



**YALE-NEW HAVEN  
TEACHERS INSTITUTE**

**Annual Report  
1994**





# Yale-New Haven Teachers Institute

## Annual Report



1994



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## FOREWORD

The present report describes the offerings, organization and operation of the Institute's 1994 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. The year was a promising time for the further development of the Institute's work locally and nationally, and a challenging time for the completion of endowment that will be adequate for sustaining this work over the longer term.

Specifically, the report describes the content of the seminars the Institute offered in the humanities and the sciences, the application and admissions process, and participants' experience in the program. With respect to long-range planning and program development, it describes the pilot academy in cultural studies and environmental science conducted in July, the new electronic version of the Institute's own curricular resources, and a videotape program being produced on the process and results of the Institute for teachers, students, and schools. It summarizes the Institute's work in national dissemination, in particular the publication and ongoing development of a new periodical, *On Common Ground*, whose work was assisted by the Institute's National Advisory Committee and Editorial Boards for the periodical. Finally, it describes the progress that has been made toward building an adequate endowment for the Institute, as well as a document on "Policies, Structure, and Procedures" of the Institute that formalize the concept and operation of the Institute as it has become a permanent unit of Yale University.

## THE PROGRAM FOR NEW HAVEN TEACHERS

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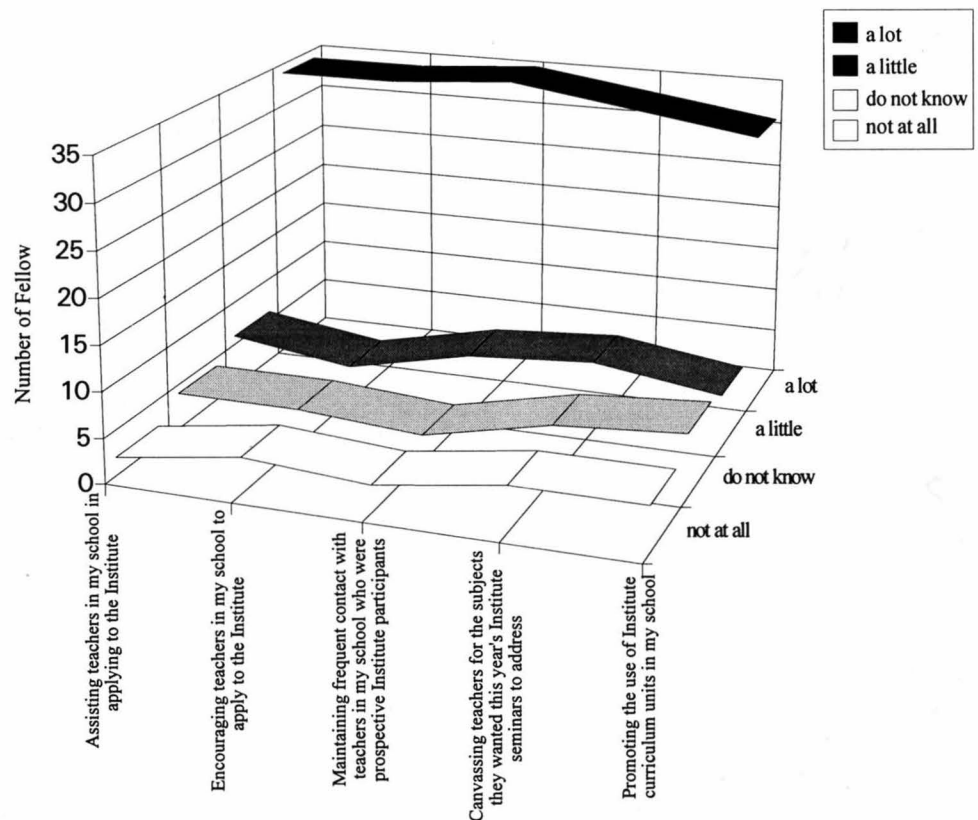
*A tenet of the Institute's approach has been to determine its offerings annually in response to the needs that teachers themselves identify.*

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Beginning in the fall of 1993, 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 1994. (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.

Chart 1

### Institute Representatives' Helpfulness to the 1994 Fellows



In their evaluations, the 1994 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 to the Institute.

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 1994 this process resulted in the Institute organizing five seminars.

## Annual Report: Content of the Seminars Offered

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

“Family Law, Family Lives: New View of Parents,  
Children, and the State,”  
led by Shelley Burt,  
Assistant Professor of Political Science

“Poems on Pictures, Places, and People,”  
led by Paul H. Fry,  
Professor of English

“Understanding the Ancient Americas: Foundation,  
Flourishing, and Survival,”  
led by Mary E. Miller,  
Professor and Chair of History of Art

“Racism and Nativism in American Political Culture,”  
led by Rogers M. Smith,  
Professor of Political Science

With support from the Xerox Foundation, the Institute offered one seminar in the sciences:

“The Atmosphere and the Ocean,”  
led by Ronald B. Smith,  
Professor of Geology and Geophysics



Terry Dagradi

*The seminar on “Family Law, Family Lives: New View of Parents, Children, and the State.”  
(Left to right: Penny K. Zhitomi, Beverly A. White, and Marcella M. Flake.)*

## Annual Report: The Program for New Haven Teachers

### Content of the Seminars Offered

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

#### Family Law, Family Lives: New View of Parents, Children and the State

Helpless, vulnerable, and without independent access to material resources, children require the nurturing aid of other human beings to reach maturity. In almost every society, a child's biological parents are assumed to be both the best and most natural providers of such care. In the United States, as elsewhere, family law and public policy reflect this assumption by giving parents extensive (although not unlimited) authority over the upbringing of their children. But how well does the current distribution of authority meet children's needs?

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*This seminar examined and critiqued the way in which authority over children is distributed in a liberal democracy like the United States.*

—Seminar Leader

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This seminar examined and critiqued the way in which authority over children is distributed in a liberal democracy like the United States. What rights do children and parents have against the state and against each other? What limits should the government place on parental power and privacy? And how might such limits be justified? Seminar participants were encouraged to develop their own philosophical and practical answers to these questions, guided by wide-ranging selection of readings and case studies.

The seminar began with a look at the real life of American families. The idea was to see beyond the rhetoric of the "crisis in family values" and the "decline in the nuclear family" to examine the most urgent problems that parents and children face today. This discussion formed the backdrop to an exploration of what the state can and ought to do to meet the needs of parents and children. Fellows read chapters in Marian Wright Edelman, *Families in Peril*.

During the weekly meetings, the first set of readings looked at "family lives," and the group strived for a clearer picture of "family law." Reading Davis and Schwartz, *Children's Rights and the Law*, provided an overview of children's and parents' rights as they are currently interpreted by the Supreme Court. This book served both as a reference and starting point for a critique of how family law shapes family lives. The seminar then considered alternatives to the way family law currently treats children and parents, with special attention to the research interests of seminar participants. Fellows then pursued readings in and discussed the following topics.

Medical Treatment: Goldstein et al., *Before the Best Interests of the Child*, selections. Related court case: "Guardianship of Phillip Becker" in Minow, *Family Matters*.

Physical Discipline: Gelles, "Intimate Violence," and Hooks, "Violence in Intimate Relationships," in Minow, *Family Matters*. Related court case: "Ingraham v. Wright."

## Annual Report: Content of the Seminars Offered



Terry Dagradi

*The seminar on "Family Law, Family Lives: New View of Parents, Children and the State." (Left to right: Fellows Beverly A. White, Marcella M. Flake, Pamela Kelley, and Nancy James.)*

Abuse and Neglect: Nelson, "Making an Issue of Child Abuse," in Minow, *Family Matters*; and selected law review articles.

Education: Joel Feinberg, "The Child's Right to an Open Future."  
Related court case: "Wisconsin v. Yoder."

After presentation of curriculum units being developed by seminar participants, the seminar concluded with a number of short theoretical articles that invited further reflection on the themes of the course: Olsen, "The Politics of Family Law" and "The Myth of State Intervention in the Family;" Stack, "Cultural Perspectives on Child Welfare," all in Minow, *Family Matters*.

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*The idea was to see beyond the rhetoric to examine the most urgent problems that parents and children face today.*

—Seminar Leader

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### Poems on Pictures, Places, and People

The seminar focused on making poems as immediate and gripping as their rivals for classroom time—stories, novels and plays. It stressed the ways in which poems evoke cultural and social experiences, with special attention to the way in which the ontological, the sense of the rootedness of our being, intensifies such experiences. It was the role of the Fellows to decide what and how they wished to teach; the seminar leader called attention to certain startling features in the poems grouped and listed below, and expected the participants to propose further poems for discussion (with an eye to developing their curriculum units) from within the canons they consider most suitable for teaching at their students' respective levels.

Pictures: Keats on the urn's images; Auden on Brueghel;



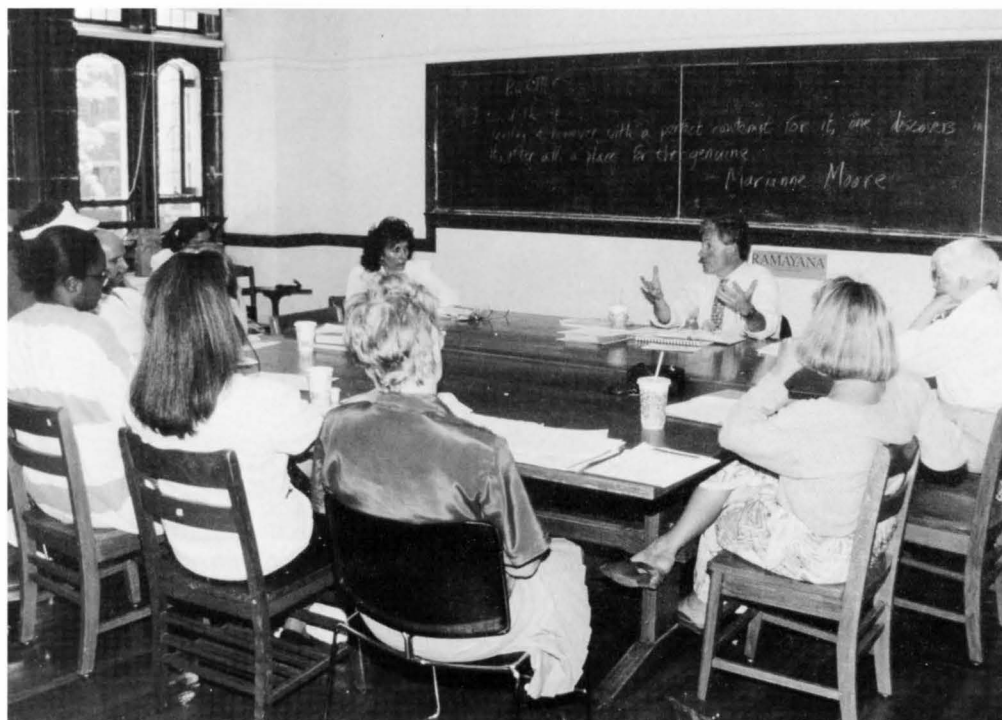
## Annual Report: The Program for New Haven Teachers

Delmore Schwartz on Seurat's "La Grande Jatte," Debra Greger on the "Dejeuner sur l'Herbe." Transition from Pictures to Places: Bishop's "Poem" (on a picture by her uncle).

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*The seminar focused on making poems as immediate and gripping as their rivals for classroom time.*  
—Seminar Leader

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*The seminar on "Poems on Pictures, Places and People" (Clockwise from right: Fellows Jean E. Sutherland, Patrice M. Flynn, Carol L. Penny, Cleo M. Coppa, Soraya R. Potter, William M. Dillon, Iole A. Apicella, Geraldine Martin, and seminar leader Paul H. Fry.)*

Places: Stevens and the use of highly indirect description, as of Key West or Tennessee, and especially of Connecticut sites: New Haven, Hartford, Haddam; Merrill, "Lost in Translation"; city poems by Wordsworth ("Westminster Bridge"), Blake ("London"), Eliot ("Preludes"), with some inner-city perspectives. Transition from Places to People: Bishop, "Arrival at Santos."

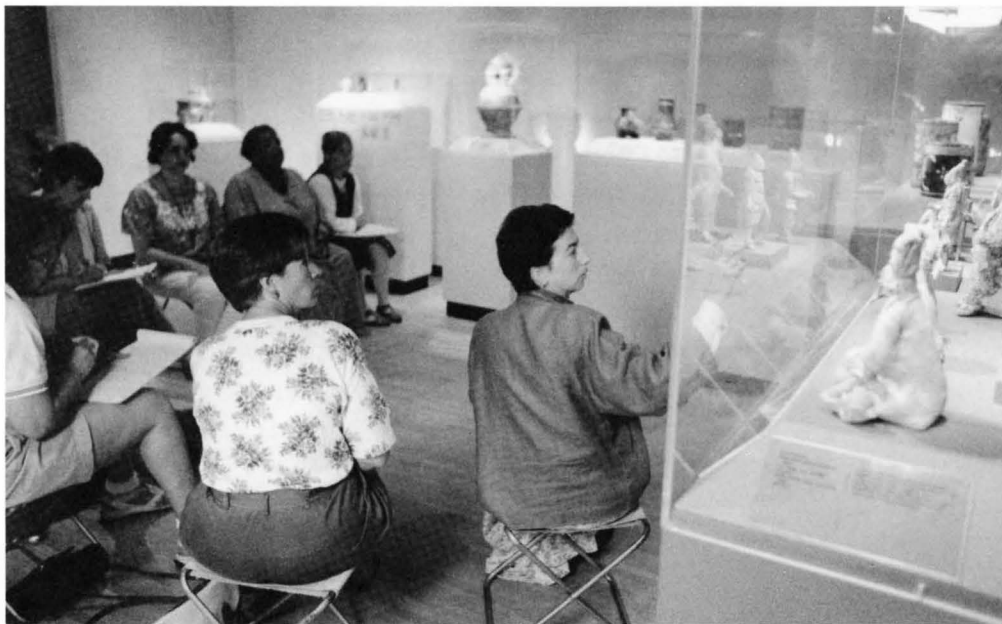
People: Jonson, "On My First Son" (a prematurely cut off sonnet), Pope ("Unfortunate Lady"), Johnson on the death of Dr. Levet, Tennyson's "Ulysses" (raising the question why its conclusion was the theme song of the Kennedys), E. A. Robinson, Lowell, Plath ("Daddy"). Etc.!

### **Understanding the Ancient Americas: Foundation, Flourishing, and Survival**

At every turn in Mexico, Central America, or the Andes, the Precolumbian past is present, whether as great pyramids that loom up ahead in the distance or as broken pottery fragments that turn up in the scuffed earth. In both pueblos and cities, ancient languages and customs live on, giving the Precolumbian past continuity and vibrancy. In other words, the indigenous past of Latin America is more than archaeological.

## Annual Report: Content of the Seminars Offered

But how to understand the archaeological past, the cataclysm of conquest, and the complexity of survival? In this seminar, participants considered the alternative strategies of the New World that lead to high civilizations, particularly in the Andes and Mesoamerica, with attention to foods, conflict, and water management. The complexity of Maya art and thought were addressed through both writing and systems of numeration. The two great civilizations encountered by the Spanish, the Aztecs and the Incas, were considered comparatively: were there New World empires? Religions received careful attention, especially the cult of sacrifice in Mesoamerica: what does it mean to give a god such a gift? And finally, participants read the texts of survival, particularly from the sixteenth century but from nineteenth and twentieth centuries as well. During the seminar, the participants also explored resources at the Peabody Museum and Yale University Art Gallery. Throughout the seminar, recent controversies and theories were evaluated.



Terry Dagradi

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*At every turn in Mexico, Central America, or the Andes, the Pre-columbian past is present.*  
—Seminar Leader

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*The seminar on "Understanding the Ancient Americas: Foundation, Flourishing and Survival." (Clockwise from right: Seminar leader Mary E. Miller, and Fellows Lorna S. Dils, Diana D. Doyle, Kelley A. O'Rourke, Joan S. Jacobson, Joyce A. Patton, and Margaret Clancy.)*

Major readings included: Carrasco, David, *Religions of Mesoamerica*, 1990; Miller, Mary, *The Art of Mesoamerica*, 1986; Moseley, Michael, *The Incas and Their Ancestors*, 1992. Additional readings were drawn from: Tzvetan Todorov, *The Conquest of America*; Inga Clendinnen, *The Conquest of Yucatan*; and Dennis Tedlock, trans., *The Popol Vuh*; as well as other sources.

