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CONTACT: Beverly Sanford, Director of Communications, (609) 452-7007 x181, [sanford@woodrow.org](mailto:sanford@woodrow.org)  
Robert Johnston, Communication Works, (202) 778-8313, [rjohnston@communicationworks.com](mailto:rjohnston@communicationworks.com)

## STATES, FOUNDATIONS LAUNCH WOODROW WILSON FELLOWSHIPS TO IMPROVE TEACHER PREPARATION AND RECRUITMENT

### *Initiatives Designed To Attract Top Candidates for High-Need Schools*

PRINCETON, N.J. (Dec. 19, 2007) – To help overhaul teacher education and encourage some of the nation’s most talented college graduates to seek long-term teaching careers in high-need classrooms, the Woodrow Wilson National Fellowship Foundation launched today an unprecedented teaching fellowship program at the state and national levels funded initially at \$17 million by leading philanthropies.

The Foundation’s 50-state fellowship strategy will begin in Indiana, where Fellows will receive a \$30,000 stipend to complete a year-long master’s program and must teach math and science in high-need schools in Indiana for three years. Lilly Endowment Inc. is providing \$10 million to launch the program, which is being announced today in Indianapolis by the Foundation at a news conference with Endowment officials and Indiana Gov. Mitch Daniels. Ohio and other states are expected to launch Woodrow Wilson programs beginning next year. Initially the Indiana fellowship program will prepare 80 new math and science teachers for the state each year—roughly one-quarter of the total number of Indiana teachers now being prepared in those fields—with aspirations to scale up to 400 per year.

In addition to the state-based model being started in Indiana, Woodrow Wilson also announced the creation of a national “Rhodes Scholarship” for teaching. The new Leonore Annenberg Teaching Fellowship, funded by the Annenberg Foundation and Carnegie Corporation of New York, will provide a \$30,000 stipend and one year of graduate education at four of the nation’s top teacher-education programs to candidates who agree to teach for three years in low-income schools. The participating education programs are based at Stanford University, the University of Pennsylvania, University of Virginia, and University of Washington.

Both the state and the national versions of the strategy focus on four goals:

- **Transform teacher education**—not just for Fellows but for the universities that prepare them, other teacher candidates in the same programs, and the high-need schools where they are placed as teachers;
- **Get strong teachers into high-need schools.** Indiana has chosen to focus on attracting math and science teachers, though other states may choose different subject areas;
- **Attract the very best candidates to teaching** through fellowships with well-known names and high visibility; and
- **Cut teacher attrition and retain top teachers** through intensive clinical preparation and ongoing in-school mentoring, provided by veteran teachers and supported by able principals.

“Taken together, these fellowships form an innovative new strategy for building the teacher workforce of the future, and I commend the Woodrow Wilson National Fellowship Foundation for creating them, and these important philanthropies and Governor Daniels for supporting them,” said former North Carolina Gov. James B. Hunt, Jr., an advisor to the project. “The state fellowships address issues of quality and scale, enabling each state to recruit, prepare, place, and retain thousands of exceptionally well prepared teachers from diverse backgrounds in high-need schools. The national fellowship will lend prestige to the teaching field and encourage some of the nation’s most talented new college graduates and career changers to enter teaching.”

“The fellowships are a direct response to the nation’s most urgent education challenges: closing the achievement gap and preparing a sufficient number of highly effective teachers who can serve students in

high-need urban and rural schools,” said Arthur Levine, the president of the Woodrow Wilson National Fellowship Foundation, who led a multi-year study on needed improvements in teacher education. “They are designed to develop new models for effective teacher preparation that can produce a new corps of outstanding teachers where they are needed most.”

The first Indiana and Annenberg Fellows will be named in spring 2009, begin master’s work later that academic year, and start classroom teaching in 2010. In the interim, the selected universities will enhance their teacher education programs to meet Woodrow Wilson’s standards for Fellows’ preparation.

#### **A NEW MODEL FOR TEACHER PREPARATION IN INDIANA**

The Woodrow Wilson Indiana Teaching Fellowship will be open to college seniors and career-changers with outstanding undergraduate records and majors in math or science from around the nation who are willing to teach for three years in Indiana.

