Teacher Leadership

For New Haven schools, teachers represent their colleagues in planning, organizing, and conducting the program. This ensures that teachers have a voice in shaping the program to meet the needs for further preparation and the needs of their students. To support school year-to-year and 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. Seminar work takes place throughout the year, with at least two seminars from February until May. In other schools, teachers serve as Contacts for the Institute: they communicate regularly with the Seminar Coordinators which supports and oversees the work of the Teachers Institute.

Seminars

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

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

1. "The Social Shriggels of Contemporary Black Art," led by Roberta F. Ferguson, Professor of History, Gender and Sexuality Studies, and of American Studies
2. "Developing Anti-Racist Curriculum and Pedagogy," led by Daniel Martinez HoSang, Associate Professor of Ethnicity, Race, and Migration, and of American Studies
3. "How to Do Things with Maps," led by Ayasha Rahman, 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.

Seminar Coordinators: A teacher acts as Coordinator for 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 Coordinator, the Director may withdraw from the Institute any Fellow whose continued participation they deem detrimental to the program.

Application:
In applying to the Institute, teachers describe how a seminar will increase their preparation for the courses or curriculum they teach and will assist in covering the general direction of the program and act as a course-of-study committee so that the Institute can certify Fellows’ work to institutions where they may be further prepared. They may also withdraw from the seminar in their own teaching. A principal must certify Fellows’ work to their own teaching assignments, as well as such practical considerations as the size of each seminar.

In 2021 the Institute will accept Fellows from English, History, languages, arts, science, and mathematics from New Haven’s public elementary and secondary schools. Teachers interested in applying in an Open House when seminar topics are selected in January and served 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 detrimental to the program.

Notification concerning selection: February 17, 2021

For information about the Institute’s New Haven program please contact:
James R. Vivian, 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
e-mail: ynti@yale.edu
website: teachersinstitute.yale.edu

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Yale-New Haven Teachers Institute® is a registered trademark of Yale University.
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 all New Haven schools and community. The Institute is also an interscholastic 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 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 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 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 Public Schools designed to strengthen teaching and learning in local schools, and by example and direct assistance, in all New Haven schools and community. The Institute is also an interscholastic 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.

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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 other communities throughout the nation. The Institute is an intercollegiate and interdisciplinary forum for teachers to collaborate on new curricula. Each participatingteacher 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, 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.

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Upon successful completion of the Institute, Fellows receive an honorarium of $1000 and may petition for certification of their course of study to the New Haven Board of Education. The Board may, at its discretion, intend to seek for Institute study to be recognized for credit in a degree program and to award it in advance with the dean of the institution where they are enrolled.

Activities

Talks: from 4:15 to 5:15 p.m. on Tuesdays, March 5 and 23, and April 20 and 27. Yale faculty members present talks on topics drawn from current or potential Institute seminars. The seminars 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 March 30 and meetings weekly from April 4 to May 15. The seminars have related and equally important purposes of deepening Fellows’ knowledge of, and developing new curricular material in, the seminar subject. The Fellows work together as a group to explore teaching strategies and classroom activities. They also discuss the final unit topics Fellows have chosen. The seminar director, with input from the Fellows, designs the 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 director, with input from the Fellows, designs the seminar’s conduct and schedule and acquaints seminar members with the projects they will pursue individually. Bibliographies prepared by seminar leaders are distributed.

Reading Period:

March 2 to July 6. Fellows read extensively on the seminar subject and intensively on the topic of the unit being developed. Fellows are expected to begin unit work 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 20 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, cohesive teaching plan for the topics the Fellows select, c) classroom activities—their potential applications to common teaching methods or lesson plans, d) resources—the annotated lists of bibliographies for teachers, a reading list for students, and a list of materials for classroom use, and e) appendices 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.

Completed Unit:

Due June 29. Fellows submit prospectus and from this the prospects for their unit are discussed. The seminar leader provides written comments on the prospectus by April 6.

First Draft:

Due June 9. The first draft consists of a longer essay of 15-15 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 the draft by June 15.

Second Draft:

Due July 6. This draft includes a reading of the unit’s 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 13.

Completely Due:

Unit 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 15. Stipend checks are mailed after all required submissions have been reviewed and accepted.

Talks and Workshops:

Seminars

Reading Period

Curriculum Unit Writing

Schedule for Fellows

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Prospectus

Due March 30. An essay of ten-to-four pages (1,000 to 2,000 words) describes what the Fellow intends the final unit to contain. This provides an opportunity to assess the Fellow’s work and to advise the colleague’s work. The seminar leader provides written comments on the prospectus by April 6.

Workshops on Curriculum Unit Development:

From 4:15 to 6:15 p.m. on March 8 and April 15. The workshops present Institute Guidelines and Fellows who have successfully 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 writing a draft on a unit topic and revising it, and again while writing the unit, usually after the first draft is returned with comments. Fellows may meet with their seminar leader at any time during Fellows or with their seminar leader throughout the seminar period and beyond.

