



**YALE-NEW HAVEN
TEACHERS INSTITUTE**

**Annual Report
1993**

Yale-New Haven
Teachers Institute

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The present report describes the offerings, organization and operation of the Institute's 1993 program for the New Haven teachers who participated as Fellows. It draws extensively from the evaluations written by Fellows and seminar leaders at the conclusion of their participation. The report also summarizes the Institute's recent activity in national dissemination, program development, and fund raising.

Specifically, the report contains information on a new periodical, *On Common Ground*, that the Institute will publish with support from the Carnegie Corporation of New York. With respect to long-range planning, it describes the on-going work of the teachers who constitute a Steering Committee, as well as their meetings with the Superintendent of Schools and other school administrators. It also summarizes the work of the new Executive Committee of the University Advisory Council, appointed in the spring by President Howard R. Lamar. Finally, it presents the efforts we have made to fulfill the terms of the two challenge grants for the Institute's endowment.

THE PROGRAM FOR NEW HAVEN TEACHERS

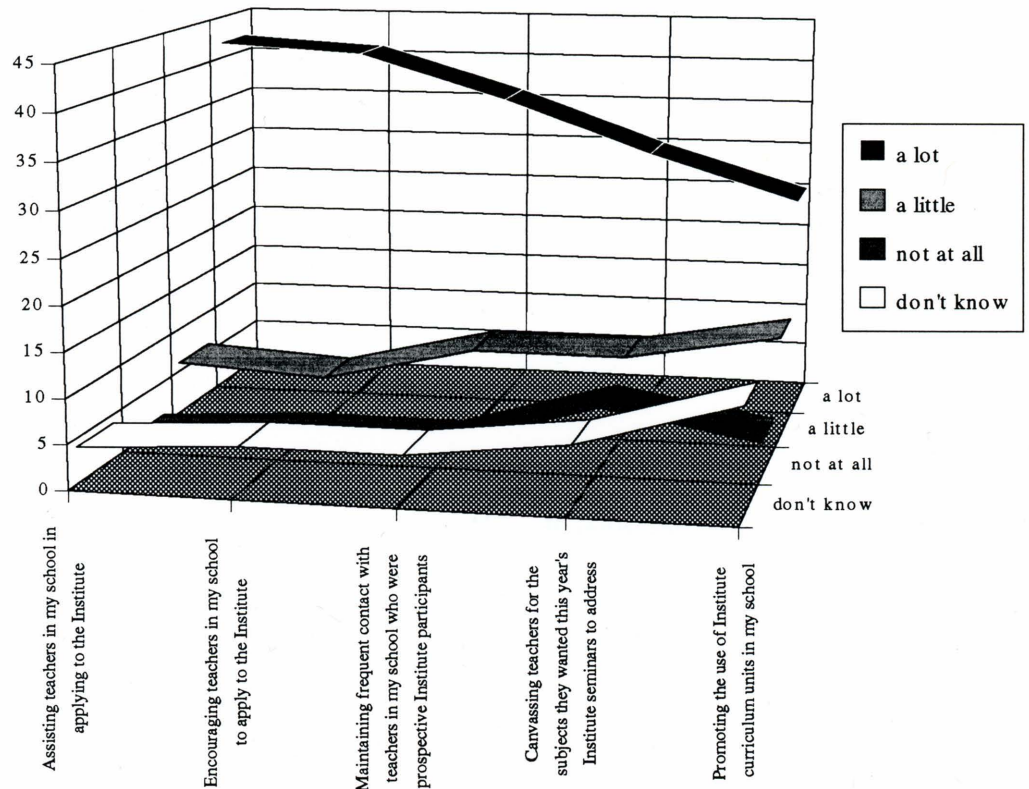
Beginning in the fall of 1992, the teachers who serve as the Institute Representatives and Contacts for their colleagues canvassed other teachers throughout New Haven elementary, middle, and high schools to determine the subjects they wanted Institute seminars to address in 1993. (Please see Appendix for list.) The Representatives met together twice monthly and communicated individually with the school Contacts with whom they were responsible for staying in close touch.

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In their evaluations, the 1993 Fellows indicated, as Chart 1 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 1993 Fellows



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

As a result, two thirds (67 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 1993 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 Symbolic Language of Architecture and Public Monuments,”
led by Kent C. Bloomer,
Professor (Adjunct) of Architectural Design

“Folktales,”
led by Traugott Lawler,
Professor of English

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"Twentieth-Century Multicultural Theater,"
led by Thomas R. Whitaker,
Frederick W. Hilles Professor of English,
Professor of Theater Studies

"The Minority Artist in America,"
led by Bryan J. Wolf,
Professor of American Studies and English

With support from the Howard Hughes Medical Institute, the Institute offered one seminar in the sciences:

"Environmental Science,"
led by Antonio Lasaga,
Professor of Geology and Geophysics

Content of the Seminars Offered

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

The Symbolic Language of Architecture and Public Monuments

It is well known that children before their fourth grade have a ready grasp of architectural ideas if the elements of design are thoughtfully explained to them as symbols rather than as units of function. For example, it is evident that steeples, columns, special window shapes, colors, textures, and figurative ornaments can

Children before their fourth grade have a ready grasp of architectural ideas if the elements of design are thoughtfully explained to them.



Institute Fellow Luis Recalde with his students at Vincent Mauro Elementary School.

be singled out by children who can quite easily illustrate them in the classic style of "children's drawings" of the kind in which people, stars, trees, and animals are symbolically sized, simplified, and composed together to tell a story.

Virtually all disciplines, e.g. swimming, music, speech and mathematics, are introduced in a primitive state before advanced and sophisticated procedures are required to develop the discipline in an educational program. The primitive and introductory phase of architectural understanding is universally excluded in modern education despite the overwhelming presence of buildings in the everyday life of cities and suburbs, and despite the role of architecture in orienting people to personal and public space. Of course, the symbolic elements of architecture are not merely primitive. Symbols remain as visual principles in advanced architectural design; they serve as the key elements in the design of memorials; and their presence is indispensable to our understanding of the history of a particular community.

Through the seminar on "The Symbolic Language of Architecture and Public Monuments" teachers therefore developed curriculum units based on the materials available in a wide range of subjects—including English, History, Art, and Government—to focus on teaching children (and therefore adults who have missed such an experience) to identify the symbolic elements of architecture. Having done so, the students will be expected to analyze the architecture of their own community and further propose strategies and values by which new symbols or the reinforcement of old symbols might improve an understanding of geography and history. It is hoped that a stronger sense and respect of particular places will thus be engendered.

The principal readings of the seminar were: *The Language of Classicism*, by John Summerson; *The Architecture of Country Houses and Villas*, by Alexander Jackson Downing; *Remembering: A Phenomenological Study*, by Edward Casey; selected articles on ornament, by Kent Bloomer; *7-Lamps of Architecture*, by John Ruskin; *Selected Writings*, by Louis Sullivan; and *Guide to New Haven*, by Elizabeth Mills Brown.

The idea was to get teachers thinking about literature and literary production as inclusively as possible and especially about orally-circulated literature.

Folktales

This seminar presented a broad study of the folktale, beginning with some of the European classics and moving toward study of American folktales, broadly conceived to include tales of Native Americans and all immigrant groups. The idea was to get teachers thinking about literature and literary production as inclusively as possible and especially about orally-circulated literature even though necessarily the seminar's sources were largely written. The participating teachers became acquainted with a broad range of actual stories from all these traditions; but the seminar also focused regularly on structure, narrative technique, oral storytelling technique, standard motifs, ethics, and above all, on the value stories have for both individuals and groups. Fellows read some psychologists such as Jung and Bettelheim as well as literary analysts. They also considered a variety of related forms of utterance such as myths, riddles, proverbs, ballads,



The seminar on "Folktales" (Left to right: Fellows Joyce Patton, Cynthia McDaniels, and Synia Carroll-McQuillan.)

and jokes. They also looked at the use of folktales by established novelists such as Toni Morrison or Amy Tan. The ongoing creation of myth is also an interesting aspect of the subject—current stories such as "Poisoned Halloween Candy" or "The Vanishing Hitchhiker." The subject was a natural for an Institute seminar because the material is flexible enough to occasion interesting and challenging teaching units at all levels, and it is also a subject in which every student has experience and can contribute.

The seminar selected readings from the Brothers Grimm, Charles Perrault, Italo Calvino's *Italian Folktales*, and other collections of European tales; American collections such as Richard Chase, *The Jack Tales* and *American Folk Tales and Songs*; Jan Brunvand, *The Vanishing Hitchhiker*; Richard Dorson, *Buying the Wind*; George Lankford, *Native American Legends*; and B. Botkin, *Lay My Burden Down: A Folk History of Slavery*. The seminar's major guide to the study of folktales was Stith Thompson's classic work, *The Folktale*. Readings were also taken from Max Luethi, *Once Upon a Time* and *The European Folktale*; Bruno Bettelheim, *The Uses of Enchantment*; Carl Jung, *Man and his Symbols*; Vladimir Propp, *Morphology of the Folktale* and *The Theory and History of the Folktale*; Alan Dundes, *The Study of Folklore* and *The Morphology of North American Indian Folk Tales*; J. Brunvand, *The Study of American Folklore*; and R. Dorson, *Handbook of American Folklore*.

The theater has increasingly recognized the multicultural composition of our nation and our world.

Twentieth-Century Multicultural Theater

In the second half of the twentieth century the theater has increasingly recognized the multicultural composition of our nation and our world. What can the plays that deal with the experiences of various ethnic groups teach us about our differences and similarities? And how can participating in such plays—in a the-

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ater or in a classroom—help us to discover the possibilities of multicultural community? This seminar engaged such questions as Fellows read some scripts, discussed their meaning, and tried to “inhabit” them by engaging in the process of rehearsal and performance.



Erica Baum

Fellows read some scripts, discussed their meaning, and tried to “inhabit” them by engaging in the process of rehearsal and performance.

Seminar on Twentieth-Century Multicultural Theater.” (Far left: Seminar leader Thomas R. Whitaker; standing: Fellow Toni Cates.)

The following plays were the seminar’s common readings:

Chinese-American:

Laurence Yep, *Pay the Chinaman*

David Henry Hwang, *As the Crow Flies and The Sound of a Voice*

Japanese-American:

Philip Kan Gotanda, *The Wash*

Wakako Yamauchi, *And the Soul Shall Dance*

African-American:

August Wilson, *Ma Rainey’s Black Bottom*

George C. Wolfe, *The Colored Museum*

Cuban-American:

Eduardo Machado, *The Floating Island Plays*

Caribbean:

Derek Walcott, *Dream on Monkey Mountain*

Nigerian:

Wole Soyinka, *The Road*

South African:

Percy Mtwa, Mbongeni Ngema, and Barney Simon, *Woza Albert!*

The Minority Artist in America

This seminar was designed as an introduction to the art and visual culture of three groups in American society: African-Americans, Native Americans and Hispanics (in particular, the Chicano population of the American Southwest.) The goal of the seminar was twofold: first, to explore the wide range of artistic and cultural expression among the three minority groups and, second, to consider the notion of "pluralism" as it functions within a multicultural society.

Because minority culture does not exist within a vacuum, but engages instead in an active dialogue with "mainstream" art history, the seminar referred continually to images and artists from "canonical" white culture. The goal was to understand how artists from different racial and ethnic communities create forms of art that are distinctive to their communities at the same time as they draw on traditions outside their own.



Minority culture does not exist within a vacuum, but engages instead in an active dialogue with "mainstream" art history.

The seminar on "The Minority Artist in America." (Left to right: seminar leader Bryan J. Wolf, Fellows Eva Scopino and Lucille Camera.)

"The Minority Artist in America" was organized by theme and topic rather than by strict chronological progression. The seminar began by looking at the continuities that link artistic expression in the United States with visual traditions of Africa and Mexico. It then worked with "high art" forms like painting and with more "vernacular" (local and utilitarian) traditions like iron works, architecture, woodcarving, and weaving.

The seminar turned, finally, to art of the United States proper, focusing either on a specific historical era or a topic central to minority culture. Seminar sessions often combined literature and art history in interdisciplinary fashion. They examined the colonial era, for instance, by comparing the poetry of Phillis Wheatley with images of and by Blacks produced at the same time. They also looked at two nineteenth century versions of "Blackness," Booker T. Washington's

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Up from Slavery and W.E.B. Dubois's *The Souls of Black Folk*, and then compared each to the painting of Henry Ossawa Tanner.

