "CEUs" toward their recertification was one of the incentives for them to participate in the Institute. Many fewer, only about a quarter (23 percent) of Fellows, said that the opportunity for their Institute course of study to be recognized for credit in a degree program was an incentive for them to apply. Most Fellows have already completed, and few are now pursuing, advanced degrees.

---

*About half of Fellows said that the opportunity to obtain "CEUs" toward their recertification was one of the incentives for them to participate in the Institute.*

---

## **The Fellows' Application and Admissions Process**

Having worked with teachers in their respective schools since the preceding fall, the Institute Representatives met on January 7 to receive for distribution in all schools copies of the Institute application form, brochure, and descriptions of the seminars being offered. 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.

The following week, the Representatives held a reception and information session on the Yale campus for interested teachers. Representatives explained to the whole group who attended the nature of each seminar and then conducted small-group discussions on the seminars in which they them-



selves planned to participate. As in recent years, this proved to be an efficient means for providing a large number of teachers an overview of Institute offerings and for answering specific questions about seminars to which they were considering applying.

The following week, on January 21, the Representatives met to discuss their progress with prospective applicants and to hand in their own completed applications. The final application deadline for all teachers was January 31. 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 vacation to process application materials for the upcoming review, and the review could be completed during February to provide the earliest possible notification to teachers who were accepted.

There are four principal criteria for teachers to be eligible as Fellows. First, the applicant must be a current New Haven public 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 developing 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.

---

*The applicant must show that the seminar and the curriculum unit that he or she proposes are directly related to school courses.*

---

In addition, beginning in 1990 we decided to place a firm limit of no more than twelve teachers in any seminar. We believe that the 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.

By the application deadline, the Institute Representatives, assisted by the school Contacts, had collected applications from numerous New Haven elementary, middle, and high school teachers in the humanities and in the sciences. On the application form each interested teacher specifies 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 their own teaching. Writing this short essay is, in effect, their first step in the formulation of a curriculum unit through which they will bring material they study from the seminar into their own classroom.

The applications teachers submitted were reviewed by three groups. The school subject supervisors and department heads examined the applica-

tions of the teachers they supervise to determine whether or not each proposal was consistent with, and significant for, the teacher's own development and school curricula. 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 what that teacher is assigned to teach. This year the Institute provided the supervisors copies of all the applications of teachers from their departments and then, two days later, held a meeting so that they could discuss the seminars and any problems in the applications. In this way, the supervisors also could confer about the proposals of teachers planning to develop interdisciplinary units and teachers who are assigned to teach more than one subject.

At the same time, 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 would be accepted. By conducting their reviews before February 19, 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 who served as Coordinators to assist with the smooth operation of the seminars. Each Coordinator participated as a Fellow in a different seminar, and they met together weekly with the director. They also served as an admissions committee. They met on February 4 with the school Representatives to discuss the teachers who were applying, and on February 5 by themselves to conduct a first reading of the applications. On February 19, the Coordinators then met all day, by taking professional leave, for their final consideration of and decisions on the applications. A further indication of the New Haven Public Schools' commitment to the Institute is the fact that this professional leave was approved for Institute Coordinators even though, because of budgetary constraints, other professional leave had been cancelled in the school system.

During their final application review, the Coordinators also considered the findings of the school administrators and seminar leaders and made recommendations to the director about which teachers the Institute should accept. By these means, the Institute seeks to ensure that Fellows participate in seminars that are appropriate to their interests and applicable in the school courses they teach. As a result, on March 2 the Institute accepted as Fellows 54 New Haven teachers, 42 in the humanities and 12 in the sciences. Consistent with the Institute's aim to serve the largest possible proportion of all New Haven teachers, 14 of the teachers accepted in 1992 were participating in the Institute for the first time.

---

*The Institute seeks to ensure that Fellows participate in seminars that are appropriate to their interests and applicable in the school courses they teach.*

---



## The Fellows Who Were Accepted

---

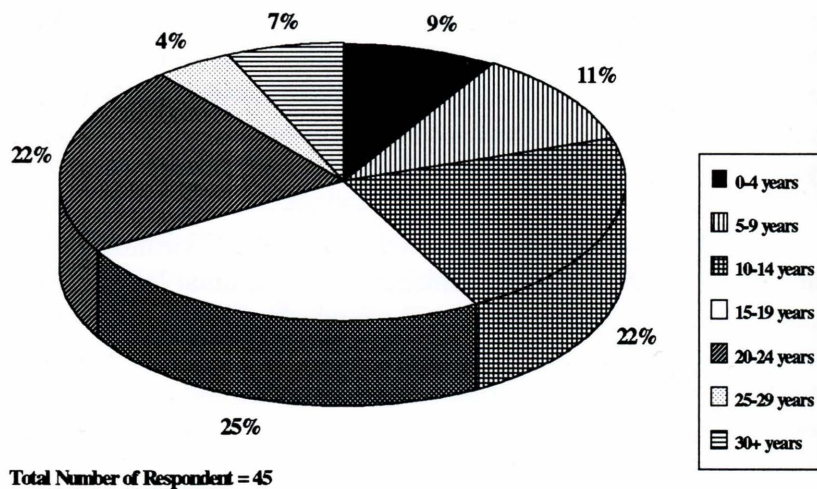
*Many teachers say they need to develop their knowledge in subjects they may have been recently reassigned to teach.*

---

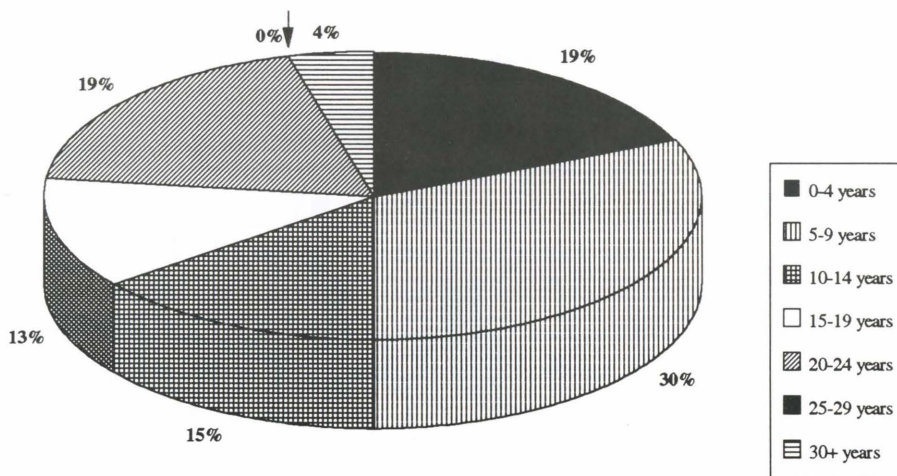
The Institute first accepted elementary school teachers in 1990; this year 10 elementary school teachers were Fellows; 36 middle school and 8 high school teachers participated. Overall, more than half (55 percent) of Fellows were 41-50 years old; 15 (32 percent) were younger and 6 (13 percent) were older. As Chart 2 shows, about two thirds of Fellows (68 percent) had at least 10, and not more than 24, years total experience in teaching, though the Institute also attracted a number of less experienced, as well as several long-time teachers. Half of the Fellows, however, had 9 or fewer years experience teaching in the New Haven school system. Illustrative of the need for the professional development that the Institute provides, moreover, three quarters of all Fellows have been in their present teaching position 9 or fewer years; more than one third (36 percent) have taught in their present position for 4 years or less. Thus, even though half of the Fellows have 16 or more years total teaching experience, half have 7 or fewer years experience in their present position. This helps to explain why many teachers say they need to develop further their knowledge in subjects they may have been recently reassigned to teach, or curricular materials for students of a different age or background than the students they have taught before.

**Chart 2**

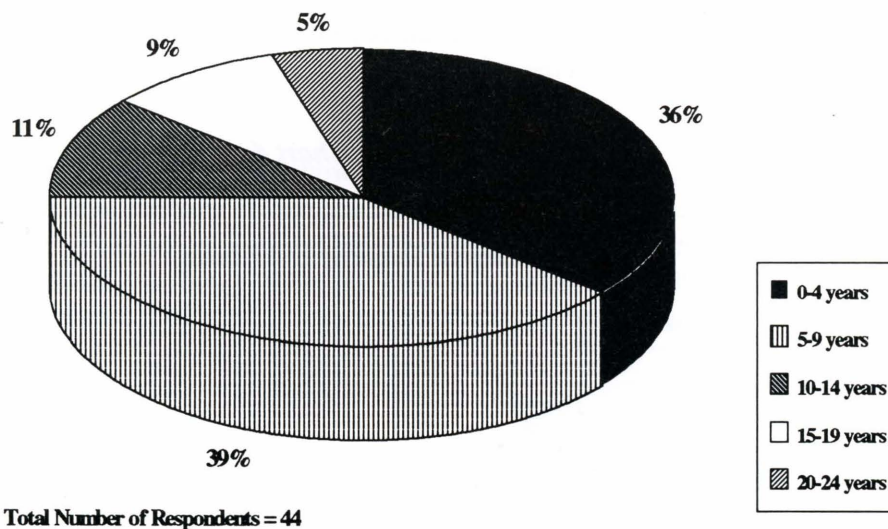
**Total Years of Teaching Experience for 1992 Fellows**



Years of Teaching Experience in New Haven for 1992 Fellows



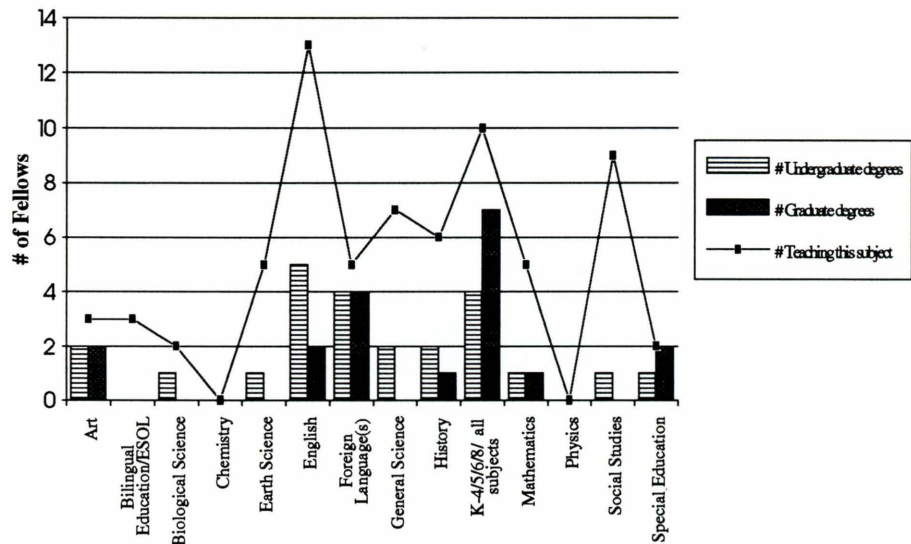
Total Years Experience in Present Position for 1992 Fellows



Moreover, as in past years—and as in the case in the school system generally—many of the 1992 Fellows did not major in college or graduate school in the subjects they currently teach. As Chart 3 shows, in only one field, Special Education, did all Fellows teaching a subject have a graduate or undergraduate degree in that subject.

Chart 3

# of Fellows with Degrees In the Subject They Taught in 1991-1992

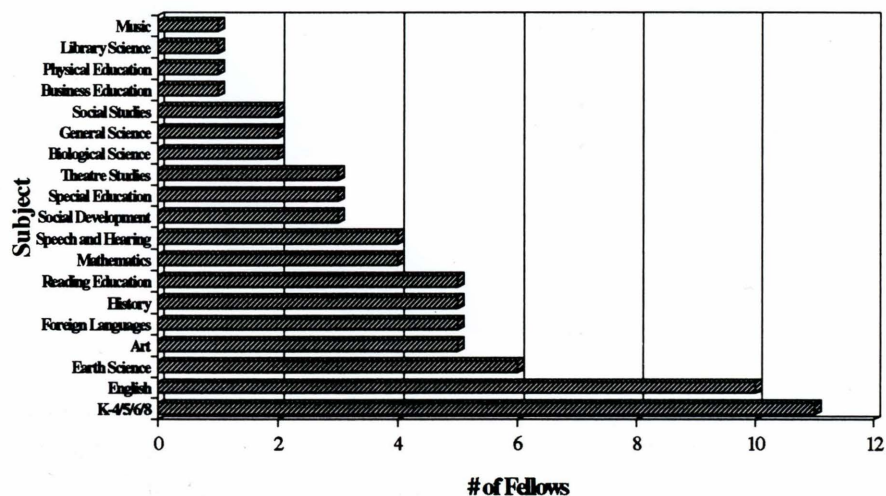


Many of the Fellows did not major in college or graduate school in the subjects they currently teach.

