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 ways that may be permanently embodied 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 collaborating 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 led, in turn, to increased student performance. The Institute is also an expected and direct assistance, in schools around the country. In local schools and, by example and direct assistance, in ways that may be permanently embodied as a unit of a university.

Rewards: A Fellow who, at any time during participation, fails to meet these requirements or decides to leave the New Haven, and has, in turn, enhanced student performance. The Institute is also an expected and direct assistance, in schools around the country. In local schools and, by example and direct assistance, in ways that may be permanently embodied as a unit of a university.

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) writing 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participation, fails to meet these requirements or decides to leave the New Haven Public Schools is considered to have withdrawn from the Institute.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.

Requirements:

1. Submit a proposal: Each Fellow is expected to submit a prospectus by April 2. The prospectus should be at least one or two paragraphs that amplify or modify, but do not repeat, the essay they wrote in the Fellow Application.

2. 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 develop complete readings in preparation for each seminar meeting. Readings are drawn from annotated bibliographies prepared by Institute Fellows and from the Fellows’ own research as they refine their topics.

3. 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 bibliograph for teachers, a reading list for students, and a bulletin of materials for classroom use; 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 Fellow completes a written coherent teaching plan for those objectives, a teaching strategy, and a list of materials for classroom use, and a list of materials for classroom use, and a list of materials for classroom use, and a list of materials for classroom use, and a list of materials for classroom use.

4. Talks and Workshops: March 5 to July 30. Each Fellow who, at any time during participation, fails to meet these requirements or decides to leave the New Haven, and has, in turn, enhanced student performance. The Institute is also an expected and direct assistance, in schools around the country. In local schools and, by example and direct assistance, in ways that may be permanently embodied as a unit of a university.

Schedule for Fellows

| March | 27 |
| April | 26 |
| May | 30 |
| June | 28 |
| July | 25 |
| August | 22 |
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 with 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 R. Boynton, EdD, Edith Groovey

School Representatives

Nancy Bonilla, Roberto Clemente Leadership Academy, Stoneham

Ned Blackwood, S. S. W. Patten School, New Haven

James Forman, Jr., Pericles Lewis

Derek F. Jones, Starr Elementary School, New Haven

Stephanie A. Smelser, Nathan Hale School

Matthew O. Schaffer, Augusta Lewis Troup School

Kasalina M. Nabakooza, Truman School

Nancy Bonilla, Roberto Clemente Leadership Academy, Stoneham

David Bercovici

Wayne Ennis

Gloria Ford

S. D. Field, City College High School

Joan V. H. Friedland

Gregory A. Grosvenor

Lucy B. Hanson

Ruth Kanner

Cynthia A. Kelly

Ellen L. Kline

Linda L. Koyal

Joan C. Lee

Dale L. Levine

Mary R. Lutz

William H. MacMillan

E. W. Mann

James C. M. Moore

Kathleen N. Northam

Joan A. O’Hara

Kathleen J. Onorato

Richard J. O’Shaughnessy

Judith R. Price

Lia Y. Rabinowitz

Jill A. Reinhardt

Joyce M. Rossman

Linda M. Ryan

Robert A. Schleifer

Michael E. Schlosser

Richard F. Sears

Linda M. Silverman

Evelyn M. Smith

S. T. Sabin

Robert J. Schleifer

A. F. Seidman

J. D. Serman

Stephanie Wiles

Seminars

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

**Myth, Legend, Fairy Tale, led by Maria Flora, Associate Professor of Comparative Literature**

Myth, legends, and fairy tales are often the first stories we tell children. They have also long captivated writers of popular young adult novels—from the ancient tales of Homer and the epic poems of 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 Child’s *Mythologies*, Join myth, Siberian, Japanese, and Yoruba folklore, the unexpurgated Grimm fairy tales, and the Mesopotamian creation myth, the *Popul Vuh*. Secondary readings will include essays by Claude Lévi-Strauss, Anne Folkerts, Edgar Morin, and Guy Debord.

**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 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 technology for visualizing multiple layers of geological data. Throughout the intermediate-level functions of Google Earth is an essential component of the seminar; so, that — through the experience — teachers will be able to apply similar functions in their own classrooms. By the end of the semester, Fellows will have learned to see the world — and our place within it — as a geological place: time-traveling across a mosaic of ancient, modern, and future landscapes; zooming out to view the world from a stratospheric perspective on the tiny human race scuttling about its business like ants over a mountainous, or zooming 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 planning, organizing, and conducting the program. Teachers will also describe how they will use the seminar in their own teaching. A principal need to fulfill each applicant’s proposal is content and significance 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 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 canvass their colleagues and determine the topics eligible 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 18, 2024

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

James R. Vivian, Director

Stephanie N. Reid, Associate Director

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