

# WHAT ARE YOU WAITING FOR? Teacher Fellowship Opportunities



# Introduction

**A**t the Bill & Melinda Gates Foundation, we believe that nobody knows teaching like teachers. Teaching can be isolating, and we have been trying to figure out how to connect teachers in more powerful ways to have conversations about their profession and practice. Teacher fellowships are one way for teachers to connect, reflect, and improve their practice.

So we set out to learn more about what opportunities exist for teachers and how they are organized. Who sponsors teacher fellowships? How are teachers connected beyond their fellowship programs? How might we connect teacher leaders across fellowship programs?

We didn't intend to produce a booklet on teacher fellowships, but we amassed enough information about individual opportunities for teachers that we thought it worth sharing. This is a starter list that we hope will help connect you to an opportunity that might improve your practice or encourage you to become a leader in your own learning.

We started with a working definition of what a fellowship is:

- A competitive opportunity for experiential learning, training, and professional development over a period of time
- An opportunity for translating new skills and experiences into enhanced classroom teaching or enhanced educator roles
- A network of current educators
- Free or low-cost; often includes stipend

We found that five different types of organizations tend to offer or sponsor fellowships:

- Foundations and trusts (e.g. Rural School and Community Trust, MJ Murdock Charitable Trust)
- Universities and research institutions (e.g. Stanford University, Teachers College)
- Government agencies and programs (e.g. National Oceanic and Atmospheric Administration, The Fulbright Program)
- Non-governmental organizations and nonprofits (e.g. Teach Plus, StudentsFirst)
- Private corporations (e.g. Toyota, Hilton)

## How This Book Is Organized

The fellowships are organized in alphabetical order, and there is an index at the end of this booklet to help you find fellowships by grade, by subject, by location, and by other helpful categories. The fellowship opportunities on the pages that follow roughly fall into five categories, color coded to help you find their listings:

**Pre-service and Recruitment \***

**Early Career Support**

**Policy and Advocacy**

**Research**

**Teacher Leadership and Retention**

\* Pre-service and Recruitment fellowships are listed in the back of the book, under Other Fellowships, along with listings from the other four categories for which we didn't have a full profile to provide.

We see this as a living document and plan to update it as you send us information about other fellowships that you have participated in or that you know exist. You can send us descriptions of those fellowships at [teacherfellowships@gatesfoundation.org](mailto:teacherfellowships@gatesfoundation.org). Unfortunately, we cannot reply to your email, but please see the inside back cover of this booklet for the type of information you can help us find out about.

Our larger goal is to figure out a way to network the teacher leaders that emerge through these fellowships—to help connect you to other teachers in a way that leverages the expertise you have gained from your individual fellowships and allows you to make an even bigger contribution to the improvement of teaching and learning. We look forward to doing this with you.

*Carina Wong*

College Ready

The Bill & Melinda Gates Foundation

# Accelerate Institute: The Ryan Fellowship

<b>TYPE</b> Teacher Leadership and Retention	<b>PURPOSE</b> “The Ryan Fellowship is a one-year, paid fellowship providing aspiring principals with the opportunity to step back and develop a high-impact strategy and plan for creating a high-achieving urban school in the year prior to their first year as a principal...The Ryan Fellowship was created by The Accelerate Institute to directly attack the issue of underperforming charter schools by addressing the single largest factor as to why those schools fail: a lack of qualified leadership.”	
<b>GEOGRAPHIC REACH</b> National	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows engage in a yearlong fellowship to prepare them to become principals in underperforming urban charter schools. Fellows attend a four-week “academic foundation” at Northwestern’s Kellogg School of Management, followed by a field study in an urban charter school. Fellows are then hired by a charter school or CMO to launch or re-launch a charter school and receive mentorship from a senior fellow.	
<b>SINCE</b> Established 2010		
<b>TARGET TEACHERS</b> High-impact K–12 educators with at least 3 years teaching experience		
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> About 8		
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during training	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni remain connected via support from senior fellow	

[accelerateinstitute.org/ryan-fellowship](https://accelerateinstitute.org/ryan-fellowship)

# American Association of Immunologists Summer Research Program for Teachers

<b>TYPE</b> Research: STEM	<b>PURPOSE</b> To promote excellence in science education at the secondary school level. “The goal of the program is to give science teachers the opportunity to participate in an actual research experience in immunology. This experience is intended to acquaint the teacher with modern research tools and techniques, and to allow them to bring the excitement of research to their classrooms. Another goal of the program is to establish long-term associations between science teachers and the research community.”	
<b>GEOGRAPHIC REACH</b> National	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows engage in introductory courses in immunology, conduct laboratory research in immunology over 4–6 weeks in the summer and develop lab exercises to share with other teachers and to use in the classroom; fellows receive support to present their experiences at a professional meeting	
<b>SINCE</b> Unclear		
<b>TARGET TEACHERS</b> High school science teachers		
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> Unclear		
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Unclear	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni appear to remain connected through sharing of laboratory exercises	

[aai.org/education/Summer\\_Teachers/index.html](https://aai.org/education/Summer_Teachers/index.html)

# America Achieves

<b>TYPE</b> Policy and Advocacy	<b>PURPOSE</b> To enable the nation’s best educators to impact education policy, practice, and public debates through skill-building, targeted support, and networks of influence.	
<b>GEOGRAPHIC REACH</b> National	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows remain in their schools during the fellowship. They attend semiannual convenings, participate in a locally or nationally-focused Impact Network, complete professional development webinars and trainings, complete an Impact Project, and engage in high-impact advising, writing, and public speaking opportunities.	
<b>SINCE</b> Established 2010		
<b>TARGET TEACHERS</b> Current K–12 educator		
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> Up to 80		
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face and online	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni stay connected virtually	

[apply.americaachieves.org](https://apply.americaachieves.org)

# American Physiological Society Research Teacher Fellowship

<b>TYPE</b> Research: STEM	<b>PURPOSE</b> “Provide methods and materials promote the integration of inquiry, equity, and technology into the...classroom and into professional development programs; build ongoing working relationships between research scientists and teachers through laboratory research, interactive workshops and online communications; promote the adoption of standards for K–12 content and pedagogy — especially inquiry, equity, and technology use through ongoing in-service activities developed collaboratively by teachers and researchers; and increase teachers’ skills in developing, assessing, and utilizing web-based curricular materials and resources, especially in integrating online resources into inquiry-based teaching.”	
<b>GEOGRAPHIC REACH</b> National	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows engage in a 7–8 week summer research project with a research host at a local university/institution and participate in an online collaborative community with other fellows. Fellows develop lessons and activities based on their research.	
<b>SINCE</b> Established 1990		
<b>TARGET TEACHERS</b> High school science educators		
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> About 10		
<b>FELLOWSHIPS GRANTED TO DATE</b> Over 400		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during teaching forums and meetings; mostly virtually	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni can remain involved by being selected to mentor current teacher fellows	

[the-aps.org/mm/Education/K-12/EducationProjects/FrontiersinPhys/Teacher-Fellowships/ResearchTeacherFellows/Application-Information](https://the-aps.org/mm/Education/K-12/EducationProjects/FrontiersinPhys/Teacher-Fellowships/ResearchTeacherFellows/Application-Information)

# C-Span Teacher Fellowship Program

<b>TYPE</b> Research: Arts and Humanities	<b>PURPOSE</b> “... to [help teachers] learn more about C-SPAN and how to effectively integrate C-SPAN’s online resources into classrooms.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 2007		
<b>TARGET TEACHERS</b> Secondary social studies and media technology teachers	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> “For four weeks during summer 2014, Fellowship recipients collaborate with C-SPAN’s Education department to develop new teaching materials using C-SPAN resources in order to better serve teachers and students. Fellows also participate in C-SPAN’s Summer Educators’ Conference where they share their ideas about creating innovative learning experiences using C-SPAN’s programs and websites with conference attendees.”	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> 3		
<b>FELLOWSHIPS GRANTED TO DATE</b> At least 20		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during a four-week summer work period	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni share lesson plans and connect online	

[c-spanclassroom.org/Teacher-Opportunities.aspx](http://c-spanclassroom.org/Teacher-Opportunities.aspx)

# Choices Leadership Institute

<b>TYPE</b> Teacher Leadership and Retention: Arts and Humanities	<b>PURPOSE</b> “The Choices Teaching Fellows Program promotes excellence in social studies by supporting a corps of master teachers who conduct teacher-centered professional development and outreach activities nationwide... The Choices Program develops curricula on current and historical international issues and offers workshops, institutes, and in-service programs for high school teachers.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Unclear		
<b>TARGET TEACHERS</b> Secondary social studies educators	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> “For one week, teachers learn from scholars, engage in best practices workshops, and learn from their peers in an intensive, rewarding environment... Upon completion of the Institute, these educators—now called Choices Teaching Fellows—return to their respective communities and conduct outreach activities. Choices encourages its Teaching Fellows to tailor their activities to their own interests and strengths, and provides resources to help them conduct outreach.”	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> Approximately 20		
<b>FELLOWSHIPS GRANTED TO DATE</b> Approximately 160		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during the fellowship; virtually afterward	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni assist colleagues in implementing Choices materials	

[choices.edu/pd/teaching-fellows.php](http://choices.edu/pd/teaching-fellows.php)

# California Charter Schools Association Teacher Advocacy Fellowship

<b>TYPE</b> Policy and Advocacy	<b>PURPOSE</b> “...designed to empower charter school teachers to step forward as leaders in their community and advocates for their students.”	
<b>GEOGRAPHIC REACH</b> California		
<b>SINCE</b> Established 2014		
<b>TARGET TEACHERS</b> K–12 charter school teachers in CA	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows work to learn how to represent their schools and charter teachers across the state.	
<b>GRANTING CYCLE</b> Yearly; fellowship lasts 10 months		
<b>TEACHERS IN EACH COHORT</b> Unclear		
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during training	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Unclear, program is too new	