Other topics explored included: mass media and popular culture as they affect minority artists; "high art" appropriations of folk and regional styles; the use of the quilt in African-American art; reinterpreting the history of the American West by contemporary Chicano and Indian artists; Chicano santos, bultos and ritual art; the muralists of the 1930s and today; and postmodernist aesthetics among African-American, Indian, and Chicano artists. When appropriate, the Fellows read novels, essays or short stories by minority figures that complemented the art under discussion.

There is a need to understand the scientific processes that control environmental change.

Environmental Science: How to study it? How can it be used in science education?

News about changes and problems with the environment are very common in today's newspapers and magazines. At the core of the technical and legal solutions to environmental problems, however, there is a need to understand the scientific processes that control environmental change and the technological and mathematical tools that enable us to study the environment. This seminar focused on the scientific and technical issues that are central to such questions as 1) the greenhouse global warming, 2) the ozone problem, 3) the pollution from sulfur and nitrogen gases, 4) lead poisoning and metals in groundwater, 5) radioactive wastes and their containment, 6) radon gas, 7) acid rain, and 8) water resources.

The seminar emphasized the new high technology tools that enable the measurement of tiny amounts of toxic materials or a first-time look at the atomic



Erica Baum

The seminar in "Environmental Science." (Left to right: seminar leader Antonio Lasaga; Fellows Beverly Stern, Sara Barton, and Carolyn Kinder.)

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structure of solid surfaces of the "tracking" of various sources of pollutants by their chemical fingerprints. The seminar also emphasized the use of fundamental statistics in environmental studies (or even in reading a newspaper article on the subject).

Both the science and the technology were presented with specific regard to the use of environmental topics within the school system, e.g. from elementary school science to high school science classes. This focus included discussion of the possible use of local facilities around the New Haven area in teaching environmental science to the students.

The reading list included: *Global Warming* by Stephen Schneider; *Acid Rain* by R.H. Boyle and R.A. Boyle; *To Interpret the Earth: Ten Ways to be Wrong* by Stanley A. Schumm; and a number of *Scientific American* articles: "Deforestation in the Tropics" (April 1990); "The Great Climate Debate" (July 1990); "Global Warming Trends" (August 1990); the September 1990 issue on Energy; "Trends in Environmental Technology" (October 1991); "Calculating Reality" (January 1991); and "Plant Life in a CO₂ Rich World" (January 1992).

Acting in its capacity as the Institute's course-of-study committee, the University Advisory Council on the Teachers Institute approved these five offerings for 1993. 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 1993, about half (45 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. A similar proportion (41 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.

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

The Fellows' Application and Admissions Process

Having worked with teachers in their respective schools during the preceding months, the Institute Representatives met on January 5 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.

Two weeks later, on January 19, the Representatives met to discuss their progress in working with prospective applicants and to hand in their own completed applications. The final application deadline for teachers applying to the Institute was January 29. 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,

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and the review could be completed during February to provide earliest possible notification to the teachers who were accepted.

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

The applicant must show that the curriculum unit that he or she proposes to write is 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. This meant that the individuals involved in the admissions process in 1993 faced difficult choices because of the unusually large number of teachers who applied for the available Fellows positions.

By the application deadline, the Institute Representatives, assisted by the school Contacts, had collected applications from 68 New Haven elementary, middle, and high school teachers in the humanities and in the sciences. The application form calls for each interested teacher to specify the subjects and grade levels they teach, the course or courses in which they plan to introduce the material they study in the Institute, and their preparedness 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 the material they study from the seminar into their own teaching.

The subject supervisors examined the applications to determine whether or not each was significant for school curricula.

The applications teachers submitted were reviewed by three groups. The subject supervisors examined the applications of the teachers they supervise to determine whether or not each proposal was consistent with, and significant for, the teacher's own development and 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 a list and copies of applications of all the teachers applying from their departments and then, two days later, held a meeting for all of them so that there could be a general discussion of the seminars to be offered, the teachers applying, and any problems in the applications. In this way, the supervisors could confer about the proposals of teachers planning

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to develop interdisciplinary units or of teachers who are assigned to teach more than one subject.

At the same time, the Institute seminar leaders examined the applications for their relationship to the seminar subject. This afforded each seminar leader the opportunity, as well, to tailor or enlarge the bibliography for the seminar so that it would address all the specific interests of the teachers who would be accepted. By conducting their reviews before February 5, 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 organization and 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 10 to conduct a first reading of the applications to their respective seminars. On February 23 the Coordinators then met all day, by taking professional leave, for their final consideration of and decisions on the applications.

During their final application review, the Coordinators 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 all Fellows participate in seminars that are appropriate to their interests and applicable in the school courses they teach. As a result, on March 1 the Institute accepted as Fellows 58 New Haven teachers, 46 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, 24 (or 41 percent) of the teachers accepted in 1993 were participating in the Institute for the first time; 19 of these first-time Fellows were in the humanities and 5 were in the sciences.

Forty-one percent of the teachers accepted in 1993 were participating in the Institute for the first time.



The seminar on "The Minority Artist in America." (Left to right: Fellows Eva Scopino and Maxine Davis, who were participating in the Institute for the first time.)

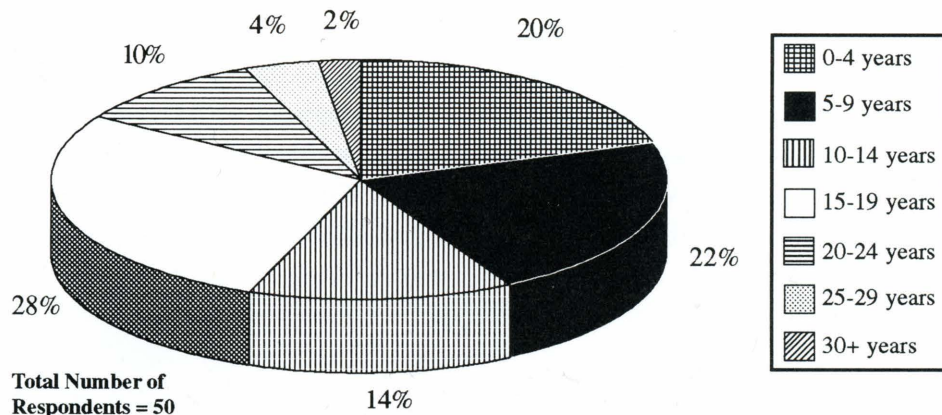
The Fellows Who Were Accepted

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

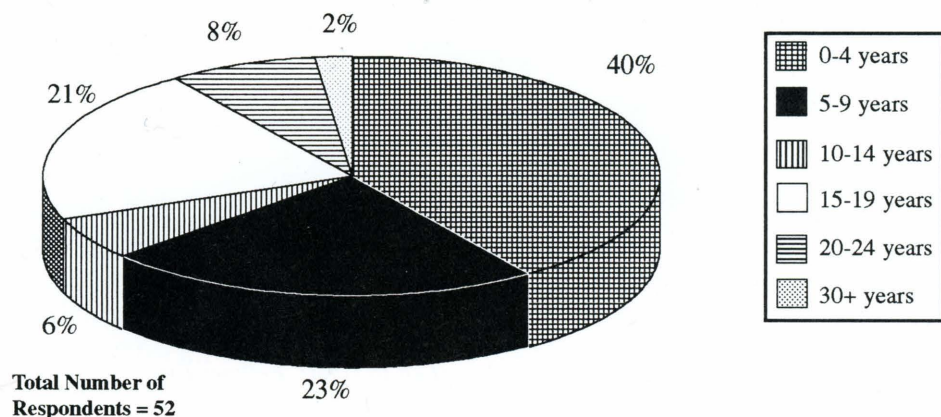
The Institute first accepted elementary school teachers in 1990; this year 15 elementary school teachers were Fellows; 25 middle school and 14 high school teachers participated. Overall, almost half (45 percent) of Fellows were 41-50 years old; 23 (42 percent) were younger and 7 (13 percent) were older. As Chart 2 shows, about half of Fellows (52 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. Two thirds (63 percent) of the Fellows, however, had 9 or fewer years of 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; three fifths (58 percent) have taught in their present position for 4 years or less. Thus, even though half of the Fellows have 12 or more years total teaching experience, half have 6 or fewer years experience in their present position. This helps to explain why many teachers say they need to develop their knowledge in subjects they 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

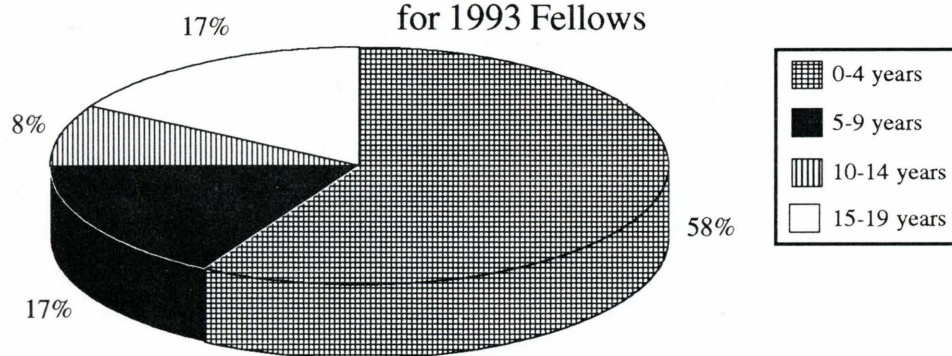
Total Years Teaching Experience for 1993 Fellows



Total Years Teaching Experience in New Haven for 1993 Fellows



Total Years Teaching Experience in Present Position for 1993 Fellows



Total Number of
Respondents = 48

Moreover, as in past years—and as in the case in the school system generally—many of the 1993 Fellows did not major in college or graduate school in the subjects they currently teach. As Chart 3 shows, in only two fields, Special Education and Foreign Languages, did all Fellows teaching a subject have a graduate or undergraduate degree in that subject.

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

Chart 3

Number of Fellows with Degrees in the Subject They Taught in 1992-1993

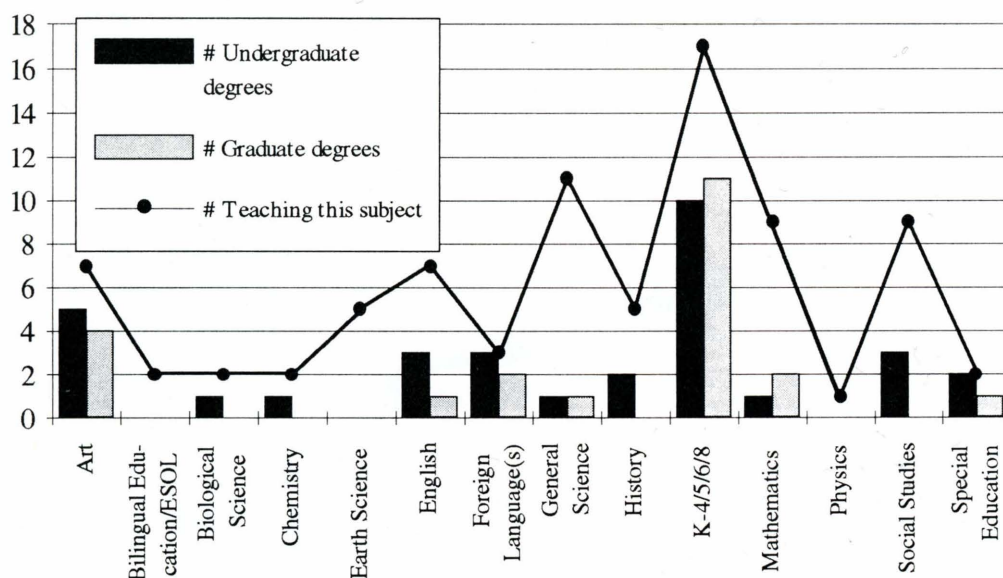
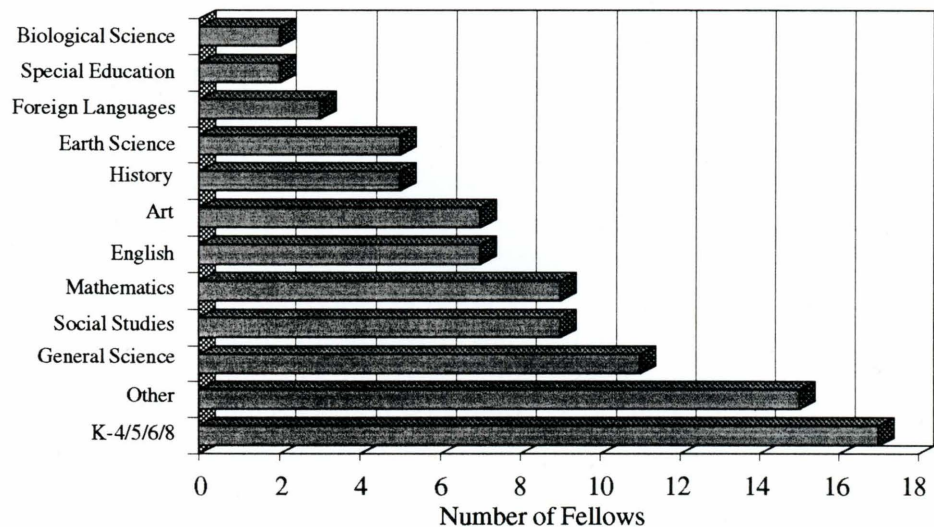


Chart 4 shows the subjects Fellows taught in the 1992-1993 year of their Institute participation. Overall, two thirds (67 percent) of Fellows in the humanities and all Fellows in the sciences had not majored either in college or graduate school in one or more of the subjects they taught in 1993.

