Anjelica Gonzalez
Larry Gladney
James Forman, Jr.
Jill Campbell
Ned Blackhawk
Sarbani Basu
W. Mark Saltzman
Gary W. Brudvig
Executive Committee
Jessica C. Brantley
Co-Chairs
Howard R. Lamar
Honorary Chairman

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-Chairs
Jessica C. Brantley
Paul E. Turner
Executive Committees
Gary W. Brantley
W. Mark Saltzman

Members
Serbert Beau
Reed Blackburn
Jeff Brock
JK Campbell
Mervin M. Chen*
Lyne Colavito*
David Engelsman
Roderick Ferguson
James Forman, Jr.
Larry Glazier
Kimberly Graf-Creek*
Angelia Gonzalez
Scott C. Weller*

* ex officio

Teacher Leadership
For New Haven schools, teachers represent their colleagues in planning, organizing, and conducting the program. This ensures that Fellows' work is significant for, school curricula, district academic standards, and the applicant's teaching assignments for the coming school year.

In applying to the Institute, teachers describe how a seminar will increase their preparation for the courses or curriculum model they teach or will assist them in pursuing advanced degrees. The Institute examines applications, organizes seminars that address teachers' needs and interests.

Offers:
In 2022, 50 new fellows will be appointed.

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 wish to take into the seminar program. Each seminar is organized by a group of teachers 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 the general direction of the program. This ensures that teachers may have a significant role in designing the Institute to meet their own needs and needs for further preparation and the needs of their colleagues. Fellows may propose seminars that carry forward ideas developed in seminars in prior years, and these seminars have been designed to support school plans to implement district academic standards. Between September and December of each year, the teachers who serve as Institute Representatives and Contacts canvass their colleagues and determine the topics they wish to take into the seminar program. The Institute organizes seminars that address teachers' interests.

The seminars are selected in January and serve through July, resolving any scheduling or other problems and facilitating the smooth operation of the seminar. 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.

For New Haven schools, teachers represent their colleagues in planning, organizing, and conducting the program. This ensures that Fellows' work is significant for, school curricula, district academic standards, and the applicant's teaching assignments for the coming school year.

In applying to the Institute, teachers describe how a seminar will increase their preparation for the courses or curriculum model they teach or will assist them in pursuing advanced degrees. The Institute examines applications, organizes seminars that address teachers' needs and interests.

Offers:
In 2022, 50 new fellows will be appointed.

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 wish to take into the seminar program. Each seminar is organized by a group of teachers 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 the general direction of the program. This ensures that teachers may have a significant role in designing the Institute to meet their own needs and needs for further preparation and the needs of their colleagues. Fellows may propose seminars that carry forward ideas developed in seminars in prior years, and these seminars have been designed to support school plans to implement district academic standards. Between September and December of each year, the teachers who serve as Institute Representatives and Contacts canvass their colleagues and determine the topics they wish to take into the seminar program. The Institute organizes seminars that address teachers' interests.

The seminars are selected in January and serve through July, resolving any scheduling or other problems and facilitating the smooth operation of the seminar. 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.

For New Haven schools, teachers represent their colleagues in planning, organizing, and conducting the program. This ensures that Fellows' work is significant for, school curricula, district academic standards, and the applicant's teaching assignments for the coming school year.

In applying to the Institute, teachers describe how a seminar will increase their preparation for the courses or curriculum model they teach or will assist them in pursuing advanced degrees. The Institute examines applications, organizes seminars that address teachers' needs and interests.

Offers:
In 2022, 50 new fellows will be appointed.

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 wish to take into the seminar program. Each seminar is organized by a group of teachers 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 the general direction of the program. This ensures that teachers may have a significant role in designing the Institute to meet their own needs and needs for further preparation and the needs of their colleagues. Fellows may propose seminars that carry forward ideas developed in seminars in prior years, and these seminars have been designed to support school plans to implement district academic standards. Between September and December of each year, the teachers who serve as Institute Representatives and Contacts canvass their colleagues and determine the topics they wish to take into the seminar program. The Institute organizes seminars that address teachers' interests.

The seminars are selected in January and serve through July, resolving any scheduling or other problems and facilitating the smooth operation of the seminar. 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.

For New Haven schools, teachers represent their colleagues in planning, organizing, and conducting the program. This ensures that Fellows' work is significant for, school curricula, district academic standards, and the applicant's teaching assignments for the coming school year.

