Yale-New Haven Teachers Institute®

# Annual Report 2024

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# FROM THE DIRECTOR

We appreciate the opportunity this annual report provides to share high points and results from the year's programs and to recognize and celebrate the Yale-New Haven Teachers Institute and the Yale National Initiative communities.

Spring commenced with the retirement of Jim Vivian, founding Director of the Institute and the Yale National Initiative. We honor his many contributions to the national conversation on teacher professional development and school-university partnership, along with his vision for sustaining the Institute's work through the establishment of a permanent endowment.

This year offered many moments for Institute staff, leadership, and participants to consider our work anew and to reaffirm the principles underlying our approach. Central to the Institute model is teacher leadership. Fellows took a renewed lead in designing the 2024 Institute program to meet their needs and in developing curriculum units on topics specifically for their students.

Our Fellows inspired us with their passion for their profession and their enthusiasm for the intensive seminar experience at Yale. The New Haven and National Fellows expect to teach the curriculum units they developed to more than 3,500 students, and three-quarters of the Fellows plan to encourage or help other teachers to use their units. Many more students and teachers will benefit from the contributions of the Yale faculty who led seminars and this cohort of Fellows as they continue to teach their units in the years to come.

We are entering a new chapter in the Institute's rich history, and very purposefully have returned to our "roots," which emphasize collegiality, partnership, and teacher professionalism. As you review the pages of this report, I invite you to reflect on the strength and resilience of this innovative model, which continues to be adapted, refined, and renewed through our New Haven and national programs, as well as the accomplishments of our affiliated Teachers Institutes.

Stephanie Reid

**STEPHANIE REID**
DIRECTOR, YALE-NEW HAVEN TEACHERS INSTITUTE

# James R. Vivian Retires

In March 2024, James R. Vivian retired after serving as Director of the Yale-New Haven Teachers Institute since its establishment in 1978. Under his leadership, the Institute quickly became recognized nationally as a pioneering example of school-college collaboration. In 1995, thanks to his fundraising efforts, the Yale-New Haven Teachers Institute became the first school-college collaboration program to be permanently endowed at a university. In 2005, he oversaw the Institute's launch of the Yale National Initiative to strengthen teaching in public schools®. For the last twenty years, the Initiative has supported the creation of Teachers Institutes across the country based on the Yale-New Haven model. We honor the enormous impact of his work on teachers and students in high-need public schools in New Haven and across the country.

James R. Vivian (seated left) at a press conference with Yale President A. Bartlett Giamatti (center) and New Haven Mayor Frank Logue (right) announcing the establishment of the Yale-New Haven Teachers Institute, October 1978

Vivian (far right) with Yale President Benno Schmidt (second from right) announcing the Institute's endowment in 1995

Vivian (far right) speaking at the opening of the first Yale National Initiative Intensive Session, July 2005

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*Note: Seminars, seminar leaders, and curriculum units are hyperlinked to our website.*

# The Teachers Institute Approach

## PARTNERSHIP

Teachers Institutes bring university resources to bear on improving teaching and learning in high-need local public schools.

## CONTENT KNOWLEDGE

Institutes improve teachers' content knowledge of the subjects they teach which strengthens teaching in the classroom.

## COLLEGIALITY

Faculty and Fellows engage as colleagues with each bringing their own expertise and experience to Institute seminars.

## PROFESSIONALISM

Institutes reinvigorate teachers' sense of professionalism, increasing confidence and effectiveness in the classroom.

## TEACHER LEADERSHIP

Institutes provide opportunities for teachers to develop their leadership abilities and experience while remaining in the classroom.

# New Haven Program

The Yale-New Haven Teachers Institute® was established in 1978 as a partnership between Yale University and New Haven Public Schools. Each year, the Institute offers content-based seminars in both the humanities and STEM led by Yale faculty. Institute seminars are fundamentally collegial. Faculty and Fellows engage as colleagues who share the common ground of being teachers.

Each Fellow must write a curriculum unit on a topic related to their seminar based on their own research using the University's resources. Their completed curriculum unit is then taught in their classroom the following school year and is published on our website.

Teachers apply in January and Institute Fellows are named in February. Fellows become members of the Yale community, receiving a University ID card, borrowing privileges at University libraries, and access to campus facilities and resources. Fellows attend a series of talks by Yale faculty and writing workshops in March and April. Seminars meet weekly between May and July.