Chart 4 shows the subjects Fellows taught in the 1991-1992 year of their Institute participation. Overall, 64 percent of Fellows in the humanities and 74 percent of Fellows in the sciences had not majored either in college or graduate school in the subject they taught in 1992.

Chart 4

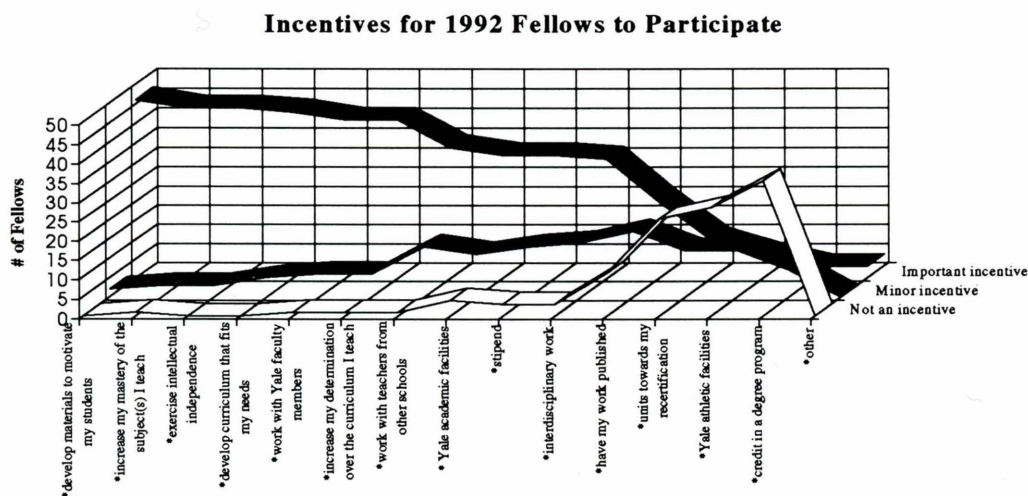
Subjects Taught By 1992 Fellows





It is understandable, therefore, that 1992 Fellows, asked about the incentives that attracted them to participate in the Institute, responded (as chart 5 shows) that the most important incentives were the opportunities to increase their mastery in the subjects they teach, to exercise intellectual independence, and to develop curricula to fit their needs and materials to motivate their students.

Chart 5



As past Institute studies have shown, Fellows are in most respects highly representative of all New Haven teachers (see Table 1 below). So, for example, this year's Fellows, as Fellows before, reflect the race and ethnicity of all New Haven teachers, though there are great disparities generally in the ethno-racial characteristics of New Haven teachers and their students.

Table 1

	White non-Hispanic	Black non-Hispanic	Hispanic	Other	Total
<b>Institute Fellows 1992</b>	58.3%	35.4%	6.3%	0%	100%
<b>Institute Fellows 1978-1992</b>	69.3%	26.5%	3.3%	0.9%	100%
<b>Institute Fellows 1978-1991</b>	69.9%	26.3%	2.9%	0.9%	100%
<b>All New Haven Public School Teachers, 1992</b>	68%	23.7%	7.0%	1.3%	100%
<b>New Haven Public School Students, 1992</b>	16.2%	58.3%	23.9%	1.6%	100%

*Fellows are highly  
representative of all  
New Haven teachers.*

## Activities and Schedule for Fellows

At the first organizational meeting of each seminar held on March 17, the seminar leader distributed an annotated bibliography on the seminar subject and presented the syllabus of readings that he proposed the seminar would consider. The Fellows described the individual curriculum units that they planned to develop. This afforded the 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. In their written evaluations, many Fellows commented on the value of the reading they did before each seminar meeting. As one wrote, "The assigned readings sparked discussions in which everyone participated." Another said that, as a result of the readings, "all the participants were prepared and contributed during the seminars." Other said:

---

*"The assigned readings sparked discussions in which everyone participated."*

*—Institute Fellow*

---

We had readings assigned for homework, and I found them to be especially worthwhile. I am inspired to search out the books from which these readings came and read the entire selections not only for the information, but for the beauty of the words.

The reading selections on the syllabus were excellent choices. I think everyone in the seminar enjoyed reading all of them.



Joy Bush

*The seminar on "Writings and Re-writings of the Discovery and Conquest of America." (Left to right: Fellows Luis A. Recalde, Jeanette R. Gaffney, and seminar leader Roberto González-Echevarría.)*



Assignments were realistic in length and germane to the subjects discussed each week. The topics were well-chosen, I felt, and took into consideration the unit topics chosen by seminar participants.

I particularly appreciated [the seminar leader's] choice of group readings which varied considerably in style and content, yet came together nicely around the central theme.

The required readings were appropriate and manageable (time wise). I was introduced to materials I have never read and artists with whom I was unfamiliar—both the visual material and the written works will fit very well into my curriculum.

The seminar leaders also commented on what they perceived were the Fellows' responses to the weekly readings. One said, "We covered a lot of material in an interdisciplinary fashion, and I thought that they enjoyed the assignments." Another said, "I think the Fellows would in general agree that the readings were interesting and that the discussions were engaging and informative." A third said:

Though there were technical aspects to the materials, all of it related quite directly to the Fellows' classroom experience (such as race integration, equality of educational financing, disabled or bilingual students in "mainstreamed" classes, classroom discipline). The Fellows accordingly had a strong experiential base for thinking about the materials, and the discussions were lively (and often involved strongly—and respectfully—stated disagreements).

Before submitting on April 7, the day of the second seminar meeting, a refined unit topic and list of readings to research that topic, all Fellows also met individually with their seminar leader to discuss their projects. The Institute requires that Fellows schedule at least two such conferences as part of the unit writing process; many Fellows, however, meet more frequently with their seminar leader. At the end of the program, only one Fellow said in her evaluation that she had not had ample opportunity to discuss her choice of readings with the seminar leader. One seminar leader commented on how he handled the scheduling of these meetings: "I tried as often as I could to initiate conferences without requiring them. Some teachers appreciated this; others may have felt they could do without it, and sometimes did." In a typical comment, one Fellow wrote about the conferences with seminar leaders:

---

*"The Fellows had a strong experiential base for thinking about the materials, and the discussions were lively."*

*—Seminar Leader*

---

---

*"Individual meetings were helpful in focusing me more clearly on what I wanted to accomplish."*

*—Institute Fellow*

---

His individual meetings with me were helpful in focusing me more clearly on what I wanted to accomplish and in leading me to resources for developing these ideas. He made himself readily available to anyone needing assistance or clarification.

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 12, 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 21. Thereafter Fellows continued to develop their units in stages with a first draft submitted by all participating teachers on May 26. The weekly meetings of the seminars continued through July 14, with Fellows submitting the second draft of their units on July 14 and their completed units by August 4. In response to the comments of Fellows participating in 1991, the due date for the second draft of the curriculum unit was made two weeks later this year in order to allow more time for Fellows' writing after the school year, which ended on June 25. For this reason, the final due date was moved into the first week of August to allow sufficient time for Fellows to complete their units after receiving the last written comments from the seminar leaders. These adjustments met with apparent approval, as more than four fifths (83 percent) of the Fellows this year agreed that unit writing deadlines occurred at the right time in relation to the school calendar.

---

*The Institute attaches great importance to the process through which Fellows develop their curriculum units.*

---

The Institute attaches great importance to the process through which Fellows develop their curriculum units, and many Fellows commented in their written evaluations about the various benefits they derived from following this process. One wrote, "The Institute is a great opportunity to develop writing skills and a degree of confidence." Another wrote, "I took this opportunity to learn to use a computer to write my paper. That also was a fulfilling experience." Two other Fellows said:

The seminar leader was especially helpful in sharing book titles and prospective authors, making the task somewhat easier. Step by step information was given as to how and when drafts could be passed in. Care and interest in my chosen subject was projected on a regular basis, adding support from beginning to finish.

The Institute seminar this year was quite an educational and eventful one. It provided the opportunity for the seminar leader to interact with Fellows on an individual basis. As a group, we were able to share ideas on the unit topic and discuss any problems we



were presently experiencing with our writings.

One of the reasons the Institute schedule overlaps the school year by three months is to provide Fellows an opportunity to try out with their own students the subject matter and strategies they are considering including in the curriculum units they are developing. Several Fellows commented on the advantages this affords them:

I chose my unit with my students in mind. My students had a part in helping me with my outline. They were actually the center of my unit and everything revolved around them.

Wednesdays are very important days for many Clemente students, as they question many of their teachers on what they learned on Tuesdays from the lectures, the seminars, and their readings.

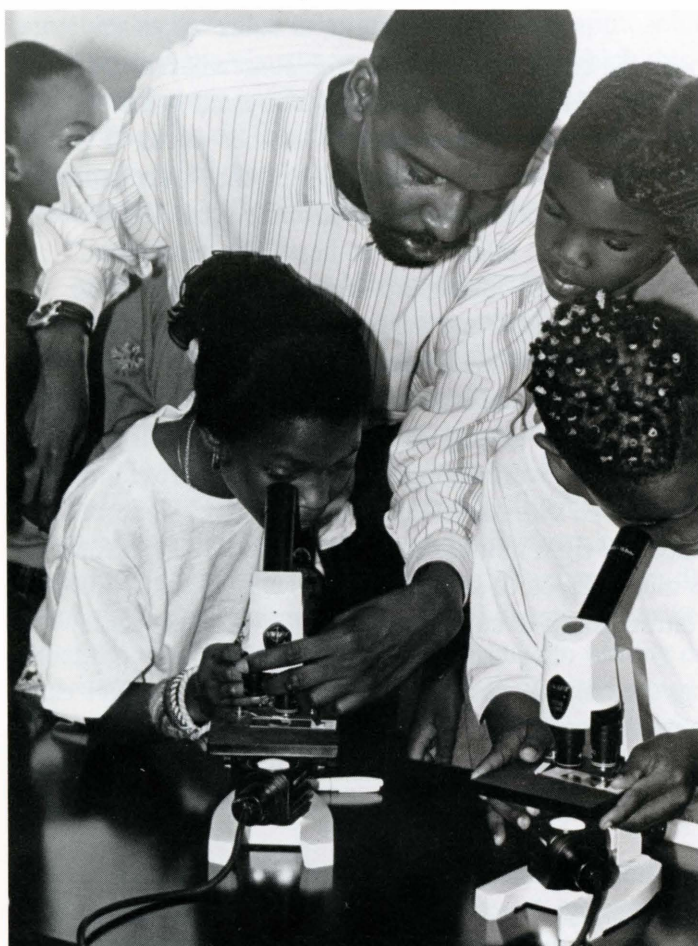
The hands-on activities were exciting. I have already done some of them with my classes, and they were very enthusiastic.

---

*"I chose my unit with my students in mind. Everything revolved around them."*

*—Institute Fellow*

---



Fellow Joseph H. Lewis with his students at Troup Middle School.



This year two thirds of Fellows said they tried out the subject matter (65 percent) and the strategies (69 percent) of their units in their classroom. For those who did, most (79 percent) said this influenced what they included in their final unit.