### Racism and Nativism in American Political Culture

This seminar explored questions many scholars are raising about traditional accounts of American politics, law, and culture. Often the United States is portrayed as a society dedicated from the outset to principles of democracy and equal rights for all, but one that failed to live up to its own principles due to prejudice and greed. Some now contend this picture is too simple. Through

## Annual Report: The Program for New Haven Teachers

most of U. S. history, judges, professors, politicians and popular writers openly defended not only doctrines of human rights but also intolerant doctrines of racial, ethnic, and religious inequality. It is important to understand what those views were and why they have had appeal in order to recognize how important the struggles against them have been, and in order to ask what echoes of those inegalitarian doctrines can be heard today.

The seminar reading list, presented below, drew on American law and American political theory, but it also included examples drawn from popular fiction and film.

1. Alexis de Tocqueville, *Democracy in America*.  
Rogers M. Smith, "American Conceptions of Citizenship and Civic Education."  
Barbara J. Fields, "Slavery, Race and Ideology in the United States of America."
2. Thomas Paine, *Common Sense*.  
Thomas Jefferson, *Notes on the State of Virginia*.
3. *Crandall v. Connecticut*. (1834).  
Josiah Nott, *Types of Mankind*. (1855).  
J. C. Calhoun, *Disquisition on Government*.
4. Horatio Alger, *Ragged Dick*. (1867).  
Josiah Strong, *Our Country*.  
Sen. John Miller, "Chinese Exclusion." (1884).  
Sen. Albert Beveridge, "On the Nation's New Colonies." (1900).

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*It is important to understand what those views were in order to recognize how important the struggles against them have been.*

—Seminar Leader

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*The seminar on "Racism and Nativism in American Political Culture." (Left to right: Fellows Henry A. Rhodes, Carolyn S. Williams, Carolyn N. Kinder, and Alan K. Frishman.)*

## Annual Report: Content of the Seminars Offered

5. Hugh Wiley, "The Patriot," from *Manchu Blood*.  
(1927).  
Michael Rogin, "The Jazz Singer."  
Quaker Oats Co., "Dick Tracy's Secret Detective  
Methods: Human Types," (1939).  
*Gong Lum v. Rice*. (1927).
6. Dan Carter, *Scottsboro*.  
*Powell v. Alabama*.  
*Korematsu v. U. S.*  
*New York Times v. Sullivan*.
7. Linda Gottfredson, "Societal Consequences of the g  
factor in employment."  
J. Philippe Rushton, "Race Differences in Behavior."  
Michael Crichton, *Rising Sun*.  
Joel Klotkin, *Tribes*.

### The Atmosphere and the Ocean

The teaching of meteorology, climatology and oceanography were explored from several points of view. The student's natural interest in these subjects can be enhanced and used to inspire an interest in science more generally. Simple laboratory experiments can be constructed to illustrate important principles. Daily news articles on severe weather and climate change can be utilized while teaching these subjects.

In this seminar Fellows thus reviewed the fundamental principles of science which can be used in teaching about the oceans and atmosphere and discussed methods for engaging the interest of students in these subjects.

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 1994. 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 1994, over half (60 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 smaller though significant proportion (40 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.

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interest in these  
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science more gener-  
ally.*

—Seminar Leader

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## Annual Report: The Program for New Haven Teachers

### The Fellows' Application and Admissions Process

Having worked with teachers in their respective schools during the preceding months, the Institute Representatives met on January 4 to receive for distribution in all schools copies of the Institute application form, brochure, and descriptions of the seminars being offered. At this meeting there was a general presentation on the subjects of the seminars to ensure that all Representatives could accurately explain to their colleagues the purpose of each seminar.

The following week the Institute held an open house and information session for prospective applicants where any teacher might learn more about the planned seminars from the Representatives—and from the seminar leaders who attended and who conducted discussions in small groups with interested teachers. As one Fellow wrote:

The meeting scheduled in January in which seminar leaders came and gave an overview of their topic and objectives was an excellent way to drum up some enthusiasm for the seminars. Their lively presentations and willingness to speak to prospective members made the subject matter much more interesting than a prospectus written on paper.

One week later, on January 18, 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 31. This date was selected so that teachers would apply in advance of the February school vacation; in this way the office would have the period of the vacation to process application materials for the upcoming review, and the review could be completed during February to provide 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.

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 indi-

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*The applicant must show that the curriculum unit that he or she proposes to write is directly related to school courses.*

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*The small size of the seminars is indispensable for the collegiality of the Institute experience.*

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## Annual Report: The Fellows' Application and Admissions Process

viduals involved in the admissions process in 1994 faced difficult choices because of the number of teachers who applied for the available Fellows positions.

During the planning process more than 100 teachers expressed interest in participating in one of the seminars to be offered. By the application deadline, the Institute Representatives, assisted by the school Contacts, had collected applications from 63 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.

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*Through a curriculum unit teachers bring the material they study from the seminar into their own teaching.*

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The applications teachers submitted were reviewed by three groups. The Public Schools subject supervisors met on January 20 with the director to discuss the program being organized for 1994 and to plan their review of Fellows applications. Then, in early February, they examined the applications of the teachers they supervise to determine whether or not each proposal was consistent with and significant for the teacher's own development and for school curricula generally. In order for a teacher to be accepted into the Institute, his or her supervisor must verify that the seminar and planned curriculum unit are consistent with what that teacher is assigned to teach. This year, on February 3, the Institute provided the supervisors a list and copies of applications of all the teachers applying from their departments and then, four days later, held a meeting for them so that there could be a general discussion of the seminars, the teachers applying, and any problems they encountered in the applications. In this way, the supervisors could confer about the proposals of teachers planning 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 concluding their reviews in early February, the school administrators and seminar leaders were able to provide timely information about any problems they found in the applications. Also, as one seminar leader wrote, "The application essays allowed me to form realistic expectations of the Fellows."

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 all day on February 14, by taking professional leave, to conduct a first reading and discussion of the applications to their respective

## Annual Report: The Program for New Haven Teachers

seminars. They then contacted individually all teachers whose applications needed to be clarified or amplified. On February 16 the Coordinators met again for a full day for their final consideration of and decisions on the applications.

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*All Fellows participate in seminars that are applicable in the school courses they teach.*

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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 54 New Haven teachers, 42 in the humanities and 12 in the sciences. Consistent with the Institute's aim to serve the largest possible proportion of all New Haven teachers, 14 (or 26 percent) of the teachers accepted in 1994 were participating in the Institute for the first time; 11 of these first-time Fellows were in the humanities and 3 were in the sciences.

### The Fellows Who Were Accepted

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, about half (49 percent) of Fellows were 41-50 years old; 39 percent were younger and 12 percent were older. Two seminar leaders, who themselves were participating in the Institute for the first time, wrote of the Fellows:

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

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I was pleasantly surprised to find teachers extraordinarily dedicated to their students and their work with little of the "burnout" or cynicism I had thought would accompany teaching in New Haven. I found their attitude infectious and inspiring.

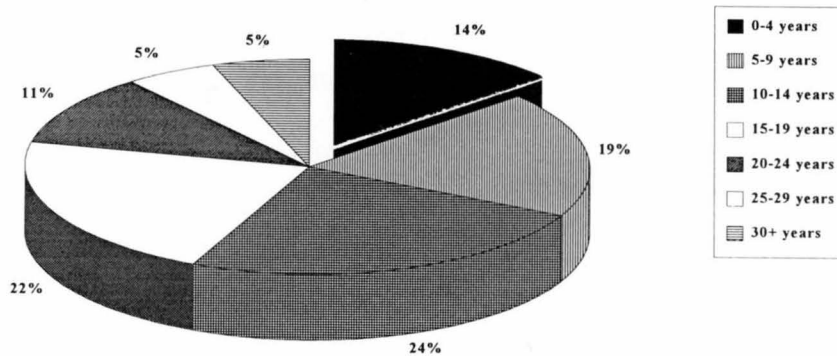
I expected them to be diverse, and diversely prepared. They were both. What I came to admire was their dedication to teaching, against severe odds in many cases, and their professionalism.

As Chart 2 shows, over half of Fellows (57 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. Over half (58 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 (77 percent) of all Fellows have been in their present teaching position 9 or fewer years; over half (56 percent) have taught in their present position for 4 years or less. Thus, even though half of the Fellows have 14 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.

## Annual Report: The Fellows Who Were Accepted

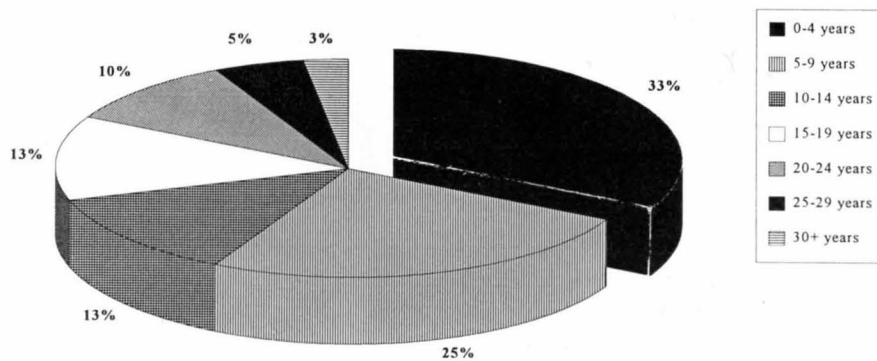
Chart 2

### Total Years Teaching Experience for 1994 Fellows



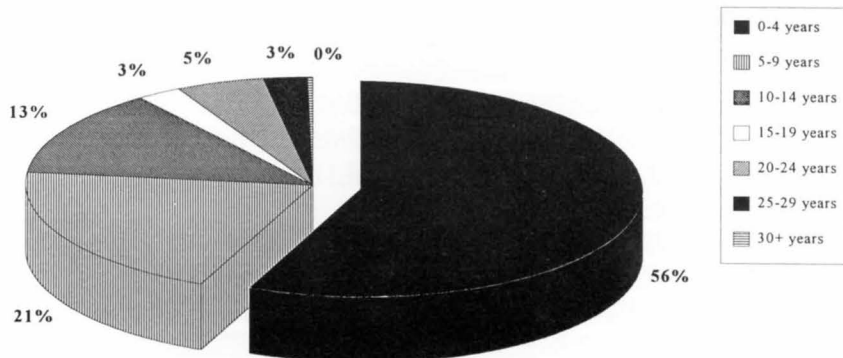
Total Number of Respondents = 37

### Total Years Teaching Experience *in New Haven* for 1994 Fellows



Total Number of Respondents = 40

### Total Years Teaching Experience *in Present Position* for 1994 Fellows



Total Number of Respondents = 39

*Over half have taught  
in their present posi-  
tion for 4 years or less.*

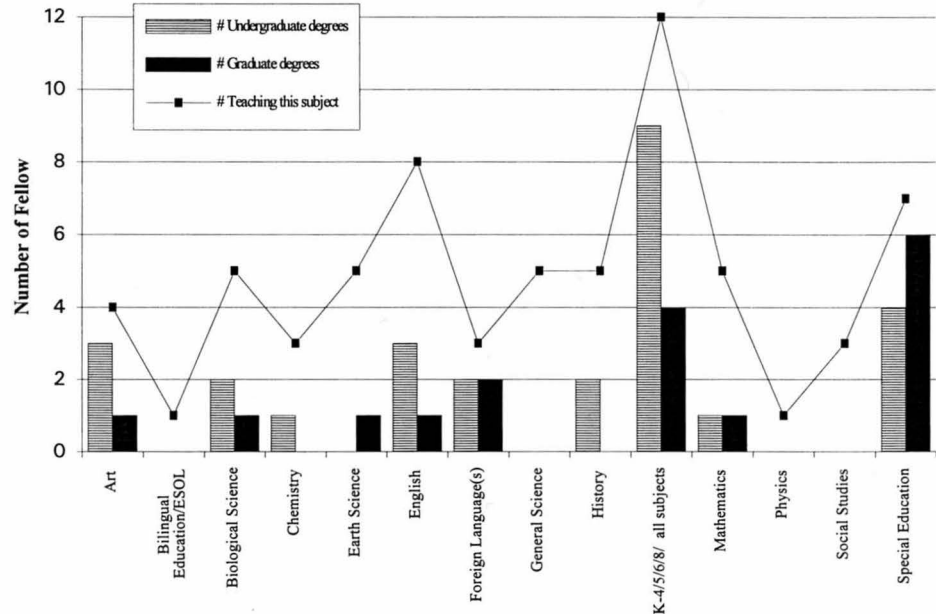


## Annual Report: The Program for New Haven Teachers

Moreover, as in past years—and as in the case in the school system generally—many of the 1994 Fellows did not major in college or graduate school in the subjects they currently teach. As Chart 3 shows, in no field did all Fellows teaching a subject have a graduate or undergraduate degree in that subject.

Chart 3

Number of Fellows with Degrees in the Subject They Taught in 1993-1994

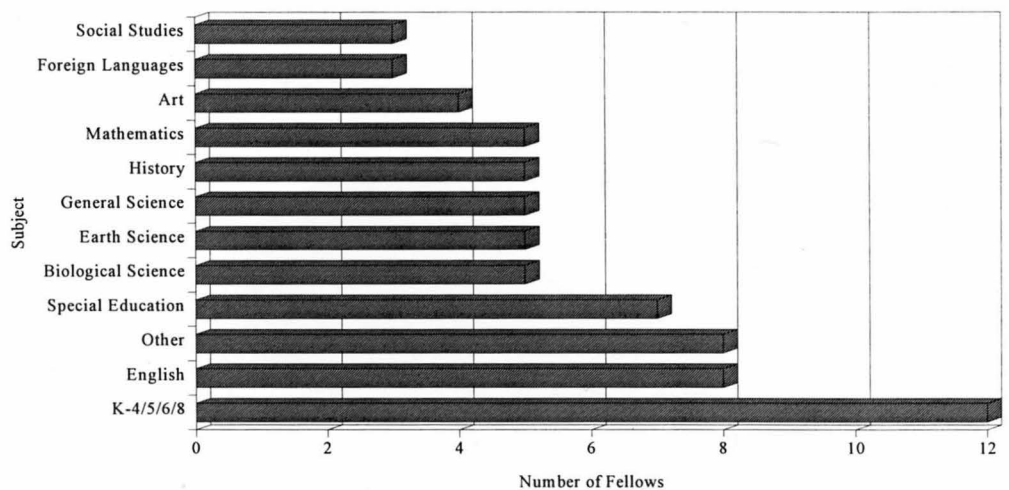


Many Fellows did not major in college or graduate school in the subjects they currently teach.

Chart 4 shows the subjects Fellows taught in the 1993-1994 year of their Institute participation. Overall, half (54 percent) of Fellows in the humanities and three quarters (79 percent) of Fellows in the sciences had not majored either in college or graduate school in one or more of the subjects they taught in 1993-1994.

Chart 4

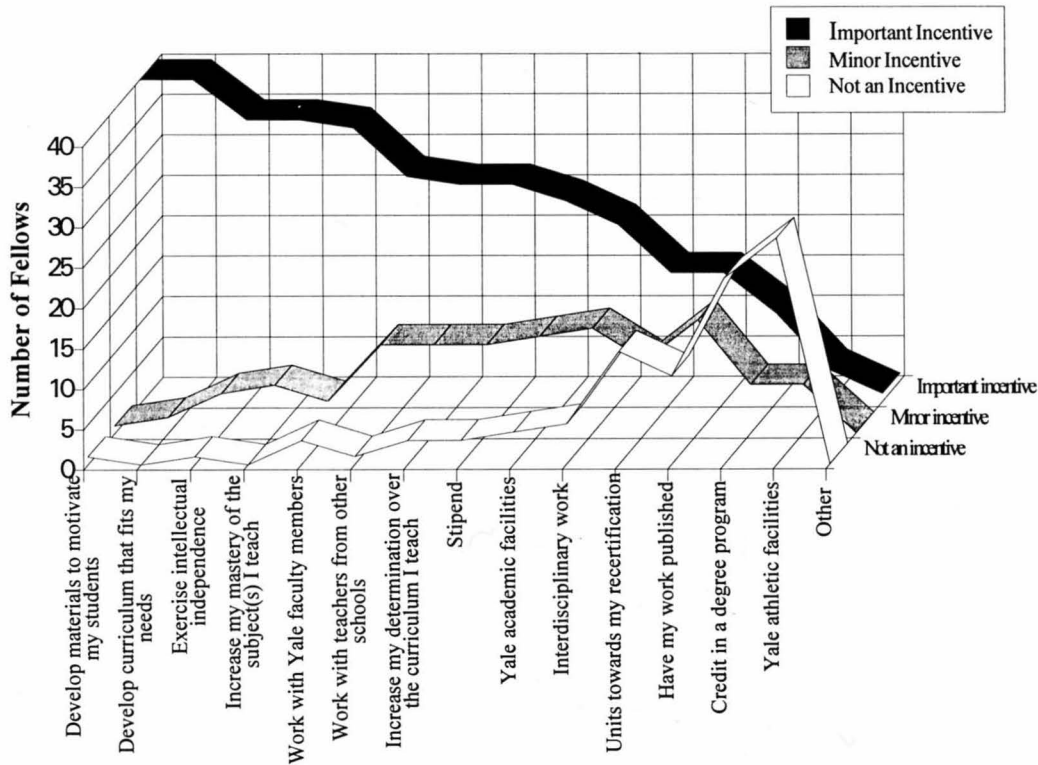
Subjects Taught by 1994 Fellows



## Annual Report: The Fellows Who Were Accepted

It is understandable, therefore, that 1994 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.