For nearly fifty years, the Institute has offered its distinctive brand of content-based, teacher-centered professional development to New Haven teachers. Since 1978, 833 New Haven Public Schools teachers have written 2,158 curriculum units in 244 Institute seminars.

# 2024 Institute Fellows

The following fifteen K-12 teachers from twelve New Haven public schools served as Institute Fellows and completed their seminar in 2024:

Cheryl Bardoe
Benjamin Jepson Magnet

Rita Begines-Cid
James Hillhouse High School

Nancy Bonilla
Clemente Leadership Academy

Carol Boynton
Edgewood School

Daniel Croteau
Barnard Environment Studies School

Alexander Elnabli
Engineering & Science School

Felicia Fountain
Wexler-Grant School

Sean Griffin
Clemente Leadership Academy

Jaimee Mendillo
Nathan Hale School

Kasalina Nabakooza
Truman School

Jessie Piper
Metropolitan Business Academy

Matthew Schaffer
Engineering & Science School

Stephanie Smelser
Worthington Hooker School

Nancy Wattnem
Clemente Leadership Academy

Catherine Yates
Cooperative Arts & Humanities High School

# MYTH, LEGEND, FAIRY TALE

**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 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 also became 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.

## Curriculum Units

1. Cheryl Bardoe, "Introducing Elements of Fiction through Myths, Fables, and Fairy Tales"
2. Rita Begines-Cid, "Epic Poetry in Spanish Lessons: Cantar de Mio Cid"
3. Nancy Bonilla, "Dystopian Literature: A Reflection of Society Past and Present"
4. Dan Croteau, "Heroes, Past and Present: Restaging the Hero's Journey"
5. Alexander Elnabli, "Myth, Allusion, and the Humanities"
6. Felicia Fountain, "Legends, Myths, Folktales - History's Voices and Stories of a People"
7. Sean Griffin, "Reexamining our World through Dystopian Literature"
8. Jaimee Mendillo, "Unraveling Myths of Indigenous America: Creation Stories and Cultural Resilience"
9. Kasalina Nabakooza, "Catch the Spark"
10. Jessie Piper, "The History and Legacy of Myth in the African and Latino Diasporas"
11. Catherine Yates, "Writing in Mythical Spaces"

# DYNAMIC EARTH, FOUNDATION AND FATE OF INDUSTRIAL SOCIETY

**DAVID EVANS**

*Professor of Earth and Planetary Sciences*

Scientific and technological ingenuity of the industrial revolution gave our species the ability to utilize hundreds of millions of years' worth of stored solar energy in the form of fossil fuels, as well as billions of years' worth of material natural resources in the form of mineral deposits, to power our explosive population growth and prosperity. As human population has ballooned to nearly 10 billion, however, we have become more vulnerable than ever to the threat of natural catastrophes beyond our control, and furthermore we have collectively become a significant geological force through environmental alteration and climate change. For these reasons, understanding the dynamic Earth is key to the decision-making ability of a citizenry that not only has inherited the resource-based foundation of today's world of comfort, but also will steer our society's ultimate environmental fate.

## Curriculum Units

1. Carol Boynton, "Geology in Kindergarten"
2. Matthew Schaffer, "Natural and Human Histories: Using Geology to Study the Roman Past"
3. Stephanie Smelser, "Water Flow Connection: Discover Your Relationship with Water through S.T.E.A.M"
4. Nancy Wattnem, "The Deep Impact: How Our Physical World Impacts Our Culture"

# 2024 Institute Events

## Open House at Yale

Our 2024 Open House was held on January 9 at Sterling Memorial Library. The event offered prospective Fellows a chance to learn more about the 2024 Institute seminars with brief remarks by seminar leaders, Marta Figlerowicz and David Evans.

## Lecture Series

Open to all New Haven teachers, our 2024 Lecture Series featured talks by Yale professors Roger Howe, Molly Brunson, and current seminar leaders Marta Figlerowicz and David Evans. The talks were held on Tuesdays in March and April at Linsly-Chittenden Hall on the Yale campus.

## Art Gallery Talk

At the Fellows' request, the Institute held a talk in the fall for the first time in many years. On November 14, Associate Director and historian Michael Hattem gave a talk at the Yale University Art Gallery entitled, "Revolutionary Art: Creating an American Origin Myth."

## Fellow Showcase and Reception

On October 1, the Institute held a Showcase at Sterling Memorial Library. Much like YNI's Annual Conference, the event provided a space after the conclusion of the program for Fellows to share their recently completed units and celebrate their achievement.