In applying to the Institute, teachers describe how a seminar will increase their preparation for the courses or curriculum model they teach or will assist them in pursuing advanced degrees. The Institute examines applications, organizes seminars that address teachers' needs and interests.

Offers:
In 2022, 50 new fellows will be appointed.

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 wish to take into the seminar program. Each seminar is organized by a group of teachers 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 the general direction of the program. This ensures that teachers may have a significant role in designing the Institute to meet their own needs and needs for further preparation and the needs of their colleagues. Fellows may propose seminars that carry forward ideas developed in seminars in prior years, and these seminars have been designed to support school plans to implement district academic standards. Between September and December of each year, the teachers who serve as Institute Representatives and Contacts canvass their colleagues and determine the topics they wish to take into the seminar program. The Institute organizes seminars that address teachers' interests.

The seminars are selected in January and serve through July, resolving any scheduling or other problems and facilitating the smooth operation of the seminar. 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.

For New Haven schools, teachers represent their colleagues in planning, organizing, and conducting the program. This ensures that Fellows' work is significant for, school curricula, district academic standards, and the applicant's teaching assignments for the coming school year.

In applying to the Institute, teachers describe how a seminar will increase their preparation for the courses or curriculum model they teach or will assist them in pursuing advanced degrees. The Institute examines applications, organizes seminars that address teachers' needs and interests.

Offers:
In 2022, 50 new fellows will be appointed.

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 wish to take into the seminar program. Each seminar is organized by a group of teachers 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 the general direction of the program. This ensures that teachers may have a significant role in designing the Institute to meet their own needs and needs for further preparation and the needs of their colleagues. Fellows may propose seminars that carry forward ideas developed in seminars in prior years, and these seminars have been designed to support school plans to implement district academic standards. Between September and December of each year, the teachers who serve as Institute Representatives and Contacts canvass their colleagues and determine the topics they wish to take into the seminar program. The Institute organizes seminars that address teachers' interests.
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 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 about the quality and content of their teaching, and encouraged them to remain in teaching in New Haven schools and, in turn, with improved 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.

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 topics; 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.

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.

Program

The Institute Fellows complete a curriculum unit and teach it in a New Haven Public Schools classroom. 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) annotated lists: a bibliography for teachers, a reading list for students, and a list of materials for classroom use.

Activities

Talks: from 4:15 to 6:15 p.m., on Tuesdays, March 8 and 22, and April 5 and 29. 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.

Seminars: a two-hour meeting on March 1 and on March 29 and meetings weekly from 4:15 to 6:15 p.m., on Tuesdays between May 3 and July 12. 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 and their seminar leader engage in a two-way exchange of ideas. Fellows present their unit, the seminar's conduct and schedule and acquire seminar members with the projects they will pursue individually. Bibliographies prepared by seminar fellows are distributed.

Second Meeting: in late March includes a discussion of the final unit topic. Fellows have chosen. The seminar decides on common readings to be discussed at subsequent meetings. At Weekly All-West held between May 3 and July 12, Fellows study the general subject of the seminar and consider work in progress on the individual curriculum units by discussing common seminar readings, including each Fellow's own writing. They also explore teaching strategies and classroom activities.

Reading Period: March 1 to July 5. 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 fellows and from the Fellows' own research as they refine their topics.

Curriculum Unit Writing: March 29 to July 29. Each curriculum unit consists of 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) annotated lists: a bibliography for teachers, a reading list for students, and a list of materials for classroom use. Each Fellow, in consultation with the seminar leader, refines their unit topic and chooses a seminar reader. 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 29. An essay of ten to fifteen pages (1,000 to 2,000 words) describes what the Fellow intends the final unit to contain. "This provides an overview of the unit and its relationship to the Fellow's own research as they refine their topics."

First Draft: due June 7. 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 and strategies of the unit and a first writing of the unit's other elements. The draft is returned with comments on the prospectus by April 5.

Second Draft: due July 5. This draft includes a reevaluation of the content objectives and classroom activities and strategies of the unit and a first writing of the unit's other elements. The draft is returned with comments on July 12.

Completed Unit: due July 29. Fellows follow Institute guidelines for formatting and use of any illustration or copyrighted material. An evaluation of the Institute program is due by August 12. 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 15 and April 12. The workshops present Institute Guidelines and a past Fellow who 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 comments on their fellow'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.
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 workshops and seminars throughout the country. The Institute is also an interfaculty 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 show 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 schools, and, in turn, enhanced student performance.

