

Program

The Yale-New Haven Teachers Institute is an educational partnership between Yale University and the New Haven Public Schools designed to strengthen teaching and learning in local schools and, by example and direct assistance, in schools around the country. Through the Institute, Yale faculty members and New Haven school teachers work together in a collegial relationship. The Institute is also an interschool and interdisciplinary forum for teachers to collaborate on new curricula. Each participating teacher becomes an Institute Fellow and prepares a curriculum unit to be taught the following year. Teachers have primary responsibility for identifying the subjects the Institute addresses.

Studies have shown that Institute participation has increased teachers' preparation in their disciplines, raised their morale, heightened their expectations of their students, encouraged them to remain in teaching in New Haven, and has, in turn, enhanced student performance.

Since its inception in 1978, the Institute has been recognized repeatedly as a pioneering and successful model of university-school collaboration; in 1990 it became the first program of its type to be permanently endowed as a unit of a university.

Requirements: In applying to become a Fellow of the Institute, each teacher agrees to participate fully in the program by: 1) attending all talks and seminar meetings; 2) researching both the seminar subject and the unit topic; 3) meeting due dates in preparing a curriculum unit consistent with Institute Guidelines and teaching that unit in a New Haven school; and 4) submitting a written evaluation of the program. Fellows who meet these expectations become members of the Yale community with borrowing privileges at the University libraries and access to other campus facilities and resources. A Fellow who, at any time during participation, fails to meet these requirements or decides to leave the New Haven Public Schools is considered to have withdrawn from the Institute. They will not continue to attend Institute activities, submit a curriculum unit, or receive a stipend or privileges as a member of the University community.

Upon successful completion of the Institute, Fellows receive a stipend of \$1500 and may petition for certification of their course of study. Any Fellow who intends to seek for Institute studies to be recognized for credit in a degree program is advised to consult in advance with the dean of the institution where they are enrolled.

Activities

Talks: from 4:15 to 6:15 p.m. on Tuesdays, March 7 and 21, and April 4 and 25. Yale faculty members present talks on topics drawn from current or potential Institute seminars. The talks are intended to stimulate thought and discussion and to point up interdisciplinary relationships in scholarship and teaching.

Seminars: a two-hour meeting on February 28 and on March 28 and meetings weekly from 4:15 to 6:15 p.m. on Tuesdays between May 2 and July 11. The seminars have the related and equally important purposes of deepening Fellows' knowledge of, and developing new curricular material on, the seminar subjects. The *First Meeting* in late February decides questions of each seminar's conduct and schedule and acquaints seminar members with the projects they will pursue individually. Bibliographies prepared by seminar leaders are distributed. The *Second Meeting* in late March includes a discussion of the final unit topics Fellows have chosen. The seminar decides on common readings to be discussed at subsequent meetings. At *Weekly Meetings* held between May 2 and July 11 Fellows study the general subject of the seminar and consider work in progress on the individual curriculum units by discussing common readings, including each Fellow's own writing. They also explore teaching strategies and classroom activities.

Reading Period: February 28 to July 5. Fellows read extensively on the seminar subject and intensively on the topic of the unit being developed. Fellows are expected to begin unit research early in this period, and to complete readings in preparation for each seminar meeting. Readings are drawn from annotated bibliographies prepared by Institute seminar leaders and from the Fellows' own research as they refine their topics.

Curriculum Unit Writing: March 28 to August 1. Each curriculum unit contains five elements: a) content objectives — a clear statement of the subject matter the unit seeks to cover, b) teaching strategies — a unified, coherent teaching plan for those objectives, c) classroom activities — three or more detailed examples of actual teaching methods or lesson plans, d) resources — three annotated lists: a bibliography for teachers, a reading list for students, and a list of materials for classroom use, and e) an appendix of no more than 500 words on how the unit implements district academic standards. In 10-15 single-spaced pages (at least 5,000 words), the discussion of content objectives and teaching strategies consists of paragraphs of sustained narrative, exposition, or argument, and constitutes at least two thirds of the completed unit.