[calcharters.org/blog/2013/12/ccsa-launches-inaugural-teacher-advocacy-fellowship.html](http://calcharters.org/blog/2013/12/ccsa-launches-inaugural-teacher-advocacy-fellowship.html)

# College Board AP Advocacy Fellowship Program

<b>TYPE</b> Policy and Advocacy	<b>PURPOSE</b> To train teachers to become AP advocates, using their voices to help shape policies that will promote and support the AP program.	
<b>GEOGRAPHIC REACH</b> CA, FL, GA, NY		
<b>SINCE</b> Established 2014		
<b>TARGET TEACHERS</b> Current or retired AP teachers	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows attend training; initiate, moderate, and analyze online and in-person teacher discussions about ed issues and use this information to develop policy recommendations; meet with leading policymakers to help them understand teacher views and solutions, collaborate with other Fellows to develop strategies; serve as local spokespeople for teachers’ ideas and perspectives.	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> 119 across the four states		
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear, too new		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during the fellowship; virtually afterward	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Unclear, program is too new	

[lp.collegeboard.org/ap-advocates-program](http://lp.collegeboard.org/ap-advocates-program)

# Computing Research Experiences for STEM Teachers (CREST) at UC Davis

<b>TYPE</b> Research: STEM	<b>PURPOSE</b> “This Computing Research Experiences for STEM Teachers (CREST) project will create an enduring partnership between secondary school science, technology, engineering and mathematics (STEM) teachers and UC Davis faculty mentors and C-STEM Center to promote teachers’ professional development and create a teaching “infrastructure” that stimulates and inspires them to effectively guide their students towards computing and STEM-related careers and post-secondary study.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Unclear		
<b>TARGET TEACHERS</b> K–12 educators		
<b>GRANTING CYCLE</b> Yearly	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Each Fellow must integrate C-STEM Curricula with computing and modular robots into his/her regular classroom activities throughout the school year in any grade from 6 to 12; fellows are required to attend regular monthly one-and-a-half-hour meetings, perform project evaluation and reporting, collect student data, attend math and robotics competitions, form a Computing and Robotics club at their schools, attend conferences as assigned, attend UC Davis Summer Institute as assigned, and commit to six weeks full-time research and training in the summer of the fellowship year.	
<b>TEACHERS IN EACH COHORT</b> 11		
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during summer work and various meetings throughout the fellowship year	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Followup work keeps fellows connected	

[c-stem.ucdavis.edu/research/research-projects/crest/](http://c-stem.ucdavis.edu/research/research-projects/crest/)

# Fulbright Distinguished Awards in Teaching Program for U.S. Teachers

<b>TYPE</b> Research: International	<b>PURPOSE</b> Gives highly accomplished teachers the opportunity to study and observe international best practices in education, share professional expertise with educators and students in the host country, develop leadership skills and understanding of educational policy, and enhance their ability to work in diverse and multicultural environments.	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 1964		
<b>TARGET TEACHERS</b> Current K–12 educators with a Masters degree and at least 5 years teaching experience		
<b>GRANTING CYCLE</b> Yearly, fellows engage in 3 to 6 month-long programs abroad	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Study in an overseas research center or university (academic support will be provided by a host institution advisor who will assist the U.S. teacher and help contribute to the design and activities of the inquiry project); participate in a virtual community with other participants to collaborate and share best practices about education in the participating countries; work within local schools in the host country; complete an inquiry project which should enhance teachers’ learning and have practical applications to their teaching.	
<b>TEACHERS IN EACH COHORT</b> Unclear		
<b>FELLOWSHIPS GRANTED TO DATE</b> Over 119800		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during program preparation; strong post-fellowship virtual networking	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Fellows are encouraged to participate in the Department of State’s International Exchange Alumni website and local chapters of the Fulbright Association	

[fulbrightteacherexchange.org/us-teachers](http://fulbrightteacherexchange.org/us-teachers)

# DC Public Schools Teachers Central to Leadership Fellowship Program

<b>TYPE</b> Policy and Advocacy	<b>PURPOSE</b> Opportunity for DCPS educators to help shape policy at the district level.	
<b>GEOGRAPHIC REACH</b> Washington, DC		
<b>SINCE</b> Established 2009		
<b>TARGET TEACHERS</b> DC public school educators and instructional coaches	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows placed in the DCPS central office for five weeks provide input on curriculum, recruitment and selection of teachers, professional development, and communications. They meet weekly with DCPS leaders.	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> Between 5–8		
<b>FELLOWSHIPS GRANTED TO DATE</b> Almost 50		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face through weekly meetings, training sessions, mentoring, and work with education leaders	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni remain connected with central office staff	

[dcps.dc.gov/DCPS/About+DCPS/Human+Resources/Teachers+Central+to+Leadership+\(TCTL\)+Fellowship+Program](http://dcps.dc.gov/DCPS/About+DCPS/Human+Resources/Teachers+Central+to+Leadership+(TCTL)+Fellowship+Program)

# Fulbright-Hays Seminars Abroad—Bilateral Projects

<b>TYPE</b> Research: International	<b>PURPOSE</b> “This program provides short-term study and travel seminars abroad for U.S. educators in the social sciences and humanities for the purpose of improving their understanding and knowledge of the people and culture of other countries.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 2003		
<b>TARGET TEACHERS</b> K–12 educators, particularly those in social sciences, humanities, or foreign language, with at least 3 years experience		
<b>GRANTING CYCLE</b> Yearly	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows participate in a 4–6 week summer seminar helping them improve their knowledge of the people and cultures outside Western Europe. “Fellows complete and submit a curriculum project to the Department of Education 90 days after the seminar end date. Fellows are required to use their curriculum projects in their classrooms, share with colleagues, and conduct outreach activities in their schools, institutions, and communities, as well as professional and/or academic organizations upon return to the U.S.”	
<b>TEACHERS IN EACH COHORT</b> Typically 14–17 participants in each of 7–10 seminars; budget restrictions only allow one seminar for 2014		
<b>FELLOWSHIPS GRANTED TO DATE</b> 1263		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during seminar	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni appear to network online, through blog posts	

[www2.ed.gov/programs/iegpssap/index.html](http://www2.ed.gov/programs/iegpssap/index.html)

# Fund for Teachers

<b>TYPE</b> Research: International	<b>PURPOSE</b> “Fund for Teachers enriches the personal and professional growth of teachers by recognizing and supporting them as they identify and pursue opportunities around the globe that will have the greatest impact on their practice, the academic lives of their students and on their school communities.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 2001		
<b>TARGET TEACHERS</b> Current K–12 teachers with at least 3 years experience		
<b>GRANTING CYCLE</b> Yearly	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows design their summer professional learning experience individually or in pairs. The fellowship may involve field research, volunteering, or other skill-building as determined by the fellow. Fellows are expected to share their learning with their students and colleagues upon return to the classroom.	
<b>TEACHERS IN EACH COHORT</b> Up to 520		
<b>FELLOWSHIPS GRANTED TO DATE</b> 6000		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Primarily networked virtually, since fellows engage in the fellowship individually or in pairs	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Fund for Teachers maintains an alumni blog and tracks fellows across the country; alumni host information sessions and webinars for prospective applicants	

[fundforteachers.org](http://fundforteachers.org)

# Goethe Institut

## Transatlantic Outreach Program (TOP)

<b>TYPE</b> Research: International	<b>PURPOSE</b> “...to promote education about Germany, to encourage intercultural dialogue, and to provide the opportunity for North American social studies educators to experience Germany in person.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 2002		
<b>TARGET TEACHERS</b> K–12 social studies educators	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> A study tour lasting two weeks with an emphasis on “modern German issues relating especially to the political system, economy, culture, education, and environmental sustainability. Additional themes of note include the legacy of the Holocaust, German unification, and European integration. These study tours are designed to provide a comprehensive perspective of modern Germany.” Fellows are required to write a unit of learning and conduct a TOP workshop.	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> Varies; up to 100		
<b>FELLOWSHIPS GRANTED TO DATE</b> 1067		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during travel	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni remain connected through newsletters and online professional development offerings	

[goethe.de/ins/us/lp/enindex.htm?wt\\_sc=usa](http://goethe.de/ins/us/lp/enindex.htm?wt_sc=usa)

# Georgia Tech Intern Fellowships for Teachers

<b>TYPE</b> Research: STEM	<b>PURPOSE</b> “GIFT offers teachers real world applications of the subjects they teach, allowing them to increase content knowledge and gain practical examples of science, technology, engineering, and mathematics applications for enriched instruction and teaching practices focusing on evidence-based experiences.”	
<b>GEOGRAPHIC REACH</b> Georgia		
<b>SINCE</b> Established 1991		
<b>TARGET TEACHERS</b> Current secondary STEM teachers		
<b>GRANTING CYCLE</b> Yearly	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> “Teachers spend 4 to 7 weeks in summer experiencing firsthand how industrial scientists and researchers approach problems, design experiments, interpret data, communicate findings, and develop and implement workplace solutions.” Teachers attend summer and school year meetings, complete an Action Plan and an Implementation Plan, participate in program evaluation, and invite GIFT staff to their classroom to verify implementation of the Action Plan.	
<b>TEACHERS IN EACH COHORT</b> Varies by placement availability		
<b>FELLOWSHIPS GRANTED TO DATE</b> 1800		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Fellows network face to face during various GIFT-related gatherings	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Little evidence of alumni community	

[ceismc.gatech.edu/GIFT](http://ceismc.gatech.edu/GIFT)

