



**Yale-New Haven
Teachers Institute®**

2018

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 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 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participation, fails to meet these requirements or decides to leave the New Haven Public Schools is considered to have withdrawn from the Institute. 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 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 they are enrolled.

Activities

Talks: from 4:15 to 6:15 p.m. on Tuesdays, March 6, 13, and 20, and April 3, 10, and 24. 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 27 and March 27 and meetings weekly from 4:15 to 6:15 p.m. on Tuesdays between May 1 and July 10. The seminars have the related and equally important purposes of deepening 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 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 1 and July 10 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 27 to July 3. 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 27 to July 31. 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 March 27. Each Fellow, in consultation with the seminar leader and other seminar members, refines the unit 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 their colleagues' work. The seminar leader provides written comments on the prospectus by April 3.

First Draft: due June 5. The first draft consists of a longer essay of at least 5,000 words 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 12.

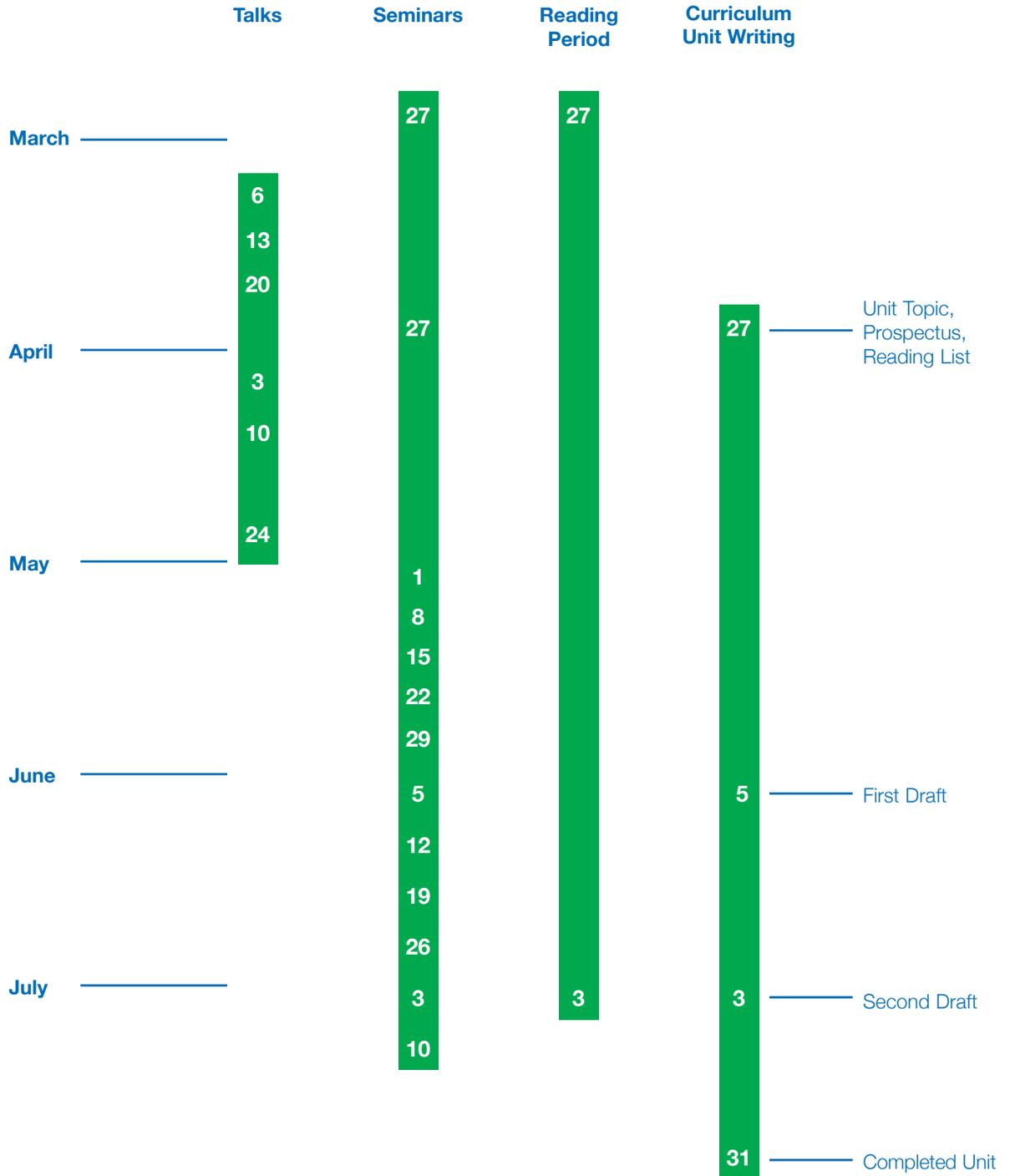
Second Draft: due July 3. This draft includes a rewriting of the content objectives and teaching strategies of the unit and a first writing of the unit's other elements. The draft is returned with comments by July 10.

Completed Unit and Synopsis: due July 31. Fellows follow Institute instructions for formatting and use of any illustration or copyrighted material. An evaluation of the Institute program is due by August 14. Stipend checks are mailed after all required submissions have been reviewed and accepted, but not before late August.

Workshops on Curriculum Unit Development: from 4:15 to 6:15 p.m. on March 13 and April 10. 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



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' 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

Melissa A. Dailey, Sound School

Eden C. Stein, Worthington Hooker School

School Contacts

Briana Bellinger-Dawson, Nathan Hale School

Patricia Harkins, Quinnipiac Real World Math STEM School

Mary Healy, Augusta Lewis Troup 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

Kaitlyn Wuetrich, Wilbur Cross High 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 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 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 assignments, as well as such practical considerations as the size of each seminar.

In 2018 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. 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 9, 2018

Application deadline: January 30, 2018

Notification concerning selection: February 23, 2018

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-Chairmen

Paul H. Fry

Paul E. Turner

Executive Committee

Jessica C. Brantley

Gary W. Brudvig

W. Mark Saltzman

Members

Rolena Adorno

Jean-Christophe Agnew

Sarbani Basu

Ned Blackhawk

Jill Campbell

Janice Carlisle

Marvin M. Chun*

Edward S. Cooke, Jr.

Lynn Cooley*

Tarek Fahmy

James Forman, Jr.

Bryan Garsten

Heather Gerken

Susan L. Gibbons*

Kimberly Goff-Crews*

Langdon L. Hammer

Matthew Jacobson

Mary T. Y. Lui

John MacKay

Amy Meyers*

Mary E. Miller

Chinedum Osuji

Brigitte Peucker

Stephen J. Pitti

Jock M. Reynolds, III*

Joseph R. Roach

Peter Salovey*

Edwin C. Schroeder*

Margretta R. Seashore

Ian Shapiro

C. Megan Urry

John P. Wargo

Anders Winroth

Kurt W. Zilm

* *ex officio*

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

James R. Vivian, Director
Josiah H. Brown, Associate Director
Stephanie N. Reid, Associate Director
Yale-New Haven Teachers Institute
Yale University
P.O. Box 203563
New Haven, Connecticut 06520-3563
phone: (203) 432-1080
fax: (203) 432-1084
electronic mail: ynhti@yale.edu
Web sites: teachersinstitute.yale.edu
teachers.yale.edu