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## INDIANA SELECTED AS LEAD STATE FOR 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) – The Woodrow Wilson National Fellowship Foundation has selected Indiana as the first site for its new national fellowship for high school teachers, intended to help overhaul teacher education and encourage exceptionally able teacher candidates to seek long-term careers in high-need classrooms. A grant from the Lilly Endowment of \$10,161,106 will support the Indiana program, which focuses on high school math and science teaching.

The Woodrow Wilson Indiana Teaching Fellowship, to be announced at a news conference today in Indianapolis by the Foundation, Endowment officials, and Gov. Mitch Daniels, will provide Fellows with a \$30,000 stipend to complete a year-long master's program at one of four selected Indiana universities—Ball State University, Indiana University-Purdue University Indianapolis, Purdue University, and the University of Indianapolis. Fellows are then placed in a high-need urban or rural school that has committed to provide ongoing mentoring. In turn, they agree to teach in Indiana for three years.

“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.”

The 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 in Indiana. Initially the program will prepare 80 new Indiana math and science teachers each year—roughly one-quarter of the total number of teachers the state is now preparing in those fields—with aspirations to scale up to 400 per year.

“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.

The Indiana fellowship is part of a national Woodrow Wilson fellowship initiative with 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 a fellowship with a well-known name and high visibility, similar to a National Merit Scholarship; 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.

“Indiana was selected as the lead state for launching this fellowship 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,” said Arthur Levine, the president of the Woodrow Wilson National Fellowship Foundation, who led a multi-year study on needed improvements in teacher education.

The participating universities 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 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.

Applications for the first Woodrow Wilson Indiana Teaching Fellowships will be available in fall 2008, with Fellows to be named in spring 2009, begin master’s work later that 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.

The Woodrow Wilson Foundation will pursue a state-by-state initiative to scale the program up nationwide, with other states, including Ohio, expected to launch Woodrow Wilson programs beginning next year. In addition, Woodrow Wilson is also launching a national version of the program, intended as a “Rhodes Scholarship” for teaching. Recipients of the Leonore Annenberg Teaching Fellowship will attend exemplary teacher preparation programs at Stanford University, the University of Pennsylvania, University of Virginia, and the University of Washington. The fellowship is funded by a \$5 million grant from the Annenberg Foundation and a \$1 million grant from Carnegie Corporation of New York.

“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.*

*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 Indiana Teaching Fellowship**

### **MEETING INDIANA'S EDUCATION NEEDS**

Like most states, Indiana must prepare more and better teachers to fill shortages and build a workforce that can compete with the rest of the world. The Woodrow Wilson Foundation's new teaching fellowship program meets these challenges head on. Participating universities have pledged to take bold steps to improve teacher education. They will re-evaluate and change curriculum, study new leadership models, expand partnerships and mentoring in high-need schools, and evaluate their graduates. The fellowships will help Indiana attract talented college graduates who often seek jobs in higher-paying and more prestigious fields. Top graduates will be offered one-year graduate teaching fellowships and other benefits that, when combined, will help Indiana meet the pressing educational need outlined here.

What are some of the challenges that Indiana faces that the Teacher Fellowship will help address?

- **Indiana will need to replace a significant proportion of its teacher workforce.** One-third of Indiana teachers will be eligible to retire in five years. Moreover, 41 percent of Indiana's 73,000 K-12 teachers and administrators are age 50 or older, meaning that the need to replace these retiring educators will continue to grow.
- **Indiana, like most states, suffers from high teacher attrition and mobility rates that better teacher training, mentoring and support will address.** An analysis by the Center for Evaluation and Education Policy (formerly the Indiana Education Policy Center) of Indiana teachers who began their career during the 1994-95 school year found that five years later, 44 percent had left their original school district, with 16 percent having moved to different districts. Meanwhile, 28 percent left teaching.
- **At time when the state's economy requires more students completing postsecondary education, improved teaching will help boost the state's high school graduation and college-attendance and completion rates.** Today, the percentage of adults ages 25-64 in Indiana who have a college degree (31.2 percent) ranks 15 percentage points behind the national average (46.2 percent), Jobs for the Future and the National Center on Higher Education Management Systems report. The problem is partly a matter of getting more students who graduate from high school to pursue college. Today, nearly three-fourths (73 percent) of Indiana high schoolers graduate, but fewer than half (45 percent) of these graduates enter college. Equally troubling, the percentage of 18- to 24-year-olds who enroll in college has risen only 1 percent from 1992-2006, according to the annual *Measuring Up* report by the National Center for Public Policy and Higher Education. Finally, 31 percent of Indiana residents have college degrees. According to the 2005 American Community Survey, Indiana ranks 42nd nationally in the proportion of its residents with an associate degree or higher (31.2 percent).
- **Teachers are needed to help students meet rigorous new state graduation requirements.** This fall, Indiana's Core 40 became the required high school curriculum, providing all of the state's students the opportunity to receive and complete high-level courses. But more talented teachers are needed to provide students—particularly those in urban areas where shortages are most acute—with the subject knowledge and instructional skills needed to meet these new and rigorous demands.

