

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 address 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 subjects they would like the Institute to treat. The Institute organizes seminars that address teachers' requests and interests. Representatives work throughout the year within their respective schools; they meet together at least twice monthly from September until March. In other schools teachers serve as Contacts for the Institute; each communicates regularly with one of the Representatives. A Steering Committee supports and oversees the work of the Representatives and Contacts.

Steering Committee

Carol P. Boynton, Edgewood School
Robert M. Schwartz, Cooperative Arts and Humanities High School

School Representatives

Richard W. Cuminale, Engineering and Science School
Christopher F. Finan, Clinton Avenue School
Larissa A. Spreng, Roberto Clemente Leadership Academy
Andrea L. Zullo, Cortland V.R. Creed Health and Sports Sciences High School

School Contacts

Briana Bellinger-Dawson, Nathan Hale School
Mary Boynton, Augusta Lewis Troup School
Mia Breuler, Worthington Hooker School
Patricia Harkins, Quinnipiac Real World Math STEM School
John Kennedy, East Rock School
Matthew S. Monahan, Metropolitan Business Academy
Alexandra Novak, Conte-West Hills School
Mark Osenko, Hill Regional Career High School
Barbara A. Sasso, Wilbur Cross High School
Jason J. Ward, Strong 21st Century Communications Magnet and SCSU Lab School

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 administrative 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 through which they will 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 courses or curriculum areas the applicant will be assigned to teach in the coming school year. After an application review and recommendations 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 assignment, as well as such practical considerations as the size of each seminar.

In 2017 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 subjects. Each interested teacher discusses her or his potential eligibility with a School Representative. Applications must be obtained from, reviewed with, and submitted to a Representative. To learn more about participating in the Institute, speak with your School Representative or Contact, or a member of the Steering Committee.

Open House: January 10, 2017

Application deadline: January 31, 2017

Notification concerning selection: February 24, 2017

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

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**Yale-New Haven
Teachers Institute®**

2017

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 high-need 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, studies the seminar subject, and prepares an original curriculum unit on that subject 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, improved student performance.

Since its inception in 1978, the Institute has been recognized repeatedly as a pioneering and effective model of university-school collaboration; in 1990 it became the first such program 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 program activities 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 for one year members of the Yale community with borrowing privileges at 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. He or she 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 program, 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 he or she is enrolled.

Activities

Talks: from 4:15 to 6:15 p.m. on Tuesdays, March 7, 14, 21 and 28, and April 11 and 25. Yale faculty members present informal talks on topics drawn mainly from current or recent 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 April 4 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 increasing Fellows' knowledge of, and developing new curricular materials 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 early April 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 June 27. 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: April 4 to July 25. Each curriculum unit is a minimum of 5,000 words in length and 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 5,000 to 10,000 words, the discussion of objectives and 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.

Unit Topic, Prospectus, Reading List: due April 4. Each Fellow, in consultation with the seminar leader and other seminar members, refines his or her topic and chooses basic

readings for research. An essay of 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 his or her colleagues' work. The seminar leader provides written comments on the prospectus by April 11.

First Draft: due May 30. The first draft consists of a longer essay on the unit's content objectives and teaching strategies and is distributed and discussed in seminar. The seminar leader provides written comments on this draft by June 6.

Second Draft: due June 27. 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 5.

Completed Unit and Synopsis: due July 25. Fellows follow Institute instructions for formatting and use of any illustration or copyrighted material. An evaluation of the Institute program is due by August 8. Stipend checks are mailed after all required submissions have been reviewed and accepted, but not before late August.

Discussion on Curriculum Unit Development: from 4:15 to 6:15 p.m. on March 21. The workshop presents Institute unit Guidelines to first-time participants, 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 their seminar leader throughout the seminar period and beyond.

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.