Chart 5  
Incentives for 1994 Fellows to Participate



*The most important incentives were the opportunities to increase their mastery, to exercise intellectual independence, and to develop curricula.*

As past Institute studies have shown, Fellows are in most respects highly representative of all New Haven teachers. So, for example, this year's Fellows, as Fellows before, reflect the gender and ethnicity of all New Haven teachers, though there are large disparities generally in the ethno-racial characteristics of New Haven teachers and their students. (See Table 1 on page 16). Similarly, the Yale faculty members who have led Institute seminars reflect the wider faculty at Yale.

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

*Fellows reflect the  
gender and ethnicity  
of all New Haven  
teachers.*

Table 1

	White non-Hispanic			Black non-Hispanic			Hispanic			Other		
	All	Male	Female	All	Male	Female	All	Male	Female	All	Male	Female
Institute Fellows, 1994	52%	12%	40%	43%	7%	36%	5%	2%	2%	0%	0%	0%
Institute Fellows, 1978-93	69%	22%	47%	27%	5%	22%	3%	1%	2%	1%	0.5%	0.5%
New Haven Public School Teachers, 1994	66%	19%	47%	25%	4%	21%	8%	1%	7%	1%	0.5%	0.5%
New Haven Public School Students, 1994 (gender unavailable)	14.5%			58%			26%			2%		
Institute Coordinators, 1994	60%	20%	40%	40%	20%	20%	0%	0%	0%	0%	0%	0%
Institute Steering Committee, 1994	38%	13%	25%	50%	25%	25%	12%	12%	0%	0%	0%	0%
Representatives and Contacts, 1994	52%	8%	44%	41%	11%	30%	5%	2%	3%	2%	2%	0%
Institute Seminar Leaders, 1994	100%	60%	40%	0%	0%	0%	0%	0%	0%	0%	0%	0%
All Institute Seminar Leaders, 1978-94	89%	74%	15%	7%	7%	0%	4%	4%	0%	0%	0%	0%
Yale Faculty (includes all tenured and non- tenured ladder faculty)	91%	67%	24%	1%	1%	0%	2%	1%	1%	6%	4%	2%

Totals may not add to 100% due to rounding.

## Activities for Fellows

At the first organizational meeting of each seminar, held on March 15, the seminar leader distributed an annotated bibliography on the seminar subject and presented the syllabus of readings that he or she 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, "My seminar experience this year was very valuable in terms of the extensive material presented. . . . The seminar leader provided a thorough and knowledgeable foundation for my research to begin." Another said, "The seminar readings and researching the topic were both difficult at first, but once I disciplined myself the task wasn't so hard." Others said:

I enjoyed the assigned readings very much, as well as the discussions about the readings. The selections were well chosen and added substantially to my understanding of the issues involved. I've always liked being a student. Being on the other side of the lectern reminded me that there is only a fine line—if any line at all—between teaching and learning. And, because of my learning, I've already been able to share the ideas from the seminar with my students.

The time spent researching my topic as well as the weekly readings that were assigned by our seminar leader, was invaluable to me professionally. We were able to gather ideas on different topics . . . and during our weekly meetings debate those issues leading to a greater understanding.

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*"The time spent researching my topic as well as the weekly readings was invaluable to me professionally."*

*—Institute Fellow*

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Terry Dagradi

*The seminar on "Racism and Nativism in American Political Culture." (Left to right: Fellows Henry A. Rhodes and Carolyn S. Williams.)*

## Annual Report: The Program for New Haven Teachers

The seminar leaders also commented on what they perceived were the Fellows' responses to the weekly readings. One said:

A couple gave up on some readings as needlessly heavy going, but no higher percentage than in my undergraduate and graduate courses. Several Fellows were not only capable but very interested in discussing even materials I find a bit difficult. So I would tell a prospective seminar leader to include anything they were really excited about discussing.

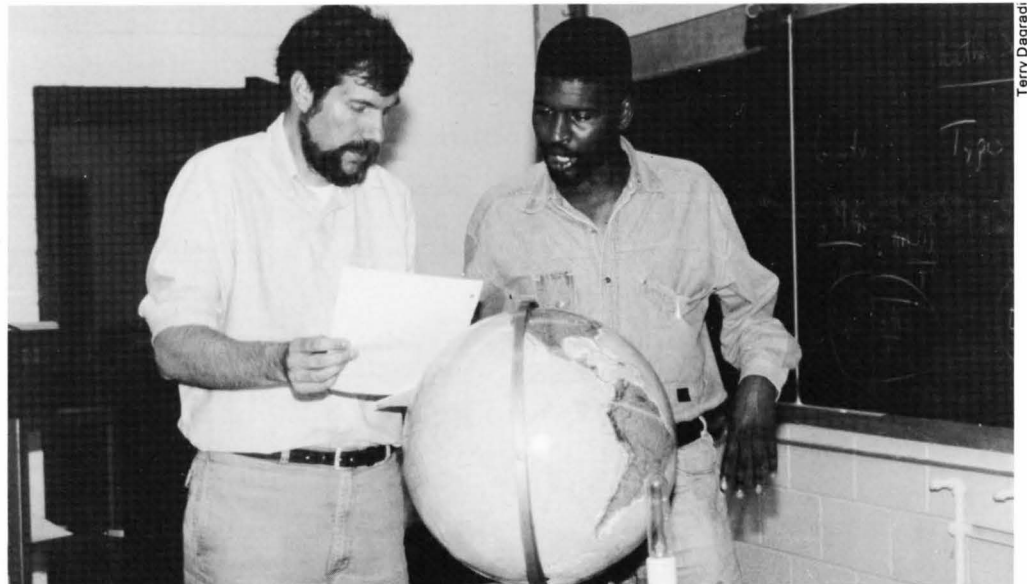
Before submitting on April 12, the day of the second seminar meeting, a refined unit topic and list of readings to research that topic, all Fellows also met individually with their seminar leader to discuss their projects. The Institute requires that Fellows schedule at least two such conferences as part of the unit writing process; many Fellows, however, meet more frequently with their seminar leader. At the end of the program, not even one Fellow said in the evaluation that they had not had ample opportunity to discuss their choice of readings with the seminar leader. One seminar leader commented on how he handled the scheduling of these meetings: "I met with all of them formally on two occasions, first to discuss their plans and then later to discuss their drafts. I initiated this contact. Then there were many informal meetings, and a library tour I conducted for several newcomers."

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*All Fellows met individually with their seminar leader to discuss their projects.*

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At the second seminar meeting, Fellows then presented their revised unit topics and began to discuss the common readings. During the period that preceded the regular weekly meetings of the seminar which began on May 10, 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 26. Thereafter Fellows continued to develop their units in stages with a first draft submitted on May 24. The weekly meetings



*The seminar on "The Atmosphere and the Ocean." (Seminar leader Ronald B. Smith and Fellow Joseph H. Lewis.)*

## Annual Report: Activities for Fellows

of the seminars continued through July 12, with Fellows submitting the second draft of their units on July 5 and their completed units by August 1.

In response to the comments of Fellows participating in 1993, the due date for the second draft of the curriculum unit was made one week earlier this year in order to allow Fellows more time to complete their units after receiving the last written comments from the seminar leaders. These adjustments apparently met with mixed response, however, as only about half (45 percent) of the Fellows this year agreed that unit writing deadlines occurred at the right time in relation to the school calendar. This change therefore will be reexamined by the School Representatives when they plan the schedule for the 1995 Institute, as a higher proportion (72 percent) of 1993 Fellows had indicated approval of the writing deadlines during the previous year. They will consider, in particular, the recommendation of several Fellows who agreed with one who wrote:

The prospectus should be eliminated and go directly to the first draft but with a different deadline, a little later than the prospectus. I believe this would give more time to collect someone's ideas and improve the writing skills as well as the format of the second and therefore the final draft.

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. As one wrote:

Although I didn't realize it at the time (I do tend to procrastinate) my original effort at choosing a seminar, choosing a topic and writing about it, as part of the application process, was a major component to the program. Once that initial "feat" was accomplished I only had to expand on each required phase of the unit.

In fact, at the conclusion of the seminars, more than three quarters of the Fellows indicated that the program schedule (79 percent) and the guidelines for writing a unit (81 percent) had been useful to them to a great or moderate extent. Another said simply, "I learned much from having to write and rewrite again and again my essay." Three other Fellows wrote:

Working on the unit in stages is the best way to proceed because as you do each draft your organization becomes better, your thoughts become more cohesive, and you have a better sense of direction. Finally when the curriculum unit is completed there is a great sense of accomplishment.

I am impressed by the amount of time and work that our seminar leader put into our group. She went through every single

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

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*"Working on the unit in stages is the best way to proceed because your organization becomes better, your thoughts become more cohesive, and you have a better sense of direction."*  
—Institute Fellow

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## Annual Report: The Program for New Haven Teachers

word and sentence, correcting with so much care and knowledge every essay we gave her.

[The seminar leader's] perception of my individual goals was very keen. He offered many valuable suggestions and insights, and helped me focus my own ideas without imposing his own. He is also an excellent editor—a luxury we rarely enjoy—who contributed clarity, elegance, and incisiveness to my writing.

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. As one Fellow wrote, "I think that this seminar will definitely improve my teaching of poetry. I have written a unit that I am proud of. I [already] have been successful with parts of my unit in my classroom." Another wrote, "Since I have already introduced the subject matter during this past school year, I think that the coming year will be even more profitable." Another Fellow also commented on the advantage the schedule affords:

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*"This curriculum is already built into my lesson plans for the coming year."*

*—Institute Fellow*

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I know that my curriculum will have a very beneficial effect this year on my students because I have already started with my experiment during the 1993-1994 session and what began on trial basis became a daily routine. This curriculum is therefore already built into my lesson plans for the coming year.

This year about three fourths of Fellows said they tried out the subject matter (79 percent) and the strategies (71 percent) of their units in their classroom. For those who did, most (76 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 in recent years, the Representatives decided to invite both current and prospective seminar leaders to deliver talks. In this way all Fellows listen to either an overview or an example of the work their colleagues are pursuing in other seminars, while learning as well about seminars in which they might wish to participate in a future year. The talks that University faculty members gave were: "Why Bother Teaching Poetry?" by Paul H. Fry, Professor of English; "Reproductive Responsibilities," by Shelley Burt, Assistant Professor of Political Science; "Saving Endangered Species in Connecticut," by Charles L. Remington, Professor Emeritus of Biology; "Medical Perspectives on Death," by Howard M. Spiro, Professor of Medicine; and "Leadership and Eloquence: How Burke, Lincoln and King Changed the Subject by Enlarging It," by David Bromwich, Professor of English.

This year, like last year, the talks met with more favorable response than had been the case in many earlier years. Echoing comments from those years,

## Annual Report: Activities for Fellows

one Fellow wrote, "Frankly speaking, I feel that the talks were a waste of time. They did not stimulate me intellectually at all. I would have liked to hear talks only related to my seminar and spend more time working on my own research." Most Fellows, however, saw in the talks the purposes for which they were organized. They said that to a great or moderate extent the talks were successful in providing them intellectual stimulation (93 percent) and a sense of collegiality and common purpose among Fellows (79 percent). Two thirds (69 percent) said the talks were similarly successful in providing an overview of Fellows' work in the seminars. The great majority (88 percent) said the Institute scheduled the right number of talks this year. One wrote, "The lectures were interesting. I particularly like the idea of having the professors (who teach classes) do a presentation." Others said:

This year's lectures were all extremely interesting and pertinent. While I have enjoyed and found helpful many of the lectures in the past, I found this year's lectures particularly interesting and I used information from them in my classroom on more than one occasion.

One of the weaknesses of the Institute is that it should begin earlier (possibly October) with more of the "lecturers." There were ample seminar sessions, but I personally found the lectures very interesting. It was very informative to hear and discuss the topics with the lecturers.

The lecture series was quite interesting and gave participants the chance to learn a bit about the topics of other seminars. Some of the topics interested me and I would have enjoyed more talks if the schedule permitted.

This year presented more speakers of interest. I especially enjoyed the speakers that invoked a true spirit of group participation and interest in the topic of discussion.

[The talks] were quite informative and encouraged lively debate. The lecturer on "death and dying" was superb! I'd love to be in a seminar led by him.

Almost all Fellows reported that the talks prompted them, at least to some extent, to read about the topic of the talks (98 percent), discuss the topic with their students (93 percent), and discuss the talks with other teachers (98 percent).

As we have also done in recent years, the Institute scheduled a session on curriculum unit writing on May 3, 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

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*The talks were successful in providing intellectual stimulation and a sense of collegiality and common purpose among Fellows.*

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## Annual Report: The Program for New Haven Teachers

and the five steps for Fellows formulating, reformulating, and enlarging their individual units. The discussion on May 3 had two main purposes. First, all the Fellows met together for a general session during which the Coordinators spoke briefly about the extended uses of Institute units; the advantages of using computing for preparing curriculum units; and the importance of Fellows trying out ideas for their units with their own students and with 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.

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*The seminar leaders and Fellows acknowledged the essential role of the Coordinators.*

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At the Coordinators weekly meetings with the Director, which were held on the day after each seminar meeting, they discussed the progress of each seminar and gained an overview of the program. In addition, the Coordinators had already met with the seminar leaders immediately before the program began, on February 24, 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, few 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 by providing information about guidelines and deadlines for unit writing (93 and 90 percent), and about use of University facilities (88 percent). Few Fellows found the Coordinators unhelpful in any respect.

To maintain current information on the program and to address any problems that arose, the Institute Director met monthly with the seminar leaders as a group. This also afforded the seminar leaders, all of whom were conducting Institute seminars for the first time, the opportunity to talk with each other about their approaches to, and experience in, their seminar. In their evaluations all the seminar leaders spoke, as they had in their meetings, of the challenges and characteristics of their seminars. As two wrote:

Each seminar began with a 50-minute lecture by me including one or two simple physical experiments. The experiments helped to involve everyone and stimulate questions. The last hour was usually spent in a discussion of teaching experiments,

## Annual Report: Rewards for Fellows

teaching philosophy and the structure of the written unit.

I...found that the Fellows rarely lost sight of the original questions [I posed]. Often, indeed, a Fellow would call the discussion back to them at a point when a connection could be made, or when talk seemed to be going too far afield. They were also receptive when I tried to restructure the conversation, at moments when I thought it useful. Rarely did I fail to raise the basic issues or make the main points I'd had in mind before the session.

### Rewards for Fellows

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:

I feel that the primary reason for the success of the seminar was our leader. He was not only very knowledgeable, but he was willing to share that knowledge with us. His illumination of the [subject] was stimulating and never dull. He was very kind with his praise and open to any ideas we suggested. I know that many of the seminar participants, as well as myself, were surprised by and grateful for the thorough readings and corrections he did of our papers. . . . Likewise, he was very interested and excited about the Teachers Institute and his enthusiasm was evident in every aspect of the seminar.