“Indiana was selected as the pioneering state to launch this state-based model because of the commitment to education shown by the governor and other state leaders, strong support for the program within the state’s philanthropic and business communities, and the willingness of leading universities, as well as local school superintendents, to advance exemplary approaches to teacher preparation,” Levine said.

The program will be an important part of developing the state’s workforce, according to Indiana Gov. Mitch Daniels.

“We’re happy to be in on the ground floor of this program. This effort is just what Indiana needs to attract top talent to the classroom. Indiana is a life sciences leader, so improving math and science education in schools that need it the most will better prepare our students to participate in Indiana’s economy,” said Gov. Daniels.

Universities participating in the Indiana program—Ball State University, Purdue University, Indiana University-Purdue University Indianapolis, and the University of Indianapolis—will introduce new curriculum and outcome measures anchored by supervised clinical experience and ongoing mentoring in schools. The universities will receive 20 fellows each year and work with schools to support their graduates and track their effectiveness over time. These universities will break new ground in teacher education, reworking their programs to center on an outcomes-based, clinical approach to teacher preparation that includes three years of mentoring, as well as close connections between school teachers and university faculty, such as residencies for teachers on campus and for professors in the schools. The host institutions also will lodge responsibility for the teaching fellowship in the provost’s office and promote close partnerships between their teacher education programs and their colleges of arts and sciences.

“The time is right for this effort, and the need is great,” said Sara B. Cobb, vice president for education at Lilly Endowment. “We are pleased that four of Indiana’s top schools of education are committed to work with the Woodrow Wilson Foundation to recruit excellent candidates and enhance their educational programs so that they focus more on student learning. We look forward to seeing the eventual impact of the new approaches on the students they teach.”

#### **A RHODES SCHOLARSHIP FOR TEACHING**

The Leonore Annenberg Teaching Fellowship is meant to be the equivalent of a “Rhodes Scholarship” for teaching. The fellowships will go to outstanding recent college graduates and career-changers who agree to work in urban and rural secondary schools serving high proportions of disadvantaged students. The fellowship is funded by a \$5 million grant from the Annenberg Foundation and a \$1 million grant from Carnegie Corporation of New York.

Over three years, the Leonore Annenberg Teaching Fellowship will produce 100 Annenberg Fellows, 25 at each of four of the nation’s most innovative teacher preparation programs. Fellows will receive \$30,000 to

pursue master's degrees. Fellows will be selected from a diverse pool of high-caliber candidates who hold baccalaureate degrees in arts and sciences fields or related professions, like engineering or finance, and who show a commitment to high-need communities, education, and schoolchildren. College seniors and recent graduates, along with midcareer professionals, are eligible. The fellowship is named for the president and chairman of the Annenberg Foundation and a former Chief of Protocol of the United States. Mrs. Annenberg's late husband, Walter H. Annenberg, served as Ambassador to Great Britain.

"Many of the Annenberg Foundation's grants in education are based on the belief that teacher quality is at the heart of education reform," said Gail Levin, executive director of the Annenberg Foundation. "The Leonore Annenberg Teaching Fellowships will strengthen the foundation's grantmaking history by recruiting, preparing and supporting exceptional arts and science undergraduates for careers as secondary school teachers and catalysts for change in urban and rural public schools."

"If we really want to continue to improve student achievement we have no choice but to improve teaching—the Fellowship does just that," said Vartan Gregorian, president of Carnegie Corporation of New York. "The new program captures Leonore Annenberg's commitment to inspiring, encouraging, and supporting the professional men and women who are shaping our next generation."

As with the Indiana Fellowship, participating institutions were selected based on the innovative nature of their teaching preparation, existing partnerships with high-need schools, and their commitment to follow-up mentoring and rigorous evaluation. A midpoint assessment of the program's progress and long-term tracking of the fellows will allow education schools nationwide to learn from the project.

"Schools are only as good as the teachers who serve in them," said David Haselkorn, senior fellow at Woodrow Wilson, who directs the Foundation's teaching fellowships. "This is a new strategy to ensure excellence in teaching, the profession that shapes America's future."