# Grosvenor Teaching Fellowship

<b>TYPE</b> Research: STEM	<b>PURPOSE</b> “The primary goal of the Grosvenor Teacher Fellow program is to advance geographic literacy by engaging K–12 educators in field-based experiences that will be reflected in their teaching practice and shared with their professional and community networks.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 2007		
<b>TARGET TEACHERS</b> Current K–12 educators with demonstrated dedication to geographic education	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> 10–17 day-long expeditions in which teacher fellows engage in investigations with naturalists and scientists; virtual meetups throughout the course of the year. Deliverables include goal setting, outreach and classroom action plans, media and data collection, a digital log, reflection, blog post, activity outline, outreach presentation(s), and outreach documentation. All required deliverables are intended to help educators reflect their field-based experience in their teaching practice and share it with their professional and community networks.	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> Varies by year, 25 teachers in 2014 cohort divided among several expeditions		
<b>FELLOWSHIPS GRANTED TO DATE</b> 77		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Fellows engage face to face during expeditions, and in virtual meetups throughout the year	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Online alumni community	

[education.nationalgeographic.com/education/grosvenor-teacher-fellow-faqs/?ar\\_a=1](http://education.nationalgeographic.com/education/grosvenor-teacher-fellow-faqs/?ar_a=1)

# Hilton Teacher Treks Program

<b>TYPE</b> Research: International	<b>PURPOSE</b> “...allows U.S. primary and secondary level teachers to go abroad for 2–3 weeks to travel or teach, explore and experience culture firsthand during their summer break.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 2013		
<b>TARGET TEACHERS</b> K–12 educators with at least three years teaching experience	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> In the Teach Abroad track, ESL/ELL teachers teach abroad for 2–3 weeks at a Hilton Worldwide hotel; in the Travel track, teachers choose their destination and develop their itineraries.	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> 15		
<b>FELLOWSHIPS GRANTED TO DATE</b> 15		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Little evidence of participants networking with one another	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Little evidence of alumni community	

[ie.org/Programs/Hilton-Teacher-Treks-Program](http://ie.org/Programs/Hilton-Teacher-Treks-Program)

# IISME Summer Fellowship Program

<b>TYPE</b> Research: STEM	<b>PURPOSE</b> Provide teachers with meaningful exposure to the modern workplace, practical applications of today’s curricula and increased understanding of the skills students will need in today’s workforce.	
<b>GEOGRAPHIC REACH</b> California		
<b>SINCE</b> Established 1985		
<b>TARGET TEACHERS</b> K–16 Bay Area, Los Angeles, Orange and San Diego County teachers with at least two years teaching experience and commitment to teaching for at least three more years	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows are assigned placements with host organizations in the STEM field. Fellows work on projects related to biochemistry, business development, engineering, community relations, IT, physics, marketing, software development, technical writing, and web design, among many others. Fellows then create an Education Transfer Plan to bring the fellowship experience back to their classrooms.	
<b>GRANTING CYCLE</b> Yearly; fellowships are for full-time work over 7–8 weeks in the summer		
<b>TEACHERS IN EACH COHORT</b> Up to 120; varies based on host company support for that year		
<b>FELLOWSHIPS GRANTED TO DATE</b> 2301		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Fellows network with one another during orientation, meetings, and celebrations throughout the fellowship	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Little evidence of alumni community, but IISME keeps track of alumni with surveys informing program outcomes	

[iisme.org/teachers](http://iisme.org/teachers)

# Hope Street Group Teacher Fellowship

<b>TYPE</b> Policy and Advocacy	<b>PURPOSE</b> “Build and establish a network of teachers in order to initiate, moderate, and analyze online and in-person teacher discussions about education issues to develop policy recommendations.”	
<b>GEOGRAPHIC REACH</b> KY, HI, NY and national		
<b>SINCE</b> Established 2011		
<b>TARGET TEACHERS</b> Current K–12 educators or instructional coaches of any background	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Act as ambassadors of Hope Street Group’s mission, serve as local spokespeople, meet with policymakers to help them understand teacher views and present teacher-generated solutions, and collaborate with fellows in other states.	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> 17–20 in each state fellowship (NY, HI, KY); 10–13 in the national fellowship		
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face and online	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Online alumni community	

[hopestreetgroup.org/our-work/education/teacher-fellowship](http://hopestreetgroup.org/our-work/education/teacher-fellowship)

# Keizai Koho Center Fellowship

<b>TYPE</b> Research: International	<b>PURPOSE</b> “...allows teachers to learn firsthand about contemporary Japanese society and enhance their classroom teaching of global perspectives.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 1978		
<b>TARGET TEACHERS</b> Current 6–12 teachers of economics, social studies, and history who’ve never lived in Japan	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> During travel, fellows tour industrial facilities, corporate facilities and schools, and participate in meetings with business leaders, government officials, educators, teachers and students. Afterward, fellows are expected to prepare and submit lesson plans and reports related to their learning.	
<b>GRANTING CYCLE</b> Yearly; the fellowship includes 10 days of travel in Japan		
<b>TEACHERS IN EACH COHORT</b> 10		
<b>FELLOWSHIPS GRANTED TO DATE</b> 360		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Fellows are networked face to face for the duration of the travel in Japan; virtual networking takes place afterward in the form of lesson plan sharing	<b>DO FORMER FELLOWS STAY CONNECTED?</b> KKC hosts alumni receptions, and alumni are encouraged to participate in conferences on behalf of KKC	

[us-japan.org/programs/kkc/k2015/2015brochure.pdf](http://us-japan.org/programs/kkc/k2015/2015brochure.pdf)

# Kenan Fellows Program for Curriculum and Leadership Development

<b>TYPE</b> Teacher Leadership and Retention: STEM	<b>PURPOSE</b> “The mission of the Kenan Fellows Program is to improve K–12 STEM (science, technology, engineering and math) education by providing relevant, professional learning and leadership development for exceptional teachers through innovative collaborations with research partners in industry, higher education and government.”
<b>GEOGRAPHIC REACH</b> North Carolina	
<b>SINCE</b> Established 2000	
<b>TARGET TEACHERS</b> K–12 educators with a commitment to education in North Carolina	
<b>GRANTING CYCLE</b> Yearly	
<b>TEACHERS IN EACH COHORT</b> Between 40–50	
<b>FELLOWSHIPS GRANTED TO DATE</b> Over 300	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows commit to one year where they participate in a summer internship in a university or industry setting with a mentor, complete 80 hours of professional advancement work, develop and pilot educational materials based on their internships, submit monthly reflections and impact reports, invite mentors to the classroom, present at an education conference, and actively engage in the Kenan Fellows Program Network following the fellowship.
<b>HOW ARE THE FELLOWS NETWORKED?</b> Fellows are networked face to face during professional advancement activities and after the fellowship	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Fellows program maintains alumni information, and expects that fellows stay connected post-fellowship

[kenanfellows.org/fellowship-overview/](http://kenanfellows.org/fellowship-overview/)

# Leaders for Educational Equity Policy & Advocacy Summer Fellowship

<b>TYPE</b> Policy and Advocacy	<b>PURPOSE</b> “To enter and advance careers in education policy and advocacy...”
<b>GEOGRAPHIC REACH</b> 20 regions, including Atlanta, Baltimore, Chicago, Connecticut, Colorado, LA, NYC, Phoenix, Rhode Island, San Antonio, San Francisco, and Washington D.C.	
<b>SINCE</b> Unclear	
<b>TARGET TEACHERS</b> Recent Teach for America alumni	
<b>GRANTING CYCLE</b> Yearly	
<b>TEACHERS IN EACH COHORT</b> Between 8–9 per region for a total of about 180	
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows engage in 8-week full time work in a state department of education, elected officials’ offices, government agencies, school districts, and advocacy groups. Responsibilities vary by host organization, but include development of a warning system for dropping out risk and recommendations for teacher and principal career pathway programs. Fellows participate in professional and leadership development opportunities throughout the year, including 2–3 individual coaching calls, regional trainings and networking sessions.
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during common regional sessions and online	<b>DO FORMER FELLOWS STAY CONNECTED?</b> LEE maintains heavy contact with alumni and hosts networking events

[educationalequity.org/work/pali\\_summer\\_fellows/](http://educationalequity.org/work/pali_summer_fellows/)

# Knowles Science Teaching Foundation Fellowship

<b>TYPE</b> Early-Career Support: STEM	<b>PURPOSE</b> Develop early-career STEM teachers.
<b>GEOGRAPHIC REACH</b> National	
<b>SINCE</b> Established 2002	
<b>TARGET TEACHERS</b> “Individuals with a science or math degree, no more than one year teaching experience, and a commitment to a teaching career”	
<b>GRANTING CYCLE</b> Yearly. The fellowship is a five-year program	
<b>TEACHERS IN EACH COHORT</b> 30–35	
<b>FELLOWSHIPS GRANTED TO DATE</b> 250 representing 42 states	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> KSTF cohort meetings, membership in a professional organization, one-on-one teacher development work with a KSTF Program Officer (includes observations and reviews), and participation in an online community.
<b>HOW ARE THE FELLOWS NETWORKED?</b> Primarily online, although cohort meetings throughout the year enable face-to-face networking	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Teaching Fellows transition to Senior Fellow status after completion of fifth year. Senior Fellows can remain involved by designing and implementing professional development for KSTF Teaching Fellows, attending events and continuing to participate in online community. Senior Fellows are eligible to receive support while pursuing National Board Certification as well as leadership grants.