2) researching both the seminar subject and the unit

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 workshops and seminars throughout the country. The Institute is also an interfaculty 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 show 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 schools, 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 1992-93 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. Fellows who, at any time during participation, fail to meet these requirements or decide 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, Fellows receive a stipend of $1,500 and may petition for certification of their course of study for credit in a degree program advised 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 8 and 22, and April 5 and 26. 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.

Seminars: a two-hour meeting on March 1 and on March 29 and meetings weekly from 4-10 to 6-15 p.m. on Tuesdays between May 3 and July 12. The seminars have the related and equally important purposes of deepening Fellows’ knowledge of, and developing new curricular material on, the seminar subjects. The Fellows formulate the seminar’s conduct and schedule and acquaint seminar members with the projects they plan to pursue individually. Bibliographies prepared by seminar leaders are distributed.

The Second Meeting will be late March, when a discussion of the final unit topics Fellows have chosen. The seminar decides on common readings to be discussed at subsequent meetings. At Weekly Allegretti held between May 3 and July 12 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: March 1 to July 5. 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 29 to July 29. 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—the 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 350 words on how the unit implements district academic standards. In 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. This seminar leader provides written comments on the prospectus by April 4.

First Draft: June 7. The first draft consists of a longer essay of 35-15 single-spaced pages (at least 8-3000 words) on the unit’s content, classroom activities, teaching strategies and may be distributed and discussed in seminar. This seminar leader provides written comments on this draft by July 12.

Second Draft: July 5. This draft includes a more detailed list of the content objectives and strategies of the unit and a first writing of the unit’s other elements. The draft is returned with comments by July 12.

Completists’ course of study for credit in a degree program advised in advance with the dean of the institution where they are enrolled.

Schedule for Fellows

<table>
<thead>
<tr>
<th>Month</th>
<th>Talks and Workshops</th>
<th>Seminars</th>
<th>Reading Period</th>
<th>Curriculum Unit Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>April</td>
<td>8</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>May</td>
<td>5</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>June</td>
<td>18</td>
<td>29</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>July</td>
<td>24</td>
<td>26</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

Revised Unit

Talks Topic and Reading List: due March 8.
Each Fellow, in consultation with the seminar leader, refines their topic and chooses a second reading list.
The Prospectus describes the revised topic in one or two paragraphs that amplifies or modifies, but do not repeat, the essay they wrote in the Fellow Application.

Prospectus: due March 29. An essay of ten-to-twenty pages (1,000 to 2,000 words) describes what the Fellow intends to seek for Institute studies to be recognized for and the development and teaching of their units in New Haven. This essay will include a one-to two-page description of their classroom ‘colleague’s’ work. The seminar leader provides written comments on the prospectus by April 5.

First Draft: June 7. 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. This seminar leader provides written comments on this draft by July 12.

Second Draft: July 5. This draft includes a more detailed list of the content objectives and strategies of the unit and a first writing of the unit’s other elements. The draft is returned with comments by July 12.

Completists’ course of study for credit in a degree program advised in advance with the dean of the institution where they are enrolled.

Individual Fellow-Faculty Meetings: Fellows are expected to meet individually with their seminar leader at least twice, initially while developing 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 in New Haven with their seminar leader throughout the seminar period and beyond.

Individual Fellow-Faculty Meetings: Fellows are expected to meet individually with their seminar leader at least twice, initially while developing 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 in New Haven with their seminar leader throughout the seminar period and beyond.

The stages in the writing process are as follows.

Prospectus: due March 29. An essay of ten-to-twenty pages (1,000 to 2,000 words) describes what the Fellow intends to seek for Institute studies to be recognized for and the development and teaching of their units in New Haven. This essay will include a one-to two-page description of their classroom ‘colleague’s’ work. The seminar leader provides written comments on the prospectus by April 5.

First Draft: June 7. 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. This seminar leader provides written comments on this draft by July 12.

Second Draft: July 5. This draft includes a more detailed list of the content objectives and strategies of the unit and a first writing of the unit’s other elements. The draft is returned with comments by July 12.

Completists’ course of study for credit in a degree program advised in advance with the dean of the institution where they are enrolled.

First Draft: June 7. 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. This seminar leader provides written comments on this draft by July 12.

Second Draft: July 5. This draft includes a more detailed list of the content objectives and strategies of the unit and a first writing of the unit’s other elements. The draft is returned with comments by July 12.

Completists’ course of study for credit in a degree program advised in advance with the dean of the institution where they are enrolled.