Chart 4

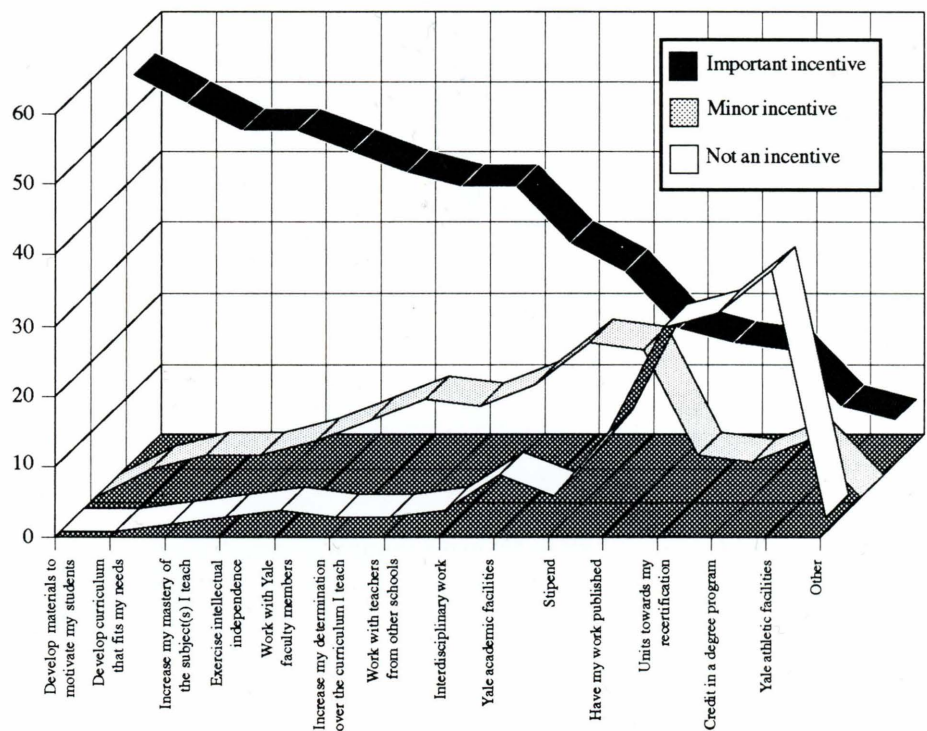
Subjects Taught by 1993 Fellows



It is understandable, therefore, that 1993 Fellows, when 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. As one Fellow wrote, "During this seminar I was able to learn an awful lot about 'visual arts.' . . . This has proven to be invaluable. You see, as an undergraduate major, my exposure to art was nonexistent." Two others said:

Chart 5

Incentives for 1993 Fellows to Participate



Annual Report: Activities and Schedule for the Fellows

I applied to the Institute because I wanted a structure to plan science curriculum for the 1993-94 school year. I also hoped to talk to other teachers about science curriculum, as I have found the science material at my school to be very limited.

For four years I have been trying to get myself to develop an environmental unit for my consumer math classes, and I've just not done it. So this year I decided to apply to the Institute so it could provide the structure and support I needed to get it done.

Fellows reflect the race and ethnicity of all New Haven teachers.

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
Institute Fellows, 1993	49.0%	43.6%	5.6%	1.8%	100.0%
Institute Fellows, 1978-1993	68.3%	27.2%	3.4%	1.1%	100.0%
Institute Fellows, 1978-1992	69.3%	27.0%	3.3%	0.9%	100.0%
All New Haven Public School Teachers, 1993	67.9%	23.6%	7.2%	1.2%	100.0%
New Haven Public School Students, 1993	15.0%	58.2%	24.4%	1.8%	100.0%

Activities and Schedule for Fellows

At the first organizational meeting of each seminar, held on March 16, 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. As one wrote, "It lighted my interest and I took off reading books and articles that I would never have read." Another said, "I read a lot of different types of reading than I usually do. The challenge of researching was invigorating. . . ." Others said:

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We were required to do a lot of reading. . . . I found it difficult to complete the assignments in addition to researching and writing my own unit.

"Assignments, were sometimes overwhelming. However, the end result was a deep sense of accomplishment."

—Institute Fellow

The scope of [the subject] is huge and we had to narrow down our selections but still we read a great deal. Sometimes it felt as if we were trying to read too much. Still, we read, analyzed, and discussed. The most interesting part for me was the variety of opinions and length of our discussions.

We had many assignments, which were sometimes overwhelming along with our teaching load and a paper to complete. However, the end result was a deep sense of accomplishment.

The seminar leaders also commented on what they perceived were the Fellows' responses to the weekly readings. One said, "The first readings were **very critical** to the intellectual or at least theoretical framing of the seminar." Another said:

Most of the Fellows read the assigned readings and were imaginative and resourceful in finding additional readings either on their own or by asking me to recommend or provide outside expertise.

Before submitting on April 6, 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: "The privacy of the individual meeting was extremely important. The individual Fellow divulged interests, fears, and opinions quite candidly in private whereas in class they were more reticent." Two others wrote:

I met at least twice with everybody, the first time at my house or office, the second time at their school. I thought it was important for me to go to the schools, and to get a feel for the Fellows' daily work. There was time to discuss a Fellow's unit, but most people also took up my offer to meet with their class.

Half the meetings were held at the Fellow's school and half at my lab. They were very productive and the visits to the school were very informative for me. Usually the Fellows initiated the contacts.

One Fellow said of the school visits:

Our professor did an excellent job of keeping our interests high and our workload heavy—all of which we enjoyed. He visited each teacher's classroom. In my classroom he spent time visiting with my students. This was wonderful. Students were excited by his visit and I felt I could share classroom situations concerning the curriculum unit because he knew my students.

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 11, 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 20. Thereafter Fellows continued to develop their units in stages with a first draft submitted by all participating teachers on May 25. The weekly meetings of the seminars continued through July 13, with Fellows submitting the second draft of their units on July 16 and their completed units by August 2. In response to the comments of Fellows participating in 1992, the due date for the second draft of the curriculum unit was made one week earlier this year in order to allow more time for Fellows to complete their units after receiving the last written comments from the seminar leaders. These adjustments met with apparent approval, as about three fourths (72 percent) of the Fellows this year agreed that unit writing deadlines occurred at the right time in relation to the school calendar. As a first-time participant wrote, "The program was very easy for me to follow. I found that it was somewhat more complicated than I expected, but it was certainly very interesting and challenging." Another said:

I think the Institute is well designed to meet the needs of its participants in terms of scheduling and responsibilities. The support is available for those who need it. Our seminar leader was responsive to my questions or requests for assistance. I don't feel there are any real weaknesses in the Institute; as long as the participant stays on the schedule, the pacing is not difficult.

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 process of writing the unit was challenging and invigorating. It was an important task for me to accomplish, both personally and professionally." Another wrote, "The most enjoyable times were those that I spent working on my curriculum unit. I knew that the end result would be something that I could use with my students." Two other Fellows said:

The seminar provided me with an opportunity to research and write about a topic of personal interest and importance. This

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

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was exciting for me, since, given the demands of my schedule, it would have been more difficult for me to develop the unit without such a framework. I enjoyed discussing readings and issues with colleagues, as well as the process of refining my unit over a period of time with input from the seminar leader and other teachers.

As I neared completion of the unit, I realized that what I most enjoyed was having an opportunity to plan this part of my curriculum, with enough time for refining it, as well.

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 tried out the materials in my classes, and the results were astonishing."

—Institute Fellow

I tried out the materials in my classes, and the results were astonishing. Students were able to relate to the characters and deeds in the stories in all cases. Further, they were able to apply them to their communities and local circumstances.

I have already experimented with a few elements of my unit as it was prepared and have found the results quite positive.

I have taken the opportunity to introduce my unit to my students and they are very excited. I also will be using a variety of lessons that the students have not been introduced to as yet. So they are curious.



Erica Baum

Fellow Geraldine Martin teaching her class at Beecher Elementary School.

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This year three fourths of Fellows said they tried out the subject matter (73 percent) and two thirds said they tried out the strategies (65 percent) of their units in their classroom. For those who did, most (75 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 all Fellows hear an overview or an example of the work their colleagues are pursuing in other seminars; 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: "What's in a Myth? Racial Politics in Frederick Douglass' *Slave Narrative*," by Bryan J. Wolf, Professor of American Studies and English; "Cinderella Story," by Traugott Lawler, Professor of English; "The Future and the Past: Electricity's Impact on You" by Robert G. Wheeler, Professor of Applied Physics and Physics; "The Science of Unpopular Reactions" by Antonio C. Lasaga, Professor of Geology and Geophysics; and "Towards an Understanding of Children Affected by Parental Substance Abuse" by Jean A. Adnopo, Associate Clinical Professor of Child Development at the Child Study Center and Dr. Linda C. Mayes, Arnold Gesell Associate Professor of Child Development.

The talks met with more favorable response than has been the case in many past years. One Fellow wrote, "I don't fully enjoy the lectures, but I think the information is valuable. I do enjoy listening to people who are experts in their fields discuss topics that are relevant in today's world." Almost all Fellows said that to a great or moderate extent the talks were successful in providing them intellectual stimulation (98 percent) and a sense of collegiality and common purpose among Fellows (96 percent). Three quarters said the talks were similarly successful in providing an overview of Fellows' work in the seminars. The great majority (95 percent) said the Institute scheduled the right number of talks this year. One wrote, "The variety and quality of the initial talks . . . provided an excellent springboard from which to launch the seminars." Others said:

I found lectures to be of great value to the Institute. The series of lectures in the beginning of the program was informative, interesting and, to a certain extent, challenging. Even though they were not directly related to the seminars, some of them serve the purpose of giving educators an idea, and an opportunity to keep up with methods and contacts otherwise unavailable.

One great strength of the Institute is the talks. Besides being enlightening and stimulating, the talks held during the first part of the Institute are helpful in that they provide a relaxed and friendly opportunity for "Fellows" to become acquainted with each other.

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

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All of the talks were educational and informative. I found myself looking forward to topics about which I knew very little. I also enjoyed the opportunity of socializing with other Fellows. Also, the refreshments were a welcomed treat.

The speakers were excellent in this year's Institute. Even if I were not participating in the Institute I would want to come to these lectures.

*"I went home and copied my notes to distribute to other faculty members."
— Institute Fellow*

This year's talk on cocaine, crack, alcohol and other related topics was very relevant and important information for all educators. That night I went home and copied my notes (from the lecture) onto my computer, and took copies to school to distribute to other faculty members. I also taught the material to *all of my classes*. It was that important!

