Teacher Leadership

For New Haven schools, teachers represent their colleagues in planning, organizing, and conducting the program. This ensures that teachers have a significant role in determining objectives and the relation of the seminar and proposed course of study to 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.

Seminars

Between October and December of each year, the teachers who serve as Institute Representatives and Contacts canvass their colleagues and determine the topics that teachers 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 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.

Seminars

Seminars provide a regular forum for teachers to come together and share their professional experiences and knowledge with colleagues in planning, organizing, and conducting the program. The seminars should be of interest to teachers in New Haven schools, and provide a professional development experience for teachers.

Offerings

In 2021 the Institute will offer four seminars to participating New Haven Public Schools teachers:

1. “The Social Shrigges of Contemporary Black Art” led by Rodney Ferguson, Professor of Women’s, Gender and Sexuality Studies and of American Studies
2. “Developing Anti-Racist Curriculum and Pedagogy” led by Daniel Martinez Holgado, Associate Professor of Ethnicity, Race, and Migration, and of American Studies
3. “How to Do Things with Maps,” led by Ayseh A. Rashidian, Associate Professor of Comparative Literature
4. “The Earth’s Greenhouse and Global Warming,” led by Peter Raymond, Professor of Ecosystem Ecology and of Geology and Geophysics

Teachers interested in applying to one of these seminars should read the full description of the seminar that is available from school Representatives and Contacts. They should then contact the 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 Coordinator, 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 goals that they have established for themselves and their students. They also provide a statement of their needs for further preparation and the needs of their school. Between September and December of each year, the teachers who represent School Representatives and Contacts canvass their colleagues and determine the topics that teachers would like the Institute to cover. The Institute organizes seminars that address teachers’ needs and interests.

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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 similar institutions throughout the nation. The Institute is also an intercollegiate 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 expectations of their students, encouraged them to remain in teaching in New Haven and in,hart, enriched student performance.

Since its inception in 1976, 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 activities, submit a curriculum unit, or receive a stipend or privileges as a member of the University community. They will not continue to attend 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 March 2 and on March 23, and April 27 and 30. 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.

Activities

Talks: from 4:15 to 6:15 p.m. on Tuesdays, on March 9 and 23, and April 27 and 30. 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.

Prospectus: due March 30. An essay of ten to fourteen pages (1,000 to 2,000 words) describes what the Fellow intends the final unit to contain: “This provides a description of the unit’s objectives, classroom strategies and activities, submit a curriculum unit, or receive a stipend or privileges as a member of the University community.

The stages in the writing process are as follows.

First Draft: due April 6. The first draft consists of a longer essay of 15-15 short-sentence pages (at least 5,000 words) on the unit’s content, classroom strategies and activities, submit a curriculum unit, or receive a stipend or privileges as a member of the University community.

Second Draft: due July 8. This draft includes a reading of the context objectives and classroom strategies of the unit and a first writing of the unit’s other elements. The draft is returned with comments by July 13.

Completist: due July 30. Fellows submit Institute guidelines for formatting and use of any illustration or copyrighted material. An evaluation of the Institute program is due August 15. 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 18 and April 8. The workshops present Institute guidelines for completing Fellows’ revised units and discuss the development and teaching of their units with other Fellows. The workshop facilitators discuss their own experiences of developing and teaching a curriculum unit and the process. The seminars are held on Tuesdays between May 4 and July 13. The seminars have the related and equally important purposes of deepening Fellows’ knowledge of, and developing new curricular materials on, the seminar subject. The Fellows:

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Curriculum Unit Writing:

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The stages in the writing process are as follows.
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 throughout the country. Through the Institute, Yale faculty members and New Haven school teachers work together in a collegial relationship. The Institute is also an inter-school 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 primarily responsibility for identifying the subjects the Institute addresses.

Studies have shown that Institute participation has increased teachers' preparation in their disciplines, raised their expectations of their students, encouraged them to remain in teaching in New Haven and, 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 was recognized by the National Institute of Education as a unit of a university.

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 primarily responsibility for identifying the subjects the Institute addresses.

The annual application period runs from September 1 to October 1. On receipt, applications are evaluated by a committee of the Yale faculty and the New Haven Public Schools. Fall classes begin in late March and continue through July. 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.

