



THE WOODROW WILSON  
*National Fellowship Foundation*

**Improving Michigan STEM Teachers and Teaching:  
The W.K. Kellogg Foundation's Woodrow Wilson  
Teaching Fellowship**

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## Introduction

Pressures to improve teaching throughout the United States increase with each new academic year. Fifteen years ago, the Elementary and Secondary Education Act (No Child Left Behind) heralded the new era of the “highly qualified teacher.” More recently, in 2014, the U.S. Department of Education called on states to demonstrate how they would ensure equitable access to effective teachers, looking to states to determine how best to put strong teachers in all classrooms—not just in well-resourced schools. And the recently enacted Every Student Succeeds Act (ESSA) now looks to implement a new focus on teaching, with new expectations for educators entering the classroom.

Essential to realizing these calls for qualified and effective teachers is improving teacher preparation. The nation's teacher education programs are not producing the quantity or quality of teachers needed, particularly in needed subjects. The future demands a new approach.

## The Woodrow Wilson Teaching Fellowship

The Woodrow Wilson National Fellowship Foundation established the Woodrow Wilson Teaching Fellowship program in 2007 to take up this challenge. Building on seven decades of experience preparing future leaders to address the challenges facing society, the Woodrow Wilson Foundation established a program to recruit, prepare, and support excellent teachers for high-need schools.

With a focus on STEM (science, technology, engineering, and mathematics) education, the Woodrow Wilson Teaching Fellowships provide prospective teachers with the academic preparation, extensive clinical experience, and mentoring necessary to succeed in the classroom. The program is currently offered in five states, in partnership with 28 universities. This multi-state approach has led to the identification of several essential elements for the improvement of teacher education. These shared characteristics include:



1. Focusing on whole states, beginning with the governor and building a statewide, bipartisan coalition of stakeholders;
2. Requiring strong partnerships between universities and school districts as well as between colleges of education and schools of arts and sciences
3. Establishing accountability mechanisms for participating universities, schools and Fellows;

4. Creating efficient and effective clinically based yearlong (12–15 months) master’s degree STEM teacher education programs;
5. Demanding high selectivity in student admissions and choice of participating universities and high-need school districts;
6. Mentoring both during the program and for several years after an educator is a “teacher of record”; and
7. Requiring third-party, evidence-based assessment of the program’s impact.

The Woodrow Wilson Teaching Fellowships have enabled participating universities to create model teacher education programs in Georgia, Indiana, Michigan, New Jersey, and Ohio. Efforts are under way to expand the program to additional states.

## Michigan and the Woodrow Wilson Teaching Fellowship

The W.K. Kellogg Foundation’s Woodrow Wilson Michigan Teaching Fellowship began in Michigan in 2010, with the generous financial support of the Kellogg Foundation. Woodrow Wilson selected six Michigan universities with the capacity, willingness, and leadership to create model teacher education programs—rigorous, highly selective, clinically based programs integrating disciplinary content and pedagogical instruction. These 12- to 15-month master’s degree programs, built on strong partnerships between local school districts and institutions of higher education, would provide three years of mentoring to the new teachers they prepare. The universities had 18 to 21 months to create these programs. When their work was successfully completed, funds were released and students were admitted. Four classes, or cohorts, of students were admitted, from the 2011–2012 academic year through 2014–2015. Partner universities in the state included Eastern Michigan University, Grand Valley State University, Michigan State University, the University of Michigan, Wayne State University, and Western Michigan University.

**The value of the state-based approach to teacher education reform cannot be overstated.**

The value of the state-based approach to teacher education reform cannot be overstated. Strong support from a governor, state superintendent, and legislative leadership—both to launch the initiative and to ensure its success—is imperative. Partnerships between the universities that ultimately administer the degree program and the school districts that employ the Fellows ensure the flexibility to meet the schools’ ever-changing staffing and educational needs, while providing a well-prepared teacher workforce to fill STEM vacancies.

