

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 schools around the country. In 1990 the Institute became the first program of its type to be permanently endowed as a unit of a university. Through the Institute, Yale faculty members and New Haven school teachers work together in a collegial relationship. The Institute is also an interschool and interdisciplinary forum for teachers to collaborate on new curricula. Each participating teacher becomes an Institute Fellow and prepares a curriculum unit they will teach the following year.

Studies have shown that Institute participation has increased teachers' preparation in their disciplines, raised their morale, heightened their expectations of their students, encouraged them to remain in teaching in New Haven, and has, in turn, enhanced student performance.

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 an 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participation, fails to meet these requirements or decides to leave the New Haven Public Schools is considered to have withdrawn from the Institute.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 activities, submit a curriculum unit, or receive a stipend or privileges as a member of the University community.

Rewards: Upon successful completion of the Institute, Fellows receive a stipend of \$2000 and may petition for certification of their course of study. The stipend is intended to cover any expenses of participation and classroom materials to teach the curriculum unit. Any Fellow who intends to seek for Institute studies to be recognized for credit in a degree program is advised to consult in advance with the dean of the institution where they are enrolled.

Activities

Talks: from 4:15 to 6:15 p.m. on Tuesdays, March 5 and 19, and April 2 and 23. 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 February 27 and on March 26 and meetings weekly from 4:15 to 6:15 p.m. on Tuesdays between April 30 and July 9. The seminars have the related and equally important purposes of deepening Fellows' knowledge of, and developing new curricular material on, the seminar subjects. The *First Meeting* in late February decides questions of each seminar's conduct and schedule and acquaints seminar members with the projects they will pursue individually. Bibliographies prepared by seminar leaders are distributed. The *Second Meeting* in late March includes a discussion of the final unit topics Fellows have chosen. The seminar decides on common readings to be discussed at subsequent meetings. At *Weekly Meetings* held between April 30 and July 9 Fellows study the general subject of the seminar and consider work in progress on the individual curriculum units by discussing common readings, including each Fellow's own writing. They also explore teaching strategies and classroom activities.

Reading Period: February 27 to July 2. Fellows read extensively on the seminar subject and intensively on the topic of the unit being developed. Fellows are expected to begin unit research early in this period, and to complete readings in preparation for each seminar meeting. Readings are drawn from annotated bibliographies prepared by Institute seminar leaders and from the Fellows' own research as they refine their topics.

Curriculum Unit Writing: March 5 to July 30. Each curriculum unit contains five elements: a) content objectives — a clear statement of the subject matter the unit seeks to cover, b) teaching strategies — a unified, coherent teaching plan for those objectives, c) classroom activities — three or more detailed examples of actual teaching methods or lesson plans, d) resources — three annotated lists: a bibliography for teachers, a reading list for students, and a list of materials for classroom use, and e) an appendix of no more than 500 words on how the unit implements district academic standards. In 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.

Revised Unit Topic and Reading List: due March 5. Each Fellow, in consultation with the seminar leader, refines their unit topic and chooses basic readings 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 26. 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 each seminar member with an overview of their colleagues' work. The seminar leader provides written comments on the prospectus by April 2.

First Draft: due June 4. The first draft consists of a longer essay of 10-15 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 this draft by June 11.

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

Completed Unit: due July 30. Fellows follow Institute instructions for formatting and use of any illustration or copyrighted material. An evaluation of the Institute program is due by August 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 12 and April 9. The workshops present Institute unit Guidelines, and experienced Fellows explain how they have approached writing and teaching a curriculum unit.

Individual Fellow-Faculty Meetings: Fellows are expected to meet individually with their seminar leader at least twice, initially while deciding on a final unit topic and reading list, and again while writing the unit, usually after the first draft is returned with the seminar leader's comments. Fellows are encouraged to discuss the development and teaching of their units with other Fellows and with their seminar leader throughout the seminar period and beyond.

Schedule for Fellows

	Talks and Workshops	Seminars	Reading Period	Curriculum Unit Writing	
March	5 12 19	27	27	5	Revised Unit Topic and Reading List
April	2 9 23	26		26	Prospectus
May		30 7 14 21 28			
June		4 11 18 25		4	First Draft
July		2 9		2	Second Draft
August				30	Completed Unit

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.