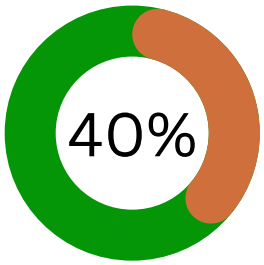
## Students on Campus

On May 30, Dan Croteau, a five-time Institute Fellow and ELA teacher at Barnard Environment Studies School, brought his students to Yale while teaching a curriculum unit he wrote as a Fellow entitled, "The Eye of the Beholder: A Critical Look at Visual Arts and 'A Raisin in the Sun.'" His seventh- and eighth-grade students experienced a campus tour, a session at the Beinecke Rare Book and Manuscript Library, and lunch at Morse College Dining Hall. Beinecke Library staff presented students and Yale professor Marta Figlerowicz with a curated collection of rare photographs from some of the earliest productions of the play and private correspondence between the playwright Lorraine Hansberry and poet Langston Hughes.

# 2024 Institute Results

The following data came from Fellows' anonymous responses to a questionnaire administered at the end of the annual program.

## Who were the 2024 Institute Fellows?

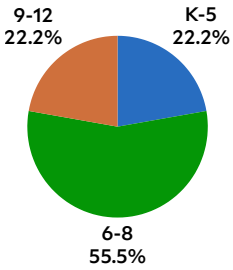


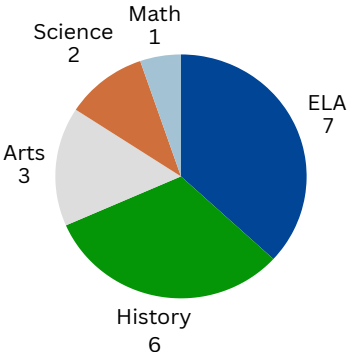

### NEW FELLOWS

Forty percent of our 2024 Fellows were participating in the Yale-New Haven Teachers Institute for the first time.

### GRADES TAUGHT

The 2024 Institute Fellows taught all grades from K-12, while a majority taught grades six through eight.




### SUBJECT AREAS

The 2024 Fellows taught a variety of subjects across the Humanities and STEM.

*Note: Numbers in the chart exceed the total number of Fellows because many taught more than one subject.*

### EXPERIENCE

On average, 2024 Institute Fellows had 14 years of teaching experience, 8 in New Haven Public Schools, yet 7 of 15 had been in the district four years or less.

**73%**

of Fellows had been in their present position fewer than five years

## Why did the 2024 Institute Fellows participate?

2024 Institute Fellows cited the following reasons as important incentives in choosing to participate in the Yale-New Haven Teachers Institute:

- Opportunity for intellectual stimulation (100%)
- Opportunity to work with Yale faculty (93%)
- Access to Yale academic facilities, such as the library (93%)
- Opportunity to increase mastery of the subject(s) I teach (93%)
- Opportunity to develop materials to motivate my students (87%)
- Stipend (87%)

## How did participation benefit the 2024 Institute Fellows?

**All 2024 Institute Fellows agreed that the Institute seminar they participated in:**

- provided them with information that will be very useful in the classroom
- gave them opportunities to work on aspects of teaching they are trying to develop

**The vast majority of Fellows agreed that:**

- participating in the seminar helped them grow professionally and intellectually (93%)
- they gained knowledge of their subject by participating in the seminar (80%)
- they gained confidence in their ability to teach their subject by participating in the seminar (73%)

**All Fellows found the following aspects of the program to be useful:**

- Seminar leader
- Program overall
- Contact with Yale faculty members
- Interaction with other Fellows
- Stipend

**93%** of Fellows intend to participate again

## Institute Fellows say...

"I looked forward to Tuesdays this year! The seminars provided a calm in the chaos that was unfolding around me this year, and I relished the opportunity to meet with my colleagues."

"The Institute allows me to develop an idea in a supported and academically rigorous and uplifted environment. It is wonderful to have proof that I know what I am doing."

"[The Institute] makes me a better instructor because I am constantly thinking about how to engage my students."

"The seminar is valuable to me because it allows me to grow as an individual and to share as colleagues outside of the usual classroom setting. I get to do a deep dive into the curriculum that I can't in any other setting."

# Institute Leadership

The Yale-New Haven Teachers Institute provides several roles for Fellows to develop their leadership capacity and abilities while remaining in the classroom. The Institute also draws on the wider university community for leadership and guidance.