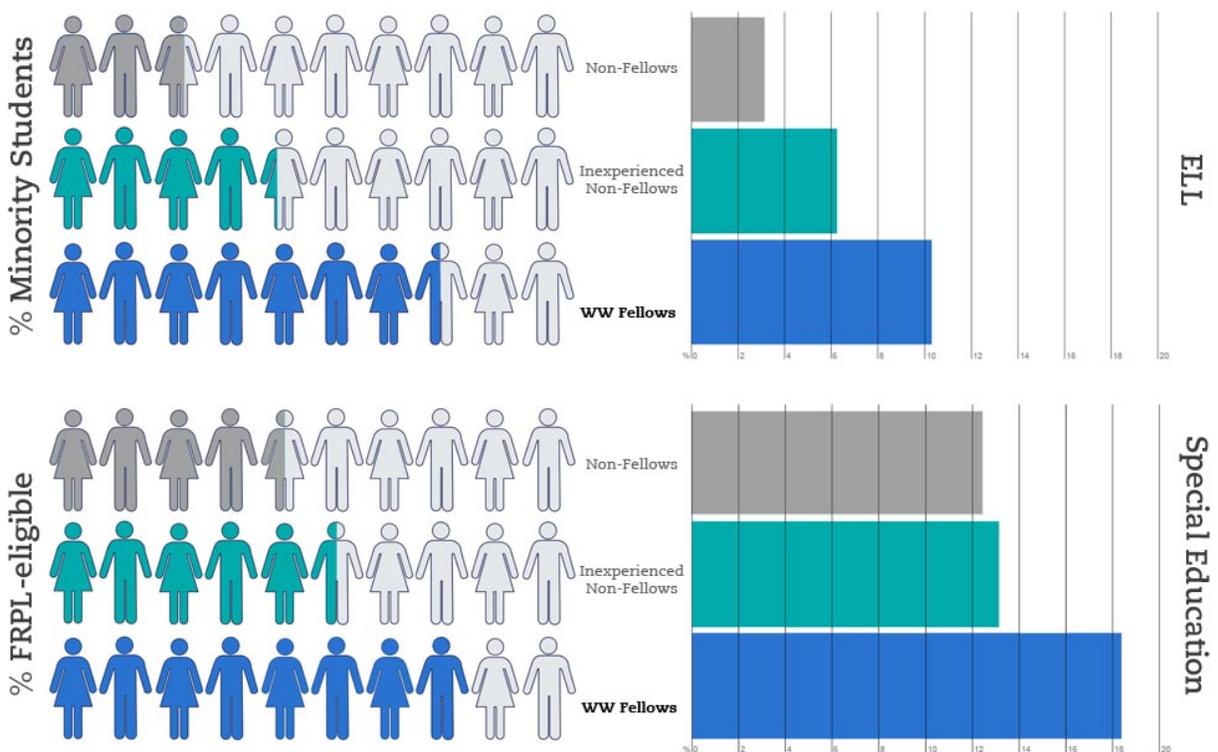
In addition to providing all Fellows with one-year, \$30,000 fellowships to complete their master’s degrees, the Woodrow Wilson Foundation awarded grants to partner universities to redesign their STEM-focused teacher education programs, according to the Foundation’s standards. Signed agreements between each university president and the Foundation both empowered and

required each Michigan partner university to make sustainable changes to its overall approach to teacher education.

According to the terms of the Fellowship, all Woodrow Wilson Fellows committed to three years as teacher of record in a high-need Michigan school. The rigor of the program—particularly the classroom immersion experience that begins and ends with the public school year—was designed to equip Fellows with the skills and knowledge to perform in the most challenging districts, schools, and classrooms in the state.

## Key Findings from the Michigan Woodrow Wilson Teaching Fellowship

The Woodrow Wilson Foundation contracted with the Center for the Analysis of Longitudinal Data in Education Research (CALDER) at the American Institutes of Research (AIR) to perform an independent external assessment of the Michigan Fellows program.



**Figure 1:** Students of Woodrow Wilson Teaching Fellows in Michigan are four times as likely to be African American, about twice as likely to be eligible for free/reduced price lunch, likelier to have special education needs, and three times as likely to be English language learners.

An important top-line finding: Woodrow Wilson Fellows are indeed taking on the challenge of teaching in Michigan’s high-need classrooms, and they are well prepared to work with students in those schools. As Figure 1 (above) shows, Michigan students taught by Fellows are four times more likely to be African American (61 percent, as opposed to 15 percent for inexperienced non-Fellows); about two times more

likely to be eligible for free/reduced price lunch (80 percent, versus 44 percent for non-Fellows); more mobile in changing schools (31 percent, versus 10 percent for non-Fellows); three times as likely to be teaching English language learners (10 percent, versus 3 percent for non-Fellows), and more likely to have special education needs (16 percent, compared to 10 percent for non-Fellows).