[kstf.org/fellowships/](http://kstf.org/fellowships/)

# Leading Educators Fellowship

<b>TYPE</b> Teacher Leadership and Retention	<b>PURPOSE</b> “Leading Educators develops teacher-leaders (e.g., grade chairs, deans, master teachers, curriculum coordinators, assistant principals) in order to significantly raise student achievement and retain talented educators in urban schools.” Focuses on filling the leadership skills gap during traditional teacher preparation.
<b>GEOGRAPHIC REACH</b> New Orleans, Baton Rouge, Kansas City, Washington DC, Houston, Denver	
<b>SINCE</b> Established 2011	
<b>TARGET TEACHERS</b> K–12 teacher leaders in an open enrollment school with 70% qualifying for free or reduced lunch; 2 years minimum experience	
<b>GRANTING CYCLE</b> Yearly; the fellowship lasts 2 years	
<b>TEACHERS IN EACH COHORT</b> 154 Fellows across the five service regions	
<b>FELLOWSHIPS GRANTED TO DATE</b> About 475	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows work to achieve mastery in at least 5 of 8 Core Modules through series of rigorous performance tasks. Fellows develop skills through formal PD, 1:1 leadership coaching, peer collaboration and problem solving, and job-embedded action learning. Fellows set goals, analyze their strengths and weaknesses, experiment with new behaviors, adjust their leadership styles to fit their teams, learn to build skillful teachers, use data to achieve student mastery, and learn cultural leadership.
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during fellowship, within their regions	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni remain connected after the two-year fellowship

[www.leadingeducators.org/curriculum](http://www.leadingeducators.org/curriculum)



# Lowell Milken Center Fellowship

<b>TYPE</b> Teacher Leadership and Retention	<b>PURPOSE</b> “...aimed at strengthening teacher ability to cultivate a passion for learning among students through projects that initiate positive change in schools, communities and the world.”
<b>GEOGRAPHIC REACH</b> National	
<b>SINCE</b> Established 2008	
<b>TARGET TEACHERS</b> Exemplary mid-career educators	
<b>GRANTING CYCLE</b> Yearly	
<b>TEACHERS IN EACH COHORT</b> Up to 22	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> “LMC Fellows gain robust professional development that can transform their classrooms and receive ongoing educational support in project-based learning, project development (Unson Heroes projects), primary and secondary research and much more. Further, Fellows join an elite network of premier educators from across the world focused on enhancing student learning experiences.”
<b>FELLOWSHIPS GRANTED TO DATE</b> Almost 50	
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during program; strong post-fellowship virtual networking	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Fellows maintain contact with their cohort and network at Milken

[lowellmilkencenter.org/lmc-fellowship/](http://lowellmilkencenter.org/lmc-fellowship/)

# Math for America Master Teacher Fellowship

<b>TYPE</b> Teacher Leadership and Retention	<b>PURPOSE</b> “...designed to help exceptional teachers become leaders by supporting them as they design and orchestrate student-centered changes in their schools and districts. The goal of the program is to increase the number of teacher leaders...who will make a difference in and beyond their classrooms.”
<b>GEOGRAPHIC REACH</b> Berkeley, Boston, Los Angeles, NYC, San Diego, Utah, Washington, DC	
<b>SINCE</b> Depends on the region; NYC was first in 2004	
<b>TARGET TEACHERS</b> Secondary math educators in high-need public or charter schools, some regions include elementary teachers	
<b>GRANTING CYCLE</b> Yearly, fellowships last 5 years	
<b>TEACHERS IN EACH COHORT</b> Varies by region, about 50 per region across fellowship types	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> “...participate in and lead high level professional development workshops, such as Professional Learning Teams, which are ongoing subject-specific working groups; monthly cohort meetings, where Master Teachers share new insights into ways of thinking about and teaching mathematics and science; mini-courses that investigate higher level mathematics and science content as well as pedagogy, allowing teachers to collaborate with their peers and work with recognized leaders in STEM and mathematics and science education, engage in conferences.”
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear	
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face networking in monthly cohort meetings, and at least 10 MFA workshops per school year	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni remain connected with their cohorts; usually form strong relationships after 4–5 years. Online “Small-World Network” is internal online community of MFA teachers. MFA hosts yearly social events and ceremonies.

[mt.mfala.org](http://mt.mfala.org)

# Math for America Early-Career Fellowship

<b>TYPE</b> Early-Career Support	<b>PURPOSE</b> “...designed to help beginning teachers grow into effective instructors and school leaders. The goal of this program is to increase the number of teacher leaders ... will make a difference in and beyond their classrooms.”
<b>GEOGRAPHIC REACH</b> Berkeley, Boston, Los Angeles, NYC, San Diego, Utah, Washington, DC	
<b>SINCE</b> Depends on the region; NYC was first in 2004	
<b>TARGET TEACHERS</b> Secondary math educators in high-need public or charter schools, some regions include elementary teachers	
<b>GRANTING CYCLE</b> Yearly; fellowships last 4 years	
<b>TEACHERS IN EACH COHORT</b> Varies by region, about 50 per region across fellowship types	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows receive coaching and mentoring from MFA Master Teachers and coaches, receive funding to attend mathematics conferences, and deepen their math content knowledge and pedagogical skills through monthly professional development meetings...fellows receive over 300 hours of professional development over four years.
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear	
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face networking in monthly cohort meetings, and at least 10 MFA workshops per school year	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni remain connected with their cohorts; usually form strong relationships after 4–5 years. Online “Small-World Network” is internal online community of MFA teachers. MFA hosts yearly social events and ceremonies.

[mathforamerica.org/early-career-fellows/benefits](http://mathforamerica.org/early-career-fellows/benefits)

# Massachusetts Historical Society

<b>TYPE</b> Research: Arts and Humanities	<b>PURPOSE</b> To offer educators the opportunity to create lesson plans using documents and artifacts from the collections of the Massachusetts Historical Society.
<b>GEOGRAPHIC REACH</b> Massachusetts	
<b>SINCE</b> Unclear	
<b>TARGET TEACHERS</b> Current K–12 public or parochial educator with serious interest in using the collections at the MHS to prepare primary-source-based curricula, supported by documents and visual aids, in the fields of American history, world history, or ELA	
<b>GRANTING CYCLE</b> Yearly	
<b>TEACHERS IN EACH COHORT</b> 3	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> On-site research on topic of their choice and preparation of primary-source-based curricula in American history, world history, or ELA.
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear	
<b>HOW ARE THE FELLOWS NETWORKED?</b> Unclear—all fellows must spend one week in residence during July or August	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Unclear

[masshist.org/education/fellowships](http://masshist.org/education/fellowships)

# MJ Murdock Charitable Trust Partners in Science Program

<b>TYPE</b> Teacher Leadership and Retention: STEM	<b>PURPOSE</b> “The Partners in Science program of the M.J. Murdock Charitable Trust offers high school science teachers the opportunity to work alongside college or university scientists on real-world laboratory research of mutual interest. The chance to be part of advanced scientific investigation reignites teachers’ passion for science and reinvigorates their teaching. This experience is passed on to students as teachers share the excitement of scientific discovery.”		
<b>GEOGRAPHIC REACH</b> Pacific Northwest	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Partners (high school teachers) “spend two summers in a college or university environment pursuing research with their mentor, who is usually a faculty member of the research institution. Partners develop a brief pictorial poster showing their research to date for presentation at both the regional meeting in August and the national meeting in January. After the second year, partners return to the conferences with an oral presentation on their progress. At these conferences, partners learn about the research of others and share ideas on teaching. During the two-year grant period, the Murdock Trust provides travel funds for high school partners to attend the January national conference in San Diego. Often, the relationship formed between the partner and the mentor continues beyond the grant period.”		
<b>SINCE</b> Established 1990			
<b>TARGET TEACHERS</b> High school science teachers			
<b>GRANTING CYCLE</b> Yearly; the fellowship lasts 2 years			
<b>TEACHERS IN EACH COHORT</b> Approximately 25			
<b>FELLOWSHIPS GRANTED TO DATE</b> Over 400			
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during conferences and while meeting to share work and progress	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni often remain connected to mentors and are eligible to receive supplemental awards for their high schools		

[murdock-trust.org/grants/partners-science.php](http://murdock-trust.org/grants/partners-science.php)

# Museum Teacher Fellowship

<b>TYPE</b> Teacher Leadership and Retention: STEM: Arts and Humanities	<b>PURPOSE</b> The United States Holocaust Memorial Museum’s Teacher Fellowship Program “has developed a national corps of skilled educators to help lead the Museum’s efforts to ensure quality Holocaust education in secondary schools.”		
<b>GEOGRAPHIC REACH</b> National	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> “Fellows participate in the Pines, Sarna, Staffeld Summer Institute for the Museum Teacher Fellowship Program held at the Museum in Washington, DC. This five-day, all-expenses-paid institute is designed to immerse fellows in advanced historical and pedagogical issues. Following the institute, they are expected to create and implement an outreach project in their schools, colleges, communities, or professional organizations. In July of the following year, they attend a follow-up program at the Museum to assess their efforts and to continue their study of the Holocaust with Museum staff and noted speakers.”		
<b>SINCE</b> Established 1996			
<b>TARGET TEACHERS</b> Middle and high school teachers of history, social studies, foreign languages, English, and journalism. Librarians and instructional media specialists are encouraged to apply as well.			
<b>GRANTING CYCLE</b> Yearly			
<b>TEACHERS IN EACH COHORT</b> 20			
<b>FELLOWSHIPS GRANTED TO DATE</b> 320			
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during Summer Institute and the follow-up program	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Formal alumni activities are unclear		

[events.ushmm.org/profile/form/index.cfm?PKformID=0x17842bf60](http://events.ushmm.org/profile/form/index.cfm?PKformID=0x17842bf60)