First Draft: June 7. 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. This seminar leader provides written comments on this draft by July 12.

Second Draft: July 5. This draft includes a more detailed list of the content objectives and strategies of the unit and a first writing of the unit’s other elements. The draft is returned with comments by July 12.
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 interfaculty 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 schools, and in turn, enhanced student performance. Studies have shown that Institute participation has advanced with the dean of the institution where they are recognized repeatedly as a pioneering and successful interdisciplinary forum for teachers to collaborate on developing new curricular materials. Since its inception in 1978, the Institute has become the first program of its type to be permanently housed and directly assisted, in schools around the country.

The Yale-New Haven Teachers Institute offers a program for schoolteachers who wish to engage in scholarship and teaching. The program is open to full-time teachers in New Haven school teachers work together in a collegial relationship. The Institute is also an interfaculty and interdisciplinary forum for teachers to collaborate on new curricula.

The stages in the writing process are as follows:

**Schedule for Fellows**

<table>
<thead>
<tr>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks and Workshops</td>
<td>Seminars</td>
<td>Reading Period</td>
<td>Curriculum Unit Writing</td>
<td><strong>Prospectus</strong></td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>15</td>
<td>22</td>
<td>29</td>
<td>29</td>
<td><strong>First Draft</strong></td>
</tr>
<tr>
<td>22</td>
<td>29</td>
<td>29</td>
<td>29</td>
<td><strong>Second Draft</strong></td>
</tr>
<tr>
<td>29</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td><strong>First Draft</strong></td>
</tr>
<tr>
<td>31</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td><strong>Second Draft</strong></td>
</tr>
<tr>
<td>31</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td><strong>Completed Unit</strong></td>
</tr>
</tbody>
</table>

**Activities**

- **Talks**: from 4:15 to 6:15 p.m. on Tuesdays, March 8 and 22, and April 5 and 26. Yale faculty members present talks on topic 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.

- **Seminars**: a two-hour meeting on March 1 and on March 29 and meetings weekly from 4:15 to 6:15 p.m. on Tuesdays between May 3 and July 12. The seminars have the related and equally important purposes of deepening Fellows’ knowledge of, and developing new curricular materials on, the seminar subject. The seminar leader’s comments are used to refine the Fellows’ development of their research on the seminar’s conduct and schedule and acquaint seminar members with the projects they will pursue individually.

- **Curriculum Unit Writing**: March 1 to July 5. 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. They also explore teaching strategies and classroom activities.

**Reading Period**

<table>
<thead>
<tr>
<th>March 8</th>
<th>April 12</th>
<th>May 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Draft</strong></td>
<td><strong>First Draft</strong></td>
<td><strong>Second Draft</strong></td>
</tr>
<tr>
<td><strong>First Draft</strong></td>
<td><strong>Second Draft</strong></td>
<td><strong>Second Draft</strong></td>
</tr>
<tr>
<td><strong>First Draft</strong></td>
<td><strong>Second Draft</strong></td>
<td><strong>Completed Unit</strong></td>
</tr>
</tbody>
</table>

**Prospectus**

An essay of two to four pages (1,000 to 2,000 words) describes what the Fellow intends to submit. It provides the reader with an overview of the Fellow’s research as they refine their topics. Prospects prepared by seminar leaders are distributed. This Second Draft consists of a longer essay of 15-15 single-spaced pages (at least 5,000 words) on the unit’s content, classroom activities, 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 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 bill of materials for classroom use, and f) an appendix 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 unit.

**Completed Unit**: July 28. Fellows follow Institute guidelines for formatting and use of any illustration or copyrighted material. An evaluation of the Institute program is due by August 12. Stipend checks are mailed after all required submissions have been reviewed and accepted, that is, not before late June.

**Workshops on Curriculum Development**

- The workshops present Institute Guidelines, and workshops present Institute Guidelines, and workshops present Institute Guidelines, and workshops present Institute Guidelines, and workshops present Institute Guidelines, and workshops present Institute Guidelines, and workshops present Institute Guidelines, and workshops present Institute Guidelines.
University Advisory Council

The University Advisory Council is a presidentially-appointed body of Yale faculty members that guides the general direction of the Fellows seminar 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-Chairs
Jessica C. Brenner
Paul C. Turner