Not only are the Fellows placed in some of the state's most challenging teaching assignments, they are also bringing more subject matter expertise to Michigan classrooms than do their peers. Fully 100 percent of Woodrow Wilson Fellows held a Michigan STEM license. By contrast, just 87 percent of new Michigan teachers statewide who taught core STEM classes have STEM licenses.

Available Michigan cohort data demonstrates that the Woodrow Wilson Fellowship Program does lead to improved teacher performance in the high-need schools that the program focuses on, as measured by Fellows' impact on student achievement. Compared to students of non-Fellows, students of Woodrow Wilson Fellows showed more growth in middle school math, middle school science, and high school science. The exception was Fellows teaching high school science, who only outperformed the same-district inexperienced comparison group.

While more robust data are still needed and while recognizing currently available VAM data presents a very limited picture of the impact of Woodrow Wilson Teaching Fellows in the classroom, the Fellowship is showing positive effects in preparing new math and science teachers to succeed in the high-need districts that need them most.

## **Guiding Principles of the Michigan Teaching Fellowship**

These outcomes come as a result of a strong series of guiding principles the Woodrow Wilson Foundation has established for Teaching Fellowship states. To ensure the strongest results possible in recruiting, preparing, and supporting excellent beginning STEM educators for Michigan's high-need schools, the Woodrow Wilson Foundation developed a straightforward list of non-negotiable elements all university partners were expected to follow. While ensuring program fidelity across institutions, these principles provided higher education partners wide enough latitude to design programs that would best meet the needs of their populations of teachers and students. These principles included:

1. The teacher education program is to be the product of collaboration between the schools of arts and sciences and schools of education (and engineering if appropriate). In partnership, they plan, teach, and assess the new teacher education program.
2. The teacher education program is a partnership between the university and the urban or rural public schools targeted, analogous to the relationship between medical schools and teaching hospitals.
3. The university's president, chief academic officer, and deans of arts/sciences and education are committed to establishing an exemplary math and science teacher education program. Oversight is lodged in the provost's office.

4. The teacher education program is outcome-based, focusing on educating teachers with the ability to promote student learning in the classroom.
5. The programs are field- or school-based, integrating academic and clinical instruction. Clinical instruction is full-time, begins in the earliest days of the program, continues throughout, provides frequent student assessment, and gives the master's students increasing responsibility as teachers.
6. The program faculty comprises both academic and clinical faculty, professors and teachers, who are engaged jointly in program planning, design, implementation, teaching, and assessment.
7. The curriculum is rooted in subject matter and is geared to the population the teacher will teach.
8. Coursework includes adolescent development and learning; outcome-based curriculum; pedagogy and assessment rooted in the subject matter and population to be taught; classroom management; cooperation with parents and communities; and the creation of professional learning communities to encourage teaching colleagues to work together.
9. Preparation extends into the first three years of teaching, incorporating induction and mentoring programs that feature ongoing school-university cooperation.
10. The program is evidence-based with continuing assessment of program and students.
11. The marks of success for the program are enhanced student learning in Fellows' classrooms, retention of Fellows as teachers, and expansion of the teacher education programs that prepared the Fellows.

These lessons became the cornerstone of subsequent Woodrow Wilson Teaching Fellowship effort and can be found at the center of current programs in both Georgia and New Jersey.

## **Lessons Learned from the Woodrow Wilson Teaching Fellows Program**

Both the quantitative data gathered by the American Institutes of Research and the qualitative information acquired throughout the development and implementation of the W.K. Kellogg Foundation's Woodrow Wilson Michigan Teaching Fellows program yield several lessons for establishing and improving teacher education efforts. Some of the key points are as follows:

Programs must be selective and must focus on the recruitment of excellent teacher candidates. As the demands on classroom educators have grown significantly in recent years, it is evident that prospective teachers need higher levels of skills and knowledge than ever before. To meet the staffing needs and the demands of school districts for well-prepared candidates—particularly for those interested in hard-to-staff schools—universities must have access to a pipeline of excellent prospective teachers who already possess deep content knowledge. Program candidates, particularly those in fields like STEM, must be committed to teaching in high-need schools, with all that such an assignment entails. Finally, university programs must be forward-looking and first-rate in order to attract students of the necessary caliber.