# Monticello Teacher Institute:

## The Barringer Teacher Fellowship for Teachers of American History

<b>TYPE</b> Research: Arts and Humanities	<b>PURPOSE</b> “...an immersive professional development opportunity designed to provide secondary social studies teachers the opportunity to research and study at Monticello and the Jefferson Library in Charlottesville, Virginia...with the dual goal of enhancing their classroom teaching and contributing to the collection of digital resources available online...”		
<b>GEOGRAPHIC REACH</b> National	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> “...teachers will collaborate on projects such as lesson plans, curricular units, resource packets, or other creative products rooted in the history of the founding principles and their relevance today. Their onsite experience will be enriched and supported by group excursions, presentations by leading Jefferson scholars, and other focused workshop sessions. Following the weeklong residence, participating teachers will be expected to bring conversations about Jefferson’s ideas and Monticello into their classrooms, schools, and communities...participants are asked to submit a final report detailing their Fellowship experience, as well as completed educational materials suitable for publication on Monticello’s Digital Classroom or Sea of Liberty websites.”		
<b>SINCE</b> Established 2004			
<b>TARGET TEACHERS</b> Secondary social studies educators			
<b>GRANTING CYCLE</b> Yearly			
<b>TEACHERS IN EACH COHORT</b> Varies; between 2–8			
<b>FELLOWSHIPS GRANTED TO DATE</b> 33			
<b>HOW ARE THE FELLOWS NETWORKED?</b> Fellows engage face to face during the weeklong experience	<b>DO FORMER FELLOWS STAY CONNECTED?</b> A list of fellows across the country is maintained by the website but there is little evidence of ongoing alumni networking		

[monticello.org/site/research-and-collections/barringer](http://monticello.org/site/research-and-collections/barringer)

# National Artist Teacher Fellowship

<b>TYPE</b> Research: Arts and Humanities	<b>PURPOSE</b> “...to expand and/or rejuvenate the applicant’s artistic range and abilities in their artistic practice.”		
<b>GEOGRAPHIC REACH</b> National	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> “Teachers will...design a fellowship program that provides opportunities to enhance their understanding of current techniques, activity, and thinking in their artistic domain(s). It may include: study in arts courses; attendance at advanced art-making workshops, festivals or institutes; residencies at artists’ colonies; formal mentor relationships with recognized professional artists; independent study towards the completion of an artistic project (which includes interaction with other professionals), or other artistic entities.”		
<b>SINCE</b> Established 1999			
<b>TARGET TEACHERS</b> All arts educators in specialized public arts high schools, magnet schools, charter schools, and Title 1 middle (grades 6–8) and high schools with at least 5 years teaching experience			
<b>GRANTING CYCLE</b> Yearly			
<b>TEACHERS IN EACH COHORT</b> Up to 20			
<b>FELLOWSHIPS GRANTED TO DATE</b> Almost 300			
<b>HOW ARE THE FELLOWS NETWORKED?</b> Since fellowships are granted for individual and diverse projects, fellows do not network face to face on a regular basis. A yearly convening takes place to showcase the work accomplished by the fellows.	<b>DO FORMER FELLOWS STAY CONNECTED?</b> The NATF provides a post-fellowship award of \$1500 to each fellow’s school to support post-fellowship activities. An “Arts in Education Forum” is an online venue for fellows to discuss art and education.		

[natf-arts.org](http://natf-arts.org)

# National WWI Museum Teacher Fellowship

<b>TYPE</b> Research: Arts and Humanities	<b>PURPOSE</b> “... to provide participants with unique and exciting opportunities to grow within their profession while creating materials and engaging in collaboration with similarly qualified and ambitious teachers from around the United States.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Unclear		
<b>TARGET TEACHERS</b> Secondary educators of a relevant subject (history, math, social studies, etc.)	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows collaborate with leaders in their field, participate in private lectures from leading WWI historians, are provided with books and other supplies, are provided with professional development (can be used as graduate credit through University of Missouri), are given ongoing support from museum staff throughout the Fellowship year, and create lesson plans related to their learning.	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> Unclear		
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during duration of fellowship	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni share lesson plans and connect online	

[theworldwar.org/learn/educators-students/2014-teacher-fellowship](http://theworldwar.org/learn/educators-students/2014-teacher-fellowship)

# The Newberry Teacher Fellowships

<b>TYPE</b> Research: Arts and Humanities	<b>PURPOSE</b> Offer opportunities for Chicago-area teachers to create a digital collection for the classroom with lesson plans featuring primary sources from The Newberry's collection.	
<b>GEOGRAPHIC REACH</b> Chicago area		
<b>SINCE</b> Unclear		
<b>TARGET TEACHERS</b> K–12 public and private school teachers	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows take residence for at least ten days at The Newberry in order to create lesson plans and digital collections for their classrooms.	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> 2		
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Little evidence of participants networking with one another	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Little evidence of alumni community	

[newberry.org/teacher-programs-fellowships](http://newberry.org/teacher-programs-fellowships)

# Naval Historical Foundation STEM-H Teacher Fellowships

<b>TYPE</b> Research: STEM	<b>PURPOSE</b> “For those who lived through the Cold War, the conflict was an unforgettable period of scientific and technological achievements as well as social and political tension, punctuated by intense military crises. But for many young Americans born after 1989, the Cold War era can seem remote and difficult to understand. The Cold War Gallery of the National Museum of the U.S. Navy provides specific details, insight, and STEM-H education materials, using the exhibits and artifacts in the museum as the focus for STEM and history lesson plans.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 2011		
<b>TARGET TEACHERS</b> K–12 educators		
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> 4 to 7	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows engage in a two-week study of the historical and scientific aspects of the Cold War, developing lesson plans to share and use in the classroom.	
<b>FELLOWSHIPS GRANTED TO DATE</b> At least 15		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during duration of fellowship	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni share lesson plans and connect online	

[navyhistory.org/programs/stem-teacher-fellowships/](http://navyhistory.org/programs/stem-teacher-fellowships/)

# NOAA Teacher at Sea

<b>TYPE</b> Research: STEM	<b>PURPOSE</b> “...to provide teachers hands-on, real-world research experience working at sea with world-renowned NOAA scientists, thereby giving them unique insight into oceanic and atmospheric research crucial to the nation...by participating in this program, teachers profoundly enrich their classroom curricula, enhance their approaches to teaching science, and engage their local community with knowledge that can only be gained by living and working side-by-side, day and night, with scientists who contribute to the world's oceanic and atmospheric scientific research.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 1990		
<b>TARGET TEACHERS</b> Current K–12 educator or administrator		
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> Up to 30, divided among expeditions	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows complete an online training course, submit weekly logs at sea and upon return, submit lesson plans addressing the science and research that was conducted, submit lesson plans that address ocean careers, submit articles for publication or conduct presentations about the mission at a conference or for colleagues, and submit a post-cruise survey. The expeditions range from 1–4 weeks in length.	
<b>FELLOWSHIPS GRANTED TO DATE</b> Almost 700		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Fellows are networked virtually; fellows may collaborate with one another if assigned to the same expedition	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Fellows become members of the Teacher at Sea Alumni Association where they receive opportunities for participation in other NOAA research projects, grants, partnerships, invitations to participate in NOAA education events, workshops, and access to classroom materials and conferences.	

[teacheratsea.noaa.gov/about/index.html#whomayapply](http://teacheratsea.noaa.gov/about/index.html#whomayapply)

# NYSE Teachers' Workshop Fellowship Program

<b>TYPE</b> Research: STEM	<b>PURPOSE</b> “The Teachers’ Workshop is designed to help educators teach students about the financial marketplace and its importance in their lives and the global economy.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Unclear		
<b>TARGET TEACHERS</b> Secondary educators with responsibility for teaching business, economics, or the financial market in their curriculum with at least 3 years experience	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> “The five-day Teachers’ Workshop will provide educators with an understanding of the capital-raising process and the NYSE trading platforms. The 4-day Graduate Program will increase teacher understanding of complex market activities. The Teachers’ Workshops will increase teachers’ ability to include financial markets across curriculum disciplines and include support materials for classroom instruction.”	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> 40 (some pay, some participate via the fellowship)		
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during seminar	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Unclear; alumni share post-workshop reports	

[nyx.com/sites/www.nyx.com/files/teachers\\_workshop\\_2014\\_brochure\\_1.pdf](http://nyx.com/sites/www.nyx.com/files/teachers_workshop_2014_brochure_1.pdf)

# The Rural School and Community Trust Global Teacher Fellowship

<b>TYPE</b> Research: International	<b>PURPOSE</b> Support teacher-designed summer experiences based on international travel out of which they develop interdisciplinary, place-based learning curricula aligned with their specific state and local content standards; establish a network of rural teachers committed to place-based learning and the globalization of the rural K–12 learning environment.	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 2011		
<b>TARGET TEACHERS</b> Current K–12 educators with at least 4 years teaching experience, working at least 60% of the time in a rural community as defined by the National Center for Education Statistics	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Educators apply for the grant by designing their international travel itinerary alone or in pairs. As fellows, they travel in the summer and participate in a place-based learning institute the following fall. They develop an interdisciplinary curriculum to share in their schools. Fellows also engage in program marketing sessions in their school or district, conferences and webinars to share information with the RSCT network, curriculum development and updates, and public relations opportunities (newspaper, radio, TV).	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> Up to 32, traveling in singles or pairs		
<b>FELLOWSHIPS GRANTED TO DATE</b> 97		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Primarily networked virtually, since they engage in the work largely on their own	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni network blog	

[globalteacherfellowship.ruraledu.org/index.html](http://globalteacherfellowship.ruraledu.org/index.html)

