



**Yale-New Haven  
Teachers Institute®**

**2019**

## 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.

## Activities

**Talks:** from 4:15 to 6:15 p.m. on Tuesdays, March 5, 12, and 19, April 2, 9, and 23. Yale faculty members present informal talks on topics drawn mainly 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 26 and March 26 and meetings weekly from 4:15 to 6:15 p.m. on Tuesdays between April 30 and July 9. 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 April 30 and July 9 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 26 to July 2. 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 26 to July 30. 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 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 26. 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 2.

*First Draft:* due June 4. 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 11.

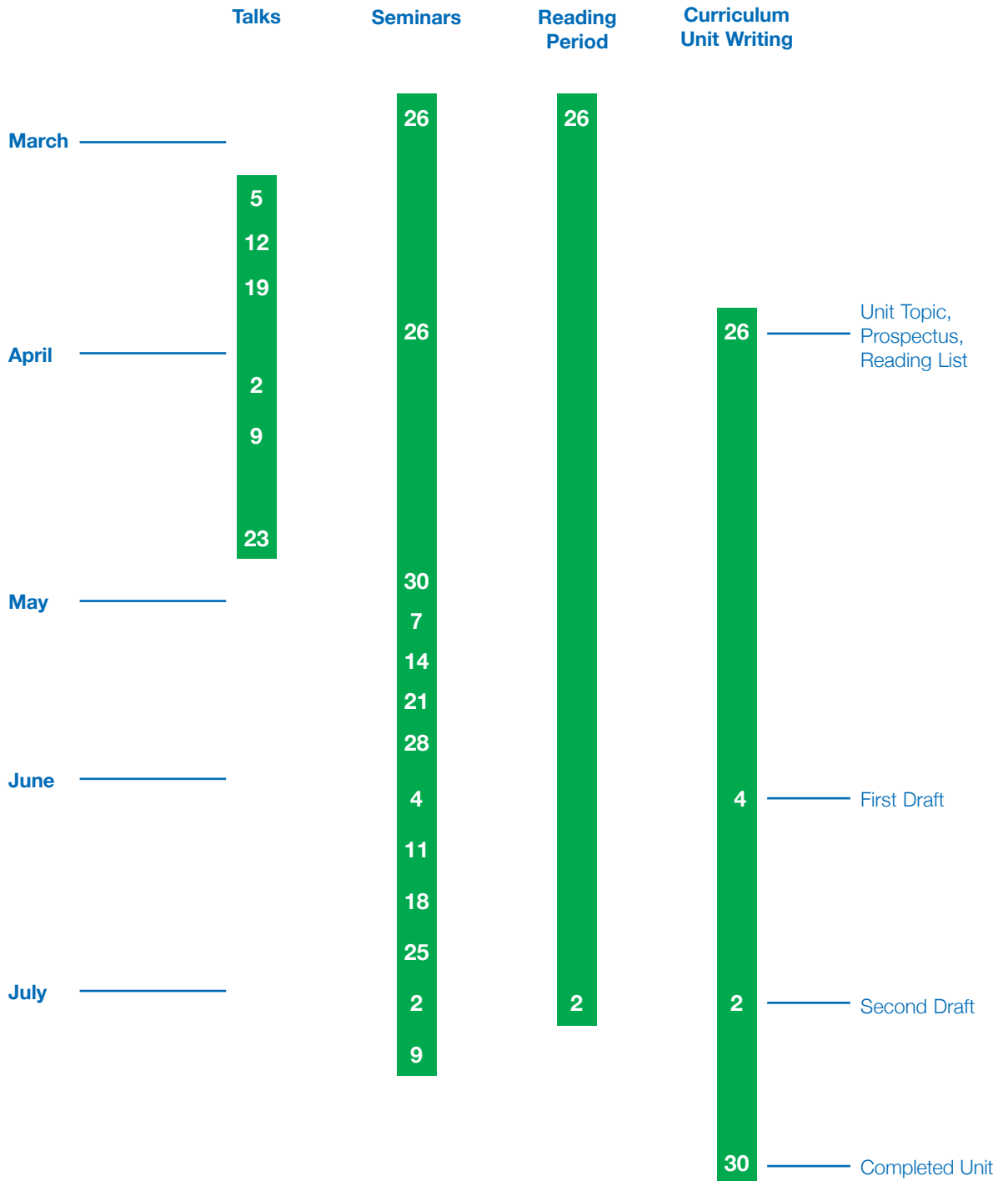
*Second Draft:* due July 2. This draft includes a rewriting of the content objectives and teaching strategies of the unit and a first writing of the unit's other elements. The draft is returned with comments by July 9.

*Completed Unit and Synopsis:* due July 30. Fellows follow Institute instructions for formatting and use of any illustration or copyrighted material. An evaluation of the Institute program is due by August 13. 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 12 and April 9. 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 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

Robert M. Schwartz, Cooperative Arts and Humanities High School

### School Representatives

Nataliya Braginsky, Metropolitan Business Academy

Simon C. Edgett, Sound School

Jamie Griffin, Ross Woodward Classical Studies School

Jason J. Ward, Strong 21st Century Communications Magnet and SCSU Lab School

### School Contacts

Mary Healy, Wexler-Grant School

Marina Kroopneck, New Haven Academy

Barbara A. Sasso, Wilbur Cross High School

Ashley Schwartz, King-Robinson Inter-District Magnet School

Chris J. Willems, Metropolitan Business Academy

**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 2019 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 Contact, or a member of the Steering Committee.

**Open House:** January 8, 2019

**Application deadline:** January 29, 2019

**Notification concerning selection:** February 21, 2019

## 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 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.

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

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