There are no shortcuts; a strong educator preparation program requires academic coursework, clinical preparation, and mentoring. Based on Woodrow Wilson’s experiences in Michigan (along with its ongoing work in Georgia, Indiana, New Jersey, and Ohio), a state’s teacher education pipeline benefits from candidates ready for the challenges and opportunities of the classroom. That means an academic degree program, coupled with a full academic year’s experience in a K–12 classroom, learning from and with experienced educators. This joint experience is then brought together with results-based mentoring, both during the academic program and for the initial years as a teacher of record.

Accountability for all stakeholders is essential, but good data is a prerequisite to make accountability real. From the onset of the Woodrow Wilson program, universities and school districts are clear on expectations regarding student recruitment, academic and clinical preparation, and placement and understand the metrics regarding how success will be measured.

The Woodrow Wilson Foundation measures the success of its Teaching Fellowships both in student learning outcomes and in teacher retention. Achieving these goals, though, requires relevant data aligned to these metrics. Without data such as that provided by the Michigan Department of Education, it would be nearly impossible to measure the true impact that a program such as the Woodrow Wilson Teaching Fellowship has on student achievement and success. To help broaden its range of data and provide greater accountability in its desire for improved student and educator success, the Foundation has developed a program of formative assessment with new partner institutions in new states, and will draw on findings to complement CALDER data. That said, in future partnerships, Woodrow Wilson will be looking to states with strong existing commitments to gathering detailed data on teachers’ and students’ results.

**Strong educator preparation requires coursework, clinical work, and mentoring—no shortcuts.**

Improvements to existing teacher education programs need to be developed for the long term, with clear plans for sustainability if proven effective. Demands for increased student performance and reforms to K–12 education have resulted in a flurry of new ideas and promising practice. Unfortunately, many of these innovations are abandoned once the initial funding is spent. New programs, good or bad, are more often unstudied by the time initial funding ends. Sustainability or institutionalization plans are essential from the state of the program. Sustainability and diffusion plans are essential in a time like the present, one of continuing and rapid change, with a cornucopia of competing reform agendas and decentralized short-term funding.

To transform teacher education, states and universities must invest in those ideas with the greatest promise and have clear sustainability plans for how those innovations can be integrated into all institutions of higher education across the state. Such a long-term view is necessary if the result of these efforts—a cadre of excellent educators—is to have the desired impact on the state’s high-need schools.

## **The Long-Term Impact of the Michigan Teaching Fellowship Program**

The bottom line is that the six partner universities met all 11 of the 11 standards set by the Woodrow Wilson Foundation for their transformed programs. At the time the transformation process began, no institution met more than three of those standards, and most satisfied none.

One key observation has emerged from Woodrow Wilson’s work with the Teaching Fellowships in Michigan (and indeed across several of its partner states): While the engagement of major research universities in this program brings greater visibility and credibility to the transformation of teacher preparation, these larger, better-known institutions are typically more challenging to work with. They are less flexible, with many more layers of administration and approval required, and they tend to disperse their attention among a wider range of priorities. By contrast, less prominent campuses—which have more at stake in making themselves more visible by virtue of the program, rather than the other way around—typically prove more responsive, and their administrative infrastructure is often simpler. More important, they generally have a much greater awareness of their own need to strengthen their teacher preparation and create momentum for change. The WW team has found this to be true across the range of Michigan institutions with which the Woodrow Wilson Foundation is working.

Site visits are an ongoing part of the Foundation’s Teaching Fellowship work. Such visits in Michigan found all of the partner schools have met program goals for transforming the curriculum; establishing a strong double mentoring system in the clinical year; creating an appropriately school-centered clinical placement; and assisting with Fellow placement in high-need schools.

As the Michigan Teaching Fellowship program matured, university partners reported that the districts asked the program to consider alternatives to the traditional teaching fellowships approach. With the decline in teacher hiring in the state, the Fellowship could have greater impact if it focused on improving the quality and retaining current teachers. Woodrow Wilson Foundation partner institutions are currently pursuing that idea.

As the formal W.K. Kellogg-Woodrow Wilson Teaching Fellowship program concludes, each of the six partner universities demonstrate how the transformation project will be continued in ongoing teacher education efforts.

### **Eastern Michigan University**

Administrators at Eastern Michigan University reported, “the successes easily outweigh the challenges.” Eastern Michigan University has met the goals of the project and has trained an “outstanding cadre of STEM teachers who will positively impact the lives of thousands of students over their careers.” The program at Eastern has fostered a strong relationship with K–12 partnership schools and has built a new degree program based on the Woodrow Wilson Teaching Fellowship model that is moving, as intended, into non-STEM areas.