# Peabody Fellows at the Yale Peabody Museum

<b>TYPE</b> Research: STEM	<b>PURPOSE</b> Provides a series of in-depth professional development opportunities for K–12 teachers. Goals include, “to build teacher capacity for bringing current research and accurate science and social studies content into classrooms in an engaging, inquiry-based style; to develop innovative standards-based curriculum resources that use museum collections to investigate science and social studies content; to increase student understanding of science and social studies content and their practical application of science process skills.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 1997		
<b>TARGET TEACHERS</b> Secondary science and social studies educators	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> “Teachers begin their experience as a Fellow by taking part in a 3- or 5-day summer institute that includes curriculum writing or refinement, hearing about current research from experts in the field, and learning how to teach with real museum objects and specimens. Fellows agree to teach the curriculum unit in their classroom and administer short assessments before and after. In addition to the free summer institute and curriculum, most Peabody Fellows programs also offer a stipend, CEUs, a free class visit to the Museum, a one-year family membership, and other benefits.”	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> Varies by program		
<b>FELLOWSHIPS GRANTED TO DATE</b> Over 620		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during seminar	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni share curricula and connect online	

[peabody.yale.edu/teachers/peabody-fellows-institutes](http://peabody.yale.edu/teachers/peabody-fellows-institutes)

# Stanford Hollyhock Fellowship for High School Teachers

<b>TYPE</b> Early-Career Support	<b>PURPOSE</b> “The Hollyhock Fellowship Program aims to help stop the revolving door of teachers leaving their careers within five years by encouraging, supporting and recognizing highly motivated early-career teachers and providing them with rich learning opportunities with colleagues nationwide.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 2014		
<b>TARGET TEACHERS</b> A current teaching position in science, math, history or English at a high school where >50% of the students qualify for free or reduced lunch; fellows apply with at least 2 same-school colleagues who also apply and meet eligibility criteria	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> “...two weeks of residential workshops — for two consecutive summers — that feature courses taught by university scholars and expert practitioners. Fellows also receive online coaching and mentorship for two school years.”	
<b>GRANTING CYCLE</b> Yearly; the fellowship lasts 2 years		
<b>TEACHERS IN EACH COHORT</b> 100		
<b>FELLOWSHIPS GRANTED TO DATE</b> 100; current 2015 application window open		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Fellows engage face to face during residential workshops with regular online communication as a networked professional community	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Formal alumni activities are unclear	

[cset.stanford.edu/fellowships/hollyhock](http://cset.stanford.edu/fellowships/hollyhock)

# Teachers College Klingenstein Center Summer Institute

<b>TYPE</b> Early-Career Support	<b>PURPOSE</b> “Dedicated to affirming beginning teachers and encourage their continued growth... This intensive program offered in Lawrenceville, New Jersey, is especially designed to make teachers more effective leaders in the classroom and throughout the school.”	
<b>GEOGRAPHIC REACH</b> International; most fellows are from the U.S.		
<b>SINCE</b> Established 1984		
<b>TARGET TEACHERS</b> Educators with 2–5 years of full-time teaching experience	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> “Participants come together for two weeks in a variety of workshops, seminars, and collaborative exercises, and are guided by prominent education experts, Teachers College professors, and master teachers. Participants also attend a theater production in New York City and explore the neighboring town of Princeton.” Fellows form groups around grade levels and areas of teaching to focus on curriculum, assessment, and teaching methodology.	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> Up to 75		
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear, at least 1500		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face networking during the institute; online through website post-fellowship	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni make themselves available to answer questions from prospective applicants	

[klingenstein.org/content/summer-institute](http://klingenstein.org/content/summer-institute)

# Students First Teachers for Transformation Academy

<b>TYPE</b> Policy and Advocacy	<b>PURPOSE</b> Provides teachers with a broad platform of knowledge focused on education policy, advocacy, and outreach; equips teachers with resources and tools to build and lead active networks of reform-minded educators in their local communities.	
<b>GEOGRAPHIC REACH</b> Ten active states: AL, CA, GA, MI, MO, NV, OH, PA, SC, TN		
<b>SINCE</b> Established 2011		
<b>TARGET TEACHERS</b> Current K–12 educators of any background within the 10 states in which StudentsFirst is active	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Monthly regional trainings and two weekend trainings in Sacramento; other activities include recruiting local teachers, hosting events for educators, meeting with state legislators, writing op-eds, testifying before public officials, attending and speaking at education-reform forums on a state level.	
<b>GRANTING CYCLE</b> Yearly. The fellowship is a yearlong program.		
<b>TEACHERS IN EACH COHORT</b> Between 10–15 per state		
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face through in-state trainings	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Online blog	

[studentsfirst.org/teacher-fellows](http://studentsfirst.org/teacher-fellows)

# STEM Leadership Center Hudson Valley STEM Teaching Fellowship

<b>TYPE</b> Research: STEM	<b>PURPOSE</b> To “...provide participants with unique experiences and three key areas in STEM education: graduate studies and STEM content pedagogy, a professional research experience in the Biotech Lab at Regeneron Pharmaceuticals, and professional development workshops designed by the STEM Leadership Center which enables fellows to integrate the lesson learned from the fellowship into classroom instruction.”	
<b>GEOGRAPHIC REACH</b> New York		
<b>SINCE</b> Unclear		
<b>TARGET TEACHERS</b> Secondary science educators	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows take courses in STEM teaching methods along with two electives. They take part in a 10-day summer professional internship at a pharmaceutical firm, then participate in professional development with master STEM teachers.	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> 10		
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during the fellowship; virtually afterward	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni remain connected through opportunities in one of the STEM Education Leadership Center’s informal science programs	

[stemedcenter.org/fellowship.html](http://stemedcenter.org/fellowship.html)

# Teach Earth USA Fellowship Program

<b>TYPE</b> Research: STEM	<b>PURPOSE</b> Provide teachers with the opportunity to engage with scientists in field research, data collection, and data analysis.	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 1971		
<b>TARGET TEACHERS</b> Current K–12 educators of any background with interests in environmental issues and scientific research	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Spend a week in the summer conducting research with world-class scientists; collaborate with a teacher team and share best practices for engaging students; gain research skills and content knowledge.	
<b>GRANTING CYCLE</b> Yearly		
<b>TEACHERS IN EACH COHORT</b> 50, divided among several expeditions		
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Fellows engage face to face during a weeklong expedition, and online afterward	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni resources online	

[earthwatch.org/education/teacher-fellowships/teach-earth-united-states](http://earthwatch.org/education/teacher-fellowships/teach-earth-united-states)

# Teach Plus Teaching Policy Fellowship

<b>TYPE</b> Policy and Advocacy	<b>PURPOSE</b> To engage in policy decisions that affect teaching, while continuing to teach in urban classrooms.
<b>GEOGRAPHIC REACH</b> CA, IN, DC, MA, TN, IL	
<b>SINCE</b> Established 2007	
<b>TARGET TEACHERS</b> Current K–12 educator in years 3–11 of teaching, from public or charter school in which at least 50% of students qualify for free or reduced lunch.	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Monthly four-hour sessions with expert speakers, coursework, and working groups; a challenging course of study in education policy, research, and best practices, interactions with key education leaders, the opportunity to advocate for policies that will better serve students and retain excellent teachers.
<b>GRANTING CYCLE</b> Every 16 months	
<b>TEACHERS IN EACH COHORT</b> 25–30 by region, for a total of about 150 nationwide	
<b>FELLOWSHIPS GRANTED TO DATE</b> Almost 700	
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face through monthly meetings and working groups, online networking supplements the work	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni receive opportunities for leadership and impact in the following ways: “leadership on policy efforts, invitations to speak publicly and meet with local and national policymakers, opportunities to provide feedback to policymakers and reconnect with other Fellows at Network events and small-group policy discussions, online community through social media, participation in national working groups and virtual trainings.”

[teachplus.org/programs/teaching-policy-fellowship/fellowship-applications](http://teachplus.org/programs/teaching-policy-fellowship/fellowship-applications)

# Toyota International Teacher Program

<b>TYPE</b> Research: International	<b>PURPOSE</b> “...to provide international, professional-development opportunities to U.S. secondary school teachers to advance environmental stewardship and global connectedness in U.S. schools and communities.”
<b>GEOGRAPHIC REACH</b> National	
<b>SINCE</b> Established 1998	
<b>TARGET TEACHERS</b> Secondary educators with at least three years teaching experience	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows engage in a 2–3 weeklong study tour including field research, lectures, and discussions with scientists and local residents on topics relating to sustainability, conservation, and other environmental challenges. Fellows are expected to incorporate what they learn into interdisciplinary and solutions-focused lesson plans to share with their students.
<b>GRANTING CYCLE</b> Yearly	
<b>TEACHERS IN EACH COHORT</b> Between 20–30 per destination (Costa Rica, Galapagos Islands, South Africa)	
<b>FELLOWSHIPS GRANTED TO DATE</b> 685	
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during travel	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni remain connected online through participant stories

[goethe.de/ins/us/lp/enindex.htm?wt\\_sc=usa](http://goethe.de/ins/us/lp/enindex.htm?wt_sc=usa)

# Tennessee Educator Fellowship (SCORE)

<b>TYPE</b> Policy and Advocacy	<b>PURPOSE</b> “...to bring together a diverse group of educators from across the state who are passionate about their profession and student-focused education policy.”
<b>GEOGRAPHIC REACH</b> Tennessee	
<b>SINCE</b> Established 2013	
<b>TARGET TEACHERS</b> K–12 educators in Tennessee	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> “During a one-year term, the Tennessee Educator Fellows learn about, reflect upon, and inform the policies, practices, and systems that affect student achievement and educator effectiveness. They also serve as liaisons between their colleagues, their communities, policymakers, and advocates as Tennessee continues the work of improving educational outcomes for all students.”
<b>GRANTING CYCLE</b> Yearly	
<b>TEACHERS IN EACH COHORT</b> 22	
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear	
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during duration of fellowship	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Unclear

[tnscore.org/programs-outreach/tennessee-educator-fellowship/](http://tnscore.org/programs-outreach/tennessee-educator-fellowship/)