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## **FACT SHEET**

### **The Woodrow Wilson National Fellowship Foundation's Indiana Teaching Fellowship**

#### **WHAT IS THE INDIANA TEACHING FELLOWSHIP?**

The Woodrow Wilson National Fellowship Foundation is launching a major new fellowship to address fundamental challenges to improving the teacher workforce, including raising the prestige of the profession, addressing key shortages in the field, and demonstrating what effective teacher preparation and retention should look like—particularly in high-need schools. The Foundation is launching its first state-based model of this national fellowship in Indiana, with plans to expand the model to other states.

The Indiana Teaching Fellowship will provide a \$30,000 stipend to exceptionally able candidates to complete a year-long master's program at a selected college or university. Fellows must commit to teach math or science for three years in high-need secondary urban or rural schools in the state. The Fellowships seek to attract talented college graduates and mid-career professionals who might not otherwise consider teaching. Fellows will be given intensive mentoring and assessment focused on the first two years of teaching.

The Fellowship program has four primary goals that will be the same for Indiana and all other states that roll out their own Woodrow Wilson programs in the future. 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.** 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 a fellowship with a well-known name—along the lines of a National Merit 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 Indiana Teaching Fellowship?**

Undergraduates and career changers from across the nation will be eligible. Candidates must have undergraduate majors in math or science, have graduated in the top 10 percent of their class, and demonstrate commitment to the program's goals via an essay, interview, and faculty recommendation.

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

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 secondary teachers now being prepared in those fields—with aspirations to scale up to 400 per year, creating a critical mass of Fellows statewide in the crucial math and science fields.

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

The Woodrow Wilson Foundation selected four Indiana institutions to participate based on the existing high quality of their teacher-preparation programs and their willingness to make historic changes and test out new models. The institutions are Purdue University, Ball State University, Indiana University-Purdue University Indianapolis, and the University of Indianapolis.

Participating universities will receive 20 Fellows each year. In addition, the fellowship program offers each university up to \$500,000 in matching funds and 60 days of paid consulting to enhance its teacher preparation programs, and will engage Fellows directly in host schools from the start of their master's work. High-need schools will hire these well-trained Fellows in small cohorts, receiving support and some university privileges for teachers who mentor Fellows, as well as opportunities to engage other teachers in the same mentoring that Fellows receive. Teacher candidates who are not Fellows but who train in the same institutions will also benefit, since they will be enrolled in the same teacher preparation programs and receive similar induction opportunities.

Already, the universities have outlined new directions for their teacher education programs that will include:

- Reworking current curriculum to center upon an outcomes-based approach to teacher education;
- Pioneering clinically based approaches to teacher preparation that tie theory to practice, put master's students in the classroom from the first day of their preparation; include residencies for teachers on campus and for professors in schools; and offer in-school mentoring once Fellows begin to teach;
- Building new teacher-preparation collaborations with the college of arts and sciences; and
- Lodging responsibility for the teaching fellowships directly in the provost's office, to ensure institution-wide involvement.

### **Why was Indiana chosen as the first state to launch the state teaching fellowships?**

The need for new teachers is great, and, with a million schoolchildren and 4,000 new teachers each year, Indiana is an ideal size for Woodrow Wilson's first state-based model, since the four-university pilot can be scaled up quickly to achieve a critical mass for the state. Also, Indiana's philanthropic and private sectors have demonstrated strong support for this effort, as have the governor and state legislature.

### **What is the timeline for the Indiana Fellowship program?**

The Woodrow Wilson National Fellowship Foundation will begin accepting applications in spring 2009. Fellows will be named in late spring and will enroll in their graduate programs in fall 2009.