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*The Woodrow Wilson National Fellowship Foundation ([www.woodrow.org](http://www.woodrow.org)) identifies and develops the best minds for the nation's most important challenges. In these areas of challenge, the Foundation awards fellowships to enrich human resources, works to improve public policy, and assists organizations and institutions in enhancing practice in the U.S. and abroad.*

*The Annenberg Foundation ([www.annenbergfoundation.org](http://www.annenbergfoundation.org)) is the successor corporation to the Annenberg School at Radnor, Pennsylvania, established in 1958 by Walter H. Annenberg. It exists to advance the public well-being through improved communication. As the principal means of achieving its goal, the Foundation encourages the development of more effective ways to share ideas and knowledge. The Annenberg Foundation has offices in Radnor, Pennsylvania and Los Angeles, California.*

*Carnegie Corporation of New York ([www.carnegie.org](http://www.carnegie.org)) was created by Andrew Carnegie in 1911 to promote "the advancement and diffusion of knowledge and understanding." For over 95 years the Corporation has carried out Carnegie's vision of philanthropy by building on his two major concerns: international peace and advancing education and knowledge. As a grantmaking foundation, the Corporation will invest more than \$90 million this year in nonprofits to fulfill Mr. Carnegie's mission "to do real and permanent good in this world."*

*Lilly Endowment Inc. ([www.lillyendowment.org](http://www.lillyendowment.org)) is an Indianapolis-based, private philanthropic foundation created in 1937 by three members of the Lilly family—J.K. Lilly Sr. and sons J.K. Jr. and Eli—through gifts of stock in their pharmaceutical business, Eli Lilly and Company. The Lilly family's foremost priority was to help the people of their city and state build a better life. Although the Endowment also supports efforts of national significance and an occasional international project, it remains primarily committed to its hometown, Indianapolis, and home state, Indiana.*



## The Woodrow Wilson National Fellowship Foundation's Leonore Annenberg Teaching Fellowships

### MEETING NATIONAL EDUCATION NEEDS

The Woodrow Wilson National Teaching Fellowships seek to address an urgent need for excellent teachers in high-need schools. Although a steady drumbeat of research in recent years has defined the scope of this challenge, no national program has emerged to develop and retain excellent teachers for the neediest schools. The Woodrow Wilson Teaching Fellowships fill this gap while responding to the most pointed problems of the national teacher shortage. Top graduates and career changers from around the nation who apply to select education schools will be offered one-year graduate teaching fellowships and other benefits that, when combined, will help meet the pressing educational need outlined here.

What are some of the national challenges that the Leonore Annenberg Teacher Fellowship will address?

- **The nation will need to replace a significant proportion of its teacher workforce.** A historic turnover is taking place in the teaching profession. While student enrollments are rising rapidly, more than a million veteran teachers are nearing retirement. Over the next decade, experts predict that the United States will need two million new teachers nationwide, and more than 750,000 in urban schools.
- **Many students in high-needs schools do not get teachers of the quality they deserve,** a key factor in exacerbating pervasive achievement gaps between rich and poor and white and minority students. Nationally, in secondary schools with more than half of students living in poverty, 34 percent of teachers are out-of-field; the same is true for only 19 percent of students in low-poverty schools. The Annenberg Fellowships recruit students with subject-area undergraduate degrees for master's degrees in teaching. In this way, the fellowships will increase the number of new teachers with strong grounding in the subject they are teaching, and solid understanding and skills for teaching it to diverse learners..
- **Hard-to-staff schools suffer from even higher turnover because new teachers often lack preparation and mentoring.** Nationally, almost half (46 percent) of teachers leave the field in their first five years, according to the American Federation of Teachers. This number is even higher for high-poverty urban schools, which lose 22 percent of their teachers *each year*, compared with only 12.8 percent in low-poverty schools. A recent report by Public Agenda and the [National Comprehensive Center for Teacher Quality](#) finds new teachers in middle and high school feel most vulnerable to challenging teaching conditions typically faced in high-needs schools. Compared to new teachers in elementary schools, high school and middle school teachers are much more concerned about administrative support, more frustrated by student motivation and behavior, less likely to see teaching as a lifelong career choice and less likely to believe that all students can achieve in school than new teachers in elementary schools.
- **Teacher preparation programs are highly uneven.** Too few of the nation's teachers are being prepared in teacher education programs where high standards, relevant courses, and close connection to school practice and effective practitioners are the norm. The four

institutions participating in the Woodrow Wilson National Fellowship Foundation's Leonore Annenberg Teaching Fellowships are exemplars high quality preparation, the integration of theory and practice, and collaboration among arts and science and education faculty along with accomplished practitioners from the classroom.