The stages in the writing process are as follows.

Prospectus: due March 30. 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 an overview of the Fellows' work and the potential contribution of their 'colleague's' work. The seminar leader provides written comments on the prospectus by April 6.

First Draft: due June 8. The first draft consists of a longer essay of 15-15 short-page pages (at least 5,000 words) on the unit's content, classroom teaching strategies and may be distributed and discussed in seminar. The seminar leader provides written comments on this draft by June 15.

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The stages in the writing process are as follows.

Revised Unit Topic and Reading List: due March 9. Each Fellow, in consultation with the seminar leader, refines the unit topic and chooses reading material. 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.

The stages in the writing process are as follows.

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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 to provide professional development for teachers or educators. The Institute is also an intercollegiate and interdisciplinary forum for teachers to collaborate on new curricula. Each participating teacher becomes an Institute Fellow and prepares a one-year unit to be taught the following year. Teachers have primary responsibility for identifying the subjects the Institute addresses.

The Institute has been recognized repeatedly as a pioneering and successful model of university-school collaboration. In 1992 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; 4) maintaining contact with Institute Guidelines and teaching that unit in a New Haven school; and 5) 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.

Since its inception in 1978, the Institute has been recognized as a pioneering and successful model of university-school collaboration. In 1992 it became the first program of its type to be permanently endowed as a unit of a university.

Schedule for Fellows

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<td>Completed Unit</td>
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<td>First Draft</td>
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Activities
Talks: from 4:15 to 6:15 p.m. on Tuesdays, March 9 and 23, and April 27, May 8, 15, 22, and 29. Each fellow, in consultation with the seminar leader, refines his or her unit topic and chooses his or her topic 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 30. An essay of two-to-four pages (1,000 to 2,000 words) describes what the Fellow intends to seek for Institute studies to be recognized for. The essay may include work in progress or additional readings.

First Draft: due June 8. The first draft consists of a longer essay of 10-15 single-spaced pages (at least 5,000 words) on the unit’s content, classroom activities, teaching strategies and may be distributed and discussed in seminar. The Fellow writes a prospectus of this draft on June 15.

Second Draft: due July 5. This draft includes a second draft of the content objectives and a second draft of the first writing of the unit’s other elements. The draft is returned with comments by July 13.

Completed Unit: due July 30. Fellows follow Institute instructions for formatting and use of any illustrations or copyrighted material. An evaluation of the Institute program is due by August 15. Stipend checks are mailed after all required submissions have been reviewed and accepted; that is, before late August.

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<td>Revised Unit and Reading List</td>
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The 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 Fellow’s 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 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 S. Lerner

Co-Chairs
Jessica C. Brentley
Paul D. Turner

Executive Committees
Gary W. Brueggeman, W. Mark Saltzman

Members
Serbert Beau, Blacktalk
Jeff Brock
Jeffrey Brown
Rachel Lynn Cohen
Kimberly Goff-Crews
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Application
deadline: January 26, 2021

For information about the Institute’s New Haven program please contact:
James R. Vivian, Director
Yale-New Haven Teachers Institute

New Haven, CT 06510-3553
phone: (203) 432-1080
fax: (203) 432-1084
email: applications@ynhti.org
website: teachersofyale.yale.edu

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Teacher Leadership

For New Haven schools, teachers represent their colleagues in planning, organizing, and conducting the program. This ensures that teachers have a personal connection to their school and its needs for further preparation and the needs of their academic and administrative colleagues. To support school-year-long planning of district and school-specific academic standards, between September and December of each year, the teachers represent School Representatives and Contacts canvass their schools and determine the topics they would like the Institute to cover. The Institute organizes seminars that address teachers’ interests. Representatives work throughout the year in their respective schools; they meet 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.

Seminars

Between October and December of each year, the teachers who serve as Institute Representatives and Contacts canvass their colleagues and determine the topics for a seminar that is available from school Representatives. Teachers interested in applying to one of these seminars should contact the Coordinators. The 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.

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

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 such practical considerations as the size of each seminar. Teachers interested in applying to one of these seminars should contact the Coordinators. The 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.

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