### **How will the Indiana Teaching Fellowships be funded?**

The Indianapolis, Indiana-based Lilly Endowment has pledged \$10.1 million to support the pilot state model in Indiana. The Governor, superintendent of education, and commissioner of higher education are backing the program, offering the possibility that they can help raise private, corporate, and foundation support.

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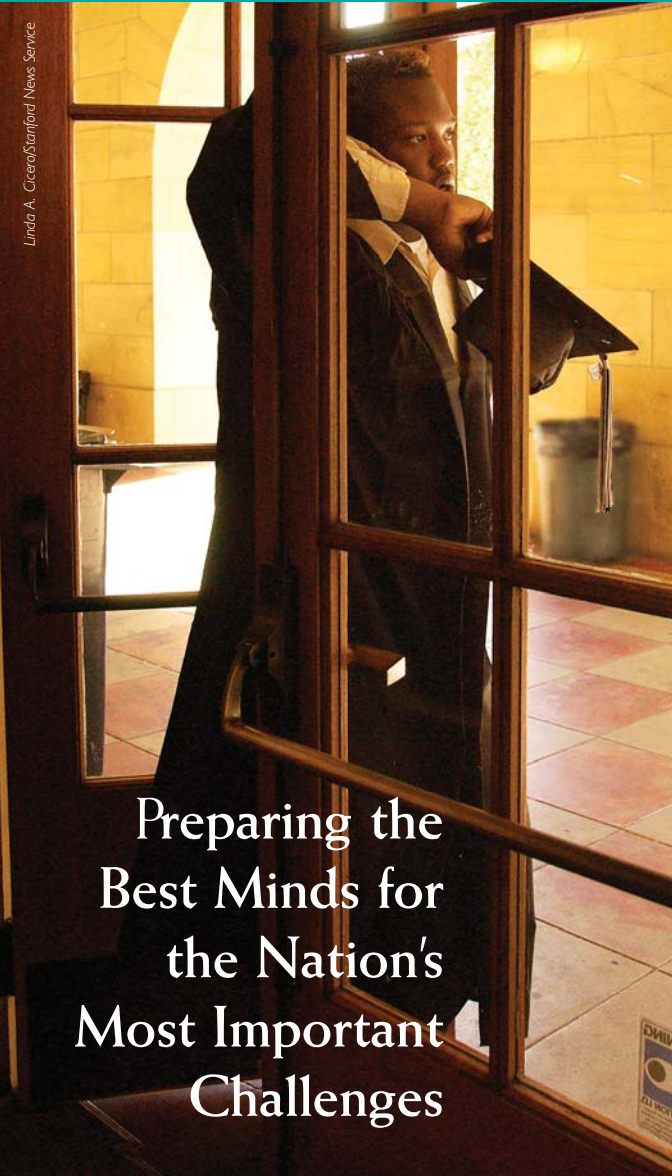
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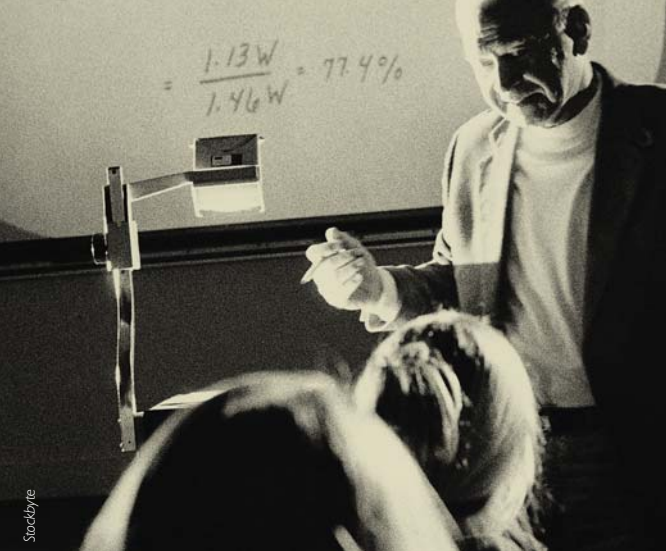
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Linda A. Cicero/Stanford News Service

Preparing the  
Best Minds for  
the Nation's  
Most Important  
Challenges



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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