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 that were held after school. As we have done for the past several years, the Coordinators decided to invite both current and prospective seminar leaders to deliver talks. In this way Fellows gain an overview or an example of the work some of their colleagues are pursuing in other seminars, while they learn as well about seminars in which they might wish to participate in a future year. The talks that University faculty members gave were: "Rediscovering America's First African American Poet: Phillis Wheatley," by Bryan J. Wolf, Professor of American Studies and English; "The Discovery and Conquest of America," by Roberto González-Echevarría, Bass Professor of Hispanic and Comparative Literature; "The City in Words," by Lawrence G. Manley, Professor of English; "Environmental Health: Is there a Smoking Gun," by Mark R. Cullen, Associate Professor of Environmental Health; and "Seeing Ecosystems," by Gordon T. Geballe, Lecturer in Forest Microbiology.

---

*Almost all Fellows said that the talks were successful in providing them intellectual stimulation and a sense of collegiality and common purpose among Fellows.*

---

As has always been the case, the talks met with somewhat mixed reactions. One Fellow wrote, "Although I was not as interested in this year's 'talk' topics, I nevertheless found them stimulating." Another wrote, "I was somewhat confused at some of the lectures. I thought that they were more interesting than last year because more issues were discussed that affect our students." A third Fellow said, "The talks were the best I can remember." Still, most Fellows see in the talks the main purposes they are designed to serve, and the reasons they are an important part of the Institute experience. Almost all Fellows said that to a great or moderate extent the talks were successful in providing them intellectual stimulation (96 percent) and a sense of collegiality and common purpose among Fellows (92 percent). Three quarters (77 percent) said the talks were similarly successful in providing an overview of Fellows' work in the seminars. The great majority (88 percent) said the Institute scheduled the right number of talks this year. One wrote, "The talks were good, a nice balance of seminar leaders and others. I liked the opportunity for the entire group to come together." Two others said:

Regarding the talks, I enjoyed most of them and although each cannot meet the needs of and interests of all, I think they are a vital part of the Institute.

The talks that preceeded the group meetings were all very interesting. I would never have learned about health hazards or ecosystems on my own!

Each time I left a talk, I felt intellectually invigorated.

Most Fellows reported that the talks prompted them, at least to some extent, to read about the topic of the talks (83 percent), discuss the topic with their students (87 percent), and discuss the talks with other teachers (98 percent).

As we have also done in recent years, the Institute scheduled a session on curriculum unit writing on May 5, the week before the regular meetings of the seminars began. At the beginning of the program, as part of their admission packet, all Fellows 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 5 had two main purposes.

After the director described the Institute's philosophy about Fellows' curriculum writing, Jane K. Marshall, a New Haven high school English teacher who has been an Institute Fellow for 10 years, spoke about her special Institute project of compiling several curriculum units that she wrote in different years to create a whole course on visual art and literature, which she teaches at the Cooperative Arts Magnet High School. She spoke of what she perceives as the value of an interdisciplinary approach incorporating both literature and the visual arts, and the way in which this approach to curriculum development has been successful with some of her least advanced students. She also offered her own work as a model of how other Fellows who participate more than once in the Institute might develop complementary, related units in different years of their participation.

Second, after Jane Marshall's presentation and the ensuing discussion, we then divided all the Fellows into seminar groups, where each Coordinator led a discussion of purposes and practices in writing Institute 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 other Fellows might seek their advice as they continued developing their individual units during the remaining months of the program. As one Fellow wrote, "The writing session was the best ever—thanks to thoughtful planning and including someone of Jane Marshall's caliber to help inspire us."

At the Coordinators weekly meetings with the director, which were held on the day after seminar meetings, they discussed the progress of each seminar and gained an overview of the program. In addition, the Coordinators met with the seminar leaders immediately before the program began, on

---

*Fellows who participate more than once in the Institute might develop complementary, related units in different years of their participation.*

---

---

*The Coordinators identified themselves as being knowledgeable about approaches to writing curriculum units, so that other Fellows might seek their advice.*

---



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.

Both the seminar leaders and Fellows acknowledged in their evaluations the essential role of the Coordinators. One seminar leader said, "I could not have asked for a more competent assistant." A Fellow wrote, "My seminar Coordinator made herself very available, which resulted in me finding my Institute experience this year very rewarding." In the final evaluations, only one Fellow in all the seminars differed with the statement that the Coordinator had provided teacher leadership without diminishing the collegial rapport within the seminar. Overall, most Fellows said the Coordinators helped "a lot" (as compared to "a little" or "not at all") by providing information about guidelines and deadlines for unit writing (85 percent), and about use of University facilities (72 percent). Few Fellows found the Coordinators unhelpful in any respect.

To maintain current information on the program and to address any problems that arose, the Institute director met at least monthly with the seminar leaders as a group. This also afforded the seminar leaders, who had different amounts of previous experience in leading Institute seminars, the opportunity to talk with each other about their approaches. In their evaluations all the seminar leaders spoke, as they had in their meetings, of the challenges and characteristics of the seminars they conducted. As four wrote:

I feel that on the whole this year's seminar went very well. As before, the main challenge was to accommodate the very considerable diversity among the Fellows—a greater range of abilities, certainly, than among Yale undergraduates and graduate students, but more importantly a great range of professional needs and interests. Like my earlier seminar, this one had teachers from a number of disciplines, and this challenge was compounded, since my last seminar, by the opening of the Institute to teachers of all grade levels.

The Fellows were highly engaged because they could see direct relevance to their daily work, and they could readily contribute to seminar discussion because of this—even when they felt somewhat overwhelmed by the apparent complexity of the materials.

The seminars differed from my Yale classes in the wealth of experience and strong personal involvement of the Fellows in the issues we discussed. I

---

*"The Fellows were highly engaged because they could see direct relevance to their daily work."  
—Seminar Leader*

---

never had to worry—as I sometimes do at Yale—about getting the students engaged in the subject-matter; I never had to worry about the Fellows being disrespectful toward one another, as I sometimes do at Yale; and I never had to worry that I was talking too much in class, as I sometimes do at Yale, because the Fellows were either quite active in participation or obviously engaged, even though more reticent than some in speaking out.

The seminar discussions were for me the high point of the Institute. These were on the whole extremely lively and engaging. The topic of the city is a controversial one in any time or place, but it has now, in New Haven, a particular urgency for these inner city school teachers. It proved to be the kind of topic that enabled the teachers to address professional issues and personal concerns even while they were also addressing academic subject-matter.

---

*"The topic of the city is a controversial one in any time or place, but it has now, in New Haven, a particular urgency."*

—Seminar Leader

---

The seminars have always been regarded as at the core of the Institute experience, and Fellows' comments about the seminars are invariably rich and positive. The following statements numerous Fellows made are representative:

I thoroughly enjoyed participating in the seminar because it substantially increased my knowledge of the subject, allowed the opportunity to exchange ideas with colleagues, and was very interesting.



Joy Bush

Fellows Margaret B. Clancy and Laura Spierri.



I found the seminar challenging and informative. Usually the discussions ran over the allotted time. The interest among the participants in the materials was remarkably high. There was often **heated** (but friendly) debate on desegregation, mainstreaming, and student rights.

My experience in the seminar was crucial for me because I became aware of a lot of background information, facts, and issues that have impacted my profession. I was able to raise many questions of vital importance: questions that were never brought up in college or graduate school.

Each of our seminar sessions was quite stimulating and informative, often running over, but no one was ready to leave. Our discussions usually kept going all the way to the parking lot.

I enjoyed the richness of the seminar. Language flowed, charged with poetry, literature, history in an array of intelligent and imaginative images and thoughts.

As usual, in every seminar I've taken (3), I am exposed to material that is new and enlightening. I really enjoy that a lot. I like reading new things, gaining a new perspective and discussing issues with a different group of people.

I felt going into the seminar that the most useful thing that I could get out of it was an increased expertise in the topic area, as well as the inspiration of a Yale faculty member. On both of these scores, I was not disappointed.

This year's seminar was one of the best learning experiences of which I have ever had the opportunity of taking part. It opened my eyes to a whole new way of teaching literature. It afforded me the opportunity to converse with and learn from my esteemed colleagues. It helped me revitalize teaching strategies for the upcoming school year.

One problem I experience as a self-contained classroom teacher for slow learners is lack of information about science programs available to me. Although science teachers may be given this

---

*"Our discussions usually kept going all the way to the parking lot."*

*—Institute Fellow*

---

---

*"This year's seminar opened my eyes to a whole new way of teaching literature."*

*—Institute Fellow*

---

information by supervisors, it rarely reaches those of us who are self-contained. I found the seminar extremely helpful in giving me this information.

I enjoyed my experience because it rekindled my interest in science. I paid close attention throughout the seminar for ways in which I could incorporate ecosystem aspects into my math classroom and ways in which I could extract mathematical aspects from the ecosystem topics we studied. The seminar was therefore an intellectual as well as a professional challenge for me.

A theme in Fellows' comments this year, as in many past years, was the appreciation and understanding they gained of their own and other cultures as a result of what they read and the interaction they had with Fellows of different backgrounds. One Fellow wrote, "Our seminar discussions were lively and on topic. As a whole, they contributed to African-American and White-American understanding." Several spoke, too, of the particular importance of understanding different cultures to teaching in New Haven. Three Fellows wrote:

My unit will aid my students and help them grow culturally. They will learn about other cultures and share something of themselves with others. They will be able to grow through this experience.

My unit this year has opened an area of study which I have not previously investigated with my class to

---

*Several spoke of the particular importance of understanding different cultures to teaching in New Haven.*

---



*Institute Fellow Cynthia H. Roberts teaching her class at James Hillhouse High School.*



the degree that my unit will require. Besides attempting to expand their knowledge of African-American history in the development of New Haven, I hope that they will be able to gain not only a greater appreciation of accomplishments from the past but of those from the present and ultimately a desire to become a part of accomplishments in the future. Without the motivation I gained from the Institute in general and my seminar in particular, I probably would not have gone in this direction.

The fact that I learned more about the culture of the students means so much to me. Studying African-American literature and art will help me better relate to my students. Therefore, the increased knowledge of African-American literature and art will strengthen my effectiveness as a teacher.

---

*"The fact that I learned more about the culture of the students means so much to me."*

*—Institute Fellow*

---

A seminar leader also spoke of the analogous way his own teaching had been enriched by the experience:

The only suggestion I have to offer to other faculty in fields related to mine is to keep in mind the needs of those they are teaching. For me this has meant tailoring my seminars to the issues of minority culture, an exercise that I find valuable not only for the seminar participants, but for myself. I have learned a great deal this summer that I will carry back into my Yale teaching.

---

*"I have learned a great deal this summer that I will carry back into my Yale teaching."*

*—Seminar Leader*

---

As has been the case since the Institute's inception, its participants and staff are still sometimes asked whether the collegiality and coprofessionalism among Yale faculty members and New Haven school teachers, for which the program is widely known, are authentic. The collegiality on which the Institute is founded is perhaps best illustrated by the mutual respect between Fellows and seminar leaders that the seminar experience engenders. The comments they made this year in this regard are often poignant. As three seminar leaders wrote:

I really enjoyed the Fellows I worked with. To a person they are a dedicated group; I only wish I could have given them more. I thought the Fellows would be more "burnt out." Although a few started each meeting with horror stories, I felt that the Fellows had a lot of energy.

One knows and sees daily in the Institute that these are dedicated and concerned professionals, but it was especially moving in this seminar to feel the

depth of their concern as they struggled to balance their professional and moral obligation to tell the truth against the equally compelling need to nurture children in hope. I would say that at times our discussions were absolutely wrenching—but not unfruitful—in what they revealed to us of our frustrations, fears, and discouragements over life in present day New Haven.

---

*"I would say that at times our discussions were absolutely wrenching—but not unfruitful."*

*—Seminar Leader*

---

I was immensely impressed with the Fellows' dedication to the imposing task they face day-by-day in inner city schools. I was impressed with their energy, with the extraordinary (but not at all panglossian) optimism that kept them teaching in quite difficult circumstances. And I felt that our seminar engagement gave the Fellows an added dose of energy and self-esteem (as well as substantive knowledge) that would help them return refreshed to their teaching enterprise.

In turn, Fellows expressed their respect for their Yale colleagues. In typical comments, five wrote:

I have come to several conclusions about the overall effectiveness of the Institute. I believe the strengths lie in the avid passion each seminar leader possesses for his subject area.