### **Grand Valley State University**

University faculty and area K–12 principals and superintendents believe that the Grand Valley program prepared highly effective secondary math and science teachers. One superintendent said he “wanted more teachers like the Fellows he hired and will hire as many as he can.” The Woodrow Wilson Fellows prepared by this program emerged ready to teach and have been highly sought after, as evidenced by early hiring and successful first-year experiences. Noting challenges in identifying a sufficient number of STEM teaching openings in the geographic area, GVSU has advocated a shift in the program to focus on in-service teachers in the belief that the impact of such a program would be larger in terms of the number of teachers who need it, the potential to reduce teacher attrition, the number of students who would be affected, and the financial viability of the program for the university.

### **Michigan State University**

As a result of the newly designed elements embedded within the WKKF-WW Michigan Teaching Fellowship at MSU, the program has been recognized nationally, and the university continues to seek other grant opportunities to expand the program.

### **University of Michigan**

The University of Michigan provides Fellows with a strong pedagogical and practice-based preparation program. Joining other STEM interns at the university allows Fellows to interact with other professionals in the STEM fields and to be part of U-M’s larger learning community. Fellows’ content and education courses are taught by leading professors in the field, and mentors’ training in the “academy” helps to provide a better experience for the mentor as well as the Fellow. The Woodrow Wilson Foundation continues to work with U-M to determine what can be program elements can be adopted by other parts of the university’s larger teacher education efforts.

### **Wayne State University**

The Wayne State WKKF-WW Teaching Fellowship program remains strong despite leadership and faculty changes at the university during the administration of the Fellowship. Feedback from the early years of the program resulted in improvements to courses, course instructors, sequence of courses, mentors, and the extension of MAT completion from one to two years for Fellows who wanted the additional time.

### **Western Michigan University**

The WKKF-WW Teaching Fellowship program has resulted in the development of models for specialized preparation programs in other subject areas in Western Michigan University’s College of Education and Human Development. Moreover, as a result of the Fellowship’s success, local school district leaders now reach out to the program director for referrals when hiring math and science teachers.

## Recommendations Based on the Michigan Experience

The W.K. Kellogg Foundation-Woodrow Wilson Teaching Fellowship efforts in Michigan offer significant lessons for teacher preparation nationwide. Woodrow Wilson’s ongoing work in five states—including specific efforts in Georgia and New Jersey that have been deeply educated by experiences in Michigan—reflects those lessons, and will continue to refine them.

These lessons, coupled with the more than a century of practical experience embodied by those at the Woodrow Wilson Foundation, serve as the basis for recommendations on how to use the lessons learned in Michigan and in other Woodrow Wilson Teaching Fellowship states to improve the field as a whole.

### For **state policymakers**:

- Focus on improving teacher education for the entire state, not just in one city or at one university;
- Ensure that data systems have the ability to connect student learning outcomes to teacher preparation programs;
- Mandate the release of student outcomes data to school districts as well as to independent research entities connected to teacher education reform efforts, so school districts can see where their strongest teachers are prepared;
- Provide universities with the financial resources and time necessary to develop excellent, cutting-edge programs; and
- Require a sustainability plan that will involve all relevant universities.

### For **federal policymakers**:

- Demand universities have “skin in the game,” requiring that in addition to public funding universities make their own investments in teacher education improvement;
- Recognize the needed balance of strong inputs (high admission standards, recruitment tied to schools’ staffing needs, enrollments tied to district hiring numbers, and a research-based program of instruction) as well as equally strong outcomes (driven by student learning and teacher retention); and
- Work through states and their governors to carry out teacher education improvements that meet demands of states and their schools.

### For **school district leaders**:

- Ensure the school district is an equal partner in developing program goals, design and standards with the university;
- Demand that new teachers receive strong induction and effective mentoring from well-qualified classroom educators, recognizing that mentoring and teaching are two different skill sets;

- Communicate staffing needs and hiring capacity, both current and projected, to ensure that local universities are specifically addressing potential gaps; and
- Demand that universities work as partners with school districts in designing programs to prepare prospective educators, with districts providing feedback to universities on the quality of teacher prepared and placed in local schools.