The stages in the writing process are as follows.

Revised Unit Topic and Reading List: due March 7. Each Fellow, in consultation with the seminar leader, refines their unit topic and chooses basic readings for research. The Fellow describes the revised topic in one or two paragraphs that amplify or modify, but do not repeat, the essay they wrote in the Fellow Application.

Prospectus: due March 28. An essay of two-to-four pages (1,000 to 2,000 words) describes what the Fellow intends the final unit to contain. This provides each seminar member with an overview of their colleagues' work. The seminar leader provides written comments on the prospectus by April 4.

First Draft: due June 6. The first draft consists of a longer essay of 10-15 single-spaced pages (at least 5,000 words) on the unit's content objectives and teaching strategies and may be distributed and discussed in seminar. The seminar leader provides written comments on this draft by June 13.

Second Draft: due July 5. This draft includes a rewriting of the content objectives and teaching strategies of the unit and a first writing of the unit's other elements. The draft is returned with comments by July 11.

Completed Unit: due August 1. Fellows follow Institute instructions for formatting and use of any illustration or copyrighted material. An evaluation of the Institute program is due by August 11. Stipend checks are mailed after all required submissions have been reviewed and accepted; that is, not before late August.

Workshops on Curriculum Unit Development: from 4:15 to 6:15 p.m. on March 14 and April 18. The workshops present Institute unit Guidelines, and experienced Fellows explain how they have approached writing and teaching a curriculum unit.

Individual Fellow-Faculty Meetings: Fellows are expected to meet individually with their seminar leader at least twice, initially while deciding on a final unit topic and reading list, and again while writing the unit, usually after the first draft is returned with the seminar leader's comments. Fellows are encouraged to discuss the development and teaching of their units with other Fellows and with their seminar leader throughout the seminar period and beyond.

Schedule for Fellows

| | Talks and Workshops | Seminars | Reading Period | Curriculum Unit Writing | |
|--------|---------------------|--------------------------|----------------|-------------------------|---|
| March | 7 14 21 | 28 | 28 | 7 28 | Revised Unit Topic and Reading List Prospectus |
| April | 4 18 25 | | | | |
| May | | 2 9 16 23 30 | | | |
| June | | 6 13 20 27 | | 6 | First Draft |
| July | | 5 11 | 27 | 5 | Second Draft |
| August | | | | 1 | Completed Unit |

University Advisory Council

The University Advisory Council is a presidentially-appointed body of Yale faculty members that guides the general direction of the program and acts as a course-of-study committee so that the Institute can certify Fellows' work to institutions where they may be pursuing advanced degrees.

The Council also advises the Yale President on the Institute and, more generally, on matters concerning the University's involvement with schools locally and with public elementary and secondary education nationally. Between meetings the work of the Council is carried forward by its Executive Committee, all members of the Council, also appointed by the President.

Honorary Chairman
Howard R. Lamar

Co-Chairs
Jessica C. Brantley
Paul E. Turner

Executive Committee
Gary W. Brudvig
W. Mark Saltzman

Members

| | |
|----------------------|------------------------|
| Timothy Barringer | Daniel Martinez HoSang |
| Sarbani Basu | Matthew F. Jacobson |
| David Bercovici | Pericles Lewis* |
| Ned Blackhawk | John MacKay |
| Jeffrey F. Brock | Feisal G. Mohamed |
| Jill Campbell | Jordan Peccia |
| Lynn Cooley* | Ayesha Ramachandran |
| David C. Engerman | Peter A. Raymond |
| Roderick A. Ferguson | Peter Salovey* |
| James Forman, Jr. | Ian Shapiro |
| Larry D. Gladney* | C. Megan Urry |
| Kimberly Goff-Crews* | Stephanie Wiles* |
| Anjelica Gonzalez | |

Teacher Leadership

For New Haven schools, teachers represent their colleagues in planning, organizing, and conducting the program. This ensures that teachers may have a direct role in designing the Institute to meet their own needs for further preparation and the needs of their students, and to support school plans that implement district academic standards. Between September and December of each year, the teachers who serve as School Representatives and Contacts canvass their colleagues and determine the topics they would like the Institute to cover. The Institute organizes seminars that address teachers' interests. Representatives work throughout the year within their respective schools; they meet together at least twice monthly from September until February. In other schools teachers serve as Contacts for the Institute; each communicates regularly with the Steering Committee which supports and oversees the work of the Representatives and Contacts.