## SCHOOL REPRESENTATIVES

School Representatives engage in recruitment of new potential Fellows, help determine and shape seminar topics, and provide important feedback on the administration of the program.

Nancy Bonilla
Carol Boynton
Felicia Fountain
Kasalina Nabakooza
Matthew Schaffer
Stephanie Smelser

## SEMINAR COORDINATORS

In each Institute seminar, an experienced Fellow serves as seminar Coordinator. Coordinators provide teacher leadership, help maintain collegiality in the seminar, and facilitate the smooth operation of the seminar by assisting the seminar leader and Fellows.

Carol Boynton
Felicia Fountain

## 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 advises the President on the Institute.

Co-Chairs

Timothy Barringer
Jessica Brantley
Paul Turner

Executive Committee

Gary Brudvig
W. Mark Saltzman

Members

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

** ex officio*

New Haven Fellows and Yale faculty at reception

Fellows in seminar

Fellow's students at Beinecke Library

Fellows in seminar

# Yale National Initiative

The Yale National Initiative to strengthen teaching in public schools® is a program of the Yale-New Haven Teachers Institute. Established in 2005, it promotes the establishment of Teachers Institutes in high-need school districts that adopt and adapt the approach developed by the Yale-New Haven Teachers Institute since 1978.

Each year, the Initiative names as National Fellows dozens of K-12 teachers from participating locations and existing Teachers Institutes. The Initiative brings these National Fellows to Yale to participate in content-based, collegial seminars led by Yale faculty. Just as with the local Institute, the Fellows develop a curriculum unit to teach their students in the coming year, while also learning about the Teachers Institute approach to professional development through school-university partnership.

The annual cycle begins with our two-day Organizational Session at Yale in May, where Fellows are introduced to the program and attend their first seminar meetings. They return for our two-week Intensive Session in July, where they live on campus, attend seminar meetings daily, and work on their curriculum unit. Completed units are due in August and published on our website in September. In October, the Fellows return for a two-day Annual Conference where they present their units. Students are invited to speak about learning from a Fellow's curriculum unit with superintendents and school officials in attendance.

# 2024 National Fellows

The following forty-two K-12 public school teachers from seven participating locations and four Teachers Institutes served as National Fellows and completed their seminars in 2024 (names listed from left to right):

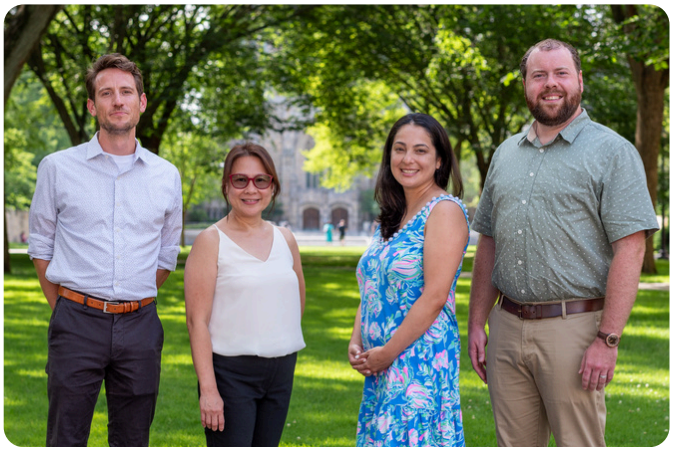
## Chicago | IL

Zanneta Kubajak (Owen Scholastic Academy)
Daphne Meyer (Kate Starr Kellogg Elementary)
Brandon Barr (Mark Twain Elementary)
Sharon Ponder Ballard (Carter School of Excellence)
Stephany Jimenez (Seward Arts Academy)

## Delaware

Kariann Flynn (The John Dickinson School)
Alyssa Lucadamo (P.S. duPont Middle School)
Josefa Castelli (P.S. duPont Middle School)
Yavet Respes (P.S. duPont Middle School)
Holly Bryk (The John Dickinson School)

## District of Columbia



Damon Peterson (Height Elementary School)
Ethelwolda Paat (Smothers Elementary School)
Sandy Alvarez (Bancroft Elementary School)
Sean Crumley (Eastern High School)

## Navajo Nation | AZ

Priscilla Black (Baker Middle School, Kayenta)
Jolene Smith (Baker Middle School, Kayenta)
Elizabeth Isaac (Tsaile Public School, Chinle)