Almost all Fellows reported that the talks prompted them, at least to some extent, to read about the topic of the talks (96 percent), discuss the topic with their students (94 percent), and discuss the talks with other teachers (100 percent).

As we have also done in recent years, the Institute scheduled a session on curriculum unit writing on May 4, a week before the regular meetings of the seminars began. At the beginning of the program, as part of their admission packet, all Fellows had received Institute guidelines and mechanical specifications for preparing curriculum units, which outline the Institute writing process and the five steps for Fellows formulating, reformulating, and enlarging their individual units. The discussion on May 4 had two main purposes.

First, all the Fellows met together for a general session during which the director first described the principal purposes and widespread use of Institute curriculum units. Three of the Institute Coordinators then spoke briefly about and answered questions on three topics: the importance of the process by which Fellows develop units; the advantages of using the many computing resources available to Fellows for preparing their units; and the importance of Fellows trying out ideas for their units with their own students and other teachers.

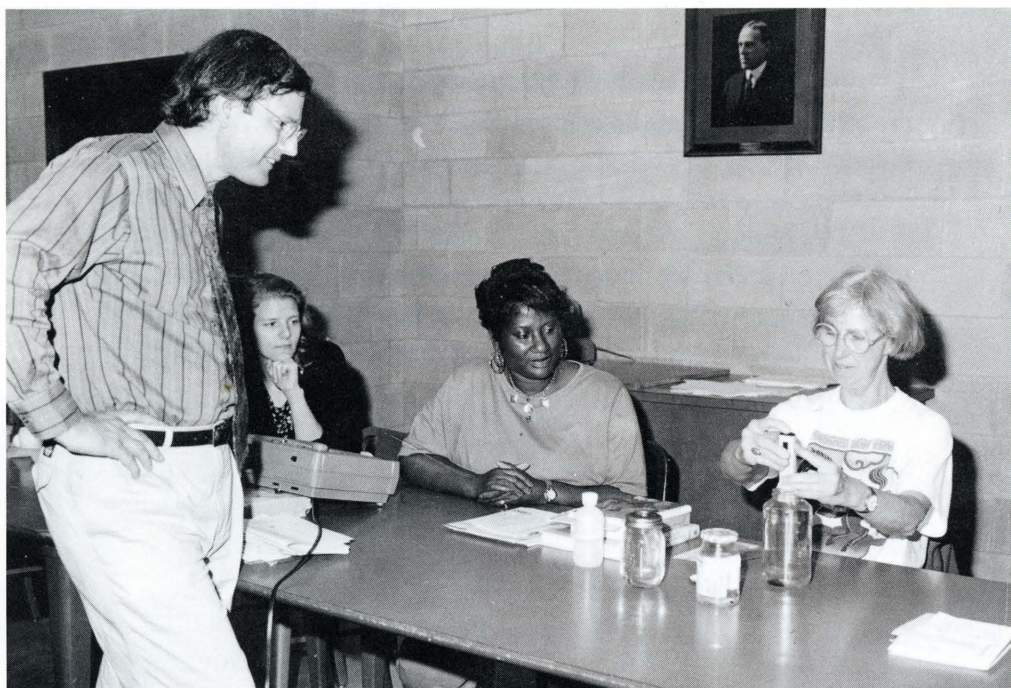
Second, we divided all the Fellows into seminar groups, where each Coordinator led a discussion of purposes and practices in writing Institute curriculum units. This afforded an opportunity for the numerous first-time Fellows to learn about the guidelines and other aspects of curriculum unit writing 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 workshop on

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the 'process' was most informative and offered a lot of information. There was much more information about the use of computers on campus."

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 February 25, to provide them information about the teachers who had been accepted and to begin to define in practical terms, what 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. In the final evaluations, only two Fellows 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 (97 percent), and about use of University facilities (92 percent). Few Fellows found the Coordinators unhelpful in any respect.



Erica Baum

The seminar on "Environmental Science." (Left to right: seminar leader Antonio Lasaga; Fellows Sara Barton, Carolyn Kinder, and Lise Orville.)

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 two wrote:

"I wanted to create a seminar that would speak directly to the needs of teachers of inner city kids"

— Seminar Leader

I wanted to create a seminar that would speak directly to the needs of teachers of inner city kids, and I expected that the energy and enthusiasm of the Fellows in the seminar would be tied directly to the opportunity to work with new or little-known materials. For a majority of seminar participants, the opportunity to work with minority **painting** was a new experience, and I think that all of us, myself included, learned from the seminar.

I expected that I would be interacting with reasonably dedicated teachers. However, I was concerned about whether the teachers would be interested in the "hard science" aspects of the seminar as opposed to the policy or the "hug-a-tree" approaches to environmental science. As the seminar progressed, I was pleasantly surprised by the level of involvement as well as the interest in the scientific aspects of the subject.

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

The seminar leader provided a superior atmosphere for teacher input, and exchanges of information. There was a wonderful balance of field trips, lectures, hands-on, slides and discussion. I would enjoy another seminar with this professor.

Wonderful! The professor was able to lead and to listen; always prepared and willing to give and share his wisdom. Teachers in the Institute were hard-working and friendly. We had a good combination putting it all together.

Our seminar meetings were very stimulating. Every participant cooperated fully. We were able to have very honest and open discussions.

This seminar carried a little of everything that reached a little part of everyone. By engaging participants in play readings, open-ended written and oral discussion dialogue, creative drama, stage acting and directing, the seminar brought together teaching and teachers that allowed for an exchange of social and political thought, while providing a chance for personal growth.

The experience in my Institute seminar this year was inspiring, motivating and stimulating. It was inspiring because of the wonderful exposure to a wealth of information. It motivated me to read more about the topic I chose and the authors I met.

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My experience in the ecology seminar this year was very positive. I had found last school year emotionally more difficult than most and had burned out by mid-year. I didn't have much to give to the seminar, but I certainly did get a lot from it.

The fact that very few problems arose during the seminars seems to reflect the interest and quality of work generated by these groups.

I found the professors helpful and always accessible. I can honestly say that I was never bored in my seminars, and I always left more knowledgeable than when I arrived.

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. As one seminar leader said, "In general I believe that the Fellows came to the seminar expecting to expand their knowledge of their own or others' cultures, and I believe—or hope—that they found their expectations satisfied." Another wrote:

The major social and academic success of the group as a whole came, I think, in the improvisations and scenes—in which the casting was often across racial lines—blacks playing whites, whites playing blacks, and both playing Hispanics and Asians. Perhaps the high point of the seminar, from that point of view, came with our first experiment of this sort: After reading and discussion of *Woza Albert!*, an episodic satirical play about blacks and whites in South Africa, I divided the group into

A theme in Fellows' comments was the understanding they gained of their own and other cultures.



Erica Baum

The seminar on "Twentieth-Century Multicultural Theater." (Left to right: Fellows Carolyn Williams, Jeffry Farrell, Trisha Turner, Geraldine Martin, Nicolette Perrault, Joyce Bryant, and Gerene Freeman.)

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teams (most of which were interracial), asked them each to take an episode, translate its action into the New Haven situation, and develop an improvisation on that basis. The sequence of presentations was hilarious, exhilarating, and often poignant.

"My experience in this seminar has widened immensely my ability to understand my students."
— Institute Fellow

As one Fellow wrote, "We had twelve teachers of great ethnic and professional mix and these diversities enhanced the learning." Another said, "Personally, I think that this seminar added to my understanding of the problem of race in the United States." A third wrote:

My experience in this seminar has widened immensely my ability to understand my students. I see more clearly who these children are and where they come from. Their heritage is one to be proud of and through this seminar I have found insight in how to go about bringing out the qualities that compliment them.

As has been the case since the Institute's inception, its participants and staff are still sometimes asked whether the collegialship and co-professionalism 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



Erica Baum

The seminar on "Twentieth-Century Multicultural Theater." (Left to right: seminar leader Thomas R. Whitaker; Fellows Jeffry Farrell and Toni Cates.)



Erica Baum

The seminar on "The Symbolic Language of Architecture and Public Monuments." (Left to right: Fellows Stella Samuels, Patricia Ansel, and Luis Recalde.)

this regard are representative. As one seminar leader wrote, "I would advise new faculty members to take the Public School teachers very seriously indeed. I found some of those teachers to be truly noble in their wisdom and dedication to teaching." Another spoke of how he handled the seminar so as to promote collegiality:

I put a less tight rein on these discussions than I do in my Yale classes; I think it makes people feel at ease and free to say what's on their mind, and so the resources of the group get tapped more fully.

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

Our seminar leader was very good at presenting the topic to a group of novices. He treated each of us with a great amount of respect and actually seemed interested in what we had to say, which is not the way most teachers are treated in their schools. I found it to be most refreshing.

The seminar leader is a master in the field and his enthusiasm for the subject was very contagious! He did not talk down to us. We were encouraged to ask questions and participate in discussions. All Fellows comments were regarded as important and this led to some very thought-provoking sessions.

I found my particular professor to be approachable, helpful and, in general, a fun person to lead our seminar. He made our meetings interesting and encouraged participation from a diverse group. I think that the makeup of our group was also a

"I found some of those teachers to be truly noble in their wisdom and dedication to teaching."

— Seminar Leader

"Our seminar leader treated us with a great amount of respect, which is not the way most teachers are treated in their schools."

— Institute Fellow

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strength; we each came from a unique background and had an interesting point of view to contribute.

The seminars also afford Fellows an otherwise too rare opportunity to talk and work with other teachers across the artificial boundaries that 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 seminars afford Fellows an otherwise too rare opportunity to talk and work with other teachers across the artificial boundaries that often separate grade levels, schools, and disciplines.

I learned a great deal about a subject I had very little previous knowledge of not only from an outstanding professor but also from my colleagues in the class. The enthusiasm in the seminar class over the subject-matter and the possibilities for development into curriculum materials was truly contagious.

I gained immeasurably from the experiences and information shared by the members of our group. They were probably the most personally interesting seminar group I have worked with. I give considerable credit to our professor for his ability to recognize and draw out these contributions without abandoning his own plan of action.

The seminar leader encouraged a free flow of ideas and dialogue among the participants in our group. The results were extremely positive. I feel that by creating such an atmosphere he encouraged a certain camaraderie.

The contact and camaraderie amongst the teachers was excellent and we shared a lot of our own experience.

Being with teachers from another discipline (science) and other grade levels was helpful in seeing material from different perspectives and a pleasure. I wish we could find a way to work together more routinely.

"The enthusiasm in the seminar was truly contagious."
— Institute Fellow

Through the Institute, my peers have given me many suggestions on things I could use to add to my lessons. So I would have to say that brainstorming has helped me very much.

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 as seminar leaders try to strike an appropriate balance. In the end, a sizable majority of this year's Fellows (79 percent) said that there had been a good balance in seminar between general study of the seminar subject and Fellows' work in progress on their units. For many Fellows, in fact, making connections between the seminar and their classroom seemed natural, at times effortless. As two wrote:

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I found the integration of unit material with the pure subject matter of our seminar to be an excellent balance. Neither was neglected for the sake of the other.

This seminar was very successful because . . . there was always a two-layered discussion going on: basic knowledge for us as teachers and then "how can we use this knowledge with our students?"

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 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.

The Institute also updated the Index of all of the 860 curriculum units contained in the 98 volumes of units the Institute has published since its inception in 1978. The Index and Guide were also deposited in all school libraries and distributed to the teachers who serve as Institute Representatives for the schools. At the same time, the Representatives worked in concert with the new acting coordinator of library-media services in New Haven, to ascertain whether each middle and high school has a complete set of all 98 volumes of units and whether all elementary schools have each of the volumes that their teachers believe would be applicable at those grade levels. Although the Institute has, from the outset, furnished each middle and high school a set of every year's units—and although elementary schools have been encouraged for the last four years to request any units their teachers might use—the survey revealed that there were gaps in the unit collections in a number of schools. Maintaining a library set of units has proved most difficult in those schools that do not have a full-time librarian or, in some cases, even a library. Working with the library-media specialist, the Institute sought to determine the best location for Institute material to be deposited in every New Haven school and made two shipments of curriculum units to the schools to supply units missing from a collection, insofar as the volumes were still in-print and available for us to do so.