Steering Committee
Carol P. Boynton, Edgewood Creative Thinking through STEAM Magnet School

School Representatives
Amy M. Brazauski, High School in the Community
Cheryl Canino, Hill Regional Career High School
Daniel Croteau, Barnard Environmental Studies School
Felicia S. Fountain, Ross Woodward Classical Studies School
Annie Harris-Lerew, Cooperative Arts and Humanities High School
Michelle L. Romanelli, King-Robinson Inter-District Magnet School

School Contacts
Marco Cenabre, New Haven Academy
Melissa A. Dailey, Sound School
Sean T. Griffin, Roberto Clemente Leadership Academy for Global Awareness
Stacy Haines, Bishop Woods School
Medea Lamberti-Sanchez, Betsy Ross Arts School
Stephen Staysniak, Metropolitan Business Academy
Eden C. Stein, Worthington Hooker School
Jason J. Ward, Barack H. Obama Magnet University School

Seminars

Between October and December of each year, the teachers who serve as Institute Representatives and Contacts canvass their colleagues and determine the subjects they would like the Institute to treat. The Institute organizes seminars that address teachers' needs and interests.

Offerings: In 2023 the Institute will offer four seminars to participating New Haven Public Schools teachers:

“Latinx Histories, Cultures, and Communities,” led by Albert S. Laguna, Associate Professor of Ethnicity, Race, and Migration and of American Studies

“Poetry as Sound and Object,” led by Feisal G. Mohamed, Professor of English

“Writing Queer and Trans Lives,” led by Juno Jill Richards, Associate Professor of English

“Energy and Environmental History of New Haven and the American City,” led by Paul Sabin, Randolph W. Townsend, Jr. Professor of History and Professor of American Studies

Teachers interested in applying to one of the seminars should read the full description of the seminar that is available from school Representatives and Contacts.

Seminar Coordinators: A teacher acts as Coordinator of each seminar to provide teacher leadership and help maintain collegial rapport within the group. Coordinators are selected in January and serve through July, resolving any scheduling or other problems and facilitating the smooth operation of the seminars. On the recommendation of the Coordinators, the Director may withdraw from the Institute any Fellow whose continued participation they deem to be detrimental to the program.

Application

In applying to the Institute, teachers describe how a seminar will increase their preparation for the courses or curriculum areas they teach and will assist them in developing a curriculum unit to introduce subject matter from the seminar in their own teaching. A principal must verify that each applicant's proposal is consistent with, and significant for, school curricula, district academic standards, and the applicant's teaching assignments for the coming school year.

After an application review by the seminar Coordinators, who serve as an admissions committee, the Institute Director makes final decisions about whom to accept as Fellows. These decisions take into account program objectives and the relation of the seminar and proposed unit to an applicant's teaching assignments, as well as such practical considerations as the size of each seminar.

In 2023 the Institute will accept as Fellows teachers of English, history, languages, arts, science, and mathematics from New Haven's public elementary and secondary schools. Teachers interested in applying participate in an Open House when seminar leaders describe and answer questions about the seminar topics. Interested teachers discuss their potential eligibility with a School Representative or a Steering Committee member who recommends and works closely with those teachers who should submit an online application. To learn more about participating in the Institute, speak with your School Representative or a member of the Steering Committee.

Open house: January 10, 2023

Application deadline: January 31, 2023

Notification concerning selection: February 16, 2023

For information about the Institute's New Haven program please contact:

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Yale-New Haven Teachers Institute®

2023

* ex officio