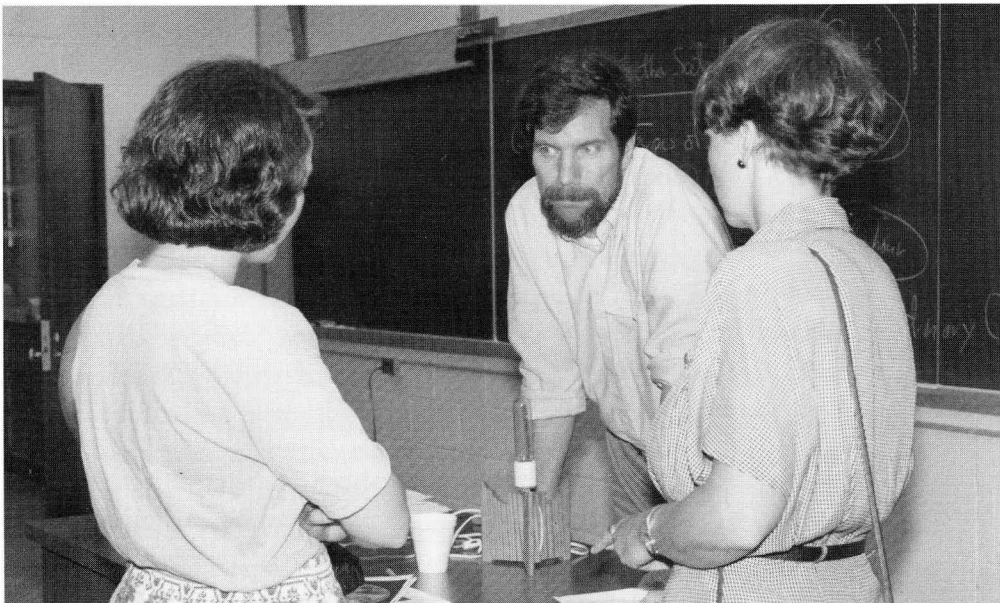
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*"[The seminar leader] is the kind of teacher that I most admire."*

*—Institute Fellow*

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[The seminar leader] is very knowledgeable and articulate on



Terry Dagradi

*The seminar on "The Atmosphere and the Ocean." (Left to right: Fellow Marisa Antanasoff-Frisk, seminar leader Ronald B. Smith, and Fellow Jannine L. Farrell.)*

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*"After a long and hard day in the classroom, coming to the Institute was like a breath of fresh air."*  
—Institute Fellow

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*The seminar on "Poems on Pictures, Places and People." (Left to right: Fellows Iole A. Apicella, Geraldine Martin, and seminar leader Paul H. Fry.)*

this subject. He is the kind of teacher that I most admire. He combines deep knowledge of his subject with enthusiasm for sharing that knowledge and inspiring his students to continue independently.

This year's Institute was a highly enjoyable one for me. After a long and hard day in the classroom, coming to the Institute was like a breath of fresh air. In the classroom, one gives all day long. Although, one participated in the seminar sessions, I felt that I was on the receiving end and that felt very good.

My experience in the Institute this year was a very positive one. [My seminar leader] is quite an extraordinary person. She is an excellent teacher and played an important leadership role in our curriculum development. She was most cooperative in helping to solve problems, and she went beyond the call of duty in providing the Fellows with materials and bibliographies. She also provided a positive environment which helped to make my experience a very good social and educational one.

Because of the seminar leader's use of visuals, references to bibliographies, and wonderful mastery of presentation it was a welcome meeting at the end of the school day.

The professor was extremely knowledgeable and accessible. He was very, very organized and I was particularly impressed with the manner in which he put together our reading materials for the class. Overall I can only describe the experience as invaluable and totally enjoyable.

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*"This verified the fact that information can be made interesting and simplified for all ages of learners."*  
—Institute Fellow

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## Annual Report: Rewards for Fellows

Participation in the seminar was an extremely positive experience. I had excellent opportunity for interaction with the seminar leader and with fellow participants, and I enjoyed access to Yale University resources in relation to the seminar.

The seminar provided positive experiences. It gave teachers from different types of schools across the city a chance to work together and share experiences. Very valuable were the demonstrations by the seminar leaders. This verified the fact that information can be made interesting and simplified for all ages of learners.

The greatest strength of my seminar was the seminar leader. In her lectures and museum activities she was very informative. If we had questions on specific ideas for our units, by the following seminar, she would find information to show us or provide us with references to investigate.

[The seminar leader] was extremely organized. The body of work he selected was unique, challenging, and useful. He was very helpful and provided valuable advice and priceless encouragement for the research and writing portion of the paper.

The major strength for this particular program was the professor. He took a keen interest in making sure we could use the information he taught us. He also made time during each seminar to do or perform some type of hands-on scientific investigation. He also allowed us to discuss our progress, and perform experiments with and for our colleagues.

The seminar leader was dynamic and demonstrated knowledge of the subject. This enthusiasm was shared with the members of the seminar.

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*"I like to think that my unit helped to plant a seed for greater brotherhood among students in this city."*

*—Institute Fellow*

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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 Fellow wrote, "I like to think that my unit helped to plant a seed for greater brotherhood among students in this city." Two others wrote:

In past years, our teachings of poetry were limited by basal reader and language arts textbook selections that seemingly were chosen without any apparent design or structure to build upon. Minority poetry was almost non-existent. *Our* curriculum units certainly seek to change these circumstances. My colleagues have worked long and hard to develop quality poetry units that will not only supplement basal texts but go a long way in developing their own high standards of instruction.



## Annual Report: The Program for New Haven Teachers

I will spend more time on what is important and less time on what is not important. I will be able to supplement my teaching of American racism (the textbook I use is totally unsuitable, my previous resources minimal) with useful, relevant material. I have renewed confidence in teaching a unit on such a potentially charged issue based on process, rather than conclusions.

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*"The mix of frankness and collegiality was exhilarating."*

—Seminar Leader

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As has been the case since the Institute's inception, its participants and staff are still sometimes asked whether the collegiality 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 this regard, including some already cited above, are representative. As one seminar leader wrote, "I think the seminar succeeded . . . because we got along and appreciated each other as a group." Another wrote:



Seminar on "The Atmosphere and the Ocean." (Left to right: Fellows Paulette Silkoff, Marisa Antanasoff-Frisk, Jannine L. Farrell, and Raymond Brooks.)

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*"We were treated like professionals at all times."*

—Institute Fellow

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Never did I have trouble getting or keeping discussion going. And not only did we get out on the table most of the contending views in academic literatures, I was also very pleased that we had proponents of different answers who engaged each other in ongoing energetic debates as the seminar proceeded. Sometimes these exchanges got a bit heated, but overall the mix of frankness and collegiality was exhilarating.

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

Throughout the entire seminar, there was a feeling of support and pride. We were treated like professionals at all times. If

## Annual Report: Rewards for Fellows

someone did not understand something [the seminar leader] explained to us, he would take the time to explain it again without making you feel uncomfortable; he treated us with respect.

[The seminar leader] was a hard worker and a person ready to take the initiatives and ideas of teachers and work with them and cast a new light on them. I respect this attitude very much.

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 participants in my seminar came from different teaching backgrounds, including kindergarten, special education and advanced high school drama. This variety added much to seminar discussions. The participants became a cohesive, productive group, able to apply the subject, poetry, to their individual teaching.

I was able to debate with my colleagues about issues that were related to our different subject areas, and it was a great opportunity to work with teachers from other schools.

One of the advantages in taking a seminar with other teachers was just getting to know them. In so doing, I was able to learn from their experiences (many of which are very different from my own). It worked the other way around, too: I discovered the applicability of my own experiences to their situations. The results of this (literal) give and take was a renewed sense of a shared commitment to my students—a welcome reminder throughout the day-to-day grind, especially during the last few weeks of the school year.

My participation in the seminar has given me an edge because I have been privileged to collaborate with other teachers. The sharing of ideas and information will give an advantage in the classroom. I know that the teachers in my seminar are willing to assist me if needed. My Yale professor has also indicated that he too will be available.

The Institute has many strengths. It is an ideal environment for meeting with and collaborating with other teaching professionals.

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*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.*

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*"The results of this (literal) give and take was a renewed sense of a shared commitment to my students."*  
—Institute Fellow

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*"The Institute is an ideal environment for collaborating with other teaching professionals."*

— Institute Fellow

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Terry Dagradi

Seminar on "Family Law, Family Lives: New View of Parents, Children and the State."  
(Left to right: Fellows Marcella M. Flake and Pamela Kelley.)

## From Seminar Subject to Curriculum Unit

Each Institute seminar must balance the complementary 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 strive to strike an appropriate balance. In the end, a sizable majority of this year's Fellows (87 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. A seminar leader wrote, "I do think in general the balance was a fair one. Some Fellows balanced their efforts particularly gracefully and enthusiastically." For many Fellows, in fact, making connections between the seminar and their classroom seemed natural, at times effortless. As three wrote:

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*Each Institute seminar must balance demands for studying the seminar subject and developing applications for school classrooms.*

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The range of material covered within the seminar was broad enough to encompass each seminar participant's interest for their unit as well as providing a wealth of information for use in future units or classroom use.

Our seminar leader was exceptional. She struck a nice balance between seminar readings and discussions of work in progress. She was very flexible and accessible. She was very knowledgeable and could always recommend other relevant sources of information.

Our leader provided a good balance between classroom-related material and that which more exclusively developed the theme of the seminar. In turn, both of these contributed to my motiva-

## Annual Report: From Seminar Subject to Curriculum Unit

tion and sometimes the actual content of my individual unit.

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 elementary, middle, and high schools so that 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 902 curriculum units contained in the 104 volumes of units the Institute has published since its inception in 1978. The Index and Guide also were deposited in all school libraries and distributed to the teachers who serve as Institute Representatives for the schools. At the same time, the Representatives conducted an inventory to ascertain whether each middle and high school has a complete set of all 104 volumes of units and whether all elementary schools have each of the volumes that their teachers believe are 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 five years to request any units their teachers might use—a survey last year 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. In 1993-1994, the Institute therefore sought to determine the best location for Institute material to be deposited in every New Haven school and it continued to supply units missing from any collection, insofar as the volumes were still in-print and available for us to do so. We also pursued the creation of an electronic version that makes the Institute's curricular resources more widely accessible, as described below.

Both seminar leaders and Fellows were pleased with the units produced this year. A seminar leader wrote, "Half to two-thirds were exemplary pieces of work, impressive instances indeed of clear-sighted pedagogical thinking and practicality. More than once I wished I could be a fifth-grader, or whatever." Another wrote:

The units all represent good efforts. All the Fellows clearly examined with care at least five new books or articles beyond the assigned readings as well as going over materials they already knew, and some did much more. Several units display as much research as many graduate student seminar papers receive. I worried, in fact, that these were more research papers than teachable units, but in two cases the research is smoothly connected with clearly workable lesson plans. In a third the connections are less tight but the lesson plans look good in their own right.

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*"Half to two-thirds  
[of the units] were  
exemplary pieces of  
work; more than once  
I wished I could be a  
fifth-grader."*

*—Seminar Leader*

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## Annual Report: The Program for New Haven Teachers

Fellows also commented, in diverse ways, on the value of the units they prepared. As one said, "I feel that I have written a curriculum unit that will be extremely useful to me next year and in the future." Others wrote:

I believe my participation in the Institute will bring professionalism to my teaching. Because my students are considered the "worst" of the "worst," even I sometimes drop my standards and expectations. I believe that my having developed a curriculum unit will not only inspire me to use my unit but will also energize me into looking closer at units from past years. Perhaps I have become too complacent in my use of commercial materials, when a wealth of material has been within my reach for years. These units can be used verbatim or with as much creativity as you choose.

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*"Having developed a curriculum unit will not only inspire me to use my unit but will also energize me into looking closer at units from past years."*

*— Institute Fellow*

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My curriculum unit and Institute participation will have a major effect on my promoting the use of Institute curriculum units in my school. I teach a unique population, and the school curricula is in need of a unit for students that are temporarily placed for a short or long, indeterminate period.

Since I am the author of the curriculum unit I believe that there will be a greater level of commitment and enjoyment in teaching the unit. This is something that I really want to teach and something that I feel pertinent to the lives of my students. It will be something that they can relate to.

I also feel that it will be very useful to tell my students that the curriculum was written for them by their teacher. The time, care, and effort that went into the unit will help bring our class closer, and help it function stronger.

The unit puts me at an advantage in the balancing act between content and pedagogy that teachers perform. I have produced a unit which can be put to good use in my teaching. Further refinement of the unit in the course of teaching will make for a fine addition to the science curriculum in biology classes.

I am excited about teaching my unit in my classroom. Having available new and creative teaching units, helps to add spark and enthusiasm to the teaching process in the classroom. This innovative tool will help to add depth and broaden the existing curriculum.

As a result of the planning process described below in the section on program development, a team of teachers from different grade levels in an elementary school worked together in the seminar on poetry and developed curriculum units that were complementary in purpose and that envisioned team teaching and

## Annual Report: From Seminar Subject to Curriculum Unit

school-wide activities in the following school year. This pilot activity was the result, in part, of the school administration's strong interest in the Institute encouraging teams of teachers from the same school to take part in the program. As one team member wrote, "Through our participation in this seminar, another teacher and I have made plans to bring our classes together to jointly teach certain topics. This is an exciting prospect for me." Two others wrote of the value they envisioned their team's work would have for their school as a whole:

My unit will allow me to present material I believe will be of interest and value to my students while still developing the basic skills necessary for their future. Since it contains material I have chosen, I have a very personal investment in its success. I believe my resulting enthusiasm is bound to carry over to my students—since I am part of a school team, I hope that the affect of our combined units will reinforce the value of each unit and will have a ripple effect upon the school as a whole.



*Institute Fellows Carolyn Kinder and Maxine Davis with their students at Helene Grant Elementary School.*

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*"The time, care, and effort that went into the unit will help bring our class closer, and help it function stronger."*

*—Institute Fellow*

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This year's seminar was different for me because I participated in a team along with three of my colleagues. I found this to be a very rewarding experience. One seldom has the time to network with teachers in your own building. Our units will allow us to involve our students in cooperative learning experiences from K-5th grades. The multi-ethnic approach will also broaden our children's interests and understanding of various cultures. Our "International Day" will involve students from all grades as we plan a school-wide assembly.

## Annual Report: The Program for New Haven Teachers

### Results for Participants

As in past years, Fellows in 1994 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 (85 percent) to take part in the Institute, almost all (96 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, "The experience was very challenging, and intellectually stimulating. I enjoyed every minute." Another wrote:

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*"I learned how I might challenge my students to read, evaluate and debate controversial issues."*  
— Institute Fellow

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We had lively, challenging, discussions, and I was forced to reevaluate my thinking on some issues, and learned how I might challenge my students to read, evaluate and debate controversial issues.

Numerous Fellows also described the Institute experience as having increased their professional confidence and morale. Three Fellows wrote:

My participation in the Institute has enabled me to feel more comfortable in integrating poetry into my curriculum. It has developed my skills in finding developmentally appropriate poetry and in facilitating poetry activities to use throughout the school year.

The weekly seminar meetings led to the creation of a concrete result—the curriculum unit. More importantly for me, they were extremely rewarding opportunities for personal and professional growth. In the public schools these chances to "recharge" are too few.

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*"In the public schools these chances to 'recharge' are too few."*  
—Institute Fellow

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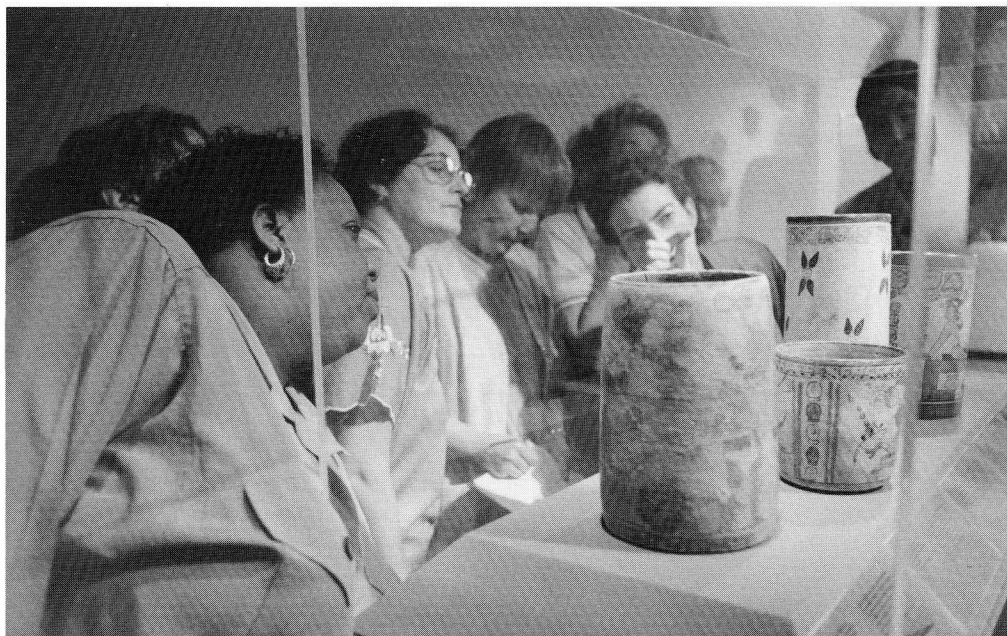
While my teaching philosophy and style have not changed, my pride in myself and my profession has certainly been raised. The pride I feel from being a Fellow is so great that I know that I will continue to live up to it. I look forward to participating in the Institute again!

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 (90 percent) access to Yale's academic facilities such as the library was an incentive for their participation, and two thirds (67 percent) reported that membership in the Yale community had been greatly or moderately useful to them. As one Fellow wrote, "I felt honored to be given the chance to be a participant in his seminar, and to become a member of Yale." Another said, "Being able to use the Yale facilities was very, very useful: computer center,

## Annual Report: Results for Participants

libraries.” Three others wrote:

Yale itself is a very inspiring place. The experience in the seminar made me aware of other things that I can do with my students, such as visits to the museum, libraries or working with specific departments. If nothing else, it has exposed me to things and activities that I can share with my students in the classroom.