---

*"I believe the strengths lie in the avid passion each seminar leader possesses for his subject area."*

*—Institute Fellow*

---

This year's seminar was the best that I have attended in all the years that I have been a participant. Our seminar leader, never wavering in maintaining the ultimate in teacher effectiveness, caused me to think more positively about my role as an educator.

I was very impressed with [the seminar leader's] facility with and knowledge of the material. He also developed a very collegial atmosphere that encouraged all members of the seminar to participate and therefore learn. As a teacher, I am always looking for new ways to learn, and I feel that [he] not only gave us an expanding group of new material but also opened my eyes to effective seminar teacher methods. He seemed to genuinely love the topic and, even more so, the teaching of it.

Our seminar leader was approachable, flexible, and respectful of the experiences we brought as teachers.



The seminars also afford Fellows an otherwise too rare opportunity to talk and work with other teachers across the artificial boundaries that too often separate grade levels, schools, and disciplines. Many Fellows this year spoke of the value of the Institute for them in these respects. As several wrote:

---

*"The importance of meeting with and talking to colleagues cannot be emphasized enough. The Institute provides such valuable opportunities."*

*—Institute Fellow*

---

Opportunities to exchange ideas with other teachers are limited. So many of our hours in our profession are spent with our young students, and rightly so, but the importance of meeting with and talking to colleagues cannot be emphasized enough. The Institute provides such valuable opportunities.

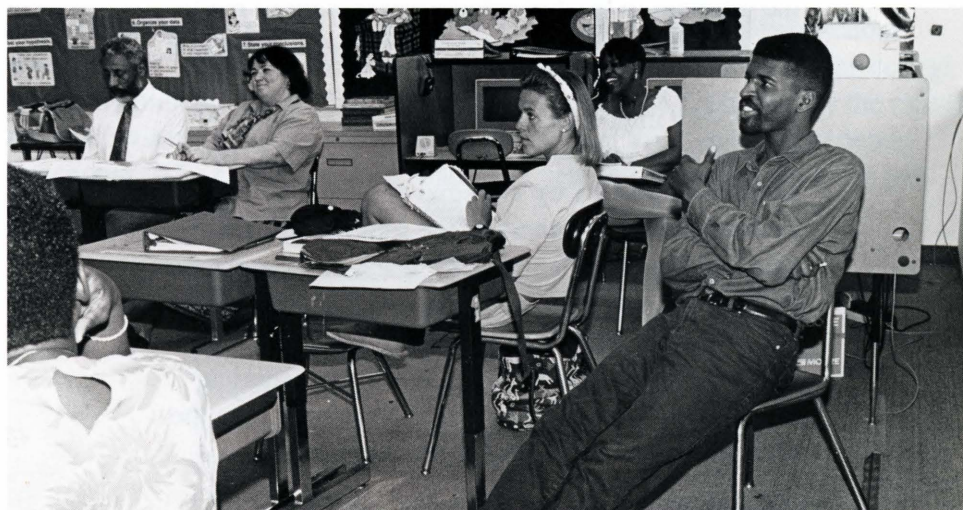
I found that having colleagues from my school in the same seminar was beneficial. Often these unfinished discussions would continue in school involving other faculty members.

My experience in the seminar this year was extremely valuable. I found the mix of disciplines among the seminar members to be very stimulating towards our discussions.

Working with teachers from other schools is always invigorating and exciting. It is one of the best features of the Institute.

Having other teachers to bounce ideas off of was a tremendous boost and helped provide support in times of any doubting that I might have had.

By participating in the seminar, I was made aware

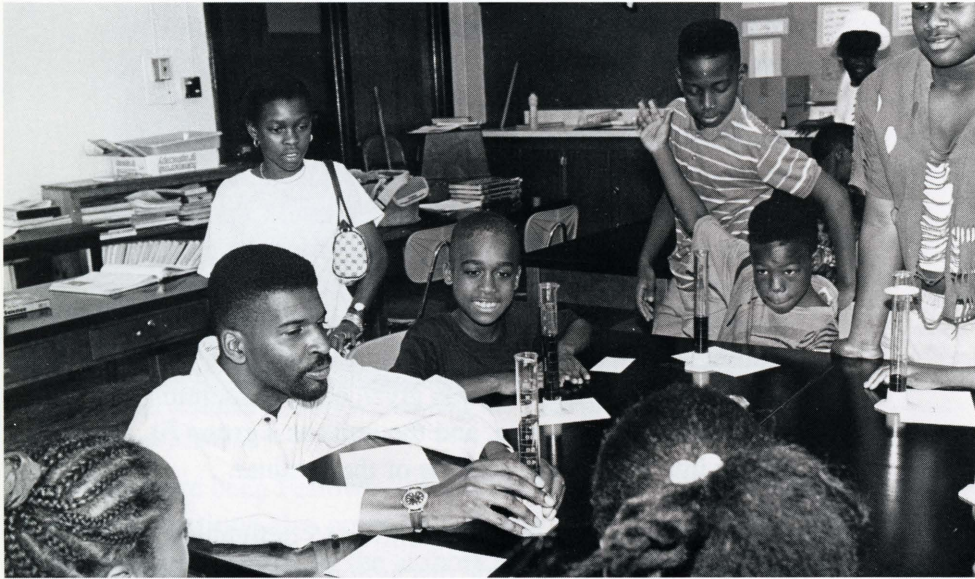


Joy Bush

*Institute Fellows in a seminar meeting at Jackie Robinson Middle School. (Left to right: Fellows Raymond W. Brooks, Nancy M. Esposito, Elizabeth I. Kryszpin, Margaret D. Andrews, and Joseph H. Lewis.)*

of activities that have been successful in other classrooms. It also provided an opportunity to store materials and ideas in an on-going fashion that will be used throughout the school year.

The Institute promotes a certain camaraderie between teachers. Or maybe I have been very lucky because I have found a lot of help. I feel that the kindness and caring of my seminar friends has paid off over the years, and my English has improved a great deal.



Joy Bush

*Institute Fellow Joseph H. Lewis teaches his students at Troup Middle School.*

I have never met a group of people who developed such a feeling of closeness in such a short period of time. All of them were supportive and willing to assist a fellow teacher any way they could. Based on all of these plusses, I look forward to participating in another Institute.

---

*Each seminar must balance studying the seminar subject and developing applications of that knowledge for school classrooms.*

---

Each Institute seminar must balance the complimentary and inseparable—but at times competing—demands for studying generally the seminar subject and developing specifically applications of that knowledge for school classrooms. Each seminar approaches these demands somewhat differently, and seminar leaders this year spoke of how they tried to strike an appropriate balance. One wrote:

It was, as before, a struggle to balance the coherence in subject-matter needed to keep a seminar going with the extremely diverse needs of the Fellows in the writing of their individual units. I tried to deal with this in two ways, first by adapting the seminar readings as nearly as I could to the



needs of the Fellows, making sure that there was at least something for each individual, and secondly, by admitting to a certain schizophrenia in the Institute format and relegating unit-writing to a separate and somewhat more intensive track of individual conferences and drafts than the Institute requires.

Another wrote:

I believe we struck an ideal balance between general study and individual unit development because of the close correspondence between the material I assigned for reading and the Fellows' projects. Beginning with the second seminar, each week's readings had quite a direct relationship to one or more of the Fellows' units; and at the beginning of each seminar, the relevant Fellow(s) made a presentation to the group about their unit, which the group then discussed and critiqued. The discussion then moved quite naturally to the week's assigned reading. Each of the Fellows thus had a strong sense that his or her unit was given careful attention by the group as a whole, and the units as a group fit nicely into the overall scheme of the seminar.

---

*For many Fellows making the connection in seminar between general study and classroom application seemed natural.*

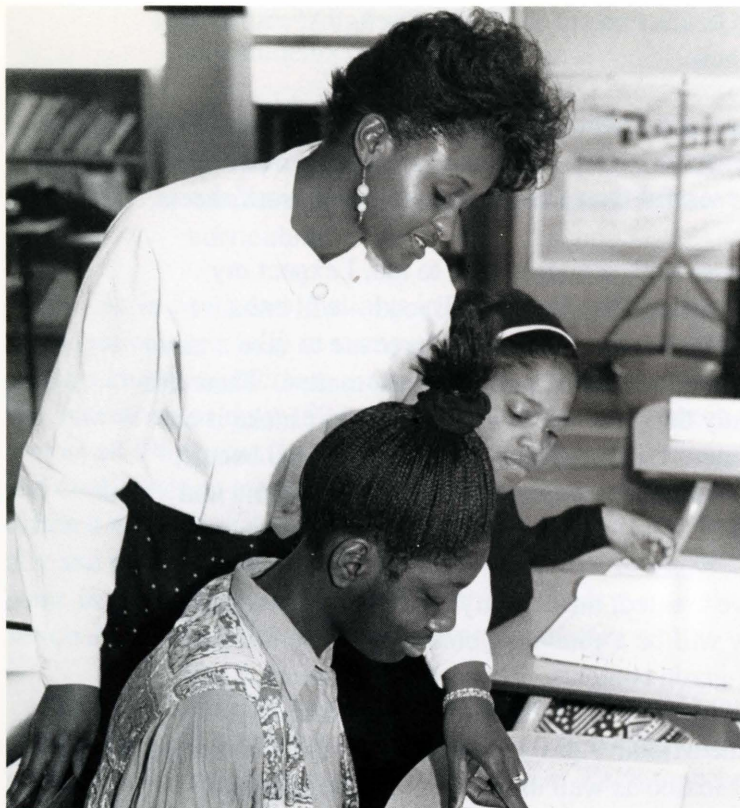
---

In the end, only a few of this year's Fellows (5 individuals, or 11 percent) said that there had been too little discussion in seminar of Fellows' work in progress on their units. For many Fellows, in fact, making the connection in seminar between general study and classroom application seemed natural, at times effortless. As two wrote:

[The seminar leader] modeled for us through his presentations what he hopes we can do in our classrooms. I learned not just "facts" but "methods" for presenting information as well.

My experience in the Institute seminar was one of complete enjoyment. The meetings were always very stimulating, as [the leader] constantly provided slides and books or pictures for us to assess and discuss with regard to how these could or would be used by one of us for our curriculum units.

As mentioned above, the New Haven teachers who participated as Fellows completed their curriculum units by August 4. Their units were then compiled in a volume for each seminar, and in October the volumes were deposited in the libraries of all schools where New Haven teachers—whether



*Institute Fellow Cynthia H. Roberts teaching her class at James Hillhouse High School.*

or not they have been Fellows—might use them in their own teaching. As in the past, the Institute also prepared a Guide to the units Fellows wrote, based on synopses of the units by the authors and their recommendations of the grade levels and school courses to which their units apply.

Both seminar leaders and Fellows were pleased with the units produced this year. One seminar leader wrote, “I was extremely happy at the way that individual units grew out of the general concerns of the seminar.” Another wrote, “Overall the Fellows’ units were quite good. My impression was that almost all of the Fellows put considerable time and thought into their units.” A third seminar leader wrote:

I feel satisfied with the completed units. The unit-writing process actually went more smoothly than it did for me the last time, which means, I suppose, that my Fellows were more independent and diligent, for I did not feel able to give them as much specific help as I would have liked. There are some units which contain really excellent lesson-plans but are somewhat weaker on the research component; and there are units in which a strong research component was not matched by equally strong lesson-plans. But there was no unit that did not



have at least one of these two strengths, and several had both.

Many Fellows also commented, in diverse ways, on the value of the units they prepared. As one said, "Personally prepared curriculum materials are always more successful than existing textbooks or work sheets." Others wrote:

Because high school is new to me, I expect my unit—as well as others I will read—will enhance my school curricula. It will force me to take a more integrated approach to my subject matter. There are already things in my head which didn't make it on to paper. I am confident that students will benefit from a more integrated approach—of authors and works.

I have created, through my research, what essentially will be a year-long course of study for my fifth-grade students. Through my research, I will break away from the traditional approach to studying the Middle Ages and will look at cities in Africa and Mexico as well as Europe. I have gathered information that goes well beyond what is included in my own unit but which will be presented as appropriate during the year. I am looking forward to using this new approach next year.