**For teacher preparation programs:**

- Focus on intensive, yearlong master’s degree programs that not only provide pedagogical theory and rigorous academic content, but also offer intensive clinical preparation and mentoring rooted in content knowledge;
- Invest in recruitment to ensure high-quality candidates and students;
- Take the time necessary (18–21 months) to build an excellent program correctly the first time, and allow three years after implementation to achieve fully the desired program; and
- Focus on what is both needed now and expected to meet educator pipeline needs for the future, rather than on what has been deemed adequate in the past.



**For all:**

- Recognize that long-term improvement in student learning opportunities and outcomes arises from the development and support of effective educators to lead those improvement efforts, bearing in mind (as numerous studies have shown) that the most influential lever in student learning is a great teacher;
- Demand accountability, from the top down and from all sides;
- Require third-party evidence to demonstrate effectiveness and identify those areas that need to be improved; and
- Understand that teacher education can be improved to meet current and future needs, and that the path to its transformation is visible throughout the nation, in programs large and small, as the Woodrow Wilson Foundation’s experience demonstrates.

## Appendix A: WW Teaching Fellows Partnership Expectations

### University

- The provost serves as PI for the grant and overall leader of the effort.
- The Teaching Fellowship program must have a full-time director satisfactory to the Foundation who reports directly to the provost and who works with the Foundation, the Fellows, and the partner school districts to ensure the success of the program.
- The campus must be able to demonstrate joint planning and program implementation between the targeted school district and the university, analogous to the work done in a teaching hospital.
- The campus must also commit to engage the College of Arts and Sciences and the School (or Department) of Education in joint planning and program implementation.
- Presidential availability must be guaranteed in case problems occur. Meetings between WW representatives and the institution's president, provost, deans, and project director should be held once or twice a year.
- The university must match the WW enrichment grant, with at least 50 percent used for tuition remission.
- The university and the Woodrow Wilson Foundation must take joint responsibility for public relations. Each campus will identify a communications coordinator for the program who will work with the Foundation.
- The university must begin early to develop plans for institutionalization and diffusion indicating how the work of the Fellowship will be used to transform other teacher preparation programs on the campus and how it will be sustained beyond the period of WKKF-WW funding and administration.
- The university president and the Woodrow Wilson Foundation president must together sign a memorandum of understanding detailing plans for change and specific benchmarks.
- Woodrow Wilson reserves the right to terminate the partnership if the university does not meet obligations or benchmarks.

### Universities and School Districts

- Critical to the Fellowship is the identification of partner school districts and district personnel who will support this initiative. These individuals would potentially include a senior district leader to serve as the overall point person; a human resources/personnel member who is kept abreast of efforts; and curriculum and instructional staff in the STEM areas. These district personnel must be active players in program planning throughout the project.
- Working with the district leaders, the program would assess the academic needs in the STEM subjects. This would comprise and assessment of district outcomes data and district instructional priorities in STEM.
- The university will develop a memorandum of understanding with partner school districts; this MOU must be approved by WW.

## **Admissions, Recruitment, and Job Placement**

- Recruitment jointly by the university and Woodrow Wilson; the university agrees to use the Foundation’s application for internal review of the candidates; the number of fellows at a university will depend on the university’s effort.
- The university will designate a campus recruitment coordinator to work closely with the Foundation in recruitment selection, admission and job placement.
- The university and the Foundation will be equal partners in recruitment and must together meet Foundation expectations for recruitment activities.
- Primary responsibility for job placement resides with the university, and the university must early develop and implement a plan for fulfilling this responsibility.

## **Curriculum**

- The program for Fellows must follow the calendar of the partner school district, not the university. Fellows should begin their school placement when teachers arrive in the district and stay until teachers leave in June (even if the academic program ends earlier).
- Fellows must spend at least four days a week full-time in schools (and the Foundation prefers five days per week, both semesters).
- Fellows will take no more than 36 credits and 15 months of full-time courses, though we support granting the degree after the end of the first year of teaching and the completion of some additional coursework.
- Whenever possible, classes should be held in the school district.
- Curricular coherence: The curriculum should be designed so that Fellows experience meaningful coherence between courses—content and methods courses—and clinical experiences, in the syllabi and in program delivery. The clinical experience component of the Teaching Fellowship should be integrated by design with coursework and other academic experiences. This might include fieldwork directly connected to content-specific methods courses with course assignments carried out by Fellows during fieldwork; methods courses that meet in public schools and/or include K–12 faculty as instructors; an intentional developmental sequence for clinical experiences; frequent assessment-feedback cycles; and formal seminars or discussion groups focused on the clinical experiences of the Fellows.
- Assignments must move beyond what is commonplace in teacher education programs across the country. Instead of assignments asking students to prepare a “hypothetical” lesson where one is teaching in a room with four students with special needs and three English-language learners, coursework should require students to actually perform in real school settings.
- Coursework should include technology and basic information on the neuroscience of learning, in addition to the other content identified above.
- Coursework will require students to demonstrate mastery of the use of instructional technologies in their classrooms.