*The seminar on “Understanding the Ancient Americas: Foundation, Flourishing, and Survival.” (Left to right: Fellows Joyce A. Patton, Eva de Lourdes Diaz, Kelley A. O’Rourke, seminar leader Mary E. Miller, and Fellow Joyce Bryant.)*

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*“I hadn’t realized the very fine collections which were housed in New Haven.”*  
—Institute Fellow

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The seminar was rich in celebrating the Mesoamerican culture and by visiting both the Peabody and the Yale Art Gallery for their own collections of Mexican Art. I was further motivated to pursue my topic. I hadn’t realized the very fine collections which were housed in New Haven.

Another strength I feel I need to address concerning the Institute is the availability of Yale resources. It seems that each year I take advantage of a new resource. If it were not for the Institute my love for computers would not have developed. The knowledge and use of these resources has spurred me to want to know more about computers.

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 four or more other teachers. Fellows this year provided numerous accounts of the more extended influence the Institute has had for themselves and their schools. One wrote, for example, “I hope to generalize what I have gained here to all my teaching. It will



## Annual Report: The Program for New Haven Teachers

be relatively easy to do in chemistry because experimentation is at the heart of the subject." Another Fellow said, "The Institute has allowed me to set up a network with other teachers in the system to discuss various ideas and solutions to common problems we face." Others wrote:

My experience in the Institute has caused me to work extremely well with other staff members, establish better lines of communication with the staff, students and parents. Also to share ideas, materials, methods, learn from my co-workers, and make contributions to the development and implementation of new programs.



Terry Daagradi

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*"It has helped develop the leadership that teachers display in their professional lives."*

—Institute Fellow

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The seminar on "Family Law, Family Lives: New View of Parents, Children, and the State."  
(Left to right: Fellows Marcella M. Flake, Pamela Kelley, and Penny K. Zhitomi.)

Within my school, I have a good working relationship with other Institute members. While I may not have taken a seminar with them, I know what seminars they participated in and can often go to them to confer on their seminar topic. They are, in essence, another resource available to me. Of course, the reverse is true, too. I am a resource for them. This working relationship enhances my teaching and also has a positive effect on my school.

The results of my prior participation in the Institute's program within the setting I teach have been twofold. Some of the units I developed led to further projects that I developed as a result of my exposure to the ideas of other teachers in my seminar. Other units became a standard part of my teaching curriculum.

My school and many of our teachers have shared in the semi-

## Annual Report: Results for Participants

nars, units and talks of the Yale-New Haven Teachers Institute. This has been a very positive experience for most of us. It has helped develop the leadership that teachers display in their professional lives. It has helped to create motivation, and knowledge in content of various subjects.

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, "My experiences in the seminar for the Yale-New Haven Teachers Institute have been positive ones. Being new to this program, I was feeling a little unsure of myself, and I must admit, quite a bit in awe." Another wrote, "My experience in my Institute seminar was enriching. There were a lot of first timers, and this allowed me to encourage some and assist whenever needed." Three others said:

This is my first year participating in a seminar at the Institute. It was an enriching experience. My students and I have already benefitted immensely from it. It also made me aware of other units prepared previously by other teachers, some of which I have used in my class. I looked forward to Tuesday afternoons, even after a hard day at school. The seminar leader was very professional and provided lectures, references and literature relevant to the subject in a very entertaining way.

This is my first year participating in the Institute. Obviously over the years many flaws have been ironed out of the process, because as far as I can see it is a very well put together, smooth running, program.

I enjoyed the program very much, as it provided both intellectual stimulation and more intense interaction with my teaching colleagues than I usually experience. The obvious strength of the Institute in the opportunity it offers for advanced study with world-class scholars.

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 increase as one has more experience as a Fellow. One participant said, "I have been in the Institute three previous years. I believe it is at its best this year. It is organized and polished in schedule and expectations." Another said, "I have found being a member of the Yale-New Haven Teachers Institute an exciting rewarding experience. I have enjoyed the challenge and the growth and I think it has improved my teaching and my attitude towards teaching." A third wrote:

I have participated in the Yale-New Haven Teachers Institute

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*"This working relationship enhances my teaching and also has a positive effect on my school."*

*—Institute Fellow*

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*"My experience has caused me to establish better lines of communication with the staff, students and parents."*

*—Institute Fellow*

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## Annual Report: The Program for New Haven Teachers

for eight years. These years have been very fulfilling for my students, my school, and myself. Over the years, I have written some wonderful units and I have enjoyed some marvelous experiences. I'll always remember my first experience and my unit. . . . Eight years have passed since I took that seminar and yet the experiences, the lessons, and the memories are as vivid today as they were eight years ago. I still teach portions of that unit today in my classroom and I'll always value the friendships that resulted from that experience.

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*"After teaching first graders all day long it is refreshing to be mentally challenged and stimulated."*

*— Institute Fellow*

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*Seminar on "Poems on Pictures, Places and People." (Clockwise from left: Fellows Cleo M. Coppa, Soraya R. Potter, Casey Cassidy, William M. Dillon, Roberta A. Mazzucco, Iole A. Apicella, Geraldine Martin, seminar leader Paul H. Fry, and Jean Sutherland.)*

Since first admitting elementary school teachers to participate as Fellows in 1990, the Institute has continued to examine their responses to participation. As in every year since elementary school teachers became a regular part of the Institute, they spoke this year of the particular advantages of the Institute for them specifically. Two wrote:

After teaching first graders all day long it is refreshing to be mentally challenged and stimulated. The information was given on a college level, but I was able to gear it towards my elementary students. It was great being involved with other New Haven teachers of varied grade levels. I especially found the middle and high school teachers to be very interesting, helpful and resourceful.

Science is a curriculum area that is greatly lacking in the New Haven primary grades. . . . I have been teaching primary grades for ten years now. As the years go on, the emphasis is more

## Annual Report: Results for Participants

and more on reading and math. A seminar like this one I was involved in brought back to life my love of science that has been rather dormant over the past few years. Integrating science into other curriculum areas (like reading and math) is very easy, and children love it.

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:

The work was demanding enough that compensation at the existing level was fair. However, I do believe that I got from the Fellows at least as much as I put in and I enjoyed every class meeting (not something I could say about most of my courses at Yale). [This included] a new perspective on our own work, a learning relationship with professionals who place teaching at the center of their work, and an appreciation for how far removed from the concerns of the real world academic reflection on social and political topics is.

The primary benefit for me was learning about the problems of public school teaching. A few of the experiments I used in the seminar will be added to my introductory course at Yale. Teaching in the Institute gives us a chance to appreciate a professionalism that differs markedly from our own. Their

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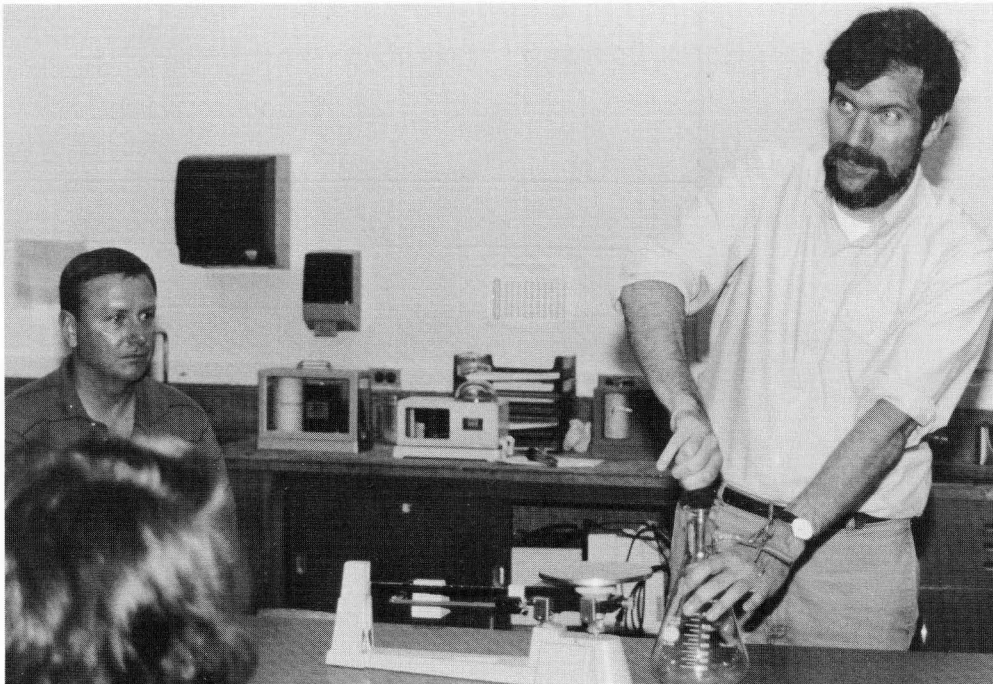
*"I enjoyed every class meeting (not something I could say about most of my courses at Yale)."*  
— Seminar Leader

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*"Doing the seminar helped me see how I might present some of the things I teach more clearly for more of my students."*  
—Seminar Leader

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Terry Dagradi

The seminar on "The Atmosphere and the Ocean." (Left to right: Fellow Stephen P. Broker and seminar leader Ronald B. Smith.)

## Annual Report: The Program for New Haven Teachers

general competence, the precision of their attention to age-specificity in planning lessons and formulating questions—it's all just fascinating and admirable.

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*"Participation in the YNHTI is in itself rewarding, to see lesson plans developing that can animate any given classroom in New Haven."*

*—Institute Fellow*

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Doing the seminar helped me see how I might present some of the things I teach more clearly for more of my students and possible wider audiences, reinforced my thinking on some points, led me to rethink others.

Being a Yale faculty member shouldn't be just a job; all members of the Yale faculty belong to the New Haven community. Just how to find a way to belong to that community is not always easy. I think that participation in the YNHTI is in itself rewarding, to feel membership with the Fellows, and to see lesson plans developing that can animate any given classroom somewhere in New Haven. One hopes that through this conduit, a seed of inspiration for a future Yale student is being planted.

### Benefits for Students

The ultimate purpose of the Institute is not only to strengthen teaching in New Haven's public schools, but also in this way to improve student learning throughout the schools. The students the Institute is intended to serve are those at all achievement and performance levels, and Fellows often write their units for students at more than one level. In fact, a similar proportion of Fellows reported that they designed their new curriculum unit for their "least advanced" students (57 percent), as designed their unit for their "most advanced" students (67 percent). Eighty-one percent of Fellows designed their unit for "average" students. The plans of three Fellows illustrate the range of unit use in the schools:

My Institute participation will positively affect the school curricula because it will provide teachers with a method of teaching poetry that I feel is effective with least advanced students.

I plan to implement the unit in a class for gifted students in the coming year. Having the opportunity to plan the unit, gather materials and outline the course at this time will allow me to take better control of the subject matter and the way in which it is taught.

I have tried writing a unit that I hope will appeal to advanced students. In the past it has been difficult to find suitable connections outside of physics for advanced mathematics students. This unit I hope will generate interest; provide the connections between concepts in mathematics and the ideas from the seminar.

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*Eighty-one percent of Fellows designed their unit for "average" students.*

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## Annual Report: Benefits for Students

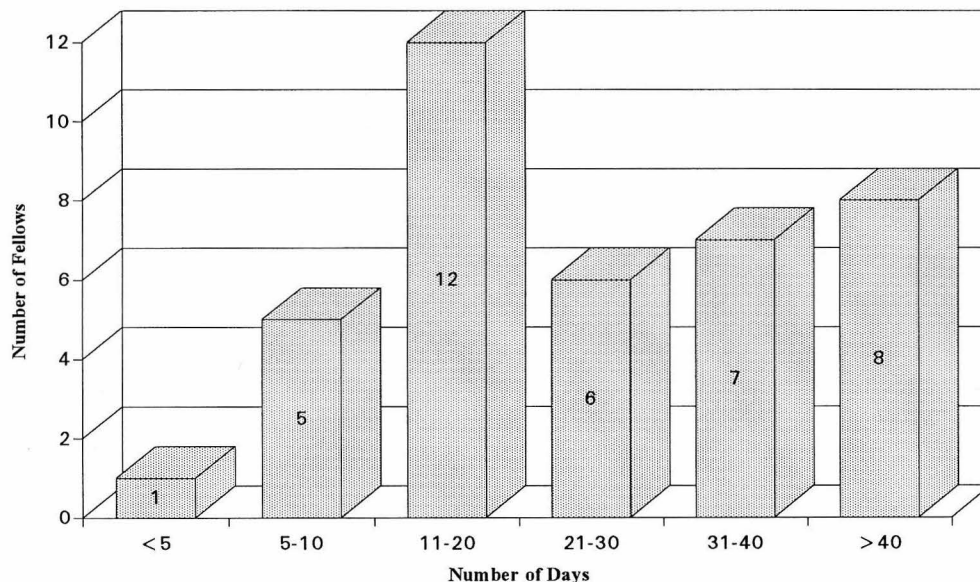
To attempt to gauge the impact of this year's units in New Haven classrooms, we asked Fellows about the number of students to whom they planned to teach their new unit, and on how many days. Half of the Fellows responded that they would teach their unit to at least 57 students. The chart below illustrates 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.

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*Fellows have a higher expectation of their students' ability to learn about the seminar subject.*

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Chart 6  
Number of Days 1994 Fellows Plan to Teach Their New Unit



Fellows this year were optimistic about the responses they anticipated receiving from their students to the material they had studied and developed in the Institute. Importantly, all but two Fellows this year agreed that, as a result of Institute participation, they have a higher expectation of their students' ability to learn about the seminar subject. Almost half (44 percent) strongly agreed with that conclusion. 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:

I have to admit that I am very excited about incorporating my unit into the classroom this year. I have already purchased some poetry books for my class, and have begun choosing some poetry for use at the beginning of the year. Hopefully, my students are going to experience poetry throughout the year and I'm confident that most of them will either regain or continue their interest in this genre. I'm looking forward to seeing the children really involved in writing and speaking poetry. This will give them another outlet for self-expression.

I expect that my curriculum unit will be highly motivating for

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*"My class will be excited about the hands-on activities which will further their desire to produce in the classroom."*

— Institute Fellow

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## Annual Report: The Program for New Haven Teachers

my students in the classroom. I anticipate that my class will be excited about the hands-on activities which will further their desire to produce in the classroom.

I believe that the unit that I have developed will be very interesting and motivating to my students. It covers several topics that are controversial and relevant to their individual lives. I also believe that my unit will engage my students in an "active learning process." As a result, my students will gain valuable information while developing their critical thinking skills.

I have many wonderful ideas which I hope to incorporate into my classroom this upcoming year. After participating in the seminar, I am anxious to teach my 6th grade students about their rights as children. I will educate my class about the legislative process regarding laws, encourage creative writing, and advise cooperative groups as they prepare "mock trials." I am also going to have guest speakers such as lawyers and local politicians visit my class to answer additional questions. I feel that this is going to be a fantastic and interesting unit! It will integrate writing, reading, political science, public speaking, and communication skills.

I am always excited to have the opportunity to develop curriculum I can use in my classroom. My students will benefit because they will have even more opportunity for hands-on learning.

My students will benefit from my participation because many of their spoken and unspoken questions I now will be able to answer and in a more interesting manner.

We also asked Fellows who had participated in the Institute in prior years 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:

My students were more enthusiastic about learning due to my fervor about the material that I was teaching. Many times experienced teachers use the same materials each year. It becomes routine; there is nothing new and exciting. I feel that my participation in the Institute has put a bit of spark in my teaching.

The unit was very popular because it combined some new elements that the children were not familiar with and the making of a hands-on project which took place over a number of

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*"My students will benefit because many of their spoken and unspoken questions I now will be able to answer."*

*—Institute Fellow*

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*"Teachers and administrators were impressed with the work the children did, and the children and parents were very excited about their accomplishments."*

*—Institute Fellow*

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

weeks. Teachers and administrators were impressed with the work the children did and the children and parents were very excited about their accomplishments. Overall, I think that the experience has reinforced the notion that children learn significantly more from hands-on projects, and assignments that allow them freedom to express their own ideas and creativity.

My students relate positively to the curriculum I present. They are able to understand and accept material that outside of my units they might not have been able or willing to handle. They also pick up the fact that I have an investment in the material and thus pick up my enthusiasm.