- **The cost of replacing teachers who leave their schools is high.** Small and large school districts spend much-needed resources when teachers leave. A 2007 report by the National Commission on Teaching and America's Future found that in one small rural district the cost any time a teacher leaves was about \$4,400 while the cost reached nearly \$18,000 per departing teacher in Chicago. The report estimates that the total cost of turnover in the Chicago Public Schools is more than \$86 million per year. The funds used to hire and replace teachers would be much better spent to meet student academic needs.

**CONTACT:** Beverly Sanford • Director of Communications  
sanford@woodrow.org • 1-609-452-7007 x181



## **FACT SHEET**

### **The Woodrow Wilson National Fellowship Foundation's Leonore Annenberg Teaching Fellowship**

#### **What is the Leonore Annenberg Teaching Fellowship?**

The Leonore Annenberg Teaching Fellowship is one of two new fellowships launched by the Woodrow Wilson National Fellowship Foundation to address fundamental challenges to improving the teacher workforce. Through the fellowships, Woodrow Wilson will seek to raise the quality of career entrants, demonstrate what effective teacher preparation and retention should look like—particularly in high-need schools—and raise the prestige of the profession.

The Leonore Annenberg Teaching Fellowship is a model for establishing the equivalent of a national “Rhodes Scholarship” for teaching. The Fellowship will provide a \$30,000 stipend to exceptionally able candidates to complete a year-long master’s program at four of the nation’s top teacher-education programs. In exchange, the candidates must agree to teach for three years in high-need secondary schools. Fellows will be given intensive mentoring and assessment during their first three years of teaching.

The Leonore Annenberg Fellowship program has four primary goals. These are:

- **Transform teacher education**—not just for Fellows but for the universities that prepare them, other teacher candidates in the same programs, and the high-need schools where they are placed as teachers;
- **Get strong teachers into high-need schools.** Participating universities have agreed to recruit talented arts and science graduates to work in high-need urban public high schools;
- **Attract the very best candidates to teaching** through a fellowship with a well-known name—along the lines of a Rhodes Scholarship for teaching; and
- **Cut teacher attrition and retain top teachers** through intensive clinical preparation and ongoing in-school mentoring, provided by veteran teachers and supported by able principals.

#### **Who is eligible for the Leonore Annenberg Teaching Fellowship?**

Undergraduates and career changers will be eligible through nominating processes at each of the selected host institutions. Candidates must have excellent academic records; have completed bachelor’s degrees with an arts and science discipline major; be highly motivated to teach; and demonstrate commitment to the program’s goals via an essay, interview, and faculty recommendation(s). The Fellowship seeks to attract talented college graduates and mid-career professionals who might not otherwise consider teaching.

#### **How many teachers will the fellowship prepare?**

Over three years, the Leonore Annenberg Teaching Fellowship will produce 100 Annenberg Fellows, 25 at each of four of the nation’s most innovative teacher preparation programs. Over

time, the program will expand within the four participating institutions and to new institutions, along with an anticipated national recruitment process once the program moves to scale.

### **Which institutions are participating and what will they do?**

The four exemplary graduate education programs selected by the Woodrow Wilson Foundation to participate in the Annenberg Fellowship initiative are based at Stanford University, the University of Washington, University of Pennsylvania, and the University of Virginia. They were chosen based on their reputations for preparing excellent teachers and willingness to support and pursue the programs' goals.

For example, the participating institutions also have agreed to pursue these goals of the Woodrow Wilson Teaching Fellowship:

- Setting up innovative programs (or enhancing existing strong programs) to recruit high-quality arts and science majors to teach in high-need urban and rural public schools;
- Developing evidence-based approaches to teacher preparation and retention, including intensive mentorship, supervision, and assessments by master teachers;
- Providing substantial experience in schools and classrooms for Teaching Fellows that is linked to their teacher preparation coursework;
- Participating in multi-site, longitudinal research to assess the success of the recruitment, preparation, and induction programs.