Both seminar leaders and Fellows were pleased with the units produced this year. One seminar leader wrote, "The units seemed to me to be quite sound. . . . The ideas and my sense of their effectiveness in the classroom was consistently high." Another wrote:

I thought that all the Fellows' units were sound. Several of them were exceptionally good. . . . What is most to the point, the units all seem quite teachable. And for most participants, the materials also represented new learning that entailed real research.

"There was always a two-layered discussion going on: basic knowledge and 'how can we use this knowledge with our students?'"

— Institute Fellow

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Many Fellows also commented, in diverse ways, on the value of the units they prepared. As one said, "Personally, I do enjoy reading the other teachers' units and, still, every time I read my own I am surprised that I was able to write such a curriculum. In this sense I am really grateful for the opportunity." Others wrote:

"Every time I read my own I am surprised that I was able to write such a curriculum."

— Institute Fellow

Through my Institute unit I will bring to my students up-to-date scientific research and extensive hands-on labs. I have had the structure and time to test labs and compile resources so that science projects can run more smoothly. Students will benefit from my new-found excitement for the material as well.

The rainforest, the ozone hole, and oil spills were my focus. Having taught these subjects in lesser detail in previous years, I found the students to be very interested in these areas. Hopefully, my class this year will truly enjoy the more detailed and extensive unit which I wrote as a Fellow.

As in past years, Fellows in 1993 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 Fellows (87 percent) to take part in the Institute, almost all (93 percent) said that they had gained knowledge of their subject and confidence to teach it by participating in their seminar. Only one Fellow differed with the statement that the seminar helped him or her grow intellectually and professionally. A Fellow wrote, "This seminar, with its gently demanding leader, was for me, an intellectual stimulant." Others wrote:

I valued the addition of knowledge in a field I knew very little about. On a personal level, the opportunity to interact with a man as brilliant and insightful as our seminar leader stimulated me on both an artistic and intellectual level.

The seminars became a massive source of information. We were guided through plays and learned techniques important to the success of a play's performance. I now know how to read and fully comprehend the meaning of plays.

For the last six months the one thing I found myself repeating over and over regarding the Institute was: "It's been a long time since I've worked so hard and enjoyed so much." The experience was exhilarating, intellectually stimulating and challenging.

"It's been a long time since I've worked so hard and enjoyed so much."

— Institute Fellow

Numerous Fellows also described the Institute experience as having increased their professional confidence and morale. One said, "When I began the seminar I knew very little about the theater. The information shared there has helped me



Institute Fellow Iris Davis with her students at Vincent Mauro Elementary School.

to feel confident that I can produce a play with a grand amount of success.” Another said, “This being my first year teaching, I needed something to help me gain some confidence. This was great.” Other Fellows wrote:

Walking into the classroom with the confidence and knowledge that one attains in the Institute is truly a joy. Students feel this. They feel something is going on different from what they are used to. All this is translated into an attitude—a positive attitude. Students catch an attitude about learning, about the classroom, about the people in the classroom and outside the classroom.

The writing of this unit has been an invaluable means of attaining more confidence and clarity in my teaching/learning goals. I feel excited, not only for myself but for my students as well.

Participation in the seminars has enhanced my effectiveness in the classroom. I eagerly look forward to the coming school year because I can’t wait to expose my students to the unit that I have developed. I can also bring new teaching strategies and fresh ideas to the classroom as a result of sharing with other members of the seminar group.

The confidence that my unit is well-ordered and contains relevant topics will help me focus on the day-to-day tasks of teaching this year.

The available resources, the incentive, and assistance from fellow teachers all served as an inspiration while writing this unit. I feel that with this positive experience in the Institute, I

“Walking into the classroom with the confidence and knowledge that one attains in the Institute is truly a joy. Students feel this.”
— Institute Fellow

am that much more eager to share my knowledge and ideas with my students.

Fellows spoke, too, of the information about and access to Yale 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 many Fellows (85 percent) access to Yale's academic facilities such as the library was an incentive for their participation, and three quarters (78 percent) reported that membership in the Yale community had been greatly or moderately useful to them. As one Fellow wrote, "It was great using Yale's resources and facilities, and I hope these ties continue." Another said, "I especially like the idea of being able to use the Yale facilities until the next seminar."

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, "Because participation helps me renew my faith in the importance of having good public education, I am a more positive staff member." Another Fellow said, "The development of the units has allowed me to act as a resource for other teachers on the subjects I chose." Others wrote:

Our school will benefit as a whole when they are presented with plays that are well-performed and enhanced with cultural flare through the use of props and costumes.

I have no doubt whatsoever that there can only be a positive effect on the school curricula. I was beginning to see such effects before the end of the school year. I had information discussions with two history teachers about coordinating our efforts with regard to my project and they were quite receptive. Also, after sharing my first draft with one of the drama instructors she became very excited about the project and indicated a strong desire to work together on it. So, there is no doubt that this project could very well have a profound effect on the school curriculum.

"Because participation helps me renew my faith in the importance of having good public education, I am a more positive staff member."
— Institute Fellow

I can share new-found resources for information about minority and women artists with others. During departmental meetings, I will have new suggestions for ways to incorporate minority and women artists and surrounding issues into the visual arts curriculum.

Since I have written several units, and know of the valuable information that each book contains, I have used several of the

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lessons written by other Fellows. I also have encouraged several other teachers to use the units also.

The writing process has been adapted by our school to help teachers, students and others to become more effective. We are committed to a lifelong process of learning for ourselves and students. Leadership skills have been enhanced as a result of my "Institute" experience (mine and others).

"The writing process has been adapted by our school. We are committed to a life-long process of learning for ourselves and students."

— Institute Fellow



Institute Fellow Christine House teaching her students at Vincent Mauro Elementary School.

Through participating in the various seminars over the past years, I have added several concepts to our school's overall curriculum.

I have had teachers approach me and tell me that they have used one or several of my units. That kind of comment makes me feel the worth of my effort. I have enjoyed working in all my unit topics and I hope that this unit will be well received by my fellow teachers.

Each year we are 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, "Although this was my first Institute, I was able to feel at ease with the Institute requirements and unit deadlines. I enjoyed each and every lecture as well as the small-group seminar discussions."

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For returning Fellows, the rewards of participation do not appear to 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. One participant said, "Having had last year's positive experience, I had a good basis to build a unit on."

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 worthwhile because the Institute is often asked what are the incentives and rewards for Yale faculty members who participate. Seminar leaders said:

It opens my mind to new experiences, and gives me a feeling of involvement in the important work of the community. This particular topic was very valuable to me professionally.

The seminar has kept me thinking about the pedagogical problems that are inherent in the teaching of literature.

The single biggest benefit I get from the Institute is the pleasure of working with people who work in the community. I try to tailor my own expertise to their needs, and I find this to be a rewarding experience for both of us.

I used my Institute seminar as an opportunity to work up new materials involving minority art that I will now bring back to my Yale classes. In the past I have worked in the opposite direction, teaching materials in the Institute that I have already developed through regular teaching at Yale.

There are many benefits. On the one hand, developing techniques to teach science (in my case) in the K-12 level requires rethinking the overall state of the field, which leads to new insights into important problems. (Sometimes the simplest questions have the most profound answers!) In addition to the personal development, the interactions with the teachers and the schools in New Haven significantly enhance the awareness of both the problems (personal, administrative and scientific) currently present in our schools as well as the talents and potential that are awaiting to be tapped in our city. Undoubtedly, the seminar has contributed greatly to my own personal scholarship as well as to my ability to teach the regular courses at Yale.

"The seminar has contributed greatly to my own personal scholarship as well as to my ability to teach the regular courses at Yale."

— Seminar Leader

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

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at all achievement and performance levels, and Fellows often write their units for students at more than one level. In fact, a similar proportion of Fellows reported that they designed their new curriculum unit for their "least advanced" students (60 percent), as designed their unit for their "most advanced" students (64 percent). Eighty-five percent of Fellows designed their unit for "average" students. The plans of two Fellows illustrate the range of unit use in the schools:

I plan to use the unit that I have developed with my College III or Advanced III students this year. My unit will fit in nicely with the goals that have been established in my school with regard to the types of literature on which we have been focusing and our newly implemented writing policy.

The seminar afforded me the opportunity to encourage my low achieving students in literary pursuits. This is a tough group to work with because they are quickly bored and lean towards being "know-it-alls." I think that this seminar challenged both my intellect and my sense of creativity.

"The seminar afforded me the opportunity to encourage my low achieving students in literary pursuits. This is a tough group to work with."

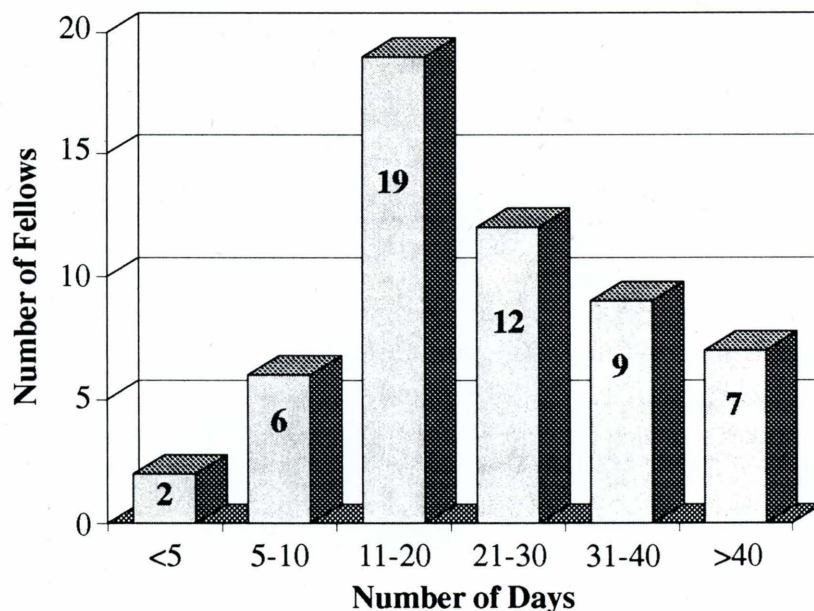
— Institute Fellow

To attempt to gauge the impact of this year's units in New Haven classrooms, we asked Fellows about the number of 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 68 students. The chart below illustrates the length of time they planned to teach the unit. For almost all Fellows, then, the unit is a significant part of their teaching plans.

Fellows this year were optimistic about the responses they anticipated receiving from their students to the material they had studied and developed in the

Chart 6

Number of Days 1993 Fellows Plan to Teach Their New Unit



"Students will benefit by being exposed to knowledge and experiences one wouldn't ordinarily find in school curricula."
— Institute Fellow

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. Half 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:

My students will benefit by being exposed to knowledge and experiences one wouldn't ordinarily find in school curricula. They will have an opportunity to both understand and appreciate the rich architectural landscape of New Haven and, thus, invest something of themselves in it.

The curriculum unit will increase active student learning. It calls for hands-on projects in connection with the study of architecture and ornamentation. Strictly teaching from the book will be eliminated and students will be more engaged.

I believe the hands-on experiment experience will be very informational to students and will lessen the chances of student boredom of math. In addition, students will come to see that math is not an isolated discipline and activities from this unit will be utilized to show just that.

In learning about the history of New Haven, I hope that my students will understand and appreciate their city more. In seeing the symbolism in the architecture of New Haven and understanding its meaning, I hope that my students will be

"Strictly teaching from the book will be eliminated and students will be more engaged."
— Institute Fellow



Erica Baum

Institute Fellow Maxine Davis with her students at Helene Grant Elementary School.

Annual Report: Activities and Schedule for the Fellows

inspired by the beautiful buildings in the area and will want to preserve the buildings in the area in which they live. My school curriculum will now include a unit on New Haven and the building of our school.

I had always thought of using the concepts in art to teach geometry but just did not have the resources. This seminar has offered some ideas. The effect on my geometry class will be that I will be able to take a diversion from the content but still teach the ideas and skills. The students will produce items that they can utilize, and they will be exposed to ideas that are germane to their culture and will possibly get a "skill" that they can utilize after leaving school.

I believe the material I plan to present will prove to be a positive addition to our reading series. I think that its inclusion will make the prescribed text easier to teach and to learn from.

