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 across 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 presented in a New Haven school; and 4) submitting a written unit consistent with Institute Guidelines and teaching that topic; 3) meeting due dates in preparing a curriculum unit; 2) researching the general subject of the seminar and consider work in progress on the individual curriculum unit at their own pace; and 3) submitting a curriculum unit in a New Haven school.

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

- **Institute Participation**
  - A Fellow must agree 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 unit implementation.

- **Credit in a Degree Program**
  - A Fellow intended to seek for Institute studies to be recognized for credit in a degree program is advised to consult in advance with the dean of the institution where they are enrolled.

### Activities

**Reading Period:** February 28 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 faculty members.

**Weekly Meetings:** The seminar period is divided into 21 meetings, held weekly from 4:15 to 6:15 p.m. on March 14 and April 18. The seminar leader provides written comments on the prospectus by April 4.

**Workshops on Curriculum Unit Development:**
- **First Draft:** due June 5. 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 seminar leader provides written comments on the draft by June 13.
- **Second Draft:** due July 5. This draft includes a re-statement of the content objectives and teaching strategies of the unit and a first writing of the unit’s first elements. The draft is returned with comments by July 11.

**Completed Unit:** due August 1. 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.

**Schedule for Fellows**

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**Schedule of Events**

- **First Meeting:** includes an overview of the seminar and typical topics of the year.
- **Second Meeting:** includes discussion of the general subject of the seminar and consider work in progress on the individual curriculum unit at their own pace.
- **Third Meeting:** Fellow researchers discuss their work and activities.
- **Fourth Meeting:** Reading Period: Fellows read extensively on the seminar subject and intensively on the topic of the unit being developed.
- **Weekly Meetings:** The seminar period is divided into 21 meetings, held weekly from 4:15 to 6:15 p.m. on March 14 and April 18. The seminar leader provides written comments on the prospectus by April 4.

**Workshops on Curriculum Unit Development:**
- **First Draft:** due June 5. 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 seminar leader provides written comments on the draft by June 13.
- **Second Draft:** due July 5. This draft includes a re-statement of the content objectives and teaching strategies of the unit and a first writing of the unit’s first elements. The draft is returned with comments by July 11.

**Completed Unit:** due August 1. 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.

### Curriculum Unit Writing

- **First Unit**: a unified, coherent teaching plan for those objectives. 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 Fellowship.

- **Prospectus:** due March 28. An essay of ten-to-four pages (1,000 to 2,000 words) describes what the Fellow intends to seek for Institute studies to be recognized for credit in a degree program. Fellows have the related and equally important purposes of deepening Fellows’ knowledge of, and developing new curricular materials on, the seminar subject. 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 Fellowship.

- **Revised Unit Topic and Reading List:** due March 7. Each Fellow, in consultation with the seminar leader, refines her unit topic and chooses a revised topic. 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 Fellowship.

- **Second Unit**: due August 1. The Fellow’s topic is refined, and a proposal for a revised unit is written. 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 Fellowship.

- **Prospectus:** due March 28. An essay of ten-to-four pages (1,000 to 2,000 words) describes what the Fellow intends to seek for Institute studies to be recognized for credit in a degree program. Fellows have the related and equally important purposes of deepening Fellows’ knowledge of, and developing new curricular materials on, the seminar subject. 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 Fellowship.

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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.

Honorary Chairman
Howard S. Lamore

Co-Chairs
Jessica C. Brenny
Paul E. Turner

Executive Committee
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W. Mark Sabbath

Members
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Selah Bean
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Lynn Cooley
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Lynn Cooley*
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* ex officio

Members
Gary W. Brudvig
Paul E. Turner
Howard R. Lamar

Committee
Gary W. Brudvig
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Dana Melendez MSoS
Matthew F. Jacobson
Peter Lee*
John Reilly
Faisal G. Mohamed
Joan Piscopo
Ayasha Rameshchandran
Peter Salovey*

School Representatives
Amy M. Brueggk, High School in the Community
Carine Cailli, Hill Regional Career High School
Felicia S. Franklin, Rose Woodward Classical Studies School
Arrie Hans-Leverone, Cooperative Arts and Humanities High School
Michell L. Romanone, King-Blanken Inter-District Magnet School
School Contacts
Marco Candelario, New Haven Academy
Melissa A. Deley, Sound School
Sean T. Griffin, Roberts & Coleman Leadership Academy
Stephanie Wolfe, Suitcase School
Shawn Hayes, Behold Winds School
Melissa Lambert-Sanchez, Bella Baco Arts School
Stephanie Stepanek, Metropolitan Business Academy
Eude C. Steven, Watkins High School
Jared J. Wend, Bancroft-O’Mara Magnet School

School Representatives
Ruth Banks, Gilder International Magnet School
Maggie Phillips, Career Education High School
Stephanie Wolfe, Suitcase School
Stephanie Stepanek, Metropolitan Business Academy
Eude C. Steven, Watkins High School
Jared J. Wend, Bancroft-O’Mara Magnet School

Seminars
Between October and December of each year, the teachers who serve as Institute Representatives and Contacts canvass their colleagues and determine the seminars that address teachers’ needs and interests.

Offerings
In 2023 the Institute will offer four seminars to participating New Haven Public Schools teachers:

- "Latinx Histories, Cultures, and Communities," led by Albert S. Laguna, Associate Professor of Ethnicity, Race, and Migration of American Studies
- "Poetry as Sound and Object," led by Faisal G. Mohamed, Professor of English
- "Writing Queen and Tens Lives," led by Juno, Al Richards, Associate Professor of English
- "Energy and Environmental History of New Haven and the American City," led by Paul Sabin, Randolph W. Townsen, Jr. Professor of History and Professor of American Studies

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

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 pursuing advanced degrees. The Instructional Committee makes final decisions about whom to accept as Fellows from the seminar in their own teaching. A principal must verify that the seminar’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 2023 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 where 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 a member of the Steering Committee.

Open house:
January 10, 2023

Application deadline:
January 31, 2023

Notification concerning selection:
February 17, 2023

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