## **Faculty**

- Program faculty must comprise academic and clinical faculty, professors and teachers, who are engaged jointly in program planning, design, implementation, teaching, and assessment.
- It is critical that those teaching teachers are familiar with the realities of the P-12 teaching environment. This means that clinical faculty play a role in co-designing courses, just as renowned professors in teacher education must play a role in the clinical experience.

## **Mentoring**

- WW Teaching Fellowship programs are field-based, integrating academic and clinical instruction. Clinical instruction begins in the earliest days of the program, continues throughout, provides frequent Fellow assessment, and gives Fellows increasing responsibility as a teacher. Mentors and Fellows will have dedicated time for debriefing at minimum once each week.
- Preparation extends into the first three years of teaching in urban or rural schools, incorporating induction and mentoring programs that feature ongoing school/university cooperation.
- This should be a single four-year program with one year of graduate study followed by three years of teaching and mentoring throughout—not a program in which mentoring starts after graduation.
- A mentoring plan, approved by the Foundation, should be designed at the same time as the curriculum.
- Working together, partners will actively identify teachers who can serve as mentors, provide mentor professional development, and outline a clear scope and sequence of Fellows' teaching responsibilities from day 1 to day 180 (not by day, but monthly or quarterly).
- Critical to ongoing support is the creation of a strong feedback loop between the mentors and the university mentoring team to keep abreast of Fellows' growth and progress.

## **Assessment**

- Formulation of an assessment plan must begin in consultation with the Foundation before the implementation of the program.
- Partners must agree to active participation in the Foundation's assessment procedures, including executing a data-sharing agreement with CALDER (the Foundation's external evaluator); local evaluations with rigorous formative assessment, approved by WW; and an intentional supervision and support system with a frequent observation-feedback cycle.
- The assessment plan must include short-term feedback for continuing program improvement and long-term assessments of the program's impact on academic achievement of Fellows' students over time.

## Appendix B: About the Woodrow Wilson Foundation

For the past 70 years, the Woodrow Wilson National Fellowship Foundation has identified and developed the nation's best minds to meet its most critical challenges. This work began in 1945, as the Woodrow Wilson Foundation responded to the significant number of American GIs returning home from World War II with a promise of a higher education under the GI Bill. Then, the Woodrow Wilson Foundation helped recruit and prepare the generation of college professors necessary to meet post-war higher education needs. Now, the nation's greatest need for education leaders is at the secondary level, and particularly in the urban and rural schools that serve so many of America's low-income young people.

There is little question that effective teacher preparation is a critical challenge currently facing our nation. Through the Woodrow Wilson Teaching Fellowship, we are attracting, preparing, and placing talented, committed individuals into teaching in high-need secondary schools. With programs currently in Georgia, Indiana, Michigan, New Jersey, and Ohio, the Woodrow Wilson Foundation is working to change the way top teachers are prepared. The Foundation partners with colleges and universities to create a more effective teacher education program focused on a yearlong classroom experience, rigorous academic work, and ongoing mentoring. Woodrow Wilson Teaching Fellows will touch the lives of more than a million students over a 15-year teaching career.

Because principals are the next most important influence on teacher effectiveness, after high-quality preparation, the Woodrow Wilson Foundation now offers the Woodrow Wilson MBA Fellowship in Education Leadership, a new program that blends transformational education coursework and a tailored business curriculum with intensive clinical experience in schools, corporations, and not-for-profit organizations, as well as involvement with innovative schools abroad. One of the first programs of its kind, the Woodrow Wilson MBA Fellowship is a model for next generation, results-focused school leader preparation. The program, currently offered in Indiana, New Mexico, and Wisconsin, is designed to prepare leaders who will drive innovation, expand the use of analytics and evidence-based practices, raise student performance to international standards, and improve the quality of school systems and teaching over time.





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