I expect that students will not feel threatened by the subject matter but will rather embrace it enthusiastically and from it will gain a stronger sense of hope; stronger urge for using their imaginations, ingenuity, and courage. I expect my teaching to be dynamic and comfortable for all, allowing them to be relaxed and more inclined to participate.

"I expect that students will not feel threatened by the subject matter but will rather embrace it enthusiastically."
— Institute Fellow

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. Fellows wrote:

Both previous involvements resulted in productions or creative drama performances. The most recent production involved the entire school and staff. Parents were extremely involved. Although I was prepared to teach all students, and create a multi-arts, integrated final production, the Institute allowed greater depth of content, and considerably less preparation time during the school year.

Students benefit from the different methods that we learn in the Institute and also from the new information available. Let me give you an example of what I mean by "different methods." This year as a result of my participation in the Institute, I used more manipulatives; I used models, large and small, to illustrate the subject matter in mathematics and social studies, as well. The integration of the disciplines is one of the results of the Institute in the classroom. Moreover, when models are used in

"When other teachers become involved, little by little, the whole school becomes involved and things take their own course."

—Institute Fellow

the classroom, other teachers see what you are doing and ask questions and become curious and interested, and then they begin to participate in the process. When other teachers become involved, little by little, the whole school becomes involved and things take their own course. Books, magazines, maps, charts, articles, and dialogues begin to be part of the daily interchange in the school environment. Administrators watch and give a hand. They cannot help themselves. Imagine if you had more than one teacher doing this in your school!

I have participated in four seminars. I have sensed in more ways than one an increased participation with my students in the part of the curriculum where I applied my units.

The unit I prepared a few years ago has been put into use many times over. My students enjoy it because it is well planned and full of activities that tie in with other subjects. I am always looking for new ideas and ways to teach, but the Yale Institute gives me the opportunity to develop a full, rich and strong teaching unit that I can rely on year after year.

Last year, following the plan of my unit, our study of African American history in New Haven culminated in a joint fifth-grade assembly involving parents and other staff members. The resulting performance was a memorable one for all. The personal, social, and academic learning were all facilitated by the development of my Institute unit.

I have been using my curriculum unit with my students for the past two years with very positive results. Feelings have been positive with my students as well as comments from the parents. This unit was also prepared for my after-school program. Students have to sign up in advance for acceptance into the classes. Both years, students have had to be turned away because the class size is restricted.

The unit was most helpful in teaching students to accept the differences of people of other cultures. I've seen my students share customs, foods, styles, dances . . . this list goes on. As a result of this unit, students have taken an interest in learning more about each other. This is helping to bridge the gap between the cultures.

I used my unit from last year to enhance my science instruction. My students thoroughly enjoyed it. I have also encouraged another teacher to use some of the material in her classes. The students of today need more than what the textbooks provide.

"My students enjoy it because it is well planned and full of activities that tie in with other subjects."

—Institute Fellow

Annual Report: Activities and Schedule for the Fellows

The Institute has allowed me to do the necessary research to provide more for my students.

My curriculum has expanded, and I now have all of my students very involved in writing and research activities as a way of motivating them and also getting them to think. The years that I have spent with the Institute have been very beneficial and rewarding to my students and myself.



Institute Fellow Grayce Storey teaching her students at Jackie Robinson Middle School.

"The units have brought up-to-date and hands-on information to the students."

—Institute Fellow

The units in the Institute authored by myself and others have brought up-to-date and hands-on information to the students. The units are more enjoyable to learn. The students are excited with their indirect involvement with the Institute.

I worked on a curriculum unit about New Haven—the City. I found that I personally learned a great deal about New Haven's history and found myself becoming an even bigger fan. As a result, my comments about New Haven to my students this year were always positive. That made my students feel better! There has been so much negative publicity about New Haven that the young people growing up feeling ashamed of where they live and go to school. That is a great deterrent to other chances for success because they don't believe they can be

anything. Of course, I am not saying all are feeling this way, but the majority of my students felt that way. Now they are more hopeful and they take pride in themselves and their neighborhoods.

"My students are more hopeful and they take pride in themselves and their neighborhoods."

— 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 conclude the discussion of the Institute's 1993 program for Fellows. For their part, seminar leaders said:

Fellows and friends of Fellows have told me that the YNHTI has been very critical to their ability to cope with problems of teaching in New Haven. To that end I consider the Institute remarkably successful.

The greatest benefit to me was an augmented understanding of New Haven. While Yale may appear to be an island to many in the City, the reverse is also true. The seminars have influenced my teaching.

"Fellows and friends of Fellows have told me that the YNHTI has been very critical to their ability to cope with problems of teaching in New Haven."

— Seminar Leader

I think that the Institute plays a very critical role in a variety of arenas including a) being a major conduit for the interaction between Yale University and the city of New Haven, b) catalyzing the involvement of Yale faculty as mentors not only to the teachers but also to the students in the city and c) enabling the sharing of the huge facilities at Yale with the city and, in particular, the city's children.



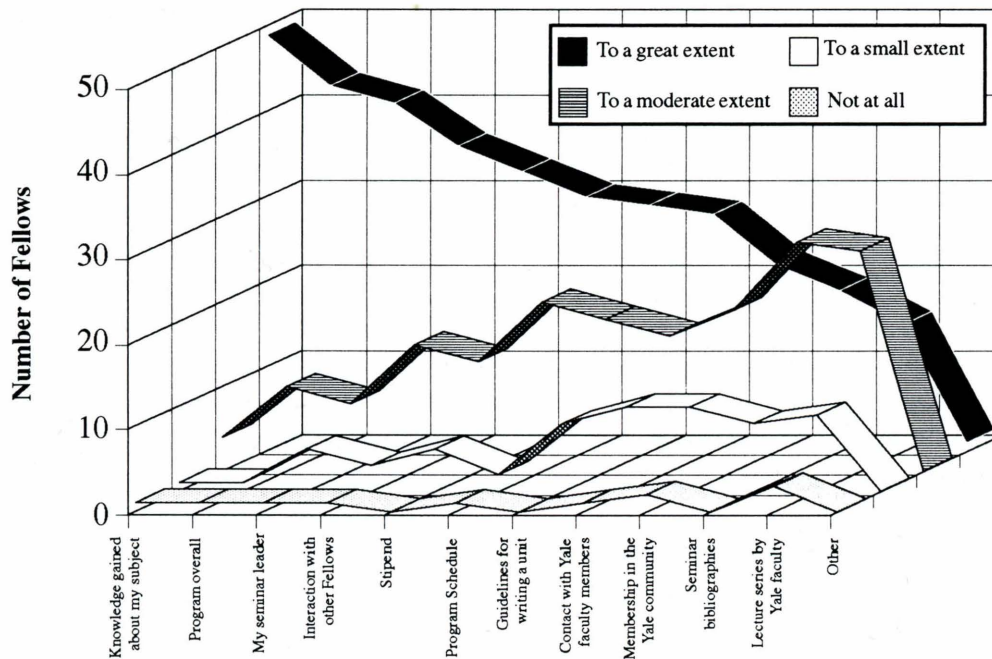
The seminar on "The Symbolic Language of Architecture and Public Monuments." (Left to right: Fellow Patricia Ansel, seminar leader Kent C. Bloomer, Fellow Luis Recalde.)

Annual Report: Activities and Schedule for the Fellows

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, no fewer than three quarters of Fellows said that each aspect of the Institute had been useful to a great or moderate extent. They rated most favorably the knowledge they gained, and the program overall.

Chart 7

Program's Usefulness to the 1993 Fellows



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

This Institute offers the teacher wonderful opportunities for professional growth. In it one is able to delve into new subject-matter, learn how to develop materials suitable for the age-group you teach, and participate in stimulating seminar discussions with your peers.

The Institute's strength lies in the potential it has for influencing the powers-that-be to create integrated curricula for schools and bringing together ideas from people who have the field experience, and making these available for a broad section of the New Haven teaching population and later on extend the material developed to other cities.

"The Institute's strength lies in the potential for influencing the powers-that-be to create integrated curricula for schools."
— Institute Fellow

The strengths of the Institute are its faculty and its libraries. It survives because it actively seeks input from New Haven teachers thus making the YNHTI sensitive to the needs of the city school children.

Without hesitation, the strongest and most impressive part of the total experience was the strength of my seminar leader. He was patient, knowledgeable and enthusiastic about the subject, and quite effective in drawing upon the strengths of each participant in the implementation of his unit.

My conclusion on the Institute this year is that it appears to be getting better and better. I find the leaders to be very supportive and caring. They have shared a wealth of knowledge and we absorbed much of that they had to offer.

My conclusions about the Institute this year are all positive. I was exposed to Yale's extremely competent faculty. I could use Yale's facilities. I met other teachers in the New Haven school system, who I probably would have not met. I got to read information on the environment that really educated me to the true problems we are facing in the environment.

The Yale-New Haven Teachers Institute has been a successful program for a number of years. I think that this is due to the cohesive structure of the outline of the program. The scheduled dates and times for the talks and the seminars are convenient. The topics for the talks are lively and interesting. The seminars are stimulating, informative, and enjoyable.

Overall I found it to be a wonderful experience. I feel that through this program I have developed a new view of my potential. I made new acquaintances that I hope to cultivate and anticipate sharing much of what I have learned with my students in September. Already I'm considering ideas, trying to come up with a curriculum idea to submit next year.

I really hope to have the opportunity to participate in the Institute again. It was challenging, rewarding, and even life-changing. I feel certain it will make me a better teacher allowing me to bring new insights to my students.

In their evaluations, all Fellows said they intended to participate (73 percent), or might participate (27 percent), in the Institute in one or more future years. None said they did not plan to participate again.

"Through this program I have developed a new view of my potential."

— Institute Fellow

Annual Report: Activities and Schedule for the Fellows

In July and August the Institute identified the teachers who would serve during the 1993-1994 school year as the Institute Representatives and Contacts for their schools. Representatives were selected according to the recommendations of the teachers who served as seminar Coordinators and conversations they had with individuals who have served as Representatives in the past, other Institute Fellows, and in some cases school principals. Because the Representatives who served during the 1992-1993 school year were widely regarded as especially effective, we sought a high degree of continuity of Representatives.

The Representatives held their first meeting on September 14 and thereafter met twice monthly with the Director. In the intervals between their meetings they communicated by phone and through school visits with the Contacts for whom they serve as liaison to the Representatives' committee. In these ways, the meetings serve to compile information from, and distribute information to, New Haven teachers throughout all 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 DEVELOPMENT

The Superintendent asked the group to meet with him regularly.

A group of teachers who have played leading roles at various stages during the Institute's development met throughout 1993 as a Steering Committee to discuss long-range plans for the further development of the Institute's offerings in New Haven. (Please see Appendix for list.) In August they met with Superintendent of Schools Reginald Mayo to present a summary of the ways in which they believe the Institute can assist the Schools' administration by addressing some of his priorities. As a result of that meeting, the Superintendent asked the group to meet with him regularly, and he indicated that he wanted to include in future meetings other members of his administration who might assist with this planning process. Thereafter, the Steering Committee met almost monthly with the Superintendent. Other school administrators who joined this *ad hoc* joint committee were the directors of New Haven elementary schools, two school principals, the coordinator of library-media services, and the supervisors of staff development and of languages.

In addition, the Superintendent asked the Steering Committee to select a representative to make a presentation in October to all school principals at his monthly meeting with them to explain the ways in which Institute resources can assist principals in the development of their school plans. During the presentation, all principals also received the Index of curriculum units. The Superintendent asked the Director to meet as well with all the school supervisors to ensure that they have current information about Institute resources, as well as the opportunity to contribute to its annual planning process.

The Steering Committee met with the Director at least once between each of their meetings with the Superintendent to take stock of the progress being made and to ensure that the plans being contemplated were consistent with their views on the fundamental nature of the Institute. In December, they reviewed the meetings they had held since August and concluded that the planning process had focused on six areas, in particular.

They took a number of steps to ensure that all schools have all the printed Institute resources.

- Increasing awareness of, and access to, existing Institute material throughout all the schools: Here they took a number of steps to ensure that all schools have in their library or another established location all the printed Institute resources that their teachers believe would be useful in their courses.
- Strengthening the seminar process that is central to the Institute's operation; for example, more fully involving supervisors in planning for seminars, and inviting interdisciplinary teams of teachers to participate in seminars.
- Exploring the creation of an electronic version of Institute material, and the development of a network among schools and with Yale.