Co-Chairs

Timothy Barringer
Jessica C. Brantley
Paul E. Turner

Executive Committee

Gary W. Brudvig
W. Mark Saltzman

Members

** ex officio*

Sarbani Basu	Daniel Martinez HoSang
David Bercovici	Matthew F. Jacobson
Ned Blackhawk	Pericles Lewis*
Jeffrey F. Brock	John MacKay
Jill Campbell	Feisal G. Mohamed
Lynn Cooley*	Jordan Peccia
David C. Engerman	Ayesha Ramachandran
Roderick A. Ferguson	Peter A. Raymond
James Forman, Jr.	Peter Salovey*
Larry D. Gladney*	Ian Shapiro
Kimberly Goff-Crews*	C. Megan Urry
Anjelica Gonzalez	Stephanie Wiles*

Teacher Leadership

For New Haven schools, teachers represent their colleagues in planning, organizing, and conducting the program. This ensures that teachers may have a direct role in designing the Institute to meet their own needs for further preparation and the needs of their students, and to support school plans that implement district academic standards.

Between September and December of each year, the teachers who serve as School Representatives canvass their colleagues and determine the topics they would like the Institute to cover. The Institute organizes seminars that address teachers' interests. Representatives work throughout the year within their respective schools and with their colleagues in other schools; they meet together at least twice monthly from September until February. The Steering Committee supports and oversees the work of the Representatives.

Steering Committee

Carol P. Boynton, Edgewood Creative Thinking through STEAM Magnet School

School Representatives

Nancy Bonilla, Roberto Clemente Leadership Academy
Felicia S. Fountain, Wexler-Grant School
Kasalina M. Nabakooza, Truman School
Matthew O. Schaffer, Augusta Lewis Troup School
Stephanie A. Smelser, Nathan Hale School

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.

Seminars

In 2024 the Institute will offer two seminars to participating New Haven Public School teachers:

“Myth, Legend, Fairy Tale,” led by Marta Figlerowicz, Associate Professor of Comparative Literature

Myths, legends, and fairy tales are often the first stories we read to children. They have also inspired many writers of popular young adult novels – from the adventures of Percy Jackson to *The Lord of the Rings*. In this seminar, Fellows will read a wide range of myths, legends, and fairy tales from around the world, discovering new texts they could bring into K-12 classrooms. We will also become better interpreters of fairy tales, myths, and legends as cultural objects by working through a range of scholarly but accessible essays written by historians, anthropologists, and literary critics. Primary readings will include Ovid's *Metamorphoses*, Jain myths, Siberian, Japanese, and Yoruba folktales, the unexpurgated Grimms' fairy tales, and the Mesoamerican creation myth, the *Popol Vuh*. Secondary readings will include essays by Claude Levi-Strauss, Andre Jolles, Edgar Garcia, Maria Tatar, Vladimir Propp, and Eduardo Viveiros de Castro.

“Dynamic Earth, Foundation and Fate of Industrial Society,” led by David Evans, Professor of Earth and Planetary Sciences

The main goal of this seminar is to provide an overview of how the Earth “works,” and how modern human society is both constrained by planetary processes and how humanity itself is increasingly becoming a significant agent of geological change. Each Fellow will create a geological portfolio of their hometown or another place of interest to them. The portfolio project utilizes Google Earth extensively for visualizing multiple layers of geospatial data. Training in the intermediate-level functions of Google Earth is an essential component of the seminar, so that – through this experience – teachers will be able to employ similar functions in their own teaching. By the end of the seminar, Fellows will have learned to see the world – and our place within it – as a geologist does: time-traveling across a mosaic of ancient, modern, and future landscapes; zooming way out to view the world from a stratospheric perspective on the tiny human race scuttling about its business like ants over a mountainside; or zooming way in to understand Earth materials and processes at microscopic scale.

Application

In applying to the Institute, teachers describe how a seminar will increase their preparation for the courses or curriculum areas they teach and will assist them in developing a curriculum unit to introduce subject matter from the seminar in their own teaching. A principal must verify that each applicant's proposal is consistent with, and significant for, school curricula, district academic standards, and the applicant's teaching assignments for the coming school year.

After an application review by the seminar Coordinators, who serve as an admissions committee, the Institute Director makes final decisions about whom to accept as Fellows. These decisions take into account program objectives and the relation of the seminar and proposed unit to an applicant's teaching assignments, as well as such practical considerations as the size of each seminar.

In 2024 the Institute will accept as Fellows teachers of English, history, languages, arts, science, and mathematics from New Haven's public elementary and secondary schools. Teachers interested in applying participate in an Open House when seminar leaders describe and answer questions about the seminar topics. Interested teachers discuss their potential eligibility with a School Representative or a Steering Committee member who recommends and works closely with those teachers who should submit an online application. To learn more about participating in the Institute, speak with your School Representative or a member of the Steering Committee.

Open house: January 9, 2024

Application deadline: January 30, 2024

Notification concerning selection: February 16, 2024

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

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