*Sheila M. Martin Corbin teaching her class at Betsy Ross Arts Magnet School.*

I gained a tremendous amount of insight into my topic area. I think that through the give and take of seminar participation, I was able to hone a curriculum unit that will be challenging to me and the students. The seminar gave me time to develop a

form as well as a perspective on how much material my students could handle.

The information that I gained while preparing this unit strengthens an area where I have felt the weakest. It will enable me to teach a more balanced curriculum.

As in past years, Fellows in 1992 spoke of the results of their Institute participation especially in terms of intellectual growth and renewal. Just as the opportunity to increase mastery of the subject one teaches was an important incentive for most (92 percent) Fellows to take part in the Institute, almost all (98 percent) said that they had gained knowledge of their subject and confidence to teach it by participating in their seminar. Not one Fellow differed with the statement that the seminar helped him or her grow intellectually and professionally. A Fellow wrote, "I was stimulated to think through some important issues from several points of view and take the role of student seriously. I found this to be refreshing." Another wrote:

If I had to select my own weakest area of teaching, it would probably be science because I have not had much background in this area. Each time I participate in an Institute seminar, I learn a great deal about both scientific factual information and effective methods for teaching science to students. Certainly this has been valuable to both myself and my students. I feel that I will now be able to more adequately cover curriculum in areas I previously skimmed over.

Numerous Fellows also described the Institute experience as having increased their professional confidence and morale. One said, "Because of the knowledge that I have gained, I have been able to teach with confidence the material that I have prepared in these units." Another said, "I know that I am gaining confidence in myself because I am improving my writing skills." A third Fellow wrote:

I was able to create a meaningful, relevant curriculum for my remedial learners. They need a very integrated hands-on type of academic experience. This type of curriculum does not exist in our system except for the materials created at the Yale-New Haven Teachers Institute. I am still teaching in New Haven because I can create curriculum that meets my students' special needs and stimulates me intellectually.

---

*"The information that I gained while preparing this unit strengthens an area where I have felt the weakest."*

*—Institute Fellow*

---

Fellows spoke, too, of the information about and access to Yale



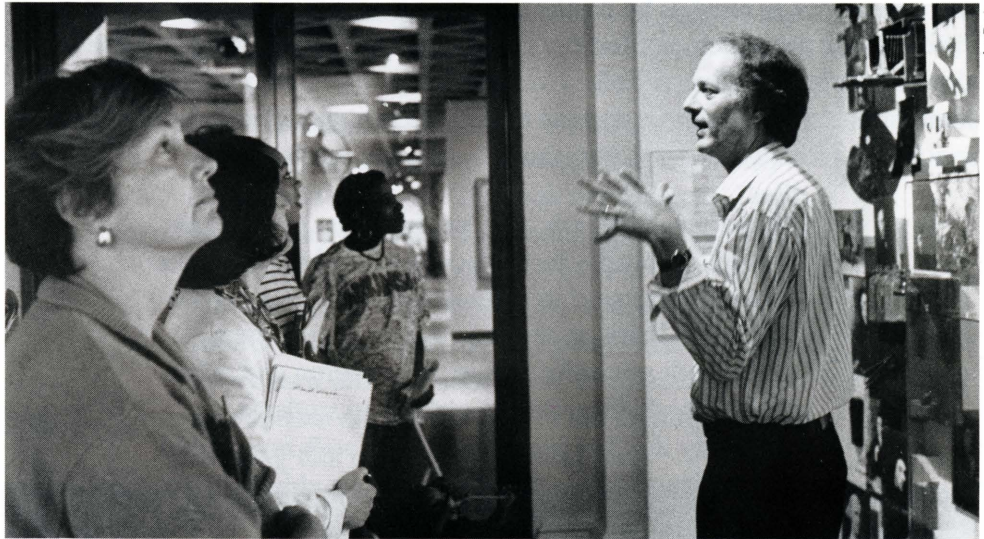
---

*"I am still teaching in New Haven because I can create curriculum that meets my students' special needs and stimulates me intellectually."*

—Institute Fellow

---

facilities they had gained from participation. From the Institute's inception, all Fellows have been full members of the University community, listed in the Directory of faculty and staff, and granted use of facilities and services across the campus. For almost all Fellows (91 percent) access to Yale's academic facilities such as the library was an incentive for their participation, and three quarters (75 percent) reported that membership in the Yale community had been greatly or moderately useful to them. One Fellow wrote, "The chance to use the facilities at Yale (e.g., the library) is really a plus. This privilege has enabled me to work on my unit along with other topics that I needed for my own classroom." Another said, "Although born in New Haven, I was not that familiar with many of the buildings of Yale, and I enjoyed seeing and using them. The fact that Yale has this Institute creates a whole new world of academic opportunity for us and our students indirectly."



Seminar leader Bryan Wolf with Fellows in the Yale Art Gallery. (Left to right: Fellows Diana Doyle, Mary-Alice H. Howley, Iris R. Davis, and Mia P. Edmonds-Duff; and Mr. Wolf.)

---

*"The fact that Yale has this Institute creates a whole new world of academic opportunity for us and our students indirectly."*

—Institute Fellow

---

Nor do Fellows see the results of the Institute as being limited to their own classrooms, or even to teachers who have participated directly in seminars. Almost all Fellows said that they plan to encourage and assist other teachers in using the unit they prepared; half said they plan to do so with seven or more other teachers. Fellows this year provided numerous accounts of the more extended influence the Institute has had for themselves and their schools. One wrote, for example, "I have been able to serve on many committees and use some of the skills that I have gained in research and writing while in the seminar. It has been beneficial to all concerned and I look forward to participating again." Another Fellow said, "The school benefits from the exchange of ideas practiced in the seminar, especially in our interdepartmental meetings. Also, the unit volumes and Guide have helped a number of teachers to incorporate ideas/curriculum created by others." Two others wrote:

I suspect that my fellow teachers will ask me to share my latest development as they have with



every other one that I have written. I am only too happy to oblige; in fact, I take pride in their interest which reinforces my own professional self worth. As in the past, they will utilize particular aspects of my curriculum which augment their own particular curriculums.

Sometimes teaching in the inner city at New Haven is a very difficult task, and the rewards are few and far between. The Yale-New Haven Teachers Institute has become an oasis of learning, providing enriching experiences that go way beyond the creation of individual curriculum units. Wednesdays, the day following our lectures and seminars, staff members can be found exchanging any number of ideas and comments, and their students come alive with questions, ideas and responses by the time they've hit other classes. It's a wonderful give and take that is shared by countless individuals! I hope that this process and the ripple effect that so many receive will go on for many years to come.

Each year we are particularly attentive to the responses of both first-time and veteran participants because, on the one hand, we want a high proportion of New Haven teachers to become Fellows and, on the other, want the Institute to become a regular part of Fellows' professional lives. Both groups cite their own rewards. One first-time Fellow wrote, "This was my first time attending the Yale Teachers Institute because I was apprehensive about my writing skills. But with the help of my fellows and friends at Yale, I was able to make it." Another Fellow wrote:

As a first time participant, I have only positive experiences to share. I found the academic environment stimulating and a motivation. I do not think that many teachers who have not participated understand how fulfilling it is to participate in the program—in fact, several teachers told me it would not be worthwhile for me to participate. I wanted to do it anyway, and I have a totally different view to share with other new teachers. The strengths, I would say, are the exposure to the Yale community, the libraries and computer facilities, the lectures in the beginning of the seminar, and the sharing of knowledge and experiences with teachers in other other schools.

For returning Fellows, the rewards of participation do not appear to

---

*"The Institute has become an oasis of learning, providing enriching experiences that go way beyond the creation of individual curriculum units."*

*—Institute Fellow*

---

---

*"I found the academic environment stimulating and a motivation. I do not think that many teachers who have not participated understand how fulfilling it is."*

*—Institute Fellow*

---



diminish over time, as the experience becomes cumulative, and not repetitive or redundant. In fact, at least some teachers report that the benefits are greater as one has more experience as a Fellow. Two participants, for example, said:

This is my third year of participating in the Yale-New Haven Teachers Institute, and I think that it gets better every year—at least for me. The seminar leader was focused on making sure that we developed units that our students could use.

Although I have always felt highly satisfied with my experiences in the Institute, I enjoyed and benefited from this year's even more than previous years. I greatly appreciate having the opportunity to participate in these Institutes, allowing me to increase my personal knowledge so that I can serve as a greater resource to my future students.

Seminar leaders, too, speak of what they gain from participation not only in terms of their involvement in public education and the University's home community, but also in terms of their own scholarship and teaching. Presenting here in some detail what they wrote in their evaluations is especially worthwhile because the Institute is often asked what are the incentives and rewards for Yale faculty members who participate. Seminar leaders said:

I think the benefits are twofold: (1) Yale faculty come into contact with the New Haven community and school system in ways that they would not normally. AND I THINK THAT THIS IS GOOD FOR BOTH GROUPS [emphasis his], and (2) through casting my seminar in a more minority-culture direction, I have learned valuable academic lessons that I will fold back into my regular Yale teaching. There is no doubt in my mind that my scholarship will be more sensitive to minority issues in the future.

---

*"Institute Fellows always bring to a seminar the sort of life experience, professionalism, and maturity of perspective that one does not find among Yale undergraduates and graduate students."*

*—Seminar Leader*

---

I have recommended the Teachers Institute to other faculty members. I find it to be a relaxing and rewarding form of teaching. It provides me with one of my few forms of actual contact with the non-Yale New Haven community.

Institute Fellows always bring to a seminar the sort of life experience, professionalism, and maturity of perspective that one does not find among Yale undergraduates and graduate students, but that was

especially evident in this case. I learned a lot of new material that does not fit readily into my normal research and teaching interests, but, more usefully, the seminar deepened and changed in very basic ways the perspective I take on those interests. I should add that it was not the materials that changed my outlook; it was the Fellows.

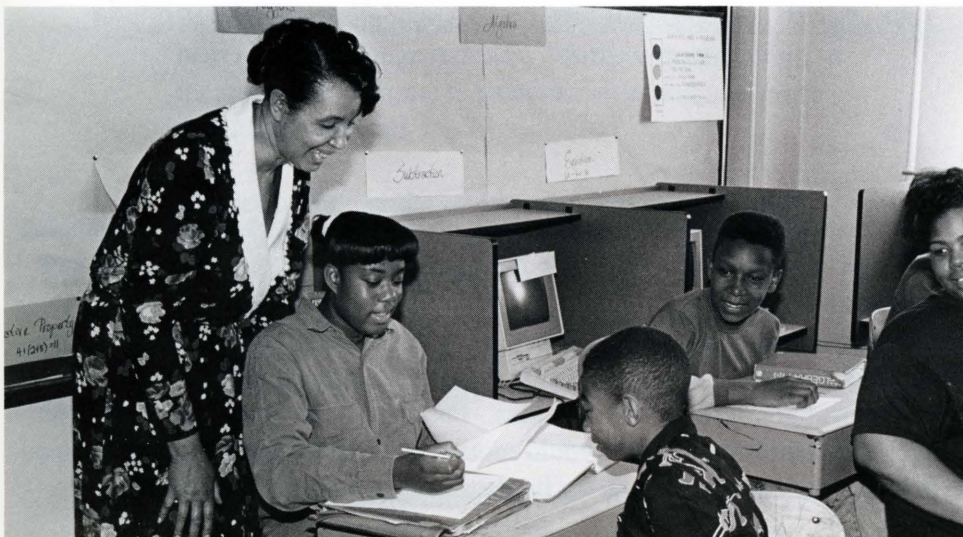
The principal benefit I gained was the opportunity provided by the seminar for me to have a productive involvement in working to improve education in inner city public schools. I have found no other equivalent opportunity, as a university teacher, to assist in the workings of this crucially important public institution.