My participation in the past years has provided me with a "library" of curriculum units to use in my classroom. Since I teach in an interdisciplinary program and have a latitude of subject matter and approach not always possible for regular classroom teachers, the selection of units (my own and others) I have available enhances my teaching. My students are exposed to a wide range of topics and are exposed to in-depth information within those topics. I have a wide range of bibliographies, resources, and places to go on field trips readily available. All of this enhances my students' education.

The depth of my lessons in the classroom has increased with the experiences within the Institute. I think that the resulting work of my students has displayed projects of greater challenge and interest than I had previously been able to achieve.

Last year was the first time I had participated in the Institute. The curriculum unit that I developed provided me with enough

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*"My students are able to understand material that outside of my units they might not have been able to handle."*

*—Institute Fellow*

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*"Student response far exceeded my expectations. Their initial reluctance was quickly set aside."*

*—Institute Fellow*

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## Annual Report: The Program for New Haven Teachers

class materials, exercises, etc. to last from September through January. It also enabled me to expose my students to works and writers they would not ordinarily encounter at school. Student response far exceeded my expectations. Their initial reluctance to new and challenging information was quickly set aside. They tackled the materials assigned to them with great enthusiasm.

I feel that as a direct result of the lessons/curricula I developed in the Institute, I was able to provide my students with stronger writing skills. Two of the four grand prize winners of the Yale Drama Children's Theater Playwriting contest were my students. Two others were among the five grand finalists and another four received honorable mention. There is no way to describe the overwhelmingly positive effect this had on their sense of ability and accomplishment as well as their self-esteem. (I must admit I was more than a little proud of them myself.)

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*"As I listened to my former student, I thought to myself that the interesting lessons she was referring to and my excitement were results of the units I had developed in the Institute."*  
—Institute Fellow

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The result was some remarkable poetry, prose and plays. (On more than a few occasions I had to remind them that we had reached the end of the class period.) Very lively discussions were not uncommon. Lastly, the curriculum has been recognized as a distinct writing course by the high school.

Just before completing this questionnaire, I ran into a former student at the laundromat who told me that I was the best social studies teacher that she ever had. In addition, this student said that she still remembers things we talked about in class. This student also talked about how excited I was in presenting this material. As I listened to my former student, her comments made me feel good. As she was talking to me I thought to myself that the interesting lessons she was referring to and my excitement were results of the units I had developed in the Institute. I don't think my experience is unique because I have heard many Fellows speak of similar incidents. These incidents illustrate to me that my Institute units have had a lasting effect on my students that transcends beyond their school life, which has always been a major underlying objective to my teaching.

Students who participated in the unit activities found them interesting and enjoyable. They were even more receptive to ideas when they found out that I developed the ideas with them in mind.

I have used all my units and shared a wealth of information with my students and other teachers. When I use these units in the classroom my students are very receptive and appreciative for the hands-on experiences.

## Annual Report: Participants' Conclusions Overall

My prior participation in the Institute has aided my students intellectually, socially, and academically. I am more comfortable in that particular subject area. My students' vocabularies reflect my involvement. They can hold conversations by reflecting on what has been presented in the classroom and they can share their knowledge in their homes and community.

### Participants' Conclusions Overall

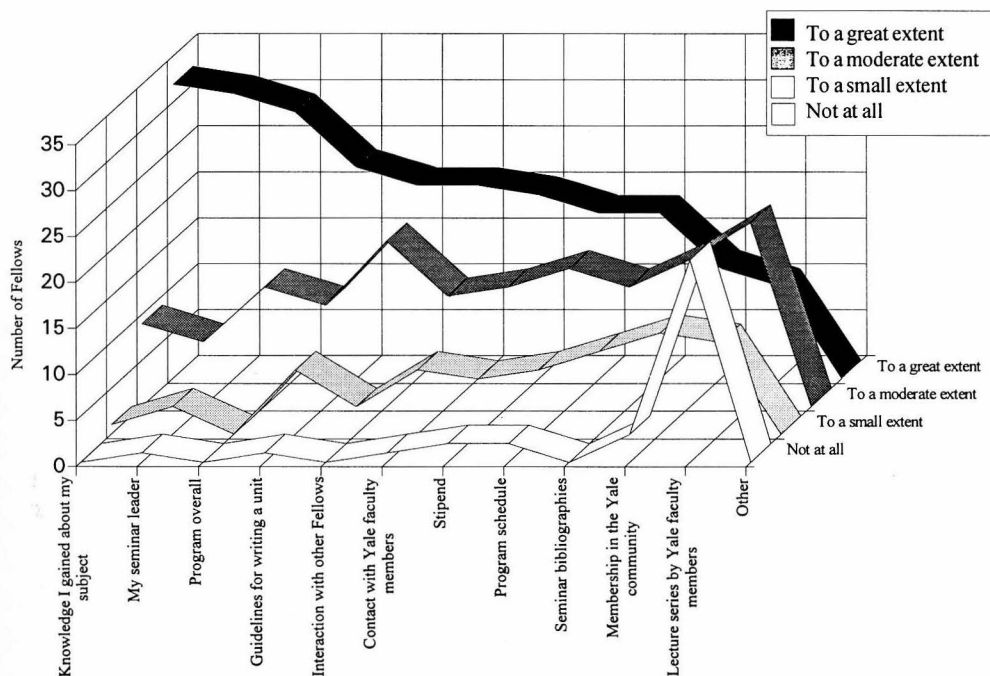
We asked Fellows about the extent to which several features of the Institute had been useful to them. As shown in Chart 7 below, very few Fellows said that any aspect of the Institute had not been useful. In fact, no fewer than two thirds of Fellows said that each aspect of the Institute had been useful to a great or moderate extent. They rated most favorably the knowledge they gained, their seminar leader, and the program overall.

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*"The Institute seminar is an integral part of my curriculum development and enhancement."*  
—Institute Fellow

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Chart 7  
Program's Usefulness to the 1994 Fellows



Finally, we asked 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 1994 program for Fellows.

The Institute seminar is an integral part of my curriculum development and enhancement. I plan to continue my participation in the seminars for many years to come.

A wonderful opportunity to expand one's knowledge and to

## Annual Report: The Program for New Haven Teachers

become familiar with Yale's facilities.

I believe that the strengths of the Institute are the seminar leaders and the participants. I have only been in an Institute twice and each time I found the Yale faculty members to be enthusiastic and extremely willing to share their expertise. Likewise, the teachers who participated in both seminars were enthusiastic and very interested in their students and in improving their professional competency.

I was very happy to be able to participate in the Institute. Having access to the Yale library was an added plus. I enjoyed the interaction with other teachers. The overall experience for me was enjoyable and educational.

I am always amazed by the number of dedicated teachers who make application to the Institute each year. For so many people to become involved in developing specialized curriculum for their classrooms speaks to the *high ideals* that the Institute continues to uphold year in and year out.

The Institute continues to provide New Haven teachers with an opportunity to broaden their knowledge in specific areas that will enhance their performance in the classroom. The dedication of the Yale professors to their group of teachers is always total.

One of the overall strengths of the Institute has been and continues to be the opportunity it affords to New Haven teachers to develop curriculum units on subjects that they feel will be of great interest and benefit to their students. In doing this, teachers have an opportunity to come in contact with seminar leaders who have a great deal of expertise on the subject matter.

I really enjoy the Institute—there is so much room for personal growth.

One strength of the Institute is that it is rigorous and sets high standards of expectation for the Fellows. An equally important aspect of the program is that the formula for participation has been worked out with care over time to provide mechanisms of support for Fellows as they pursue their involvement in the Institute.

I think that the experience has been great! The Yale-New Haven Teachers Institute should and must be available to every teacher. How lucky are we (New Haven teachers) to have this

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*"For so many people to become involved in developing specialized curriculum for their classrooms speaks to the high ideals that the Institute continues to uphold."*

—Institute Fellow

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*"Considerable fine tuning has led to a program which meets some real needs of public school teachers."*

—Institute Fellow

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## Annual Report: Participants' Conclusions Overall

teacher. How lucky are we (New Haven teachers) to have this opportunity.

Considerable fine tuning of the program through the work of representatives, coordinators and steering committee with the director has led to a program which meets some real needs of public school teachers. The heavy reliance on teachers to participate in administrative functions of the Institute is one strength I have had the opportunity to recognize. The structure of the program is considerably sharper than was the case in the earliest years of the Institute, a logical and desired consequence of the longevity of the program.

In their evaluations, all but one Fellow said they intended to participate (78 percent), or might participate (20 percent), in the Institute in one or more future years.

In July and August the Institute identified the teachers who would serve during the 1994-1995 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 1993-1994 school year were widely regarded as especially effective, we sought a high degree of continuity of Representatives.

The Representatives held their first meeting of the new school year on September 13 and thereafter met twice monthly with the Director. On October 11 the Institute held a reception for Representatives and Contacts, so that they might become better acquainted with one another and discuss plans for 1994-1995. This was the best attended meeting of its type in anyone's memory, and it set the stage for another productive year of their work together. 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 Representatives meetings compile information from, and distribute information to, New Haven teachers throughout all New Haven elementary, middle, and high schools.

During the fall the Representatives' work focused upon the dissemination 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.

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*This set the stage for another productive year of their work together.*

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## PROGRAM DEVELOPMENT

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*The Institute has explored a number of steps to spread its resources more widely and to build upon its longstanding partnership.*

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The year was an extraordinarily promising time for the further development of the work of the Institute, both locally and nationally. Locally, the Comprehensive District Plan for the New Haven Public Schools emphasizes curriculum reform as a major goal. In August, the Schools announced an administrative restructuring so that, in the words of the Superintendent of Schools, "curriculum will drive school operations." For more than a year, Superintendent Reginald Mayo had sought the Institute's assistance specifically in this area, among others; over two years a Steering Committee of teachers who have been leaders at various stages in the Institute's development met together and with the Superintendent to examine the precise relationship of Institute resources to his priorities for the school system. As a result of this wide-ranging planning process, the Institute has explored and enumerated a number of steps that we have begun to take together to spread the Institute's resources more widely throughout the school system and to build upon our longstanding partnership. In this way, the Yale-New Haven Teachers Institute can become an even stronger, more productive, and more highly visible partnership between the Schools and Yale. Also, we will be constructing new linkages that will not only enhance our collaboration presently, but will also provide it greater prospects for long-term effects.

Initially, we have wanted to ensure that key individuals and groups within the school system have full information on Institute resources, and that we provide this information in a setting that will be conducive to their wishing to learn about, and take advantage of, these resources. At a minimum, we wanted to provide detailed information on the curriculum units that now exist and are deposited in every school; the electronic version of the Index, Guides, and other reference materials that can now be accessed through the Internet (as described below); the new units that were produced in 1994; and the success of the pilot academy conducted during the summer. In addition, we decided to produce a new videotape program that will be released in 1995 to show various audiences some of the results of the Institute for teachers and students.

At a most basic level, we have wanted to ensure that there is close coordination in planning Institute seminars with the system's curriculum planning so that the system may take greatest advantage of this well-established mechanism for professional and curriculum development. So, for example, we will ensure that the teaching of writing continues to receive particular emphasis in seminars the Institute offers. We also want to stress the opportunity for school supervisors to assist with planning—and for elementary school teachers and teams of teachers to participate in—the seminars; to correlate existing Institute material to school curricula, insofar as such curricula may exist or may be developed; and to bring Institute resources to specific schools through pilot activities that demonstrate to other schools how they might utilize these resources in developing school plans, themes, and curricula.

With respect to these larger joint plans, we envision the possibility of creat-

ing one or more centers for curriculum and professional development within schools, perhaps initially within schools at different levels. These centers could provide the location for making available both printed and electronic Institute resources, for planning and offering courses and developing curricular themes during the regular school day, and for planning and conducting after-school and summer programs. The first steps in developing such centers will be taken at schools where the conditions appear particularly favorable for doing so because of the high proportion of teachers who have been Institute Fellows and the strong leadership of Institute Fellows within our program and within their own schools.

These new activities will combine several—potentially all—of the following features: teachers observing, trying out, and discussing the teaching of Institute-developed curricula; teams of teachers from different disciplines and grade levels working together in developing and implementing curriculum units; additional incentives for individuals and teams of teachers taking part in these activities, including release time for professional development; and Yale students working as teacher assistants, possibly during both the development and the teaching of curriculum units.

Already, the Institute has drawn a number of these strands together into a jointly-planned Academy, where Institute Fellows working during the summer were able to explore these ideas by teaching Institute-developed curriculum units in multicultural studies and environmental science to selected New Haven students.

Overall, during this planning process teachers have emphasized that all new initiatives the Institute undertakes should observe 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.

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*During this planning process teachers have emphasized that all new initiatives should observe basic tenets of the Institute's approach.*

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### **The Pilot Academy in Multicultural Studies and Environmental Science**

During July, the Yale-New Haven Teachers Institute Academy in Multicultural Studies and Environmental Science offered a new summer program to students in grades 3-8. The cultural studies component was designed for students in grades 3-5, and concentrated on Spanish and other cultures through the use of folktales, literature, dance, drama, visual arts, music and history. Students in grades 5-8 participated in a component in environmental science, focusing on the study of ponds and other ecosystems through a "hands-on" approach to nature. Classes were held for nineteen days at two middle schools, and included visits to the Yale campus and other pertinent local sites.

Through the Academy, teams of teachers who have participated in the Teach-



Erica Baum

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*This demonstrated the vitality of the teaching and learning the units entail, showed their adaptability, and indicated the potential for their wider dissemination.*

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*Participants in the Pilot Academy in Multicultural Studies and Environmental Science studying an Institute curriculum unit. (Left to right: Melissa Toon, Charmion Kinder, and Jackie Barnes.)*

ers Institute taught their own and other teachers' Institute curriculum units to selected New Haven students. This demonstrated the vitality of the teaching and learning the units entail, showed their adaptability to different grade levels and classrooms than their authors may have originally envisioned, and further indicated the desirability and potential for their wider dissemination throughout the school system. This team approach fostered an effective "mentoring" relationship between teachers who designed the curriculum units and those who used them for the first time.

The success of the pilot summer Academy also demonstrated the potential of this activity for combining individual curriculum units into larger works of curriculum to be introduced as courses or school themes, and as system-wide curricula. In short, the Academy provided a fruitful opportunity for the Institute and the Schools administration to begin to consider concrete plans that may well lead to the establishment of the new Institute centers for professional and curriculum development within the school system, mentioned above.

### **Electronic Version of Curricular Resources**

Many New Haven schools have difficulty maintaining a full set of Institute-developed curriculum materials. Thus, some teachers lack ready access within their own school to all the curriculum units produced by their colleagues. Nor can teachers easily communicate between schools, except in Institute seminars, to share ideas and suggestions about the development and teaching of their curriculum units.

To help overcome these problems, the Institute began in 1994 to create an

## Annual Report: Videotape Program

electronic version of its material and to promote and facilitate electronic communications among schools and the University. Eventually, use of the Internet will provide school and university teachers direct links with each other in a non-hierarchical way, surmounting the usual barriers of time and distance, of scheduling and parking. The electronic version will afford more teachers direct access to the great variety of units, complementing the current procedure of binding every year's curriculum units into a volume for each seminar. Already, by using a networked computer teachers are able to consult the Index of all units and to perform an electronic search of the Guides to all units written since 1978 by using as key words the main topics the units cover. Computerizing the curriculum units thus provides teachers an incentive to become familiar with a technology that many do not presently use, increasing the likelihood that they will begin to learn additional ways of enhancing their teaching with computing.

### Videotape Program

Institute participants, the Schools administration, and members of our National Advisory Committee alike have deemed desirable the production of videotape programs on the process of teachers' participation in the Institute and on the results of their participation within New Haven schools. Many have thought that its written literature does not amply convey the complexity and variety of the teachers' experiences. Moreover, videotape programs may provide a particularly effective medium for depicting what in practice the Institute means by collegiality in its seminars, and teacher leadership in its program. In fact, we have always believed that first-hand accounts by participants are the most vivid way to capture the nature and operation of the Institute. Based in part on two teachers' experience in preparing a short videotape program on a high school course in visual art and literature, we also believe that videotape programs are an especially promising method of conveying more than we have previously about the benefits New Haven students receive from their teachers' participation in the Institute.

Audiences for these productions include not only teachers and administrators in New Haven schools, colleagues at other institutions, and potential donors, but also members of the public at large whose views of our community's schools greatly influence where families decide to live and businesses decide to locate. We therefore may use the local access provisions of area cable television companies to broadcast some of the programs we produce so that the general public may, through the Institute, have a window through which to view teaching and learning in New Haven classrooms. This hopefully will offer the public—who often obtain information about schools from headlines about test scores or dropouts or other topics that put the schools in a negative light—a more balanced view of the education young people are receiving in New Haven.