### **How will the Fellowship program help improve teacher supply, retention, and success in the classroom?**

The Woodrow Wilson Teaching Fellowship promotes a comprehensive new approach to the recruitment, preparation, and induction of exemplary teachers who are committed to teaching in high-need urban and rural public schools. This endeavor is based on three core assumptions that have been shown to improve both recruitment and retention:

- Recruitment and selection into teacher education needs to be thoughtfully pursued, with rigorous standards for entry into professional preparation programs;
- Effective teacher preparation requires pedagogical training and content-area mastery, as taught in the arts and science disciplines; extended classroom experience; and coherent integration of theory, practice, and academic course work;
- Comprehensive induction strategies that improve the initial teaching environment can significantly reduce turnover rates and classes that are taught by new teachers working with mentors are more likely to lead to positive academic gains for students.

### **What is the timeline for the Leonore Annenberg Teaching Fellowship?**

Applications for the Fellowship will be available through the participating institutions in fall 2008, with Fellows to begin enrolling in their graduate programs by fall 2009 and to be placed as first-year teachers by fall 2010. (Some programs may have earlier start dates.) A national application process will be developed as the program moves to scale.

### **How will the Annenberg Teaching Fellows be selected?**

Arts and science faculty at participating institutions will nominate top candidates from their recruitment pool. Recommendations will be forwarded to participating university presidents, who will endorse the nominations and forward them to the Woodrow Wilson Foundation. The Foundation will convene a national selection committee and advisory board composed of national

experts in secondary education, teacher preparation, and individuals familiar with the needs of participating secondary schools. The selection group will make final decisions on the candidates nominated by the universities.

**How will the Leonore Annenberg Teaching Fellowship be funded?**

The fellowship is funded by a \$5 million grant from the Annenberg Foundation and a \$1 million grant from Carnegie Corporation of New York.

**CONTACT:** Beverly Sanford • Director of Communications  
sanford@woodrow.org • 1-609-452-7007 x181



**The Woodrow Wilson National Fellowship Foundation's  
Leonore Annenberg Teaching Fellowship  
Programs at Participating Universities**

The Woodrow Wilson Leonore Annenberg Teaching Fellowship—the equivalent of a “Rhodes Scholarship” for teachers—will recruit exceptionally able candidates to pursue master’s degrees at four of the nation’s top teacher-education programs: Stanford University, the University of Pennsylvania, the University of Virginia, and the University of Washington.

These institutions have been selected as host sites for the Annenberg Teaching Fellowship because of their innovative, effective approaches to teacher preparation and retention. Graduating seniors, post-baccalaureate students, and career-changers will be nominated for the Fellowship by faculty at each institution. These nominations will be approved by the institutions’ presidents and forwarded to a national selection committee whose members will be chosen by the Woodrow Wilson Foundation.

**Stanford University**

The Stanford Teacher Education Program (STEP) within Stanford’s Graduate School of Education is a nationally renowned, innovative program leading to a Master of Arts in Education and a California single-subject teaching credential. STEP combines practical and theoretical preparation. While attending classes, candidates participate in a concurrent year-long teaching experience at local secondary schools where they work with and are supervised by an outstanding cohort of cooperating teachers and university supervisors. Other features of STEP:

- The program draws on long-term partnerships with high-need schools, including East Palo Alto High School in East Palo Alto, Summit Preparatory High School in Redwood City, and June Jordan High School in San Francisco. The schools provide college-preparatory programs for low-income students of color.
- Summer and academic-year institutes will involve experienced high school teachers and Humanities and Science faculty in the teaching of content-specific pedagogy and assessment strategies.
- Ultimately the program offers a pathway from undergraduate studies to STEP to induction, and finally, to certification by the National Board for Professional Teaching Standards (NBPTS).

**The University of Pennsylvania**

The University of Pennsylvania’s commitment to addressing urban issues through teaching, research, and service has made it a national leader in this area. Undergraduates, graduate students, faculty, and staff work with Philadelphia communities, particularly those in West Philadelphia. Penn’s Netter Center for Community Partnerships, School of Arts and Sciences (SAS), and Graduate School of Education (GSE) are collaborating with public school partners to host the Annenberg Teaching Fellows Program.