# 2024 National Fellows

## New Haven | CT

Matthew Schaffer (Engineering & Science School)
Carol Boynton (Edgewood School)
Kasalina Nabakooza (Truman School)

## Philadelphia | PA

Chloe Glynn (Horace Furness High School)
Tyriese Holloway (Overbrook High School)
Anna Herman (The U School)
Danina Garcia (Vaux Big Picture High School)
Alima Saffell McKnight (Richmond Elementary)

## Pittsburgh | PA

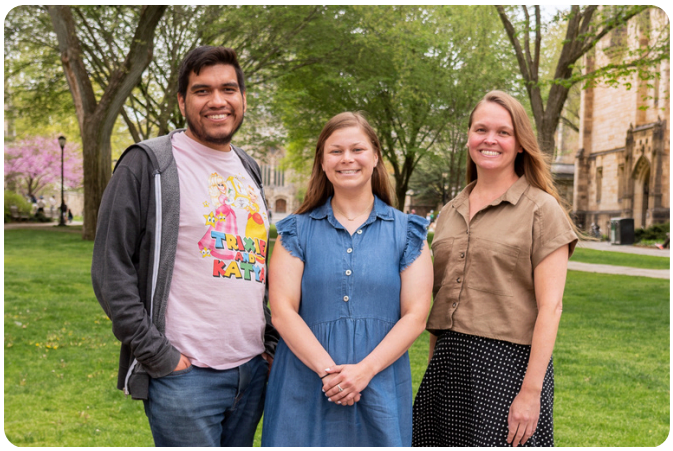
Lauren Freeman (Dilworth PreK-5)
Christopher Snyder (Dilworth PreK-5)

## Richmond | VA

Greysi Vasquez (Huguenot High School)
Amanda McMahon (Huguenot High School)
Valerie Schwarz (Munford Elementary School)
Cheri Manning (Henderson Middle School)
Deirdre Brooks (Martin Luther King, Jr. Middle School)
Jose Ulises Reveles Ramirez (Huguenot High School)

# 2024 National Fellows

## San Jose | CA



Aaron Cruz (Overfelt High School)
Kristina Kirby (Overfelt High School)
Melissa Muntz (San Jose High School)

## Texas

Willie Keener, Jr. (Hearne High School)
Debra Jenkins (Hearne High School)
Raymond Marshall (Hearne High School)

## Tulsa | OK

Jana Jimison (East Central Junior High)
Donavan Spotz (Carver Middle School)
Tara McKee (Booker T. Washington High School)

## By the Numbers

Since 2005, **626** K-12 teachers from across the country have written **1105** curriculum units in **115** national seminars led by **36** Yale faculty.

# LANDSCAPE, ART, AND ECOLOGY

**TIMOTHY BARRINGER**

*Paul Mellon Professor in the History of Art*

Artwork provides a rich visual archive of the modern era, a period in which humans have irrevocably changed the world. This seminar explored new ways to think about art, nature, and industrialization from about 1780 to the present day. We looked together at works in Yale collections, thinking about how to use historical objects in teaching and how the techniques of art-making can affect the way we see nature. And we looked at how artists have reshaped the landscape and engaged with questions of pollution, ecology, and conservation: art can change the world as well as represent it.

## Curriculum Units

1. Sandy Alvarez, “Art in D.C.: Using Rock Creek Park as Our Playground”
2. Kariann Flynn, “The Land & The People: Ecocritical Art Analysis of Industrialization”
3. Stephany Jimenez, “The Art of Understanding and Connecting through Butterflies
4. Willie Keener, “The Eye of the Beholder: Climate Change Awareness”
5. Alima Saffell McKnight, “Manufacturer’s Mist: How the Anthropocene is Filled with Dead Men’s Souls”
6. Amanda McMahon, “Landscape Keeps Score: Empire, Waste, Deep Time, and Art”
7. Melissa Muntz, “Extraction of Profits in the Gold Rush: Chinese Miners and California Ecology”
8. Kasalina Nabakooza, “Art of the Mushroom”
9. Christopher Snyder, “Traces of the Past: From Landscape to Cityscape”
10. Greysi Vasquez, “The History of Richmond through Maps”

# ENERGY: PAST, PRESENT, AND FUTURE

**GARY BRUDVIG**

*Benjamin Silliman Professor of Chemistry,*
*and Director of the Yale Energy Sciences Institute*

The aim for this seminar was to discuss the science related to the energy we use to power our society. Although this was a science seminar, the discussion included historical, political, social, and environmental topics related to energy use. The seminar also made connections to the Energy Sciences Institute at Yale's West Campus. Demonstrations that went along with the topics covered illustrated scientific principles related to energy. Along with each demonstration, there was a discussion of the related scientific principles. The individual unit to be completed by each Fellow involved setting up a demonstration related to the topics of the seminar, as well as a written description of the related scientific principles.