# University of California COSMOS Teacher Fellowship

<b>TYPE</b> Research: STEM	<b>PURPOSE</b> To provide high school science and math teachers with “the opportunity to participate as COSMOS Teacher Fellows assigned to a particular cluster. The fellowship opens doors to professional development and exposure to current research in higher education.”
<b>GEOGRAPHIC REACH</b> California	
<b>SINCE</b> Unclear	
<b>TARGET TEACHERS</b> High school STEM teachers in California	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Over four weeks in summer, fellows form relationships with university researchers and scientists, serve as a pedagogical bridge between high school student learning and university faculty teaching, consult with faculty, scientists and graduate students on course design, collaborate with other fellows to design science curricula, and are trained to teach COSMOS Science Communication Course Curriculum, “which provides students with oral and written presentation skills; review and interpretation of scientific research; and final group project preparation.”
<b>GRANTING CYCLE</b> Yearly	
<b>TEACHERS IN EACH COHORT</b> Between 8–9	
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear	
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during four-week summer work	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Unclear

[jacobsschool.ucsd.edu/cosmos/fellowships.shtml](http://jacobsschool.ucsd.edu/cosmos/fellowships.shtml)

# US Department of Education

## Teaching Ambassador Fellowship: Classroom Fellow

<b>TYPE</b> Policy and Advocacy	<b>PURPOSE</b> “Create a community of teacher leaders who share expertise and collaborate with policymakers and leaders in the federal government on national education issues; involve teachers in developing policies that affect the classroom, expand teachers’ leadership in policy at the national, state, and local levels.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 2008		
<b>TARGET TEACHERS</b> Current K–12 educators of any background with at least 5 years teaching experience		
<b>GRANTING CYCLE</b> Yearly	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Classroom Fellowship: fellows serve as paid, part-time federal employees, in addition to their chief work as teachers, for one school year, primarily by sharing public information with other teachers and facilitating conversation amongst educators at the district, state and regional level. Classroom Fellows gain knowledge of key Department initiatives and understand how these intersect with state and local efforts; work with Department staff to gather and share information with constituencies in the region; and are asked periodically to share relevant school and classroom experiences with internal and external audiences.	
<b>TEACHERS IN EACH COHORT</b> Varies, up to 20 part-time Classroom Fellows; there are 5 Classroom Fellows in 2014–15 cohort		
<b>FELLOWSHIPS GRANTED TO DATE</b> 68		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face networking throughout the fellowship year	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni appear to network online, through blog posts	

[www2.ed.gov/programs/teacherfellowship/index.html](http://www2.ed.gov/programs/teacherfellowship/index.html)

# US Department of Energy

## Albert Einstein Distinguished Educator Fellowship

<b>TYPE</b> Policy and Advocacy: STEM	<b>PURPOSE</b> “The Albert Einstein Distinguished Educator Fellowship is intended to support the intellectual and professional development of K–12 teachers in science, math, engineering, or technology fields who have the desire to bring their education and classroom expertise to Washington, DC, for the mutual benefit of Federal agencies and U.S. Congressional offices.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 1990		
<b>TARGET TEACHERS</b> Current STEM teachers with at least 5 years experience		
<b>GRANTING CYCLE</b> Yearly; full-time fellowship lasts 11 months	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows are assigned placements within the Department of Energy, the National Science Foundation, NASA, the National Oceanic and Atmospheric Administration, and congressional offices. Here they inform education policy, design and implement national STEM programs, draft K–12 legislation, create web-based science education tools, and evaluate school reform and teacher prep programs.	
<b>TEACHERS IN EACH COHORT</b> 2 to 20		
<b>FELLOWSHIPS GRANTED TO DATE</b> 249		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face during the program year through professional development sessions organized by the Triangle Coalition	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Einstein Fellows News blog maintained by the Triangle Coalition for STEM education	

[science.energy.gov/wdts/einstein/](http://science.energy.gov/wdts/einstein/)

# US Department of Education

## Teaching Ambassador Fellowship: Washington Fellow

<b>TYPE</b> Policy and Advocacy	<b>PURPOSE</b> “Create a community of teacher leaders who share expertise and collaborate with policymakers and leaders in the federal government on national education issues; involve teachers in developing policies that affect the classroom, expand teachers’ leadership in policy at the national, state, and local levels.”	
<b>GEOGRAPHIC REACH</b> National		
<b>SINCE</b> Established 2008		
<b>TARGET TEACHERS</b> Current K–12 educators of any background with at least 5 years teaching experience		
<b>GRANTING CYCLE</b> Yearly	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Washington Fellowship: Fellows serve as paid full-time federal employees placed in offices within the Department of Education to work on education programs and policy matters for one year. Over the year, Washington Fellows gain in-depth knowledge of Department initiatives; provide their perspectives to senior staff; share relevant school and classroom experiences with internal and external audiences; and facilitate discussion among educators about policy in DC and in areas around the country as necessary.	
<b>TEACHERS IN EACH COHORT</b> Varies; up to 5 full-time Washington Fellows; there are 3 Washington Fellows in 2014–2015 cohort		
<b>FELLOWSHIPS GRANTED TO DATE</b> 28		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Face to face networking throughout the fellowship year	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Alumni appear to network online, through blog posts	

[www2.ed.gov/programs/teacherfellowship/index.html](http://www2.ed.gov/programs/teacherfellowship/index.html)

# Wichita State University:

## Watkins Summer Research - Participation Fellowships for Teachers of Science

<b>TYPE</b> Research: STEM	<b>PURPOSE</b> Enables teachers to add depth and experience to their classroom preparation and agendas, where “the ultimate goal of the experience is to provide the teachers with knowledge and techniques that they can use in their classrooms to better engage their students in science and convey to them how new discoveries are made.”	
<b>GEOGRAPHIC REACH</b> Kansas		
<b>SINCE</b> Unclear		
<b>TARGET TEACHERS</b> Secondary science educators		
<b>GRANTING CYCLE</b> Yearly	<b>WHAT WORK DO FELLOWS ENGAGE IN?</b> Fellows participate in 8 weeks of research under the guidance of WSU faculty members from STEM departments; they work with the faculty member on his/her current research project and receive training to make substantive contributions. Fellows identify a faculty member as a mentor whose project will improve their teaching.	
<b>TEACHERS IN EACH COHORT</b> Unclear		
<b>FELLOWSHIPS GRANTED TO DATE</b> Unclear		
<b>HOW ARE THE FELLOWS NETWORKED?</b> Unclear	<b>DO FORMER FELLOWS STAY CONNECTED?</b> Unclear	

[webs.wichita.edu/?u=bioscience&p=/watkinsProgram/summer/research/](http://webs.wichita.edu/?u=bioscience&p=/watkinsProgram/summer/research/)

# Other Fellowships

## AACTE Teaching Fellows

**TYPE** Pre-service and Recruitment

[aacte.org/policy-and-advocacy/state-policy-and-legislation/433-teaching-fellows-program-act](http://aacte.org/policy-and-advocacy/state-policy-and-legislation/433-teaching-fellows-program-act)

## Berkeley Public Schools Fund Summer Fellowships

**TYPE** Teacher Leadership and Retention

[berkeleypublicschoolsfund.org/grants/summer-fellowships/](http://berkeleypublicschoolsfund.org/grants/summer-fellowships/)

## Boston Teacher Residency

**TYPE** Pre-service and Recruitment

[bpe.org/teachers/btr](http://bpe.org/teachers/btr)

## Breakthrough San Francisco

**TYPE** Pre-service and Recruitment

[breakthroughsf.org](http://breakthroughsf.org)

## The California Teaching Fellows Foundation

**TYPE** Pre-service and Recruitment

[ctff.us/index.php/about/what-is-a-teaching-fellow](http://ctff.us/index.php/about/what-is-a-teaching-fellow)

## Citizen Schools Teaching Fellowship

**TYPE** Pre-service and Recruitment

[citizenschools.org/careers/teaching-fellowship/](http://citizenschools.org/careers/teaching-fellowship/)

## CSUN NSF Teaching Fellowship

**TYPE** Pre-service and Recruitment

[csun.edu/~kme52026/csunsf.html](http://csun.edu/~kme52026/csunsf.html)

## The Gilder Lehrman Institute of American History Teacher Seminars

**TYPE** Research

[gilderlehrman.org/programs-exhibitions/teacher-seminars-faqs](http://gilderlehrman.org/programs-exhibitions/teacher-seminars-faqs)

## Great Oakland Teacher Policy Fellow

**TYPE** Policy and Advocacy

[goleadershipcenter.org/2012/12/meet\\_the\\_2013\\_g.php](http://goleadershipcenter.org/2012/12/meet_the_2013_g.php)

## James Madison Foundation Memorial Fellowship

**TYPE** Teacher Leadership and Retention

[jamesmadison.com/eligibility.php](http://jamesmadison.com/eligibility.php)

## Kauffman Teacher-Leader Fellowship (Kauffman School in Kansas City)

**TYPE** Teacher Leadership and Retention

[kauffmanschool.org/en/Careers/Kauffman-Teacher-Leader-Fellowship.aspx](http://kauffmanschool.org/en/Careers/Kauffman-Teacher-Leader-Fellowship.aspx)

## Lily Endowment Teacher Creativity Fellowships

**TYPE** Teacher Leadership and Retention

[teachercreativity.org](http://teachercreativity.org)

## The Loft Literary Center Excellence in Teaching Fellowships (Minneapolis)

**TYPE** Research: Arts and Humanities

[loft.org/programs\\_\\_awards/grants\\_\\_awards/excellence\\_in\\_teaching/](http://loft.org/programs__awards/grants__awards/excellence_in_teaching/)

## Michigan School of Education Fellowship

**TYPE** Pre-service and Recruitment

[soe.umich.edu/news\\_events/news/article/teacher\\_educator\\_fellows\\_program\\_summer\\_2013/](http://soe.umich.edu/news_events/news/article/teacher_educator_fellows_program_summer_2013/)