Features of the Penn program:

- Faculty from both SAS and GSE, as well as veteran Philadelphia school district teachers, will mentor Fellows and engage them in a peer support network.
- Fellows will work in cohorts in three West Philadelphia schools and will focus on interconnections between communities and schools through service learning and study in the disciplines.
- In their first years of teaching, Fellows will join one of the ongoing professional networks affiliated with the University of Pennsylvania and the School District of Philadelphia, such as the Philadelphia Writing Project, the Science Teacher's Institute, MetroMath, and others.
- Fellowship funding will be supplemented by other forms of institutional aid from the university. (The average grant for each M.S.Ed. student is \$5,000.)

### **The University of Virginia**

The University of Virginia's Curry School of Education is rated among the top teacher-preparation programs in the country by *U.S. News and World Report*. U.Va.'s plan for the Woodrow Wilson Leonore Annenberg Teaching Fellowship program builds directly on the strengths of collaboration on teacher preparation that have been a hallmark of its Curry School of Education and its College of Arts and Sciences for more than 15 years, most recently through the Carnegie-supported Teachers for a New Era initiative.

Key features of the University of Virginia model:

- During their initial summer, Fellows will take courses in pedagogy and assessment, and work in Charlottesville City Schools summer programs for middle and high school students.
- Fellows will be observed regularly by their cooperating teacher and a supervisor from the university. They will engage in seminars in their content area involving U.Va. faculty from the area, and results from these observations will feed back into steering committee discussions of Fellows' progress.
- Fellows will have access to accomplished teacher mentors, content-area support through close ties to an Arts and Sciences faculty mentor and seminars, and Curry's innovative MyTeachingPartner online mentoring program during their three-year induction period.
- The Fellows' experience will be evaluated in relation to impacts on the achievement and social outcomes of their students, impacts on their observed performance in classrooms, and impacts on retention in the field and commitment to the profession.

### **The University of Washington**

The University of Washington believes that teacher education is a university-wide responsibility. Woodrow Wilson's Lenore Annenberg Teaching Fellowship program will build on the work of UW faculty and leaders to strengthen ties between the College of Education (COE) and the College of Arts and Sciences (A&S), and improve the recruitment and preparation of teachers at UW during the last four years of the Carnegie-funded Teachers for a New Era project.

Key features of the University of Washington model include:

- Teachers are prepared so that they are able to use student data as feedback on their teaching; build strong and supportive relationships with pupils, with a clear focus on issues of equity; and understand teaching as an ongoing process of intellectual inquiry.
- Beginning TEP students are placed in community-based organizations to learn about their pupils' lives outside of school. Courses in teaching methods involve considerable time in classrooms.

- A new performance assessment will be used to determine if candidates are ready to be certified.
- The university will extend a two-year induction program that it provides in partnership with local schools, consisting of seminars and an online support network that UW has been creating in partnership with the National Commission on Teaching and America's Future. Participation in the Fellowship will add a third year of induction and will link to NBPTS certification opportunities.

Annenberg Fellows will be recruited from UW's Honors program and through wider outreach. They will be honored through special recognition events and included in a special "Wall of Recognition" that honors UW recipients of such prestigious national awards as Marshall and Rhodes scholarships. Post-baccalaureate career-changers with strong academic records will also be eligible to apply to the program.

**CONTACT:** David Haselkorn • Senior Fellow and Director of Policy Research  
[haselkorn@woodrow.org](mailto:haselkorn@woodrow.org) • 1-609-452-7007 x116