## Curriculum Units

1. Sean Crumley, "Powering Our Community: An Analysis of Washington D.C.'s Renewable Energy Plan"
2. Chloe Glynn, "Brainpower: Using Math and Science to Understand Five Moments in Energy History"
3. Anna Herman, "Powering A Sustainable Future – The Role for Agriculture"
4. Jana Jimison, "The Future of Renewable Energy and Solar Electric Innovations"
5. Cheri Manning, "The Pros and Cons of Energy: An Investigation of Energy Sources and Human Impact"
6. Daphne Meyer, "Using Dr. Seuss to Teach about Environmental Conservation"
7. Valerie Schwarz, "Energy: Virginia's Past, Present, and Future Will Blow You Away!"
8. Donavan Spotz, "Force to Energy: Increased Efficiency through Intelligent Design"

# A HISTORY OF BLACK PEOPLE AS READERS: A GENEALOGY OF CRITICAL LITERACY

**RODERICK FERGUSON**

*William Robertson Coe Professor of Women's, Gender, and Sexuality Studies, and Professor of American Studies*

This seminar examined the history of black people throughout the diaspora as readers, particularly the ways in which black readers have often read canonical texts against the grain. The seminar followed this line of inquiry to show how a marginalized people devised interpretive strategies that were not beholden to the intentions of dominant texts and specifically derived understandings of inequality and freedom from texts that appeared to be unyielding. We studied enslaved African Americans' love of Noah Webster's "Blue Black Speller" and the Bible, the Trinidadian intellectual C.L.R. James's love of Thackeray's *Vanity Fair*, and Toni Morrison's inspired engagement with *Moby Dick*, among other examples.

## Curriculum Units

1. Brandon Barr, "Parody and Counter-Narrative in Art: Viewing Against the Grain"
2. Deirdre Brooks, "Reading in the Dark: Freedom of the Mind and Body"
3. Josefa Castelli, "Inspiration via Critical Literacy: Filling Gaps in the Canon"
4. Danina Garcia, "The Why and How of Reading: Literacy Skills from Primary Sources"
5. Tyriese Holloway, "Through the Labor of Literacy"
6. Zanneta Kubajak, "Freedom Dreaming: Critical Thought Through Imagination"
7. Raymond Marshall, "Teaching Theater in a Minority-Majority Classroom"
8. Matthew Schaffer, "Self-Evident and Self-Contradictory: Black Readings of the Declaration of Independence"

# POETRY AS SOUND AND OBJECT

**FEISAL MOHAMED**
*Professor of English*

Poetry can often be the most intimidating of literary genres, for students and teachers alike. This seminar sought to reduce the threshold of intimidation by focusing on poems as an experience of sound and as fascinating material objects with ties to the visual arts. A focus on sound makes poetry much more like song and, like songs, contemporary poets have added image to sound to create video poems. In seeing poems as objects, we looked at poems printed in ways that add to our experience of them. We explored the relationship between poetry and book arts. We also looked at, and created, poems that manipulate the poetic object, and we considered how poetry can be mobilized as a teaching tool across many subjects and grade levels.

## Curriculum Units

1. Elizabeth Isaac, “Poetry Through Hózhó: The Beauty Way of Life”
2. Sharon Ponder Ballard, “Captain Underpants, Poetry Outside the Box”
3. Damon Peterson, “First Poets”
4. Ethelwolda Paat, “The Harlem Renaissance in Sounds and Image”
5. Lauren Freeman, “Do You Hear What I Hear? Can You See What I See? Poetry Explored”
6. Holly Bryk, “Sight, Sound, and Satire: Exploring Calaveras Literarias”
7. Alyssa Lucadamo, “Empowering Student Voice through Poetry and Multimedia”
8. Debra Jenkins, “Tupac the Poet and Lyricist: The State of Texas vs. Emergent Bilinguals”
9. Tara McKee, “Transforming Poetry of Witness to Performance of Protest”

