

Woodrow Wilson National Fellowship Foundation Teaching Fellowship Partnership Expectations

University

- 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.
- Joint planning and program implementation between targeted school district and university, analogous to teaching hospital.
- Joint planning and program implementation between College of Arts and Sciences and the Ed school or Department.
- Presidential availability if problems occur. Meetings once or twice a year between foundation representatives, president, provost, deans, and Project Director.
- University must match the \$500,000 enrichment grant; at least 50% used for tuition remission.
- Joint University-Foundation responsibility for public relations. Campus will identify a communications coordinator for the program who will work with the Foundation.
- University must begin early to develop plans for institutionalization and diffusion indicating how the effort will be used to transform other teacher preparation programs on the campus and how it will be sustained beyond the foundation funding.
- Memorandum of Understanding signed by university and foundation presidents detailing plans for change and specific benchmarks.
- Woodrow Wilson reserves the right to terminate the partnership if university not meeting obligations or benchmarks.

Universities and School districts

- Critical to this initiative 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, 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.
- University will develop a MOU with partner school districts which must be approved by the foundation.

Admissions, Recruitment, and Job Placement

- Recruitment jointly by university and Woodrow Wilson; University agrees to use Foundation's application for internal review of the candidates; number of fellows at a university will depend on university's effort.

- University will designate a campus recruitment coordinator to work closely with the foundation in recruitment selection, admission and job placement.
- University and foundation equal partners in recruitment and must meet Foundation expectations for recruitment activities.
- Primary responsibility for job placement resides with university and university must early develop and implement a plan for fulfilling this responsibility.

Curriculum

- 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 district and stay until teachers leave in June (even if academic program ends earlier).
- At least 4 days a week full-time in schools (We prefer five days per week both semesters).
- 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 course work.
- Classes primarily in 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 Fellows Program 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.
- Inclusion of technology, brain/neuroscience in addition to rest identified.
- Coursework will require students to demonstrate mastery of the use of instructional technologies in their classrooms.

Faculty

- Program faculty composed of 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 plays a role in co-designing courses just as renowned professors in teacher education must play a role in the clinical experience.

Mentoring

- The 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 with mentoring throughout not a program in which mentoring starts after graduation.
- A Mentoring plan, approved by foundation, should be designed at same time as 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 Fellow growth and progress.

Assessment

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

By signing below, I am acknowledging that my school district is committed to the Woodrow Wilson NJ Teaching Fellowship design principles, that we will collaborate with partner universities to co-design the new teacher education programs, that we will accommodate and support Fellows during their residency experience, and to the

extent that it is possible, we will make every effort to hire Fellows upon completion of their program.

Signature of Superintendent: _____

Date: _____

School District: _____



THE WOODROW WILSON
National Fellowship Foundation

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