



YALE NATIONAL INITIATIVE

to strengthen teaching in public schools®

The Teachers Institute Approach

Partnership

Bringing university resources to bear on improving teaching in high-need public schools

Content Knowledge

Improving teachers' knowledge of the subjects they teach strengthens teaching in the classroom

Collegiality

Sharing the common ground of being teachers, faculty and Fellows engage as colleagues with each bringing their knowledge and experience to seminars

Professionalism

Reinvigorating teachers' sense of their own professionalism helps make them more confident and effective in the classroom

Now in its twentieth year, the Yale National Initiative promotes the establishment of new Teachers Institutes that adopt the approach developed by the Yale-New Haven Teachers Institute since 1978.

Teachers Institutes are partnerships between a high-need school district and a college or university. They offer collegial seminars in the humanities and STEM for local public school teachers led by university faculty members. Each Fellow writes a detailed curriculum unit on a topic related to their seminar based on their own research using the university's resources.



Each year, dozens of K-12 teachers from Teachers Institutes and participating school districts from around the country are named Yale National Fellows. Throughout the year, the Fellows, as well as superintendents and visiting faculty, come to New Haven for events designed to introduce them to the Teachers Institute Approach. Fellows participate in one of the national seminars led by Yale faculty and produce a curriculum unit to teach in the coming year.



Teachers from participating locations:

- increase content knowledge in collegial seminars led by Yale faculty
- create curricula for their students that are aligned to district standards
- enhance their sense of professionalism and enthusiasm for teaching
- have their curriculum units published on our website
- receive a stipend upon completion

teachers.yale.edu

Benefits for School Districts

A Teachers Institute increases teachers' morale and enthusiasm, as well as their standards and expectations of their students. It provides leadership opportunities for teachers that allow them to remain in the classroom. Backed by rigorous evaluations over more than three decades, Teachers Institutes strengthen teaching, student engagement, and teacher retention, providing a cost-effective form of high quality professional development.



"The Initiative really made me who I am. There were three times I considered leaving education. Each time I came up here to the seminar, I got reenergized to stay in the classroom, stay focused, and keep doing the work."

Rodney Robinson

2019 National Teacher of the Year
Richmond, Virginia



"The Yale National Initiative came to me at a point when I was ready to give up teaching, and now I have this newfound passion for it."

Debra Jenkins

Reading Teacher
Hearne, Texas

Program Timeline

April

Fellows are notified of their acceptance and begin reading on their unit topics

May

Fellows attend a two-day Organizational Session at Yale University to learn about the Teachers Institute Approach

July

Fellows attend a two-week Intensive Session during which their seminars meet daily and they conduct research and begin writing their curriculum units

November

Fellows and their Superintendents attend a two-day Annual Conference to celebrate the Fellows who completed the program and plan for next year

Teacher Leadership

Teachers Institutes are a unique form of grassroots professional development. Fellows in participating locations take the lead in organizing and planning local Teachers Institutes. They generate support amongst fellow teachers and school district administrators, as well as amongst faculty and administrators at a local college or university. The Teachers Institute Approach promotes teacher leadership and gives them opportunities to develop their capacity as leaders without leaving the classroom.



Strengthening teaching and learning
in public schools since 2005

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