# EVOLUTIONARY MEDICINE

**PAUL TURNER**

*Rachel Carson Professor of Ecology and Evolutionary Biology*

Evolutionary biology involves studying genetic changes within populations over time, and resolving relatedness among species. Although evolution is central to the understanding of biology and the history of life on Earth, students often fail to grasp its applied significance. Evolutionary medicine is the application of evolutionary thinking to human health and disease. This merger establishes evolutionary biology as an essential science that complements medicine. Integrating evolutionary thought into medical research and practice helps explain the origins of many medical conditions, including obesity, diabetes, asthma, heart disease, allergies, and aging. Why are our bodies not better designed? How do cancers evolve? Why must we grow old? This seminar examined aspects of medicine where evolutionary approaches make important contributions.

## Curriculum Units

1. Priscilla Black, “Evolutionary Medicine: Navajo Nation Kids Learn the History of Evo Med”
2. Carol Boynton, “Staying Healthy in Kindergarten”
3. Aaron Cruz, “Evolution”
4. Kristina Kirby, “Exponential Functions in Evolutionary Disease”
5. Yavet Respes, “Using Proportions to Compare Medicine Doses in Adults and Children”
6. Jose Ulises Reveles Ramirez, “Using Algebra to Explore Population Genetics in Lactose Tolerance”
7. Jolene Smith, “Evolutionary Medicine: Pathogen (COVID-19, Influenza) and the Navajo People”

# 2024 National Events

## Virtual Open House

The 2024 Virtual Open House was held on January 16 via Zoom for prospective Fellows from across the country. The 2024 national seminar leaders delivered brief presentations about their seminars and answered questions.

## Organizational Session

The 2024 Organizational Session was held May 3-4 at Yale University. Fellows participated in national seminar meetings and attended panels and workshops introducing them to the Teachers Institute approach to professional development for K-12 teachers.

## Intensive Session

Fellows returned to Yale on July 8-19 for the 2024 Intensive Session. During the Session, Fellows lived in Benjamin Franklin College, attended national seminar meetings daily, and submitted a first draft of their curriculum units. The Session also included a talk by each of the national seminar leaders and a four-day program for visiting faculty from participating locations to learn more about the Teachers Institute approach.

## Annual Conference

The 2024 program concluded with our Annual Conference on October 25-26. With superintendents from participating school districts in attendance, the Conference celebrated the accomplishments of the National Fellows who completed their seminars. The Conference began on Friday morning with a panel of National Fellows presenting their curriculum units.

It was followed by the highlight of the Conference: the student panel. Five students from participating school districts were invited to travel to Yale and speak about what they learned from a Fellow's curriculum unit:

**Rihannat Aminu**
Owen Scholastic Academy, Chicago, IL

**Oleksandr Aleksashyn**
Munford Elementary, Richmond, VA

**Tyasia Hall**
Carter School of Excellence, Chicago, IL

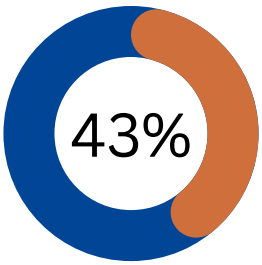
**Gregory Williams**
Hearne High School, Hearne, TX

**Shaqueah Henry**
Overbrook High School, Philadelphia, PA

# 2024 National Results

The following data came from Fellows' anonymous responses to a questionnaire administered at the end of the annual program.

## Who were the 2024 National Fellows?

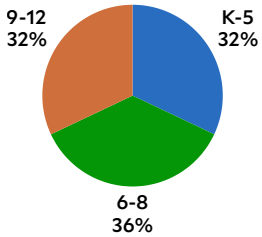


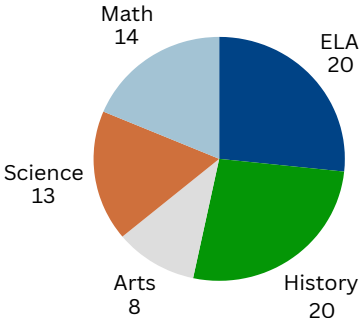

### NEW FELLOWS

Forty-three percent of the 2024 National Fellows were participating in the Yale National Initiative for the first time.

### GRADES TAUGHT

The 2024 National Fellows taught all grades from K-12 .




### SUBJECT AREAS

The 2024 National Fellows taught a variety of subjects across the Humanities and STEM.