Annual Report: Program Development

- Correlating existing Institute material to school curricula in core subjects, perhaps by updating the reference lists prepared in 1987 for all the main school subjects.
- Adapting present and potential Institute resources to specific schools, especially middle schools: Here they explored possible pilot and demonstration activities that would allow teachers and administrators to work together to draw on Institute resources in developing school plans, themes, and curricula.
- Involving administrators, especially principals, in present and possible new activities.

Teachers emphasized that any new activities should observe basic tenets of the Institute's approach.

During the planning process teachers emphasized that any new activities the Institute undertakes should observe several basic tenets of the Institute's approach: namely, its demanding nature and resulting professional significance; the voluntary character of individuals' participation; the collegial interaction among all participants; and teacher leadership in planning, organizing, conducting, and evaluating activities.

The Steering Committee met in September with the Executive Committee of the University Advisory Council on the Institute so that these committees of teachers from their respective institutions might become better acquainted with one another and with the work they are pursuing independently on topics where they may in time be working together. (Please see Appendix for list.)

In 1993, President Howard R. Lamar appointed a new University Advisory Council on the Yale-New Haven Teachers Institute. In doing so, he established the precedent that the Council is a presidentially appointed body. As he wrote when making these appointments, the "Council should now play a vital role over the longer term, as the Institute becomes a permanent part of Yale." He continued:

President Howard R. Lamar established the precedent that the Council is a presidentially appointed body.

Council membership also demonstrates broad faculty support for, and involvement in, the Institute. It makes manifest our faculty's sense of collegiality with teachers in public schools locally and nationally. By enlarging the Council to include more of the departments and schools whose faculty the Institute involves, I want, moreover, to increase the visibility of the Institute on campus. In this way we may create a more effective means of keeping individuals across Yale informed about the Institute.

For similar reasons, President Lamar asked the Director to make a presentation on the Institute at an all-day urban affairs conference for Yale officials and faculty members that he hosted on January 23.

Annual Report: Program Development

On June 23 the Executive Committee of the Council, Institute Director, and Deputy Provost responsible for the Institute, met with President Lamar and President-designate Richard C. Levin to describe for Mr. Levin the ways in which the Institute has always depended—and will continue to depend—on the involvement of Yale's President. Discussion focused on the President's role with respect to the University Advisory Council, the National Advisory Committee, the Institute's prominence in Yale-New Haven relations, and the initiative to build an adequate permanent financial foundation for the Institute. President-designate Levin indicated that the Institute will have his support in each of these areas, and that he would continue to serve as a member of the University Advisory Council on the Institute *ex officio* after he became President on July 1.

They affirmed the importance of documenting aspects of the Institute as it is becoming endowed.

The Executive Committee met in July to review the results of the meeting with Mr. Levin and to plan their meetings for the fall. In September they discussed a paper the Director had drafted on the "Policies, Organizational Structure, and Procedures" of the Institute. They reaffirmed the importance of documenting these aspects of the Institute as it is becoming an endowed function of the University. They envision that the document will be circulated during 1994 to the full University Advisory Council for their adoption and will then be sent for ratification by the Provost and consideration by the Yale Corporation.

The Executive Committee also agreed unanimously to recommend to President Richard Levin that he appoint Secretary Linda Koch Lorimer as an *ex officio* member of the full University Advisory Council. He subsequently did so, she accepted the appointment, and then met with the Executive Committee in November. At that time, the members of the Committee who have led Institute seminars—Jules D. Prown, Thomas R. Whitaker, Robert G. Wheeler, and Robin W. Winks—described their experience in the Institute and the benefits of the Institute both for participating school teachers and for themselves. The Committee also discussed with Secretary Lorimer the "Policies" document mentioned above, the Institute's financial condition and prospects, the process for making long-range plans for the Institute, and the place of the Institute in the University's larger relationship with New Haven generally and the public school system specifically. At their meeting in October, the Executive Committee discussed membership on the University Advisory Council and the National Advisory Committee, the Institute's pool of prospective seminar leaders for future years, and the new publication the Institute is undertaking to extend its activities in national dissemination.

PROGRAM DISSEMINATION

During 1993 the Institute worked with a number of institutions located across the country that expressed interest in learning more about our experience in New Haven. We answered numerous inquiries on the telephone, and furnished individual replies and Institute material to representatives of diverse organizations. These included, by way of example, the University of South Florida, the Pennsylvania Association of Colleges and Universities, the University of Massachusetts at Boston, the Youth Policy Institute, Columbia Teachers College, and Thayer School of Engineering at Dartmouth. The deans of education in all the land grant institutions in New England also requested that we furnish detailed information. The Institute has responded as well to requests from staff members of the Department of Education and of Congressional committees interested in the bearing of the Institute's experience on legislation concerning the collaborative development of school teachers and their curricula for public schools.

In addition, the Dean of University College at Washington University in St. Louis visited the Institute in March to discuss the development of a program like the Institute between Washington University and the St. Louis public school system. After returning to his campus and holding further meetings there, he invited the Institute Director to come to St. Louis for a full day of meetings that included Chancellor William H. Danforth, the Dean of the College of General Studies, and other members of the administration. They have for some time been examining Washington University's activity in the field of education, and exploring the potential that may exist for its faculty to work collaboratively with local school teachers in ways that may be patterned on the activities of the Yale-New Haven Teachers Institute. The Director also met with the Provost as well as university faculty members and school teachers from several school districts with whom the university either has developed, or may develop, a relationship.

In the past, the Institute has organized three major conferences in New Haven—most recently, the 1991 national conference on “Preparing Teachers and Curricula for Public Schools”—and the Institute has often participated in conferences organized by others. During the period covered by the present report, the Institute once again became a Cooperating Organization to assist with the annual conference on school-college collaboration that is sponsored by the American Association for Higher Education and that was held this year in December in Pittsburgh. For the conference the Institute provided sufficient copies of the inaugural edition of its new periodical, described below, so that everyone attending would receive it in their registration packet.

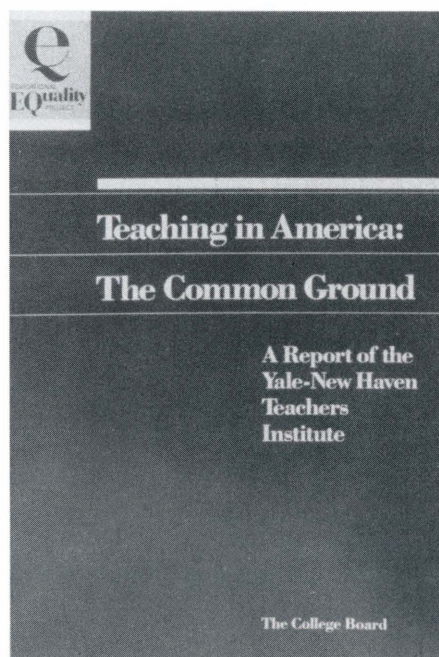
The grant Carnegie awarded has enabled the Institute to develop a new periodical.

Most important, then, the grant the Carnegie Corporation of New York awarded the Institute for the national dissemination of the Institute's model and materials has enabled the Institute to develop a new periodical. *On Common Ground* will address the Institute's field of activity in the collaborative development of teachers and curricula for public schools. The Institute determined a number of years ago that our work with other institutions would be in the form of

dissemination, not replication. In writing about our experience in New Haven for our colleagues elsewhere, we therefore have sought to describe the tenets of our approach, issues that have arisen in our work, and what we feel we have learned from our experience—rather than to promote the precise form, schedule, and activities which our work has taken in New Haven. The Institute has planned the national conferences it has held in the same way. We have canvassed colleagues working in similar programs or considering the development of similar programs for the topics they wish to discuss together. We then shaped the agenda to address their interests. Furthermore, as in our own Institute in New Haven, we have emphasized that all the participants bring their own expertise to the enterprise—that we regard them as professional colleagues with equally valuable contributions to make to our work together. This indicated the manner in which we would approach this yet more broadly conceived publication, which the Institute produced beginning in 1993.

The general subject is the professional development of teachers and their development of curricula through university-school collaboration.

The general subject for the publication, which will be issued two or three times per year, is the professional development of teachers and their develop-



ment of curricula through university-school collaboration. Its title derives from the title of the first book on the work of the Institute, *Teaching in America: The Common Ground* (1983), and suggests that university and school teachers, not only in New Haven, but all across the country have a strong mutual interest in the improvement of teaching and learning in schools. As we have developed the idea of the publication, we have decided that it will consist of at least five main elements: articles on timely topics, often juxtaposing different points of view; editorial statements; opinion pieces; information on important developments in state and federal policy affecting teacher collaborative programs; news of upcoming events and items of general interest; and

articles from and about grant-makers who support this type of collaboration.

This publication, then, addresses what we discern to be the topics, within this subject, of greatest interest to our colleagues at other locations. Early topics will include those suggested specifically at the December 1991 conference at Yale. These include: advantages of the close relationship, as in the approach of our own Institute, between academic content and classroom procedures; the role of school administrators, principals in particular, with respect to teacher collaborative programs; the evaluation of collaborative education programs; incentives for participation of teachers from universities and schools; the particular services collaborative programs can provide to urban school districts; the extension of teacher collaboration to include new partners, and the role of the collaborative process in school reform; the bearing of collaborative experience more generally,



Manuel Gomez, a member of the 1991 conference panel, speaking at the June 1993 planning session. (Clockwise: Mr. Gomez, Antonio Lasaga, Thomas R. Whitaker, Norine Polio.)

over the past ten to fifteen years, on state and federal education policies; and means for teachers to have a more influential voice at all levels in matters of school improvement. Many of these themes are, in fact, reflected in the first issue of the periodical.

As meetings organized by the Institute are planned in a collaborative way, similarly, we have sought the advice of key colleagues at other institutions and of the publication's readership about topics that they would like to see it address. On June 22 we therefore invited the members of the concluding panel from the 1991 national conference to meet in New Haven with several Institute participants to plan the periodical in more specific terms. They agreed on the principal themes for several issues of the periodical, stressed the importance of the inaugural issue for capturing the attention of its potential readership, and recommended numerous individuals who might be invited to write essays on specific topics. The members of this group became members of the Editorial Board we then organized for the periodical. (Please see Appendix for list.) The Editorial Board, composed largely of teachers and administrators from schools and colleges, will help us plan and publish the periodical. With the Board's assistance, we aspire to create a publication that will interest their counterparts who are teachers and administrators, as well as grantmakers and policymakers, in all the states.

The Editorial Board held their first full meeting on October 25. In a day-long discussion in New Haven, the Board addressed the following topics: a joint statement of their purpose and organization, the topics for and various matters affecting the first and future issues, and membership on an Editorial Advisory Board. The Director, who is Executive Editor of *On Common Ground*, then invited 15 individuals to form this advisory body for the periodical. (Please see

We have sought the advice of colleagues at other institutions about topics that they would like to see it address.

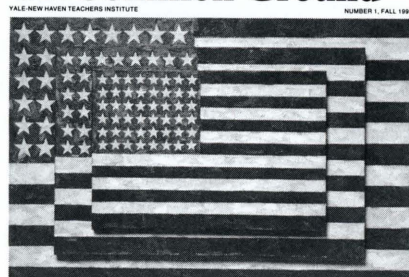


Editorial Board Meeting in October. (Clockwise from bottom left: Henry A. Rhodes, Edward C. Kisailus, Charles S. Serns, Thomas R. Whitaker, Jay L. Robinson, James R. Vivian, Thomas E. Persing, Norine A. Polio.)

Appendix for list.) We do not envision that the Editorial Advisory Board will need to meet, but we do expect to call on its members from time to time for their suggestions, and possibly for articles they might either contribute or review. Moreover, their affiliation lent a valuable endorsement and encouragement to the new publication we are undertaking.

Richard W. Riley, Secretary of Education, envisions a new partnership among the federal government, states, universities, and schools.