A first videotape program, "Teaching on Common Ground," will be completed early in 1995. It is based on numerous hours of interviews with Institute participants from the University and the Schools, the Superintendent, principals,

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*Videotape programs may provide a particularly effective medium for depicting what the Institute means by collegiality and teacher leadership.*

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## Annual Report: Program Development

and others, and on videotaping of teachers and students during the summer Academy.

## Institutional Development

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*The "Council should play a vital role over the longer term as the Institute becomes a permanent part of Yale."*

—Howard R. Lamar

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The Executive Committee of the University Advisory Council on the Institute, appointed in 1993 by President Howard R. Lamar, held meetings in February, April, June, September, and November. (Please see Appendix for Committee list.) As reported previously, when President Lamar appointed a new University Advisory Council on the Yale-New Haven Teachers Institute, together with its Executive Committee, he established the precedent that the Council is a presidentially appointed body, a precedent continued by President Richard C. Levin as he has appointed new members to the Council. As President Lamar wrote when making the original appointments, the "Council should play a vital role over the longer term as the Institute becomes a permanent part of Yale."

During 1994 the Executive Committee of the Council discussed several times a document the Director drafted on the "Policies, Structure, and Procedures" of the Institute. The Committee affirmed the importance of formalizing these aspects of the Institute as it is becoming an endowed function of the University. In March the document was circulated to the full University Advisory Council which, at its inaugural meeting on April 21, approved and sent it to President Levin for his official endorsement. On June 9, the Executive Committee discussed a final draft of the document, after it had been reviewed by the Officers of the University. The Committee agreed unanimously that they would ask that the Educational Policies Committee of the Yale Corporation consider the document at its first meeting in September, and they recommended discussion and endorsement



Michael Marsland

*Members of the University Advisory Council discuss the "Policies, Structure, and Procedures" document with the National Advisory Committee. (Left to right: Jules D. Prown, President Richard C. Levin, James R. Vivian, and Reverend Frederick J. Streets.)*



## Annual Report: Institutional Development

of the document by the Corporation. All members of the Corporation were sent the document.

Subsequently, President Levin urged the Yale Corporation to endorse the Institute's permanent role as a unit of the University. This took place on September 23, when Provost Alison Richard presented to the Educational Policies Committee the Institute's final draft of the "Policies, Structure, and Procedures" document describing its purposes, organization, and place within the University. The Educational Policies Committee fully discussed and endorsed the document, and "expressed its approval and appreciation of the Institute, including the Officers' decision to seek permanent endowment for its programs."

The Executive Committee meeting on September 15 consisted mainly of a Director's report on, and discussion of, a number of developments during the summer: the success of the Academy where Institute Fellows taught Institute-developed curriculum units to elementary- and middle-school students; the production of the videotape program on the process and results of the Institute; and the installation on Yale's gopher server of an electronic version of a number of Institute resources, including the brochure, annual report, periodical, and Index of and Guides to the curriculum units Fellows have written since 1978.

The Committee also approved the establishment of a category of "Associate Fellows" that will provide a type of affiliation and recognition to key members of the Schools' administration who are engaged with specific plans for the Institute. The University authorized the Institute to appoint Associate Fellows who enjoy all the privileges as members of the Yale community that are accorded Fellows of the Institute, though they receive no stipend or other remuneration. Reappointments as Associate Fellow of the Institute are subject to continued eligibility of the Associate Fellow as established by the Executive Committee of the Institute. Appointments of Associate Fellows who are employed by the New Haven Public Schools cease upon retirement or resignation from the New Haven Public Schools. At the Executive Committee meeting on November 10 three Associate Fellows were appointed: Reginald Mayo, Superintendent of Schools; Verdell Roberts, Assistant Superintendent of Schools; and Carlos Mora, Director of the National Science Foundation PMSA Grant. At the November meeting, there was discussion also of specific elements of the Institute's evolving priorities and plans, as presented in draft form to the Committee—in particular, new ways to involve Yale students, and the establishment of teachers institutes in communities elsewhere.

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*President Levin urged the Yale Corporation to endorse the Institute's permanent role as a unit of the University. This took place on September 23.*

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## PROGRAM DISSEMINATION

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*The periodical "On Common Ground" generated even more widespread interest in the Institute's work.*

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The year was a particularly rewarding one also for dissemination by the Yale-New Haven Teachers Institute, which is supported by a three-year grant from Carnegie Corporation of New York. During 1994 the Institute made considerable progress in developing the periodical it launched with Carnegie support, *On Common Ground*, and that publication generated even more widespread interest in the Institute's work in New Haven and nationally. In part for this reason, we have continued to receive numerous inquiries and have furnished individual replies and Institute materials to representatives of diverse institutions and organizations. These have included, by way of example, Washington State University; Concordia College in Portland, Oregon; Xavier University of Louisiana; The Center for Development of Teaching at Berkeley; The Professional Development Academy of the Wisconsin Education Association; the Gratiemi Elementary School of Miami; the Dade County School System; The Gilder Lehrman Institute of American History; the Chancellor's Office of the New York City Board of Education; Weir Farm National Historic Site; California State University at Northridge; Purdue University; The American Association of Medical Colleges; and the University of Kentucky.

### Advice Provided by Boards, Committees, and Others

In further developing the periodical during the past year, we have benefited immensely from the advice of the Institute's National Advisory Committee, the Editorial Board, and the Editorial Advisory Board, among others. (Please see Appendix for Committee lists.) When the National Advisory Committee met in New Haven on June 20, we asked for their advice on the periodical in several respects. We posed two general questions for their discussion: "What are cur-

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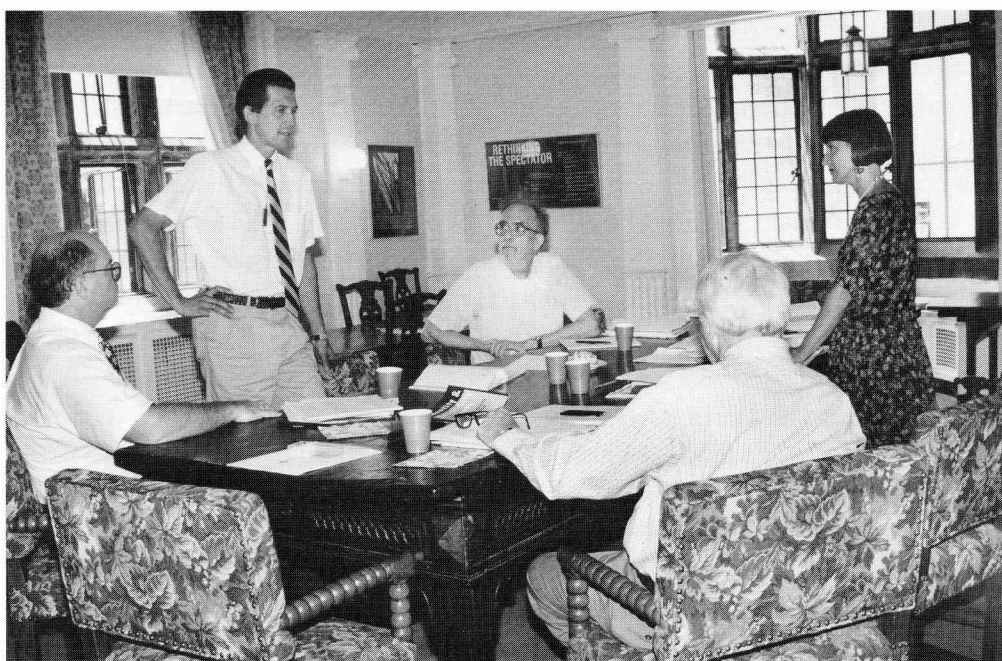
*Members of the Committee urged that the periodical frame any issues it takes up in terms very specifically of the cooperation between school systems and universities.*

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Michael Marsland

*National Advisory Committee Meeting. (Clockwise from left: Richard Ekman, Jules D. Prown, President Richard C. Levin, James R. Vivian, Reverend Frederick J. Streets, Robert G. Wheeler, James Herbert, Gordon M. Ambach, Donna V. Dunlop, and Gregg L. Watson.*



*Editorial Board Meeting. (Clockwise from left: Charles S. Serns, Edward C. Kisailus, Thomas R. Whitaker, Norine A. Polio, and Jay L. Robinson.)*

rent developments or issues in educational policy that will bear on the Institute's activity in New Haven and across the country?" and "What are the implications of those developments or issues for *On Common Ground*?" Members of the Committee commented particularly favorably on the appearance of the periodical and the artwork it contains, though one thought it too "subtle" in some points it makes. Another member urged that the periodical focus on issues vital to the Institute that other periodicals do not treat. Another suggested that the periodical be sent to business leaders across the country, executives of the Fortune 500 companies, for example. Others made the point that these individuals should have a special interest in improving the quality of inner city schools in order for industry to have employees with the skills that will be necessary over the next ten years to be competitive globally. Another urged that the periodical frame any issues it takes up in terms very specifically of the cooperation between school systems and universities. Another member urged that we consider providing through the periodical critical analyses of various ways that collaborative projects are structured in order to reveal the differences that exist among partnerships.

The Editorial Board of *On Common Ground* met in New Haven on June 30-July 1, where they were presented the results of the National Advisory Committee's discussion of the periodical, held only a few days previously. The meeting of the Editorial Board focussed on their responses to the first issue of *On Common Ground* and their guidance resulting from those responses and, second, their recommendations on the scope of feature articles and other topics for future issues and of individuals who might be approached to write on these topics. Much of the meeting concerned how we might sharpen the focus of the periodical, as suggested also by the National Advisory Committee, and the Board decided to give it a subtitle, "Strengthening Teaching Through School-University Partnership," underscoring our original conception.

## Annual Report: Program Dissemination

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*The Board formulated the main questions for essayists to address on each of the upcoming feature topics.*

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In a rich conversation, the Board formulated the main questions for essayists to address on each of the upcoming feature topics, decided which of all the feature topics that had been proposed previously were most important for the periodical to treat next, and recommended individuals who might address these questions or respond to the writing of the principal essayists. Based on the meeting of the Editorial Board, the Editor and Chairman of the Editorial Board prepared the questions that appear below to elucidate for prospective authors the topics that they were being asked to examine. These questions were then incorporated in letters written in the following weeks to more than sixty individuals who had been identified by the Board as possible authors for future issues. At the same time, the Editor wrote to all members of the Editorial Advisory Board, inviting both their own submissions for the periodical and also their recommendations on other authors and other aspects of the publication. The topics and questions for the issues are:

### **Partnerships and the World of Work**

What role should school-university partnerships play in preparing students for the world of work? How can business join, or forge, partnerships with universities and schools to assist in this effort? How, in this context, should we define vocational and career education? What is the importance of the liberal arts with respect to this goal?

### **Partnerships in the Area of Science and Technology**

What contribution can partnerships make to improving teaching and learning in the sciences? To increasing the number of minority students and women who decide to pursue the sciences and technology in their further education and future employ-

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*What kinds of change do we need to make happen in schools and universities in order to foster partnerships that advance teaching and learning?*

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*Editorial Board Meeting. (Left to right: Thomas E. Persing, Norine A. Polio, Manuel N. Gómez, and Jay L. Robinson.)*



ment? How can business assist in this effort? What is the role of technology in advancing such partnerships, and in creating community? Does our belief in the power of technology create unrealistic expectations or unfortunate views about its role in strengthening teaching and learning?

### **Partnerships and the Arts**

How can partnerships contribute to teaching and learning in the arts—visual and plastic arts, music, imaginative writing, and drama? How central should the arts be in primary and secondary education? What is the potential of the arts in integrating subject matter? In creating community in the classroom? In bringing institutions and schools together? How do the arts relate to educational assessment and performance outcomes?

### **Educational Change and Organizational Structures**

What kinds of change do we need to make happen in schools and universities in order to foster partnerships that advance teaching and learning? To enable all teachers to become full partners in this effort? And to remove any barriers that may exist to making the best use of the results of such partnerships in both schools and universities? What is our definition of “restructuring,” and is such restructuring necessary to advance partnerships that strengthen teaching and learning in schools? What bearing do these questions have upon liberal arts faculties in the universities, schools of education, school administrations, boards of education, principals, curriculum supervisors, and classroom teachers? What bearing do they have upon the Goals 2000 law enacted in 1994, which enables states to make grants to districts to develop their own reform plans to improve teaching—plans that may involve working with colleges and universities?

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*What contributions can partnerships make to teaching and learning about cultural diversity, and to building community among diverse groups?*

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### **Partnerships, Cultural Diversity, and Community**

What contributions can partnerships make to teaching and learning about cultural diversity, and to building community among diverse groups? What motives do universities and schools now have for addressing diversity? What can they offer each other as a result of their similar or different experiences? How do we define community in 1994, as compared to 1964 or 1974 or some other time, and how can partnerships build such community among different groups in education and in society? What should be the future direction of scholarship and teaching about cultural diversity?

In addition to the invaluable advice provided by the Institute’s National Advisory Committee and the periodical’s Editorial Boards, we have benefited



## Annual Report: Program Dissemination

from the advice of numerous individuals who are expert in various areas that pertain both to the content and production of the periodical. An informal committee of Yale faculty members, advanced graduate students, and museum staff—as a group and individually—have provided advice on the approach we should take to including images in the periodical, and on specific images that are closely related to the articles in each issue. With respect to typography, we refined the appearance of the periodical, beginning with the second issue, based on a number of suggestions made by the Yale University Printer. Individuals at Sotheby's, Whitney Museum, and Hearst Corporation, among others, have provided advice on artworks for, and appearance of, *On Common Ground*.

## Circulation and Publication Plans

As described in our 1993 annual report, the demand for the inaugural issue of *On Common Ground*, which featured an article by Secretary of Education Richard Riley, greatly exceeded the supply we printed. As we have planned for the circulation of the two or three issues that we will publish annually in future years, we therefore have expanded and refined the distribution list and increased to 10,000 the quantity of each issue that we will mail nation-wide. The circulation of the periodical has been increased to include all the following, in addition to numerous teachers and administrators at Yale University and in the New Haven Public Schools: the Chief State School Officers; all college and university presidents and chancellors and chief academic officers; deans and directors of education, continuing education, and graduate programs at four-year institutions; directors of community services and governmental relations at four-year institutions; heads of many corporations, foundations, and professional organizations involved in education reform; education policy-makers at both the federal and state levels; members of the print and broadcast media who cover education, and an ever-growing list of individuals who have asked to receive the periodical. Many of the last group have heard of it as word as been spread by references appearing in various professional publications from the *Chronicle of Higher Education* and *Education Week*, to *NSTA Reports*, and bulletins of the National Association of Secondary School Principals and The Association for Study and Curriculum Development.

The periodical is also mailed to individuals in schools and colleges across the country with whom the Institute has worked since the inception of its dissemination activities in the early 1980s. In addition, the Institute once again co-sponsored the National Conference on School-College Collaboration organized by the American Association for Higher Education. At their annual meeting held in Washington in November, the second issue of the periodical was included in the folder of material that each of the 700 individuals in attendance received when registering for the conference.

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*We have expanded the distribution list and increased to 10,000 the quantity we mail nation-wide.*

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## National Advisory Committee Meeting

Before the National Advisory Committee for the Yale-New Haven Teachers Institute met in New Haven on June 20 for a full day of focussed discussion, they received a detailed briefing paper providing them background on the Institute's work since their last meeting. Also participating in the meeting were James Herbert, Director of the Division of Education Programs at the National Endowment for the Humanities, and numerous Institute participants from the University and the school system. Carla Asher, Program Officer of the DeWitt Wallace-Reader's Digest Fund, attended this as her first meeting. As a new member of the Committee, she also spent a day in New Haven during the previous week where she visited schools and talked with University and school teachers involved in the Institute.



*National Advisory Committee Meeting. (Right to left: Fred M. Hechinger, Carla Asher, Thomas Furtado, and Institute participants in background.)*

The meeting opened with a tribute to Edward J. Meade, one of the original members of the Committee, who died in May. For many years he headed the urban poverty program of the Ford Foundation, and he was the first grant maker to give tangible expression to a belief that the Institute should become permanent. The meeting then began with discussion of the wider context for the Institute's work—and more specifically of public policy concerning academic standards and the professional development of school teachers. This session also afforded the Committee an opportunity, described above, to discuss the Institute's new periodical and to suggest topics of articles for future issues.

To set the stage for discussion in the second session, a panel of teachers who are members of the Steering Committee together with Verdell Roberts, representing the Superintendent of Schools, summarized the joint process of their meetings to make long-range plans for the Institute, as well as the pilot program

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*The session provided an occasion for consideration of the bearing of new federal programs on the plans unfolding for national dissemination.*

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Michael Marsland

*National Advisory Committee Meeting. (Left to right: NEH representative James Herbert, Committee members Gordon M. Ambach and Donna V. Dunlop, and Institute Fellow Raymond W. Brooks.*

described above. James Herbert then introduced the topic of the plans several funders are considering to replicate the Institute's approach in a number of other cities whose schools enroll a high proportion of students from low-income and minority backgrounds. A luncheon afforded the opportunity for more informal exchange among members of the Committee and Institute representatives from New Haven.