2021 YNHTI Brochure_12a_2020 YNHTI Brochure.qxd 1/10/2020 2:00:PM Page 1
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 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.

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Bibliographies prepared by seminar leaders are distributed at the second meeting in late March. The individual subject of the seminar and consider work in progress on the topic of the seminar. The seminars expect students 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.

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**Seminar:** a two-hour meeting on March 2 and on March 18 and 30 and April 27 and 29. The seminars have the related and equally important purposes of deepening Fellows’ knowledge of, and developing new curricular material on, the seminar subject. The Fellows report on work in progress and on materials prepared for the seminar’s conduct and acquaints seminar members with the projects they may pursue individually. Bibliographies prepared by seminar leaders are distributed at the second meeting in late March. The talks are intended to stimulate thought, encourage seminars to continue work in progress on the topic of the seminar and consider work in progress on the topic of the seminar.

**Prospectus:** due March 30. An essay of ten-to-fourteen pages (1,000 to 2,000 words) describes what the Fellow intends to seek for Institute studies to be recognized for certification of their course of study. Any Fellow who, at any time during participation, fails to meet these requirements or decides to leave the New Haven school, must withdraw from the Institute. Each Fellow, in consultation with the seminar leader, refines their unit topic and chooses a course of study 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’s Application.

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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 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. Lamar

Co-Chairs
Jessica C. Brennery
Paul C. Turner

Executive Committees
Gary W. Brudvig
W. Mark Saltzman

Members
Serbert Beau
Yasi Blackwell
Jeff Brock
G. Campbell
Kevin M. Chun
Lynn Cooley*
Marvin M. Chun*
Anjelica Gonzalez
Kimberly Goff-Crews*
Jayson H. Hand
Jill Campbell
Ned Blackhawk
Sarbani Basu
W. Mark Saltzman
Gary W. Brudvig
Executive Committee
Jessica C. Brantley
Howard R. Lamar
President.

The Council advises Fellows on the work of the program and, more generally, on matters concerning Fellows’ work to institutions where they may be pursuing advanced degrees. Fellows also advise the Yale-New Haven Teachers Institute on their teaching assignments, as well as other practical considerations as the size of each seminar. Fellows may have a direct role in designing the Institute to meet their own needs and interests. Fellows also have the opportunity to participate in the Institute’s seminars. Fellows may also choose to participate in the Institute’s seminars and contact their colleagues and determine the topics that they would like the Institute to cover. The Institute organizes seminars that address teachers’ interests. Workshops are open to Fellows and other educators in the community.

The Yale-New Haven Teachers Institute offers seminars to Fellows and contacts in order to support the teaching of Fellows.

The Council also advises the Yale President on the work of the program and, more generally, on matters concerning Fellows’ work to institutions where they may be pursuing advanced degrees.

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 meeting the academic standards of their institutions. Teachers also describe how the seminar will increase their preparation for the courses or curriculum areas they teach and will assist them in meeting the academic standards of their institutions.

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.

Interested teachers discuss their potential participation they deem to be detrimental to the program.

To learn more about participating in the Institute, speak with your School Representative or a Steering Committee member.

Notification concerning selection: February 17, 2021

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

James R. Vitala
Director
Yale-New Haven Teachers Institute
Yale University

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New Haven, Connecticut 06520-3563

phone: (203) 432-1080
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email: ynti@yale.edu

website: teachersinstitute.yale.edu

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Yale University

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January 5, 2021

Open house:

February 17, 2021

Notification concerning selection:

January 26, 2021

Application deadline:

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For New Haven schools, teachers represent their colleagues in planning, organizing, and conducting the program. This ensures that teachers have a role in shaping the program, as well as the curricular areas they teach and will assist in developing a personalized plan for their professional development. The Teachers Institute organizes seminars that address teachers’ needs and interests.

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

1. “The Social Shuffles 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 HoSang, Associate Professor of Ethnicity, Race, and Migration, and of American Studies
3. “How to Do Things with Maps,” led by Ayasha Resende-Ramos, 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 Contact.

Seminars

Between October and December of each year, the teachers who serve as Institute 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. Workshops are held throughout the year within their respective districts; they meet at least once per school year 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 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 in developing a personalized plan for their professional development. Teachers express their interest in the seminar from the seminar’s name, their schedule, and the significance for school curricula, district academic standards, and the applicant’s teaching assignments for the coming school year.

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 seminar to an applicant’s teaching assignments, as well as such practical considerations as the size of each seminar.

In 2021 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 in an Open House when fellow teachers describe and answer questions about the seminar topics. Interested teachers discuss their potential interests with a 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 5, 2021

Application deadline: January 29, 2021

Notification concerning selection: February 17, 2021

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

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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.

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* ex officio

Yale-New Haven Teachers Institute
2021

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