Executive Committees
Gary W. Brught
W. Mark Saltzman

Members
Sarbanii Basu
Gary W. Brudvig
Jeff Brock
Kathleen Z. Rooney
Larissa K. Giordano
Mary Healy, Wexler-Grant School for Global Awareness
Sebastian C. Carillo, Roberto Clemente Leadership Academy
Laura A. Carroll-Koch, John S. Martinez School
Carol P. Boynton, Edgewood Creative Thinking through Communications and Media
Barbara A. Sasso, Wilbur Cross High School
Kathleen Z. Rooney, Hill Regional Career High School
Michelle L. Romanelli, King-Robinson Inter-District Magnet School
Amy W. Boucek, High School for the Community
Liz O. Cain, Hill Regional Career High School
Patricia Callahan, Engineering and Science University Magnet School
Felicia S. Fountan, Ross Woodward Classical Studies School
Frances McCall Rosenbluth
Jennifer Page
C. Megan Urry

ex officio

University Advisory Council

Teacheworshiphip

For New Haven schools, teachers represent their colleagues in planning, organizing, and conducting the program. This ensures that teachers can take the lead in helping the Fellows to meet the needs for further preparation and the needs of their students, in support school plans and to reach 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 to see the Institute cover. The Council organizes representatives to address teachers’ interests. Representatives work throughout the year with 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 R. Boyton, Edgewood Creative Thinking through Communications and Media
Jason J. Ward, Barack H. Obama Magnet University School

School Representatives
Amy W. Boucek, High School for the Community
Cheryl E. Carlson, Hill Regional Career High School
Daniel Creaccles, Barnard Environmental Studies School
Felices S. Fountan, Ross Woodward Classical Studies School
Mary Healy, Wexler-Grant School for Global Awareness
Sebastian C. Carillo, Roberto Clemente Leadership Academy
Laura A. Carroll-Koch, John S. Martinez School
Carol P. Boynton, Edgewood Creative Thinking through Communications and Media
Barbara A. Sasso, Wilbur Cross High School
Kathleen Z. Rooney, Hill Regional Career High School
Michelle L. Romanelli, King-Robinson Inter-District Magnet School
Amy W. Boucek, High School for the Community
Liz O. Cain, Hill Regional Career High School
Patricia Callahan, Engineering and Science University Magnet School
Felicia S. Fountan, Ross Woodward Classical Studies School
Frances McCall Rosenbluth
Jennifer Page
C. Megan Urry

*ex officio

Teacher Leadership

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 to see addressed in the seminars. The Council organizes representatives that address teachers’ needs and interests.

Offerings:
In 2022 the Institute will offer seminars to participating New Haven Public Schools teachers.

Teachers interested in applying to one of the seminars need the full description of that seminar that is available from school Representatives and Contacts.

Seminar Coordinators: A teacher acts as Coordinator of each seminar to provide 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 seminar. 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 subjects they teach and assist them in meeting the needs of their students. Teachers also identify the general direction of the program from the seminar in their own teaching. A principal must certify each Fellow’s registration and attendance for his or her school, and sign the form for the course credit or college credit they will gain from the seminars.

Application deadline: January 25, 2022

Notification concerning selection: February 16, 2022

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
Email: ynh@yale.edu
Website: teachersinstitute.yale.edu

© 2022 by Yale-New Haven Teachers Institute, Yale University. Mary搬迁到New Haven Teachers Institute is a registered trademark of Yale University.
Teacher Leadership

For New Haven schools, teachers represent their colleagues in planning, organizing, and conducting the program. This ensures that leaders who are in a position to support school plans and that develop school district academic standards. Between September and December of each year, the teacher representatives on School Representatives and Contacts canvass their colleagues and determine the topics they would like the school to cover. The Institute organizes representatives work throughout the year within their respective schools, meet at least twice each month and serve as an admissions committee, the Institute Director makes final decisions about whom to accept as Fellows. Teachers interested in applying participate in an Open House when seminar leaders describe and answer questions about the seminar topics. Interested teachers describe 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 seminars they teach. 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.

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. In 2022, the Institute will offer seminars to participating New Haven Public Schools teachers. Teachers interested in applying to one of the seminars should meet the full description of the seminar that is available from school Representatives and Contacts.

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 they teach. Teachers describe 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 seminars they teach. 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 Coordinator, who serves 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 2022, 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 describe 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 seminars they teach. 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.

Seminars on the first day of the seminar, participating New Haven Public Schools teachers. Teachers interested in applying to one of the seminars should meet the full description of the seminar that is available from school Representatives and Contacts.

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 they teach. Teachers describe 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 seminars they teach. 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 Coordinator, who serves 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 2022, 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 describe 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 seminars they teach. 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.