President Levin joined the Committee for the afternoon session, which Gordon M. Ambach, Executive Director of the Council of Chief State School Officers, opened by summarizing the results of the Committee's meeting thus far. The session provided an occasion for consideration, in particular, of implications of the Institute's work for other communities, and of the bearing of new federal programs in teacher professional development on the Institute in New Haven and on the plans unfolding for its national dissemination.

### Unfolding Dissemination Plans

As the Institute pursued the publication of *On Common Ground*, we also began to work with a group of private and public funders to explore a strategy for establishing teachers institutes in a number of other cities across the country. In short, several organizations that share with the Institute a concern for spreading the innovation of its approach more widely, deliberately, and quickly to a number of cities across the United States began to examine how they might join forces to encourage and to assist the development of similar educational partnerships between universities and schools in other communities. They considered also how to target locations that would be strategic for the eventual, more widespread development of such collaborative practices to benefit mutually schools and colleges and universities throughout the country.

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*Several organizations share with the Institute a concern for spreading the innovation of its approach more widely, deliberately, and quickly to a number of cities across the United States.*

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## 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, 42 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 1994, 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 363 individual New Haven teachers who have completed the program successfully at least once between 1978 and 1994, three fifths (59 percent) are currently teaching in New Haven. An additional twenty six have assumed full-time administrative posts in the school system. Thus two thirds (66 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 determination to involve individuals who will continue to serve students in our urban school district.

As table 2 below shows, a considerable proportion of eligible middle school teachers (49 percent) and high school teachers (35 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.

Table 2

### Institute Fellows as a Percentage of Eligible New Haven Teachers

	Middle Schools	High Schools
English	45%	35%
History	37%	43%
Foreign Language	25%	18%
Arts	50%	10%
Math	27%	31%
Science	32%	26%
<i>Total*</i>	49%	35%

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

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*Two thirds of all Fellows since 1978 are currently working in the New Haven Public Schools.*

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\*Includes teachers of interdisciplinary and other subjects.

## Annual Report: Program Evaluation

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

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With respect to the number of years Fellows still teaching in New Haven have taken part in the Institute, 36 percent have participated once, 39 percent have taken part either two or three times, and 24 percent have participated between four and fourteen times. On the other hand, of Institute Fellows who have left the New Haven school system, 62 percent completed the program only once, and 30 percent took part two or three times. Only nine individuals (8 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

Assisted by a Special Gifts Committee, during 1994 we intensified our efforts to build an adequate endowment for the Institute as the first educational partnership of its type to be established as a permanent function of any university. It is imperative that we succeed in this effort, for whether or not we do will surely have consequences not only within, but also beyond New Haven. Only by completing the work of establishing the Institute as a permanent part of Yale and lasting partnership between our university and local schools can the Institute make the most effective contribution to improved teaching and learning in New Haven's public schools, and to the establishment of similar programs mutually beneficial to schools and colleges in other cities across America.

As reported previously, for several years Yale considered whether or not the Institute's activity should be continued and, if so, by what means and for what term. Then in 1983, having received the strong and unequivocal advice of the National Advisory Committee for the Teachers Institute, the University administration decided that we should attempt to continue the Institute for the foreseeable future because of its value for Yale, for New Haven, and for the eventual success of university-school collaboration nationally. For a university, raising an endowment is the mechanism by which an activity that was begun as a project with outside support for a limited time can become a permanent and central function of the institution. In this way, we determined, the Yale-New Haven Teachers Institute might become a part of Yale's corporate identity and mission—thus removed from the vicissitudes of the budgetary process and the potential discontinuity resulting from changes in administration. It was several years, however, before we identified two foundations that shared our conviction about the permanent establishment of the Institute.

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*Only by completing the endowment can the Institute make the most effective contribution to improved teaching and learning in New Haven's public schools, and to the establishment of similar programs in other cities.*

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In 1987 the Ford Foundation established the Cash Reserve Fund for the Institute, thereby creating an option for other foundations that wished to provide long-term support, but which were precluded from doing so because of irrevocable policies against giving to endowment. Then in 1990 the DeWitt Wallace-Readers' Digest Fund awarded Yale a \$2 million challenge grant to create the Institute Endowment Fund. The next year, the National Endowment for the Humanities awarded a \$750,000 endowment challenge grant for the Institute. With these foundation and federal challenges, and with renewed commitments from Yale and from New Haven, we undertook an initiative to complete the funding and advance the aims of our partnership.

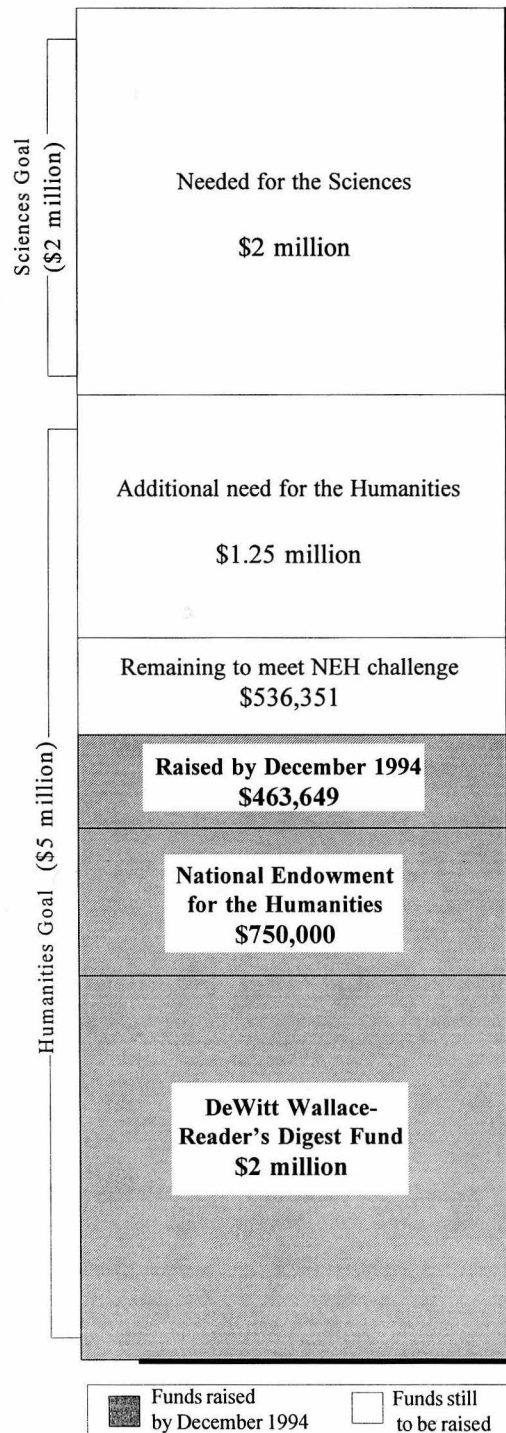
### **Fund-raising Initiative: . . . and for New Haven**

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.

## Annual Report: Financial Plans

*At the end of December the Institute had raised almost half of its total goal.*

*While we build permanent funds the Pew Charitable Trusts awarded a \$750,000 program grant to support the continuation and development of the Institute through 1997.*



Before January 1994 the Institute had received as gifts an additional \$239,650 from other foundations and \$96,194 from individuals which were eligible to secure the release of matching funds. By December, Yale had certified an additional \$65,000 from foundations, including the Bay Foundation, and \$62,805 from individuals as qualifying for NEH matching funds. As of the end of 1994 the Institute therefore still had approximately \$536,351 to raise 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 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.

Overall, then, the present initiative, entitled "... and for New Haven," has a goal of \$7 million in endowment and reserves. By achieving this goal, we will make adequate provision in perpetuity for the undiminished continuation of the Institute's work in New Haven and for a certain level of assistance regularly to other institutions in the development and permanent establishment of similar programs. The reliable income from endowment will replace less predictable annual grants which the Institute cannot expect indefinitely to obtain. At the end of December 1994, the Institute had raised almost half (46 percent) of its total goal.

While we build permanent funds adequate to support the Institute's operations in perpetuity, we must secure interim support to continue our annual program for New Haven teachers. During 1994, the Xerox Corporation awarded a \$45,000 grant, and the Howard Hughes Medical Institute a \$115,470 grant for use over the next three and four years, respectively. Most important, in December the Pew Charitable Trusts awarded a \$750,000 program grant to support the continuation and development of the Institute through 1997.

## **CONCLUSION**

During 1994 the Institute conducted a program of seminars for Fellows, focused on ensuring the availability of Institute materials throughout New Haven schools, pursued its long-term planning process, conducted a pilot academy for New Haven students, undertook a videotape program on the process and results of the Institute, further developed the Executive Committee of the University Advisory Council, published a new periodical in the Institute's field of university-school collaboration, organized and held meetings of the Editorial Board and the National Advisory Committee, and pursued raising the funds that will be necessary to ensure the continuation of this type of activity in New Haven and nationally over the longer term. As we worked to provide the Institute an adequate endowment, the Yale Corporation formally endorsed the Institute as a unit of the University.

## APPENDIX

### Committees, Council and Boards of the Institute

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#### National Advisory Committee

Gordon M. Ambach  
Carla Asher  
Leon Botstein  
Ernest L. Boyer  
Donna V. Dunlop  
Richard Ekman  
Norman C. Francis  
Thomas Furtado  
Fred M. Hechinger  
Edward J. Meade\*  
Robert Schwartz  
Theodore R.Sizer  
Donald Stewart  
Glegg L. Watson

\*deceased (May 1994)

#### University Advisory Council

##### Honorary Chairman

Howard R. Lamar

##### Executive Committee

Kent C. Bloomer  
Gary L. Haller  
Jules D. Prown, Co-Chairman  
Rev. Frederick J. Streets  
Robert G. Wheeler  
Thomas R. Whitaker, Co-Chairman

##### Members

Sidney Altman  
Thomas Appelquist, *ex officio*  
Richard H. Brodhead, *ex officio*  
David Bromwich  
Robert A. Burt  
Jon Butler  
Jared L. Cohon  
Paul H. Fry  
Roberto González-Echevarría  
Robert B. Gordon  
Gilbert M. Joseph  
Fred H. Koetter  
Antonio C. Lasaga  
Traugott Lawler  
Richard C. Levin, *ex officio*  
Linda K. Lorimer, *ex officio*  
Paul W. MacAvoy  
Lawrence Manley  
Mary Gardner Neill, *ex officio*  
Sharon M. Oster  
Duncan Robinson, *ex officio*  
Margretta R. Seashore  
H. Catherine W. Skinner  
William H. Smith  
Jonathan D. Spence  
Charles A. Walker  
Robin W. Winks  
Stephen Wizner  
Bryan J. Wolf  
Werner P. Wolf

#### Steering Committee

Raymond W. Brooks

Joyce Bryant  
William J. Derry  
Carolyn N. Kinder  
Norine A. Polio  
Luis A. Recalde  
Henry A. Rhodes  
Jean E. Sutherland

#### Seminar Coordinators

Raymond W. Brooks  
Alan K. Frishman  
Carolyn N. Kinder  
Roberta Mazzucco  
Jean E. Sutherland

#### School Representatives and Contacts

Lisa S. Alter  
Iole A. Appicella  
Kathleen Ayr  
Barbara J. Banquer  
Teasie Blassingame  
Stephen P. Broker  
Raymond W. Brooks  
Joyce Bryant  
Synai J. Carroll-McQuillan  
G. Casey Cassidy  
Margaret B. Clancy  
Larry Conaway  
Liz Darden  
Eileen M. DeMaio  
Steven Dest  
Eva Diaz  
William Dillon  
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# Partnership as a Permanent Enterprise

**T**he Yale-New Haven Teachers Institute has three missions: (1) to give academic strength and vitality to New Haven's public schools, (2) to offer Yale's faculty a deeper insight into the nature of American education, its students, and its teachers, and (3) to spread the idea of

## About Partnership

*by Fred M. Hechinger*

such service as widely as possible to universities in cities around the country. Together, those three goals truly add up to Common Ground.

These were the issues discussed at the June 20, 1994 meeting of the Institute's National Advisory Committee, joined by Yale's President Levin. The discussion went beyond the three broad goals for the building of successful Yale-type university-schools cooperation to underscore collegiality, teacher leadership, subject-matter focus, institutional position on reform, and commitment to the long term.

A serious flaw in both public and private funding of educational pilot projects is the tendency to turn the spigot off as soon as there are signs of initial success, and to move on to other, newer experiments. It should therefore be clearly understood, both by Yale and by present and potential funders, that the Yale-New Haven collaboration is not—repeat not—a pilot project: it is a firmly established, educationally proven enterprise. It must be viewed as permanent—an educational way of life for Yale and the city schools.

Any other college or university interested in using Yale as a model should understand that without the promise of permanence, the public school teachers' reaction is bound to be negative: one more brief charity from on high. Permanence plus collegiality are the key to success.

But permanence can be achieved only if the financial base is sound. And while the Institute is on the way, it must still struggle to build an adequate endowment to insure both continuity and independence. As Jim Vivian put it, to be a persuasive model, it cannot afford to have other universities shrug: "If Yale can't do it, how could we

possibly do it elsewhere?"

Important, too, is the critical mass. A partnership between school and campus can be considered successful only if it does more than serve a few teachers. The goal should be to open up vistas of intellectual partnership to all who want to take part. In New Haven, about half of the public school teachers have done so.

There is, however, another aspect of scale. The Yale-New Haven model works because the city is small enough to give Yale an opportunity to make an impact. In larger cities cooperation may have to be limited to special areas in order not to dilute the effect.

Why is it important for Yale to succeed as a model? The answer is, as Gordon Ambach pointed out, that throughout the country a great void exists between the public schools and the universities. Even where there are limited contacts with the schools, largely through the universities' schools of education, there is no lasting bond between the universities and the schools. Most of the contacts that do exist fail to touch the hearts of either institution.

If other universities want to look to Yale as a model, what matters are not the details of the Institute's operations; what is crucial is the understanding that, from the beginning, the relationship between the university and the schools was regarded as a true partnership among equals. Public school teachers, who regularly get orders from above, are understandably suspicious that the university professors may come to them as another superior force.

The Yale-New Haven project works precisely because both sides—the teachers and the university faculty—know that they can learn much from each other. The teachers want the benefit of scholars to strengthen their academic disciplines, the professors can benefit a great deal from witnessing the techniques of good teaching and from getting a first-hand view of what today's school-age youngsters—soon to be undergraduates—are really like.

President Levin stressed that, if the Yale example is to serve as a successful model, it ought to be clear that it is easy to imitate the structure and yet miss the vital point of the importance of the spirit of true cooperation. He pledged that he would try to persuade

his presidential colleagues at other universities, especially in the cities, that such partnerships deserve their serious attention. As for his own bailiwick, he urged the Yale Corporation to endorse the Institute's permanent role as a unit of the university. This took place on September 23.

Equally important, if the Yale experience is to be replicated in other cities and by other institutions, is the commitment of the arts and science faculty as scholarly partners of the public school teachers. This does not mean that the faculty of schools of education are to be excluded, it does mean that the partnership, to be effective, should not merely involve education school staffs and the teachers. Perhaps it is unfair to say that the New Haven program works so well because Yale has no school or even department of education, but it is true that this places the responsibility on the shoulders of the arts and science faculty.

I have had the privilege of serving on the advisory board of a program called "Stanford and the Schools." It was a well-managed effort that has made valuable contributions in its own way. But because Stanford University has a strong and highly regarded Graduate School of Education, it proved far more difficult—in fact, nearly impossible—to involve sufficient numbers of the university's larger academic community. In addition, the outreach from the university to six school districts was largely limited to contact with school administrators rather than with individual teachers.

What the Yale experience and the deliberations of the National Advisory Committee make clear is that the university-school partnership cannot work unless it is taken seriously as a permanent academic enterprise, not as minor dabbling in doing good works at the fringes. The Yale model would not work without the organization, planning and fiscal realism of the Institute, the full-time professional leadership of James Vivian, and the enthusiastic and tangible support by the university's President. With these vital conditions now firmly in place, the Yale-New Haven Teachers Institute is ready to serve as a model for other universities and other cities, and the many teachers waiting to be admitted to a truly professional partnership.







Erica Baum

*Participants in the Pilot Academy in Multicultural Studies and Environmental Science. (Left to right: Christopher Moore, Charmion Kinder, Jackie Barnes, Melissa Tune, Fellow Carolyn N. Kinder, and Marcus Tolson.)*

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