---

*"The principal benefit I gained was the opportunity provided to have a productive involvement in working to improve education in inner city public schools."*

*—Seminar Leader*

---



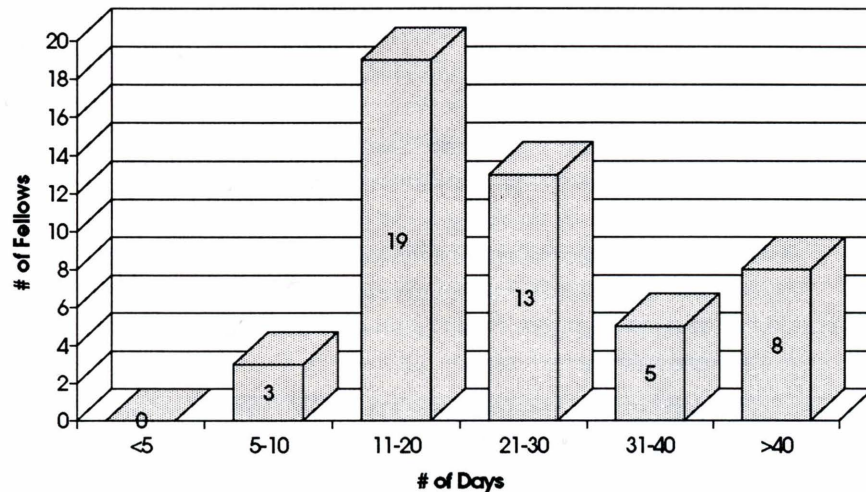
*Institute Fellow Joyce Bryant teaching her class at Troup Middle School.*

The ultimate purpose of the Institute is not only to strengthen teaching in New Haven's public schools, but also in this way to improve student learning throughout the schools. The students the Institute is intended to serve are those at all achievement and performance levels, and Fellows often write their units for students at more than one level. In fact, somewhat more Fellows reported that they designed their new curriculum unit for their "least advanced" students (65 percent), than designed their unit for their "most advanced" students (54 percent). Seventy-five percent of Fellows designed their unit for "average" students. To attempt to gauge the impact of this year's units in New Haven classrooms, we asked Fellows about the number of their students to whom they planned to teach their new unit, and on how many days. Half of the Fellows responded that they would teach their unit to at least 75 students. The chart below illustrates the length of time they planned to teach the unit. For all Fellows, then, the unit is a significant part of their teaching plans.



Chart 6

## Number of Days 1992 Fellows Plan to Teach their New Unit



Fellows this year were optimistic about the responses they anticipated receiving from their students to the material they had studied and developed in the Institute. Importantly, all but one Fellow this year agreed that, as a result of Institute participation, they have a higher expectation of their students' ability to learn about the seminar subject. Almost three quarters (71 percent) strongly agreed with that idea. Fellows spoke about the ways their own enthusiasm for a subject would motivate students, and how they planned to involve students more actively in classroom learning. They wrote:

---

*All but one Fellow agreed that they have a higher expectation of their students.*

---

I certainly plan to try to teach the unit because I think it would be very exciting and would refresh and stimulate me as a teacher and therefore stimulate my students. It could only add to a very dull curriculum.

My sense of organization and structure will add structure to my students' lives. Also, because I think my unit is imaginative, it will also bring imagination and enthusiasm into the classroom.

I am sure that my students will be motivated by the hands-on approach to science that I have chosen in my unit. They are not used to learning science by participating in experiments, and I am sure that they will gain greater awareness of the world.

I think that I have set high yet not unreachable

goals for my students. I always believe that my students can do more, and the seminar helped me reflect on ways and materials that would help me succeed.

I believe my curriculum unit and Institute participation will have a stimulating effect on my teaching. I have been teaching remedial math for four years now. Last year, I began to experiment with group problems and different techniques to inspire my generally uninspired, bored students who in most cases already had math class or were on their way to their regular math class after my math lab sessions. These students have difficulty with math, and when I give them more of the same math, they become unruly and disgusted. By teaching my math-science integrated unit, I believe my teaching methods will become less lecture-oriented and more facilitator-oriented.

By facilitating students' learning instead of imparting knowledge upon them in lectures, I believe that my students will, too, become inspired and display a zest for math. They all enjoy science and, therefore, their study of math inherent in ecosystem science will undoubtedly help them to enjoy math more.

I feel that my curriculum unit will have a major affect on my students next school year because it involves a lot of "hands-on" science, and the students will witness how important it is for us to protect our environment. The students will witness the effects of pollutions. They will see living things die because of our carelessness and lack of concern for the environment. I feel that once my students complete the unit, they will become more concerned about our environment and hopefully pass it on to their friends, family, and children.

Many teachers also use the Institute to develop material that they believe will be of particular interest to their students. As one wrote:

My unit's goal is to impress upon New Haven students that they live in a good area for learning and opportunity. So often the news only carries the ills of New Haven, and my students have a poor self-image and a negative attitude. From the study

---

*"I think that I have set high yet not unreachable goals for my students. I always believe that my students can do more."*

---

*—Institute Fellow*

---



---

*"I feel that my curriculum unit will have a major affect on my students next school year because it involves a lot of 'hands-on' science, and the students will witness how important it is for us to protect our environment."*

---

*—Institute Fellow*

---



Joy Bush

*Fellow Lois R. Van Wagner teaching science at East Rock Elementary School.*

of my curriculum unit, the students will learn all about the wonderful things New Haven has to offer, and it is hoped that they will learn to blossom where they are planted.

As a result of taking this seminar, my teaching will use art more frequently. I also plan to use more questioning to bring out answers from the students and less lecturing.

The students will enjoy reading about characters who are interesting. They will enjoy reading about experiences with which they can parallel their own lives. They will also benefit from the astonishing facts that they will learn from the background information presented in the unit. Lastly, they will benefit greatly from the exposure to art.

---

*"My unit's goal is to impress upon New Haven students that they live in a good area for learning and opportunity."*

---

*—Institute Fellow*

---

Another Fellow wrote simply, but significantly, "I will be having my students write more and read more because of my participation in the seminar."

We also asked Fellows who had participated in the Institute before 1992 to report on student response they had actually observed when teaching units they had developed previously in the Institute. Their comments were very much in the same vein as the results Fellows expected to achieve with their new units. One Fellow wrote:

Through my participation in the Institute, I have created a writing program that I use in grades 4-7.

As a result, students write frequently, receive immediate feedback on their writing, and are allowed ample revision time. Many students have improved their writing skills dramatically.

Three other Fellows said:

As the result of my prior years' units, my students have grown. They have been exposed to new material and ideas and have in turn enabled me to grow. In addition, many of my students have introduced some of the material into their own families. In some instances, they have learned the value of research and do not hesitate to do it. They have learned the value of reading and the connections between and amongst literature, history, social issues, art and music. They have learned to think. They have learned they can and should ask questions.

My prior participation has helped me help my students to learn the value of research and the satisfaction of participating in learning activities not governed by a textbook or required curriculum guide. Institute units are by their nature, innovative and factual in their attempts to integrate creative ideas with necessary cognitive skills. I look forward, and I believe my students do also, to doing one of my units.

My own curriculum is much more in-depth, rather than survey-oriented. Students learn more because they are immersed in an area of study and have opportunities to interact, role play, work in small groups, etc.

Another wrote:

We are constantly advertising the involvement of our faculty members throughout the school in cooperation with [our] Art Department. All Institute Fellows receive special recognition on large murals. The students take great pride in bragging about their teachers as Yale students.

---

*"Many students have improved their writing skills dramatically."*

*—Institute Fellow*

---

---

*"Students learn more because they are immersed and have opportunities to interact."*

*—Institute Fellow*

---

Finally, we asked both seminar leaders and Fellows to sum up their overall conclusions about the strengths and weaknesses of the Institute. Their general observations presented here will conclude the discussion of the



---

*"The students take great pride in bragging about their teachers as Yale students."*

*—Institute Fellow*

---



Joy Bush

*Fellow Diane E. Platt teaching art at Troup Middle School.*

Institute's 1992 program for Fellows. For their part, seminar leaders said:

The Institute offers a real opportunity for public school teachers to encounter new materials, think about different subjects in new contexts, and master new methods. For that reason alone it is important.

I regard the Institute as a wonderful, and immensely important, institution—a place where Town and Gown meet on the basis of mutual respect and enlightenment. I know of no other such institutional arrangement that works anywhere near to this purpose here at Yale. As to weaknesses in the Institute, I may be falling into panglossian-ism, but I really don't see any worth mentioning.

---

*"I regard the Institute as an immensely important institution—where Town and Gown meet on the basis of mutual respect and enlightenment."*

*—Seminar Leader*

---

Meeting the Fellows as individuals and as representatives of teachers was enlightening. As individuals, the Fellows strengthened my belief that there are many excellent, dedicated individuals throughout New Haven, working very hard.

My expectation was that the Fellows would be intensely engaged in the subject-matter, would bring an independent perspective to the materials based on their own teaching experiences, that I would learn from them and they from me, and we would have a splendid time together. All of this proved true.

We asked Fellows about the extent to which several features of the

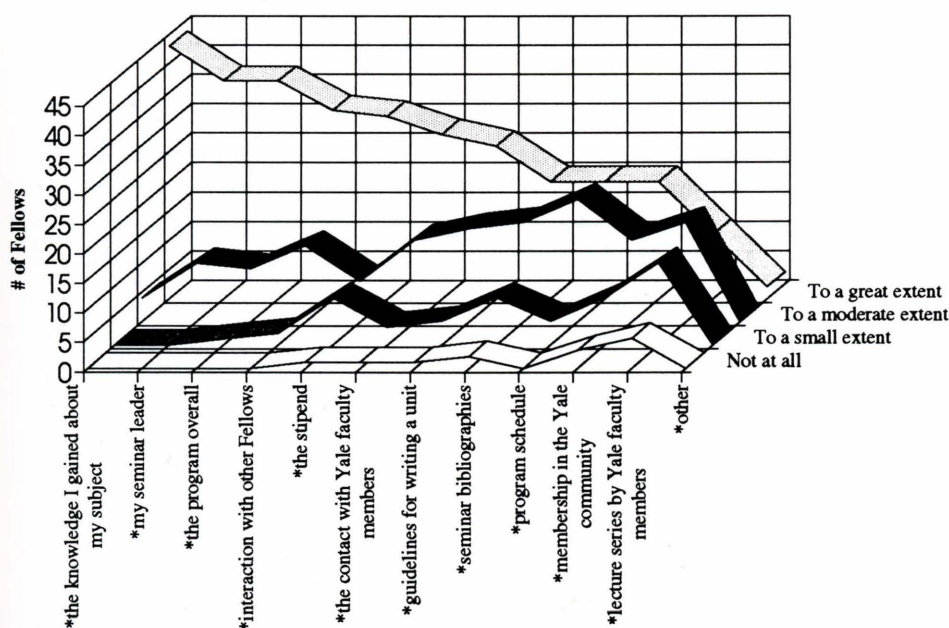
Institute had been useful to them. As shown in chart 7 below, very few Fellows said that any aspect of the Institute had not been useful. In fact, with the exception of the talks (which 89 percent of Fellows said had been useful to some extent), no fewer than three quarters of Fellows said that all other aspects of the Institute had been useful to a great or moderate extent. They rated most favorably their seminar leader, their interaction with other Fellows, and the program overall.

Chart 7

*"As individuals, the Fellows strengthened my belief that there are many excellent, dedicated individuals throughout New Haven, working very hard."*

—Seminar Leader

Program's Usefulness to 1992 Fellows



Total # Of 1992 Fellows: 48

Fellows made the following comments in summarizing their views on the Institute:

I feel strongly that the Institute has made a reputation in the area of the innovative and the intellectual. Combining these two areas—recognizing the integrity of the New Haven educator—is one that continues to encourage and motivate New Haven teachers—as the professionals they truly can be. I felt that the Institute was well constructed this year and had many strengths. I enjoyed the choices of topics and speakers for the talks even more than

*"The Institute continues to encourage and motivate New Haven teachers—as the professionals they truly can be."*

—Institute Fellow



usual and found myself pursuing more information on several of them.

The strengths of the Institute are its professors, its seminars, and its overall organization.

I do not like the time of the year that the Institute is held—but I am very glad that I went through the program because now I have a great deal of my planning done for next year. I have gathered some great material and ideas which will make my job easier next year.