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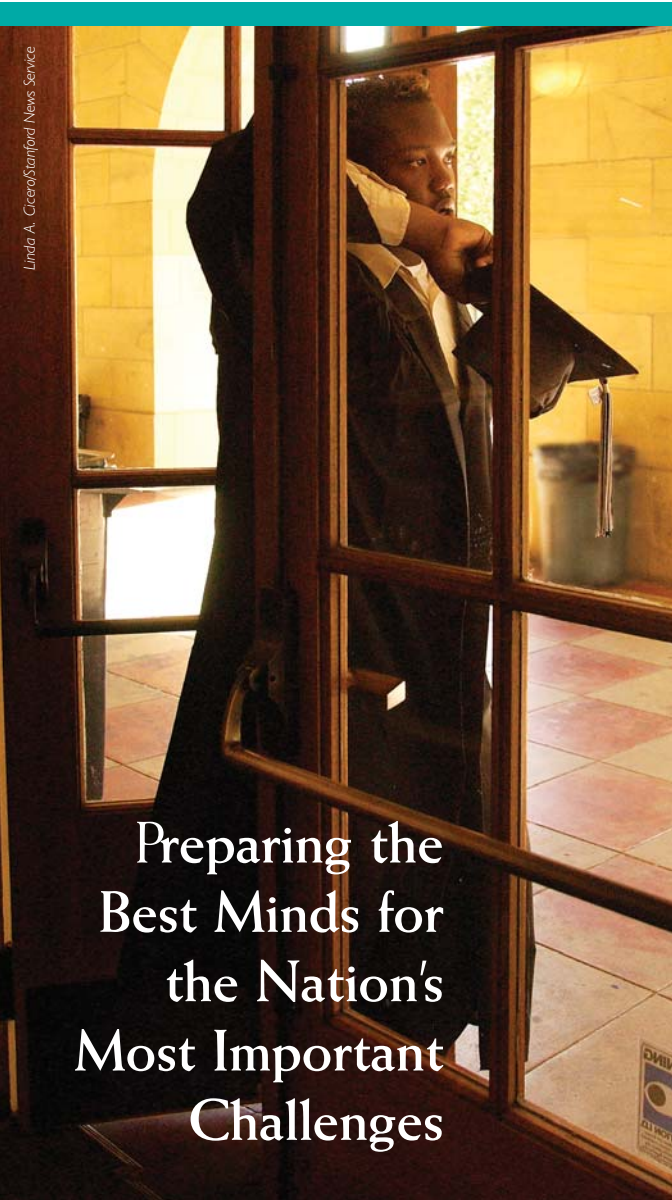
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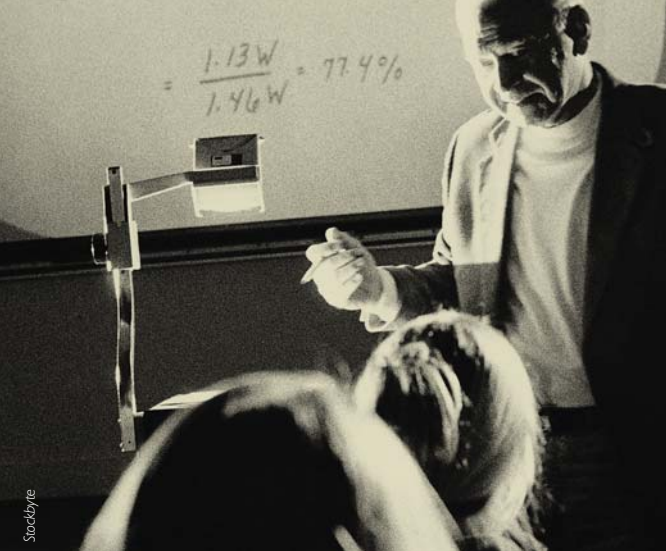
P.O. Box 5281  
Princeton, NJ 08543-5281  
(609) 452-7007  
[www.woodrow.org](http://www.woodrow.org)

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Preparing the  
Best Minds for  
the Nation's  
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## *Building on a Legacy of*

# Excellence

**f**OR SIX DECADES, THE WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION HAS PREPARED THE NATION'S BEST MINDS TO MEET ITS MOST IMPORTANT CHALLENGES.

The Woodrow Wilson Fellowships responded to a shortage of college faculty at the conclusion of World War II by offering talented students the opportunity to attend doctoral programs and begin college teaching careers.

As college enrollments swelled in the latter half of the 20th century, the Woodrow Wilson program trained generations of faculty, creating a well-known fellowship and becoming a hallmark of academic excellence.

Over time, the Foundation's fellowships have evolved to address emerging needs, serve specific populations underrepresented in the academy, strengthen designated fields, and support key stages in professorial careers. The Woodrow Wilson Foundation has awarded fellowships to more than 20,000 scholars, who now include 13 Nobel Laureates, two Fields Medalists in mathematics, 14 Pulitzer Prize winners, 32 "genius grant" MacArthur Fellows, two U.S. Poets Laureate, and 21 recipients of Presidential and national medals.

Today, Woodrow Wilson seeks to build upon this legacy of excellence, maintaining its historic commitments and attacking one of the nation's most urgent contemporary challenges: the pervasive achievement gap between Americans, by race and income.