On Common Ground



THE EMERGING ROLE OF PROFESSIONAL DEVELOPMENT IN EDUCATION REFORM

By Richard W. Riley
Secretary of Education

We are at the beginning of a series of remarkable changes that will transform American education. The nation has its first set of National Education Goals which establish our expectations for the performance of the nation's schools. Soon, we will have voluntary national standards for what students should know and be able to do in all of the core subjects. These standards can serve as models for states as they develop their content

and performance standards. And finally, there is a revolution underway in our thinking about the nature and use of assessments. States are developing exciting new kinds of "performance" or "portfolio" assessments that provide us with richer understandings of students' knowledge of their subjects and their ability to reason.

While setting high standards and developing assessments aligned with those standards are key parts of systemic reform, by themselves they are not sufficient to transform American education nor dramatically improve the academic performance of our students. Students need opportunities for learning in order to reach these challenging standards and teachers are the primary creators of those opportunities. However, what it takes to create such learning opportunities is changing. New challenging standards, like those of the National Council of Teachers of Mathematics, make new demands on teachers. In mathematics, they require teachers to have a better understanding of the nature of mathematics, as well as how to teach mathematics so students can solve complex

(continued on page 102)

In November the Institute published the inaugural issue of *On Common Ground*. The first issue includes the following articles:

- "The Emerging Role of Professional Development in Education Reform" by Richard W. Riley, Secretary of Education, envisions a new partnership among the federal government, states, universities, and schools.
- "About Collaboration" by Fred M. Hechinger, Senior Advisor to the Carnegie Corporation of New York

and former education columnist for the *New York Times*, begins his regular column for *On Common Ground*.

- "Forums Provide Vehicle for Change" by Terry Knecht Dozier, Special Assistant to the Secretary of Education for Teaching, and a veteran of the classroom, tells of strategies to ensure that teachers' voices are heard in Washington.

Annual Report: Program Dissemination

- “On Common Ground: An Editorial Statement” by Jay Robinson, Professor of English and Education at the University of Michigan, defines some of the issues that this publication must engage, and the spirit that will animate its forum.
- “Collaboration and the Community of Leaders” by Charles Serns, Principal of Hubert Humphrey Elementary School in Albuquerque, New Mexico, offers a school principal’s view of the challenges and opportunities in a newly collaborative environment.
- “Collaboration: Feedback From Teachers” by Norine Polio, Curriculum Facilitator at Betsy Ross Arts Magnet School, New Haven, Connecticut, reports on the views of some teachers concerning the advantages and the demands of collaboration.
- “The Need for Partnerships in the ’90s” by Manuel N. Gomez, Associate Vice Chancellor of Academic Affairs at the University of California at Irvine, offers an administrator’s view of ways to connect schools with universities, parents, and the business and community leadership.
- “What is the Common Ground?” by James Herbert of Washington, D. C., cuts beneath the too common vacuities about education to take a hard look at just what schools and colleges can share.
- “On Common Ground: Who We Are, Where We’re Going,” describes the purpose of and plans for the periodical.

The Institute printed 8,000 copies of the inaugural issue. These were mailed to teachers and administrators in schools and colleges across the country, including all university presidents and chancellors and all Chief State School Officers; heads of many corporations, foundations, and professional organizations interested in education reform; and policymakers at the federal and state levels.

The Editorial Board decided future issues should focus on:

- University-school collaboration in historical context
- Collaboration and community in a multicultural nation
- Collaborative programs to prepare students for the world of work
- Educational change and organizational structure, including relations to schools and departments of education

Terry Knecht Dozier, a veteran of the classroom, tells of strategies to ensure that teachers’ voices are heard in Washington.

Charles Serns offers a school principal’s view.

- Collaboration and science and technology
- Collaboration and the arts

The periodical addresses the necessity for universities and schools to work together to assist teachers to implement the high academic standards we seek for the nation's schools.

During 1993 the Institute thus launched a new periodical in the Institute's field of university-school collaboration, while at the same time working to secure the funds that will be necessary to ensure the continuation of this type of work in New Haven and nationally over the longer term. In short, the periodical addresses the urgent necessity for universities and schools to work together to assist with the development of school teachers and their curricula to implement the high academic standards we seek for the nation's schools. We believe this publication can provide a timely forum that will examine issues vital to the effectiveness of those educational partnerships serving teachers, which are moving toward center stage in the education reform movement.

PROGRAM EVALUATION

Numerous evaluations of the Teachers Institute demonstrate that such collaborative programs can assist schools in specific ways, and that the results are cumulative. As described below, 44 percent of New Haven secondary school teachers of subjects in the humanities and sciences have completed successfully at least one year of the Institute. A number have participated for two to fourteen years; and an increasing proportion of elementary school teachers, who were first admitted in 1990, have also taken part.

In the fall of 1993, the Institute updated its ongoing study of New Haven teachers who have been Fellows in terms of the proportion of eligible teachers from each New Haven school and department who have participated, the number of times Fellows have completed the program, and whether Fellows have remained in teaching in New Haven. This study showed that, of the 352 individual New Haven teachers who have completed the program successfully at least once between 1978 and 1993, three fifths (61 percent) are currently teaching in New Haven. An additional twenty three have assumed full-time administrative posts in the school system. Thus more than two thirds (68 percent) of all Fellows since 1978 are currently working in the New Haven Public Schools. These statistics are particularly encouraging because of the Institute's intention to involve individuals who will continue to serve students in our urban school district.

As the table below shows, a considerable proportion of eligible middle school teachers (50 percent) and high school teachers (39 percent) have participated in the Institute. A growing proportion of elementary school teachers, who have been included in the Institute for only four years, have participated. Overall, 44

Forty-four percent of New Haven secondary school teachers in the humanities and sciences have completed at least one year of the Institute.

Sixty-eight percent of all Fellows since 1978 are currently working in the New Haven Public Schools.

Table 2

Institute Fellows as a Percentage of Eligible New Haven Teachers

	Middle Schools	High Schools
English	47%	43%
History	33%	38%
Foreign Language	18%	20%
Arts	33%	33%
Math	19%	27%
Science	36%	29%
<i>Total*</i>	50%	39%

*Includes teachers of interdisciplinary and other subjects.

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

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

With respect to the number of years Fellows still teaching in New Haven have taken part in the Institute, 38 percent have participated once, 39 percent have taken part either two or three times, and 23 percent have participated between four and fourteen times. On the other hand, of Institute Fellows who have left the New Haven school system, 63 percent completed the program only once, and 30 percent took part two or three times. Only eight individuals (7 percent) completed the program four or more times. Thus as an indication of its cumulative influence in the New Haven school system — and as potential evidence of its effects in retaining teachers in New Haven — the Institute has worked in the most sustained way with those individuals who have chosen to remain in teaching in the New Haven Public Schools.

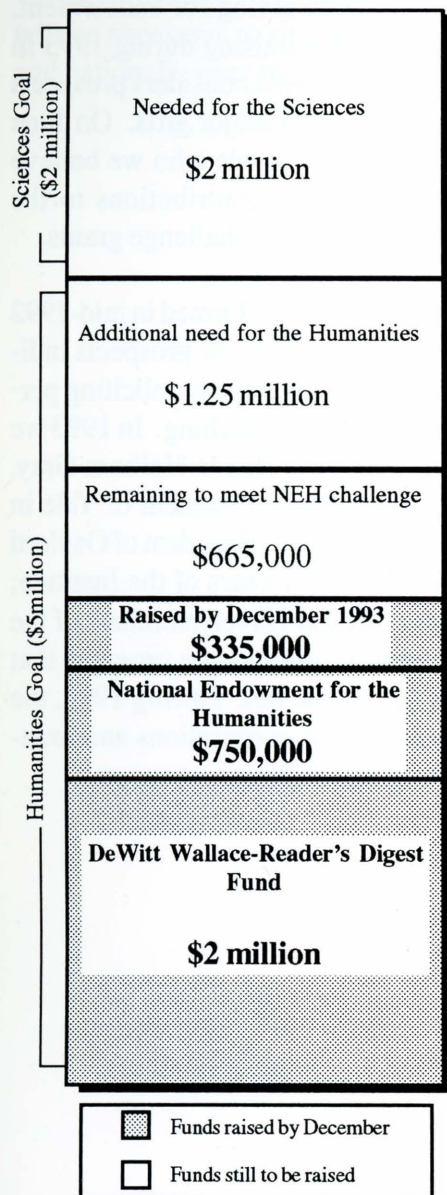
FINANCIAL PLANS

During 1993 the Institute continued its fund raising to meet the terms of the endowment challenge grants awarded by the National Endowment for the Humanities and the DeWitt Wallace-Reader's Digest Fund. When the DeWitt Wallace-Reader's Digest Fund announced in 1990 that it had awarded Yale University a \$2 million challenge grant for the Yale-New Haven Teachers Institute, the Fund provided a tremendously important stimulus for the creation of an adequate endowment for the first collaborative

program of its type to be permanently established within any university. This sent a strong signal to grant makers and potential individual donors of the importance of endowing the Yale-New Haven Teachers Institute and to other institutions of both the significance and the possibility of establishing similar collaborative programs to benefit mutually schools, colleges, and universities in their own communities over the longer term.

In 1991 the National Endowment for the Humanities awarded a magnificent \$750,000 endowment challenge grant for the Institute. The NEH requires that the University raise \$4 for each dollar it has offered. Fortunately, the seminal challenge grant awarded 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 which Yale must raise by July 1995 in order to receive the full NEH grant.

Before January 1993 the Institute had received as gifts an additional \$155,200 from other foundations and \$32,530 from individuals which were eligible to secure the



release of matching funds. In June Yale certified an additional \$40,000 from foundations, including the Bay Foundation, and \$32,109 from individuals as qualifying for NEH matching funds. During the second half of 1993 we raised in excess of \$75,000 more as gifts eligible for matching. As of the end of 1993 the Institute therefore still must raise approximately \$665,000 before July 1995 to fulfill the terms of the NEH challenge. At the same time, however, we must raise an additional \$1.25 million to build a fully adequate endowment for the Institute's

The Institute still must raise approximately \$665,000 before July 1995 to fulfill the terms of the NEH challenge.

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At the same time, we must raise an additional \$1.25 million for the humanities and \$2 million for the sciences.

work in the humanities. As the original challenge grant applications described, only an endowment of this magnitude can ensure the undiminished continuation of the Institute's program in the humanities over the longer term. We also hope to secure an additional \$2 million in endowment funds which would provide the Institute's work in the sciences a similar financial stability.

Because of the necessity of meeting these challenges during an increasingly limited period of time—and because of the opportunity provided by the challenges—we intensified still further our fund-raising activity. In that many foundations and corporations have policies which preclude giving for endowment, the Institute concentrated much of its time spent in fundraising during 1993 in approaching Yale alumni and other potential donors whom it considers prospects for individual contributions—some of them prospects for major gifts. On June 18 President Lamar wrote a personal letter to 140 individuals who we believe may have the capacity and interest to make significant contributions to the Institute's endowment and toward fulfilling the terms of the challenge grants.

The Special Gifts Committee for the Institute's initiative, formed in mid-1992 and chaired by Milton P. DeVane, then contacted many of these prospects individually. (Please see Appendix for list.) Overall, the Committee is soliciting personally more than 200 of the individuals the Institute is approaching. In 1993 we added several new members to the Committee, including Hanna Holborn Gray, former President of the University of Chicago and Acting President of Yale in 1977 when the Institute was established; Henry Chauncey, Jr., President of Gaylord Hospital and Secretary of the University during the early years of the Institute; and Calvin Trillin, Fellow of the Yale Corporation. New Haven members of the Special Gifts Committee met together in October to discuss the progress that they had made and their plans for solicitation during the fall. During 1993, the Institute also made inquiries and proposals to numerous corporations and foundations to assist the Institute with both operating and endowment support.

CONCLUSION

Thus, during 1993 the Institute conducted a program of seminars for Fellows, focused on ensuring the availability of Institute materials throughout New Haven schools, pursued a long-term planning process through meetings between leading teachers and school administrators, further developed the Executive Committee of the University Advisory Council and its relationship with the new University administration, launched a new periodical in the Institute's field of university-school collaboration, and worked intensively in raising the funds that will be necessary to ensure the continuation of this type of work in New Haven and nationally over the longer term.

APPENDIX

Committees, Council and Boards of the Institute

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