*Note: Numbers in the chart exceed the total number of Fellows because many taught more than one subject.*

### EXPERIENCE

On average, the 2024 National Fellows had 15 years of teaching experience, 10 in their current school district. 40% of National Fellows had fewer than 10 years teaching experience.

**52%**

of Fellows had been in their present position fewer than five years

## Why did the 2024 National Fellows Participate?

Fellows cited the following reasons as important incentives in choosing to participate:

- to increase my mastery of the subject(s) I teach (100%)
- for intellectual stimulation (98%)
- to develop curriculum that fits my needs (95%)
- to develop materials to motivate my students (95%)
- to work with teachers from other schools (95%)
- to work with University faculty (90%)

The Yale National Initiative provides opportunities for teachers to take more control of their teaching and curriculum by creating units designed specifically for their students. The collegiality amongst Fellows and between Fellows and faculty was also a strong motivating factor for teachers who participated.

## How did participation benefit the 2024 National Fellows?

**All 2024 National Fellows agreed that by participating in their national seminar:**

- they gained knowledge of their subject
- they grew professionally and intellectually
- they gained confidence in their ability to teach their subject

**The vast majority of Fellows also agreed that their national seminar:**

- led to higher expectations of their students' ability to learn (95%)
- led them to think about an aspect of their teaching in a new way (90%)
- gave them opportunities to work on aspects of their teaching they are trying to develop (86%)
- led them to seek out additional information from other teachers (81%)
- made them pay closer attention to things they were doing in the classroom (74%)

By participating in the Yale National Initiative, Fellows improve their content knowledge and develop their pedagogy. The Initiative provides an opportunity for teachers to re-engage with their profession, fellow teachers, and their students. They leave the program reinvigorated in their love of teaching and their commitment to developing professionally as educators.

## National Fellows say...

"I would highly recommend participating in the Yale National Initiative to any teacher who is interested. I am returning home feeling professionally revitalized and inspired."

"This was an exceptional year. I've never seen a cohort of such hardworking and focused individuals. They used Yale's resources to refine their work and build thoughtful units."

"YNI has significantly impacted my journey as an educator. The experience of being supported, uplifted, and recognized as both a scholar and an educator has affirmed my passion for teaching."

"YNI has shaped me into the teacher that I am. I have a very strong command of the content that I teach because of my participation over the years. This helps me to achieve strong academic outcomes with students."

National Fellows on campus

National Fellows in seminar

National Fellows in Sterling Memorial Library

National Fellows on campus

Organizational Session

For more images, visit: teachers.yale.edu/media

# National Leadership

Like the Institute, the Yale National Initiative also provides several roles for National Fellows to develop their leadership capacity and abilities while remaining in the classroom. It also draws on faculty from existing Institutes for support and guidance.

## NATIONAL STEERING COMMITTEE

The National Steering Committee consists of one teacher from each Teachers Institute, who help guide the Initiative ensuring that teachers play a leading role in the program.

Carol Boynton (New Haven)
Kariann Flynn (Delaware)
Chloe Glynn (Philadelphia)
Tara McKee (Tulsa)

## TEACHER REPRESENTATIVES

Each participating location has a teacher representative who helps plan, organize, and conduct the Initiative's activities.

Sandy Alvarez & Perrine Punwani (DC)
Brandon Barr & Sharon Ponder (Chicago)
Lauren Freeman (Pittsburgh)
Debra Jenkins (Texas)
Kristina Kirby (San Jose)
Valerie Schwarz (Richmond)
Jolene Smith (Navajo Nation)

## SEMINAR COORDINATORS

In each seminar, experienced Fellows serve as seminar Coordinators, providing teacher leadership, helping maintain collegiality in the seminar, and facilitating the smooth operation of the seminar by assisting the seminar leader and Fellows.

Brandon Barr (Chicago)
Priscilla Black (Navajo Nation)
Carol Boynton (New Haven)
Kariann Flynn (Delaware)
Tyriese Holloway (Philadelphia)
Tara McKee (Tulsa)
Amanda McMahon (Richmond)
Sharon Ponder (Chicago)
Valerie Schwarz (Richmond)

## NATIONAL UNIVERSITY ADVISORY COUNCIL

The National University Advisory Council consists of a university faculty member from each Teachers Institute. They help guide the general direction of the Initiative and conduct a program for Visiting Faculty from participating locations during the Intensive Session.

Lara Foley, The University of Tulsa
Deven Patel, University of Pennsylvania
Eric Rise, University of Delaware
Paul Turner, Yale University

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