Using the prestige of our historic fellowships as well as harnessing new resources, the Foundation is creating what we hope will be an influential fellowship to recruit exceptionally able men and women to careers in high school teaching. These Fellows, training in exemplary teacher education programs, will be prepared to teach in low-income communities and high-need schools.

Through this work, the Foundation seeks to dignify the teaching profession, encourage the most outstanding students to choose teaching as a career, and improve the quality of teacher education programs. At the same time, the Foundation will engage in initiatives designed to improve teacher education practice and policy.



# BUILDING Intellectual Capital



## STRENGTHENING Policy

The Woodrow Wilson Foundation’s policy agenda is intended to address the development of intellectual capital to meet national challenges. Woodrow Wilson’s current policy work aims to improve the way teachers are prepared, developed, and deployed—a practical, targeted focus that enables the Foundation to turn recommendations into results.

For instance, a recent study conducted for Woodrow Wilson by Public Agenda, with support from Lehman Brothers, examined “tipping points”—conditions and incentives—that motivate high-performing college seniors and midcareer professionals to consider teaching careers. A second study for the Metropolitan Life Insurance Foundation is examining midcareer and second-career transitions to teaching. Subsequent studies will focus on lessons from the Foundation’s Teaching Fellowships, as well as related best practices in teacher recruitment and support for teachers in high-need schools.

The goal is to produce usable research that can inform education policy, improve practice, and build greater support and understanding among opinion leaders and the general public.

**T**HE ORIGINAL WOODROW WILSON FELLOWSHIPS LAUNCHED TALENTED COLLEGE GRADUATES WHO BECAME LEADERS INSIDE AND OUTSIDE THE ACADEMY. TODAY, THE FOUNDATION HAS A SUITE OF FELLOWSHIPS (LISTED BELOW) THAT SUPPORT THE DEVELOPMENT OF FUTURE LEADERS AT A VARIETY OF CAREER STAGES IN SEVERAL CRITICAL FIELDS.

Like its predecessors, the Woodrow Wilson Teaching Fellowship is designed as a response to a pressing national need—the acute shortage and high attrition of teachers in America. The research shows that high-quality teachers have a greater impact on student achievement than any other school-based intervention. The Fellowship seeks to recruit, prepare, and retain effective teachers for the students and schools that need them the most. It is open to individuals—college seniors, recent graduates, and career changers—with undergraduate degrees in the arts and sciences. They will attend enriched, school-based master’s-level teacher education programs, complemented by intensive mentoring during the first three years of teaching at high-need urban and rural schools.

Through this approach, the Teaching Fellowship advances an outcome-driven clinical model of teacher preparation that parallels the training of doctors and lawyers.

## IMPROVING Practice

In conjunction with its fellowships, the Woodrow Wilson Foundation operates as a convener, consultant, and catalyst for improving educational practice. The Foundation’s current practice initiatives seek to improve the performance of teachers, the schools that hire them, and the universities that produce them.

For example, Woodrow Wilson’s Early College High School initiative, which focuses on increasing college readiness for low-income and minority students, creates rigorous urban schools that span the high school and lower-division college years. Funded by the Bill & Melinda Gates Foundation, the Early College initiative builds close partnerships among education schools, colleges of arts and sciences, and school districts. This initiative has enabled the Foundation to develop practical expertise in facilitating the school-university partnerships essential to improving teacher education programs.

Similarly, over the past 25 years the Foundation has built a substantial teacher development portfolio. Two of its initiatives—the Leadership Program for Teachers, a decade-long program for science teachers, and Teachers as Scholars—have together served more than 6,000 teachers, strengthening their subject mastery through work with leading arts and sciences professors.

## THE WOODROW WILSON SUITE OF FELLOWSHIPS

- HIGH SCHOOL TEACHING:** The Woodrow Wilson Teaching Fellowship
- INTERNATIONAL AFFAIRS:** The Thomas R. Pickering Foreign Affairs Fellowships
- ENVIRONMENTAL CONSERVATION:** The Doris Duke Conservation Fellows Program

- RELIGION AND ETHICS:** The Charlotte W. Newcombe Doctoral Dissertation Fellowship
- DIVERSITY AND OPPORTUNITY:** The MMUF Dissertation Fellowships and Travel/Research Awards
- WOMEN AND GENDER:** The Woodrow Wilson Dissertation Fellowship in Women’s Studies