## MinnCan Teacher Policy Fellow (Minneapolis)

**TYPE** Policy and Advocacy

[minncan.org/who-we-are/staff/teacher-policy-fellow](http://minncan.org/who-we-are/staff/teacher-policy-fellow)

## National Endowment for the Humanities: Landmarks of American History and Culture Workshops for School Teachers

**TYPE** Teacher Leadership and Retention

[neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers](http://neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers)

## Nazareth College Teaching Fellows

**TYPE** Pre-service and Recruitment

[naz.edu/education/childhood-education/new-nazareth-college-teaching-fellows-program](http://naz.edu/education/childhood-education/new-nazareth-college-teaching-fellows-program)

## North Carolina Teaching Fellows

**TYPE** Pre-service and Recruitment

[teachingfellows.org/theprogram/history.cfm](http://teachingfellows.org/theprogram/history.cfm)



## **NYC Teaching Fellows**

**TYPE** Pre-service and Recruitment

[nycteachingfellows.org/becomeafellow/programoverview.asp](http://nycteachingfellows.org/becomeafellow/programoverview.asp)

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## **Oregon Idea Lab**

**TYPE** Research: Arts and Humanities

[oregonhumanities.org/programs/idea-lab/](http://oregonhumanities.org/programs/idea-lab/)

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## **The Robert Noyce Teacher Scholarship Program**

**TYPE** Pre-service and Recruitment

[nsfnoyce.org](http://nsfnoyce.org)

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## **Santa Fe Classroom Fellows Program**

**TYPE** Pre-service and Recruitment

[sfps.info/index.aspx?nid=1948](http://sfps.info/index.aspx?nid=1948)

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## **Step-Up ISU**

**TYPE** Pre-service and Recruitment

[teacherpipeline.illinoisstate.edu/passport.aspx?stepId=3](http://teacherpipeline.illinoisstate.edu/passport.aspx?stepId=3)

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## **Submarine Force Museum Fellowship (southeast CT)**

**TYPE** Research: STEM

[ussnautilus.org/education/stem.shtml](http://ussnautilus.org/education/stem.shtml)

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## **Summer Pathways for Innovation Teaching Fellow (Bronx)**

**TYPE** Teacher Leadership and Retention

<http://schools.nyc.gov/NR/rdonlyres/1C22D845-E2C1-49E2-AF95-489954C8807D/0/SummerPathwaysforInnovationNYCTeachingFellowjobdescription.pdf>

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## **Taft Teaching Fellowship**

**TYPE** Pre-service and Recruitment

[taftschoo.org/academics/teachingfellows.aspx](http://taftschoo.org/academics/teachingfellows.aspx)

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## **Teach for America**

**TYPE** Pre-service and Recruitment

[teachforamerica.org](http://teachforamerica.org)

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## **Teach with Africa: Teacher Training Fellowship in South Africa**

**TYPE** Pre-service and Recruitment

[teachwithafrica.org/get-involved/summer-fellowship/](http://teachwithafrica.org/get-involved/summer-fellowship/)

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## **Teaching Fellows Institute at Charlotte**

**TYPE** Pre-service and Recruitment

[teachingfellowsinstitute.org/about-us/](http://teachingfellowsinstitute.org/about-us/)

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## **Teaching for Change**

**TYPE** Pre-service and Recruitment

[teachingforchange.org/about/who-we-are/fellows-and-volunteers](http://teachingforchange.org/about/who-we-are/fellows-and-volunteers)

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## **Teaching Trust Ed Fellows (Dallas)**

**TYPE** Teacher Leadership and Retention

[teachingtrust.org/policy-programs/ed-policy-fellows-apply-now](http://teachingtrust.org/policy-programs/ed-policy-fellows-apply-now)

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## **TNTP Teaching Fellows**

**TYPE** Pre-service and Recruitment

[tntpteachingfellows.org/programs](http://tntpteachingfellows.org/programs)

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## **Uncommon Schools Summer Teaching Fellowship**

**TYPE** Pre-service and Recruitment

[uncommonschoos.org/careers/stf](http://uncommonschoos.org/careers/stf)

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## **Vassar Noyce Teacher Fellowship Program**

**TYPE** Pre-service and Recruitment

[fellowships.vassar.edu/fellowships/midclass/nsf-noyce-scholarship/](http://fellowships.vassar.edu/fellowships/midclass/nsf-noyce-scholarship/)

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## **Warren Fellowship for Future Teachers**

**TYPE** Pre-service and Recruitment

[hnh.org/ed\\_warren%20fellowship.shtml](http://hnh.org/ed_warren%20fellowship.shtml)

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## **The Woodrow Wilson Teaching Fellowships**

**TYPE** Pre-service and Recruitment

[woodrow.org/fellowships/ww-teaching-fellowships/](http://woodrow.org/fellowships/ww-teaching-fellowships/)

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## **Woodrow Wilson-Rockefeller Fund Fellowships for Aspiring Teachers of Color**

**TYPE** Pre-service and Recruitment

[dartmouth.edu/~scholarship/Rockefeller.html](http://dartmouth.edu/~scholarship/Rockefeller.html)

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## by Fellowship Type

Early-Career Support **12, 14, 21, 22**

Policy and Advocacy **2, 4, 5, 6, 10, 13, 23, 24, 26, 27, 28, 29**

Pre-service and Recruitment **28, 29, 30, 31**

Research **3, 4, 6, 7, 8, 9, 10, 11, 15, 17, 18, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30**

Teacher Leadership and Retention **2, 5, 12, 13, 14, 15, 16, 28, 29, 30, 31**

## by Experience

2–5 years of full-time teaching experience **22**

administrator **19**

at least 2 years **11, 13**

at least 3 years **2, 7, 8, 10, 20, 25**

at least 4 years **21**

at least 5 years **17, 26, 27**

instructional coach **6, 10**

in years 3–11 of teaching **24**

masters degree and at least 5 years teaching experience **7**

mid-career educator **14**

no more than one year teaching experience **12**

recent Teach for America alumnus **13**

retired **5**

serious interest in using the collections at the Massachusetts Historical Society **15**

## by Grade

6–12 **11**

high school **3, 14, 16, 18, 21, 25**

K–12 **2, 4, 6, 7, 8, 9, 10, 12, 13, 15, 18, 19, 21, 23, 24, 26**

K–16 **11**

middle school **16, 17**

secondary **4, 5, 8, 15, 17, 20, 22, 25, 27**

## by Location

AL **23**

Atlanta **13**

Baltimore **13**

Baton Rouge **13**

Berkeley **14, 15**

Boston **14, 15**

CA **4, 11, 23, 24, 25**

Chicago **13**

CO **13**

CT **13**

DC **6, 13, 14, 15, 24**

Denver **13**

GA **23**

Georgia **8**

HI **10**

Houston **13**

IL **24**

IN **24**

International **22**

Kansas City **13**

KS **27**

KY **10**

Los Angeles **13, 14, 15**

Los Angeles County **11**

MA **15, 24**

MI **23**

MO **23**

NC **12**

New Orleans **13**

New York City **13, 14, 15**

NV **23**

NY **10, 22**

OH **23**

Orange County **11**

PA **23**

Pacific Northwest **16**

Phoenix **13**

RI **13**

San Antonio **13**

San Diego **14, 15**

San Diego County **11**

San Francisco **13**

San Francisco Bay Area **11**

SC **23**

TN **23, 24**

UT **14, 15**

## by School Type

charter school **4**

high-need public or charter schools **14, 15**

high school with at least 50% of the students qualifying for free or reduced lunch **21, 24**

open enrollment school with 70% qualifying for free or reduced lunch **13**

parochial school **15**

private school **19**

public school **6, 15**

public school with at least 50% of the students qualifying for free or reduced lunch **24**

rural community **21**

specialized public arts high schools, magnet schools, charter schools **17**

Title I middle and high schools **17**

## by Special Requirement

fellows apply with at least 2 same-school colleagues **21**

has never lived in Japan **11**

within the 10 states in which StudentsFirst is active **23**

## by Subject

American history **15**

AP teacher **5**

arts **17**

business **20**

economics **11, 20**

ELA **15**

English **16, 21**

environment **23**

financial markets **20**

foreign language **7, 16**

geographic education **9**

history **11, 16, 18, 21**

humanities **7**

individuals with a math degree **12**

individuals with a science degree **12**

journalism **16**

math **15, 18, 21**

media technology **4**

science **3, 16, 20, 21, 22, 23, 27**

social sciences **7**

social studies **4, 5, 9, 11, 16, 17, 18, 20**

STEM **8, 25, 27**

world history **15**

# Let Us Know about More Fellowships

This document needs your help to keep growing. If you know about a fellowship that we have missed or that needs an update, please write to [teacherfellowships@gatesfoundation.org](mailto:teacherfellowships@gatesfoundation.org) to let us know about it and as many of the following details that you can help with:

**WHAT IS IT CALLED?**

**WHAT IS THE WEBSITE?**

**WHAT TYPE OF FELLOWSHIP IS IT?**

**WHAT IS ITS GEOGRAPHIC REACH?**

**HOW LONG HAS IT BEEN AROUND?**

**WHAT TEACHERS OR SUBJECTS DOES IT TARGET?**

**WHAT IS THE GRANTING CYCLE?**

**HOW MANY TEACHERS IN EACH COHORT?**

**HOW MANY FELLOWSHIPS HAVE BEEN GRANTED?**

**WHAT IS THE GOAL OF THIS FELLOWSHIP?**

**WHAT WORK DO FELLOWS ENGAGE IN?**

**HOW ARE THE FELLOWS NETWORKED?**

**DO FORMER FELLOWS STAY CONNECTED?**

We thank you for your help!



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*Special thanks to Vanessa Murietta who  
collected the initial research for this booklet.*