As in the past, I have found the Institute to be the most positive opportunity for personal and professional development that I have been offered during my many years as a New Haven teacher.

The opportunity to exchange and learn from Yale faculty, sharing with fellow teachers from all levels, and finally the opportunity to develop curriculum to meet my own needs are positives that I wish more New Haven teachers would take advantage of in the future.

It was tons of work—too much during the school year—yet it took too much of the summer, too. I did get a lot out of it, but it was too time consuming.

Each year, it never ceases to amaze me that so many of the Institute participants (from the organizers to the implementers to the Fellows) bring so much enthusiasm to our learning process. The individual seminars continue to be led by highly educated experts in their respective fields. The organizers do their best to create seminars that attract a broad interest base. And the Fellows come armed with intellectual curiosity, determined to create a masterpiece of curriculum, primarily designed for their purposes but applicable to numerous others.

The entire Institute was a pleasure to attend. The opportunity to meet with other language teachers was excellent.

This is my third seminar! I found this one to be the

---

*"The Institute [is] the most positive opportunity for personal and professional development that I have been offered."*

*—Institute Fellow*

---

---

*"I did get a lot out of it, but it was too time consuming."*

*—Institute Fellow*

---

most demanding. I use demanding in the positive sense. [The seminar leader] required a lot, and, given the subject matter, a lot was required in order to begin to grasp the complexity of the topic. He **made** it so interesting that one was motivated to read, read and read some more! Seriously, in terms of organization, delivery and excitement, this seminar was outstanding. I had to work very hard, and I enjoyed it.

---

*"I had to work very hard, and I enjoyed it."*

*—Institute Fellow*

---

As a result of my participation I have available to my students a much wider selection of prose and poetry that has challenged their reading skills and broadened their knowledge base. My curriculum, therefore, has expanded greatly, and this has helped keep my students interested and enthusiastic.

The Institute has made me a stronger, more committed teacher. It stimulates me intellectually, which makes me a better person and teacher. My students enjoy the variety of my units, and they like that they are fresh and not formulaic. I like that I am able to specifically meet my students' needs as I see them. I have benefited from this professional contact with the Yale professors and my colleagues. I have been honored by outside sources for my work at the Institute. The Yale-New Haven Teachers Institute has empowered me, and I am still teaching in New Haven because of the Institute.

---

*"The Yale-New Haven Teachers Institute has empowered me, and I am still teaching in New Haven because of the Institute."*

*—Institute Fellow*

---

In their evaluations, all Fellows said they intended to participate (81 percent), or might participate (19 percent), in the Institute in one or more future years. None said they did not plan to participate again.

In August the Institute recruited the teachers who would serve as the Representatives and Contacts for their colleagues during the 1992-1993 school year. Representatives were selected according to the recommendations of the teachers who served as Coordinators and their experience with the teachers who served in the same roles during the previous year. In September the school Representatives began meeting twice monthly with the director and communicating in the intervals between meetings with the Contacts for whom they serve as a liaison to the Representatives' committee. In this way, the meetings serve to compile information from, and distribute information to, New Haven teachers throughout New Haven elementary, middle, and high schools.



During the fall the Representatives worked on the distribution to all New Haven schools of the units Fellows wrote and the Guide to the units. They also canvassed teachers in every school to ascertain their interests in and needs for further preparation and new materials in the subjects they teach. Through this process, the Institute identifies each year the teachers who wish to participate as Fellows during the coming year, as well as the subjects for the seminars in which they will take part. This process results in the Institute selecting seminars to be offered in the coming year. Beginning in January the annual cycle resumes with those offerings being widely publicized by the school Representatives and Institute Contacts.

## PROGRAM DISSEMINATION

During 1992 the Institute continued to work with individuals located across the country who expressed an interest in learning more about our work in New Haven. We answered numerous inquiries on the telephone, and furnished individual replies and Institute materials to representatives of diverse institutions, which included, by way of example, the New York Historical Society, Tulane University, Augsburg College in Minneapolis, the National Center for Improving Science Education, the University of Pennsylvania Graduate School of Education, the Outreach Alliance 2000 Program at the University of New Mexico, Cleveland-Marshall College in Ohio, and Trinity College in Hartford, Connecticut.

In addition, the Institute received a number of visitors, including a representative of a foundation that has a particular interest in improving the education of Native Americans and increasing the proportion of Native American students who graduate from secondary school and complete college. The visit centered on ways in which the approaches of the Yale-New Haven Teachers Institute might be used to benefit, mutually, Indian schools and colleges.

During 1992 the Institute completed a report on the conference it organized and held in New Haven in December 1991 on "School-College Collaboration: Preparing Teachers and Curricula for Public Schools." This report was distributed to all the individuals who took part in the meeting, to those invited who were unable to attend, and to a number of foundations and organizations that support or conduct collaborative programs in the Institute's vein.

The report, illustrated with photographs taken during the meeting, consists of three main sections: a preface by the Institute director summarizing his views on the meeting; a report written by Thomas R. Whitaker, Professor of English, who participated in the meeting and summarized each of the sessions and the themes that emerged through discussion; and the comments of respondents to a questionnaire about the meeting which was sent first in December to everyone who attended, and then again in March to all the individuals who had not replied by that time.

### Institute Participation in Conferences

In addition to organizing conferences in New Haven, the Institute has participated in numerous conferences organized by others. During 1992, the Institute became an official Cooperating Organization in the annual conference on school-college collaboration, sponsored by the American Association for Higher Education and held in San Diego in June. In this way the Institute had an opportunity for its literature to be displayed and made available to conference participants. Also, President Benno C. Schmidt, Jr. named the



Institute director as Yale's representative to the AAHE in the area of school-college collaboration, and the director participated during the conference in a meeting of institutional "point persons" in collaboration. He also participated in an invitational meeting during the conference to advise the Education Commission of the States on state policies that would advance school-college collaboration.

The director was a featured speaker on two occasions during the conference. He spoke on federal policy concerning school-college collaboration, and on evaluating the results of collaborative programs. The former was based in part on testimony he has given before Congressional committees on several occasions since 1985 about the Institute's model; the latter drew upon the Institute's experience over the past ten years in studying the results of surveys of Institute participants and other teachers who are eligible to participate in the Institute's programs, but have not done so.

The Institute also hosted a special session on June 29 on the subject of teacher professional and curriculum development. The purpose of the session was to provide an opportunity within the context of the larger conference for representatives of programs working in the Institute's vein to meet informally and discuss what they discern to be the most timely issues of mutual interest. The session provided an occasion for some of the participants in the December 1991 conference at Yale to reconvene to talk about the results of that meeting and to explore the next steps they might take together. Among topics they discussed were the desirability and possible nature of a national periodical publication in their field. The special session in San Diego contributed directly to the Institute's future dissemination plans in this and other respects.

In summarizing their impressions of the meeting, several individuals suggested that the Institute at Yale should intensify its efforts to encourage and assist with the development of local collaborative programs like its own at other locations, and should help to bring increased attention to the indispensable role for school teachers in education reform. One individual concluded:

Let me say two things that are very contradictory: first, teachers are asked to wear too many hats; often programs are asked to wear too many hats. One has to be very careful about that; however, I would like to add a hat [for the Institute]. It seems to me that one of the strengths that Yale has—in addition to its faculty and the teachers who have gone through the Institute, which are an incredible resource—is the ability to be a third party agent in bringing together other people, where you are not necessarily the experts who give the course, but where you can serve in a leadership role. That's not to be undervalued.

---

*"One of the strengths that Yale has—in addition to its faculty and the teachers who have gone through the Institute, which are an incredible resource—is the ability to be a third party agent in bringing together other people."*

—Conference  
Participant

---



Another participant said, "I think the kinds of solutions that we are all seeking are going to be down at the local level and not at the national level. I think that what is needed at the national level is more of an opportunity to have conversations like this." He said that he hoped the Institute would therefore continue to play the useful role of convener of meetings such as the New Haven conference and the San Diego session.

In addition, on July 2 Institute Fellow Lois Van Wagner participated in a panel discussion sponsored by GTE and held in Washington, D.C. on "Resources for Teachers." At that meeting she explained the Institute's program and stressed what in her view, are the advantages of involving college-level educators with pre-college teachers in a collegial and collaborative effort to improve curricula for children in elementary and secondary schools. She encouraged the more than one hundred GTE fellows attending the conference from thirty-one states to investigate collaborative programs that may exist in their own areas—and to become involved with the development of new programs with such features as those of the Teachers Institute.

---

*"The kinds of solutions that we are all seeking are going to be down at the local level and not at the national level."*

*—Conference Participant*

---



*Fellow Lois R. Van Wagner teaching at East Rock Elementary School.*

On October 23 Jules D. Prown, Paul Mellon Professor of the History of Art, spoke on "Exploring Art and Culture in the Yale-New Haven Teachers Institute" during a conference on "Art Museums and Educators: Partners in Excellence," sponsored by the National Gallery of Art in Washington. Mr. Prown explained the Institute's programs and development and spoke in particular of his own participation in the seminars he has led in art and material culture, most recently, a seminar in 1991 on "The Family in Art and Material Culture."

In September, because of the Institute's location at the University, U.S. Senator Christopher J. Dodd held a special public field hearing at Yale



on school reform in Connecticut, including the work of the Yale-New Haven Teachers Institute. The director of the Institute was among the Connecticut educators and community members testifying at the hearing. He testified about the Institute's work locally and nationally, and the implications of the Institute for federal education policy. Senator Dodd chaired the field hearing of the Subcommittee on Education, Arts, and Humanities of the Senate Committee on Labor and Human Resources. Other witnesses at the hearing, "School Reform in Connecticut: Lessons for Our Nation," included Connecticut Senator Kevin Sullivan, co-chairman of the General Assembly's Education Committee; and Pat Sidas, president of the Connecticut Parent-Teacher Association.



Michael Marsland, Yale University, Office of Public Information

*United States Senator Christopher J. Dodd and Connecticut Senator Kevin Sullivan at the field hearing of the Subcommittee on Education, Arts, and Humanities of the Senate Committee on Labor and Human Resources.*

---

*The director testified on the Title as having the potential of being "landmark legislation."*

---

The Institute director spoke, in particular, about the recent passage of Title V of the Higher Education Act which contains a number of the features of legislation on which he had testified before Congressional committees on previous occasions, as early as 1985. Title V provides, among other purposes, for the professional development of teachers in central academic subjects through collaborative programs conducted by partnerships of universities and schools. In short, the Title authorizes \$350 million in federal support for programs working in the vein of the Yale-New Haven Teachers Institute. The director testified on the Title as having the potential of being "landmark legislation" that holds great promise for strengthening teaching and learning of the humanities and the sciences in the nation's schools.

In response to one of Senator Dodd's questions, he also said that Institute studies have shown that locally most New Haven Public School teachers had not been on the Yale campus before their Institute participation,

even though most of them had grown up and gone to college in New Haven. Senator Dodd replied:

Not only was my head nodding, but I saw several other heads nod in the room when you talked about the surveys that indicated that very few people had ever been on the campus at all or felt any association with it at all. That's something that I have heard elsewhere as well. And I think it's changing, and it can't change too soon in my view. It is a national asset, this institution, and it can make a significant and profound difference within the greater community in which it resides. [The Teachers Institute] not only benefits the community, but is a great benefit to this incredible institution.

---

*"[The Teachers Institute] not only benefits the community, but is a great benefit to this incredible institution."*

*—Christopher J. Dodd*

---



## PROGRAM DEVELOPMENT

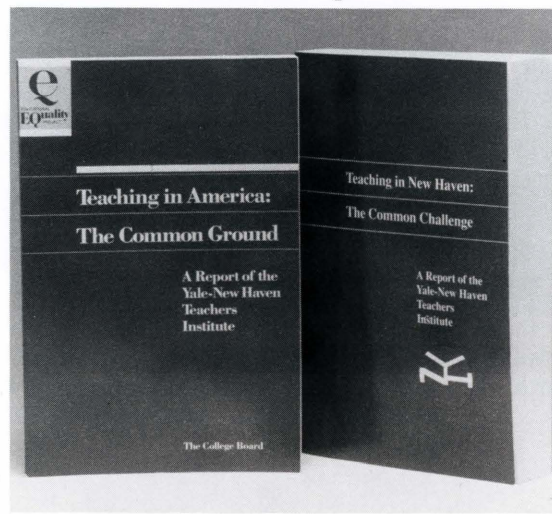
---

*This is a time of transition for Yale, for the New Haven Public Schools, and for our national government.*

---

In August, a number of teachers who have played leading roles at various stages in the Institute's development began meeting to consider long-range plans for the Institute. By the fall, ten members of this group constituted themselves a Steering Committee to consider the further development of the Institute's work in New Haven, new plans for the evaluation of the program and its results for teachers and students and schools, and an extension of the national dissemination of the Institute. Their meetings served to prepare topics and questions for discussion at a meeting of the National Advisory Committee for the Yale-New Haven Teachers Institute, which was held on November 23 in New York City.

This meeting occurred at an even more opportune time than we could have foreseen when, in March, the Committee members who attended the 1991 Institute conference met to plan the meeting. At that time, we recognized that our 1991 conference on collaborative approaches to preparing teachers and curricula for public schools marked the culmination of several



large projects of some duration. The conference itself—time consuming to organize in that we plan such meetings in a collaborative way—was only the third that the Institute has had the resources to conduct. Moreover, for the conference we completed a draft of a “Progress Report” on surveys we had developed and administered to teachers over a ten-year period. We also prepared a new Institute report, *Teach-*

*ing in New Haven: The Common Challenge*, a sequel to *Teaching in America: The Common Ground* (published by the College Board in 1985), that provides concrete examples of how teachers of various subjects and grade levels have used Institute seminars to prepare new materials for use in their own classrooms.

In March, we could not have known, however, that this would be a time of transition for Yale, for the New Haven Public Schools, and for our national government. In June, the Yale Corporation announced that Howard R. Lamar would serve as Acting President of the University. President Lamar, in fact, helped found the Institute in 1977, twice led Institute seminars, and served for a number of years as Chairman of the University Advisory Council on the Institute. His leadership at Yale made 1992 an especially promising time for strengthening and developing further the collaboration which the Yale-New Haven Teachers Institute represents.

Moreover, we could not have foreseen in March, that Reginald Mayo would be named Superintendent of the New Haven Public Schools in October. Superintendent Mayo, who has more than twenty-five years of experience in the New Haven school system, was at one time principal of Jackie Robinson Middle School when that school had one of the faculties most deeply involved as Institute Fellows. The new Superintendent has shown a particular concern for middle schools—which in recent years have accounted for a majority of Institute participants—and for the development of school curricula, especially for new magnet schools. This too, made 1992 one of fresh opportunity for institutional relationships between Yale and New Haven generally, and for the Institute specifically.

Moreover, the National Advisory Committee meeting occurred at a time of transition in our national government, and at a time when the Congress will begin consideration of an appropriation for Title V of the Higher Education Act, as well as the reauthorization of the Elementary and Secondary Education Act, among other education proposals. In short, we were fortunate to have planned for the Committee to meet at precisely the time they did.

### **National Advisory Committee Meeting**

The National Advisory Committee for the Yale-New Haven Teachers Institute was formed in 1985 when Yale President A. Bartlett Giamatti invited a number of Americans distinguished in the fields of education, private philanthropy, and public policy to assist the University with the development, dissemination, evaluation, and finance of the Teachers Institute.

Participants in the November 1992 meeting included Acting President Howard R. Lamar of Yale, Superintendent Reginald Mayo of the New Haven Public Schools, members of the teacher Steering Committee, described above, and some University faculty members who have led Institute seminars. James Herbert, Director of the Division of Education Programs at the National Endowment for the Humanities, also attended, as did Joseph Montagna, Principal of Fair Haven Middle School, and Milton P. DeVane, Chairman of the Special Gifts Committee for the Institute.

As background for the meeting, the Institute distributed briefing papers that summarized recent activities and new developments, as well as the plans we have been exploring. During the morning session, the Committee heard presentations on, and discussed issues in, the further development of the Institute's work in New Haven. In the afternoon, discussion focused on the further dissemination of the Institute's model and materials nationally, and its future role in the evolving education reform movement.



## PROGRAM EVALUATION

---

*We believe that a great many of the results of the Institute have been well established.*

---

In advance of the National Advisory Committee meeting, the Institute also completed the "Progress on Surveys Administered to New Haven Teachers, 1982- 1990," a draft of which, as mentioned above, was prepared initially for discussion at the conference the Institute held in 1991. The "Report" was revised and refined by a research psychologist at the Education Testing Service, who has advised the Institute's evaluation for a number of years, and was printed in quantity for circulation to the Institute's constituents. Overall, we now believe, as described in detail in the "Progress Report," that a great many of the results of the Institute have been well established. We therefore have concluded that it is unnecessary to continue to administer the lengthy questionnaires as we have done annually to Fellows since 1985 and periodically to teachers who have not participated in the Institute since 1982. Instead, with the help of the National Advisory Committee and others, we are now exploring a range of different means for demonstrating the results that teachers believe their Institute participation has for themselves, their students, and their schools.

## FINANCIAL PLANS

When the National Endowment for the Humanities announced in December 1991 that it had awarded Yale University a \$750,000 challenge grant for the Yale-New Haven Teachers Institute, the NEH provided a tremendous stimulus for the creation of an endowment for the first collaborative program of its type to be established permanently within any university. This sent a strong signal to grant makers and potential individual donors about the need for endowing the Yale-New Haven Teachers Institute and to other institutions about the importance and the possibility of establishing similar collaborative programs to benefit mutually schools and universities in their own communities over the longer term.

The NEH challenge grant for the Institute is the second, and therefore last, such grant the NEH can award to Yale. That the University submitted a proposal for its last NEH challenge grant for this purpose underscores the importance Yale attaches to creating an adequate endowment for the Institute. Because the challenge grant is Yale's second, this also means the NEH requires that the University raise \$4 for each dollar it has offered. Fortunately, the seminal \$2 million challenge grant awarded in 1990 by the DeWitt Wallace-Reader's Digest Fund was made during the allowable advance fund-raising period for the NEH challenge. The DeWitt Wallace-Reader's Digest Fund grant therefore represents two thirds of the \$3 million that Yale must raise by July 1995 in order to secure the full NEH grant.

Before January 1992 the Institute had also received gifts and grants totalling \$120,050 from other foundations and \$16,340 from individuals which were eligible to secure the release of NEH funds. By year's end the Institute had received an additional \$35,150 from foundations and \$21,985 from individuals qualifying to release NEH funds. The Institute therefore now must raise over the two and one-half years from January 1993 through July 1995 a total of \$806,475 to satisfy the requirements of the NEH challenge grant. At the same time, however, we must raise an additional \$1 million to build a fully adequate endowment for the Institute's work in the humanities. As the challenge grant application to the NEH described, only an endowment of this magnitude can ensure the undiminished continuation of the Institute's program in the humanities. We also hope to secure at least an additional \$2 million in endowment funds to provide the Institute's work in the sciences financial stability.

Because of the necessity of meeting the NEH challenge grant during this limited period of time—and because of the opportunity provided by the NEH challenge—during 1992 we intensified our fund-raising activity. On January 13, Donna V. Dunlop, Program Director of the DeWitt Wallace-Reader's Digest Fund, hosted a luncheon in New York City for a number of the Institute's current and prospective grant makers to provide them a report on the Yale conference in December 1991 and an overview of the Institute's

---

*The NEH provided a tremendous stimulus for the creation of an endowment for the first collaborative program of its type to be established permanently within any university.*

---



---

*Because of the necessity of meeting the NEH challenge grant during this limited period of time we intensified our fund-raising activity.*

---



fund-raising plans. James Herbert, Director of the Division of Education Programs of the NEH, also spoke at the luncheon. For many of the grant makers, this was their first opportunity to learn about the new NEH endowment challenge grant. Subsequently, the Institute director met individually with representatives of most of the foundations that attended the grant makers luncheon, as well as with representatives of a number of the other foundations and corporations whose assistance the Institute is seeking.

At the same time, because so many foundations and corporations have policies which preclude their giving for endowment, the Institute has concentrated much of the time it spends in fund raising on refining and updating profiles of the more than 1,600 Yale alumni and other donors whom it considers prospects for individual contributions—some of them prospects for major gifts. During 1992 we made four direct solicitations to individuals.

In January Henry Chauncey, Jr., President of Gaylord Hospital, who was Secretary of Yale University when the Institute was founded, joined in making a special appeal to several individuals who Mary B. Griswold suggested might wish to make contributions to increase the Mary B. Griswold Endowment Fund for the Yale-New Haven Teachers Institute. That Fund, established in 1991, honors Mrs. Griswold, wife of the late Yale President A. Whitney Griswold, for her many contributions to public and private education and to Yale-New Haven relations during her sixty years in New Haven. As a result of this special solicitation, the Institute received an additional \$10,750 to add to the Griswold Fund.

In April the Institute sent a low-cost solicitation to 839 prospects who either had never contributed to the Institute, or who had not given since 1990. In this way, we were seeking to reduce the number of individuals being solicited unsuccessfully so as to concentrate more on those whose interest has been established by their prior giving, and especially on those who have the capacity to make a larger gift. As the next step in our fund raising with individuals, we distributed the Institute's 1991 Annual Report together with a new appeal to all individuals who have ever contributed \$100 or more, whom the Institute therefore classifies as "Friends," and to many other special prospects.

### **Fund-Raising Initiative**

During the summer, the Institute updated research on the Yale graduates and other individuals whom we regard as the top prospects for gifts that will qualify for matching by the NEH. We then formed a committee, chaired by prominent local attorney Milton P. DeVane, to assist us by soliciting personally about two hundred individuals who have the capacity to make the greatest gifts.

Acting President Howard R. Lamar wrote a letter to these prospects,

sending them a new brochure describing the initiative, "... and for New Haven," to build an adequate endowment for the Institute. In his letter, Mr. Lamar said that the Institute:

represents Yale's sense of community with New Haven and reflects our faculty's sense of collegueship with teachers in public schools locally and nationally. Through the Yale-New Haven Teachers Institute, the premier partnership between our University and our City, we provide what Yale as an educational institution most has to offer New Haven, that is, our faculty.... The Institute is the most intensive, comprehensive, and sustained collaboration among teachers in New Haven and at Yale in the history of our institution. It has become the primary opportunity for faculty members from throughout Yale—the College, the Graduate School, and the professional schools—to assist in strengthening teaching and learning in New Haven's public schools and, by example, in schools across the country.

Having participated in the establishment of the Institute, having assisted with its development within the University, and having taught in its annual programs, I earnestly hope that you will join us now in making the Yale-New Haven Teachers Institute the first collaborative program of its type to be established permanently as a function of any university. The endowment of the Yale-New Haven Teachers Institute is a wise investment in the future of our University, in our growing partnership with New Haven, and in the enduring promise that public education has always held for our country.

On December 17 Acting President and Mrs. Lamar hosted a reception at the President's house for prospects in our fund raising and participants in our program.

---

*"The endowment of the Yale-New Haven Teachers Institute is a wise investment in the future of our University, in our growing partnership with New Haven, and in the enduring promise that public education has always held for our country."*

*—Howard R. Lamar*

---



## **CONCLUSION**

Thus, during 1992, the Institute completed several long-standing projects in evaluation and dissemination, undertook a more intensive phase of building an adequate endowment, and initiated a new process for planning the long-term future of the permanent partnership between Yale and New Haven which the Institute represents.

#### ACKNOWLEDGMENTS

*The DeWitt Wallace-Reader's Digest Fund and the National Endowment for the Humanities have provided the Yale-New Haven Teachers Institute major grants in the form of both endowment and program support. The 1992 Institute program was also supported in part by a grant from the Carnegie Corporation of New York. In addition, a number of individuals and foundations, notably the William Randolph Hearst Foundation, have made gifts and grants toward the Endowment Fund for the Teachers Institute.*

*We are indebted to Margaret Davey for designing and laying out each page of the present report.*



