Fellowships, Internships and Programs
The strength of the Ed studies program in its early years the will be its connections to departments across the university and external organizations and institutions. There are a number of departments at Yale schools, not for profits and institutions that either are or could be relevant to the Education Studies students. This list is meant to serve as a starting point and includes both existing connections and those to be cultivated.

New Haven Based
Comer School Development Program—http://medicine.yale.edu/childstudy/comer/about/index.aspx
The SDP began in the two lowest income and lowest achieving elementary schools in the city, 32nd and 33rd of 33. The two schools eventually rivaled the city’s highest income schools, had the best attendance record, and no serious behavior problems. Over the past 40 plus years numerous schools have used SDP to similarly close the achievement gap. The SDP model has been implemented in more than 1000 schools in 26 American states, the District of Columbia, Trinidad and Tobago, South Africa, England, and Ireland.

Office of New Haven and State Affairs—http://onhsa.yale.edu/
Yale University has been a part of the New Haven community for three centuries. The Yale University Office of New Haven and State Affairs (ONHSA) provide a front door to Yale and its resources for the people and organizations of Greater New Haven. Working with other University departments and our neighbors in New Haven, ONHSA spearheads Yale’s partnerships to strengthen New Haven through fostering economic development, revitalizing neighborhoods, supporting public school and youth programs, and creating a vital downtown.

Yale students are selected to serve as a liaison between a New Haven public school and the Yale community for a two year internship. Their role is to strengthen current volunteer efforts in the school and to find new ways to match resources at Yale with the needs of the school. Interns work closely with contacts at the school to discuss the role of Yale volunteers and problems the school might be facing while providing direct service at the school each week.

Yale Pathways to Science—http://onhsa.yale.edu/pathways-science
Pathways to Science is Yale’s coordinated pre college science outreach With an overarching goal to encourage and support promising young scholars to pursue careers in the sciences, Pathways opens the door for middle and high school students to explore science at Yale University. There are 650 students in grades 6–12 currently enrolled in Pathways,

Partnership with Coop High School
Coop Afterschool—http://co-opafterschool.org/
Founded in 2009, Co-op After School (CAS) has provided fun, safe, quality, after school programming for over 600 students. In addition to providing tutoring after school, CAS has offered programs ranging from architecture to yoga, basketball to ceramics, a world premiere musical production to chess, and many
more. Programs have been taught by Co-Op teachers, parents, alumni, and Yale students. CAS programs are free and open to all Co-Op students. Student registration takes place twice a year; once in September for fall programming and again in January for Spring programming. Program proposals follow the same schedule.

Yale Art Gallery– Docent Program—http://artgallery.yale.edu/pages/info/oppyaleunder.php
The student Gallery Guide program at the Yale University Art Gallery is an opportunity for Yale undergraduates to lead thematic tours of the museum for the Yale community and the New Haven public. Students participate in a yearlong training program with museum staff, curators, and faculty members. The training sessions include explorations of the Gallery’s collection, discussions on the methodology of museum tours, and behind-the-scenes visits to the Gallery’s conservation studio, special exhibitions, and art openings, as well as field trips to other museums and art centers such as DIA Beacon, MASS MoCA, and the Museum of Fine Arts, Boston. The in-depth training requires a time commitment similar to that of an academic course. Following the completion of the training program, students remain involved with the Gallery Guide program by giving museum tours and participating in meetings throughout the semester. This is an excellent opportunity for undergraduates to integrate art into their experience at Yale and to become part of the Yale University Art Gallery community. The program is open to freshmen, sophomores, and juniors in Yale College. Students in all majors are encouraged to apply.

Yale British Art Gallery– Docent Program—http://britishart.yale.edu/get-involved/volunteer
The Center’s Docent Program was instituted upon the museum’s opening in 1977. A vital part of the Center’s Education Department, Docents are trained—by Education Department staff members, Center curators, curators of special exhibitions, and scholars from Yale and across the globe—to offer tours of the permanent collections, special exhibitions, and the building’s architecture. In response to requests from the public, the group has designed more than twenty tours that highlight particular aspects of the Center’s collections. The Education Department is happy to work with schools or private groups to customize tours appropriate to specific grade levels, curricula, or particular interests.

SciCORPS is a career ladder program created within the Peabody Museum. Through it, students are provided a hierarchy of paid opportunities where, as they progress, they earn more money for increased work responsibility. After spending one academic year in the EVOLUTONS After School Program, students become eligible to enter SciCORPS as Museum Apprentices. As Museum Apprentices, students are required to attain a set number of volunteer hours working in and around the Museum (the exact number of hours is determined by the grade they receive in EVO during their first year) before they are eligible to move to the next level.
The Yale Reading Corps—http://onhsa.yale.edu/reading-corps
The Yale Reading Corps offers Yale students the opportunity to serve as reading tutors and classroom assistants in the New Haven public schools training on specific interventions is provided by the NHPS.

Current Yale Student–Run Tutoring and Mentoring Programs
Yale College Deans office https://apps.students.yale.edu/uor/
RegisteredOrganizations#Service/Outreach
The Yale College Deans office maintains lists of organizations that promote and are involved in community service work based in the City of New Haven. Many of these organizations are involved with work in the local schools.

Dwight Hall at Yale—http://dwighthall.org/
Dwight Hall features over 85 student–run member groups that engage 3,500 students, or 2/3 of Yale’s undergraduates, each year in service and social justice activities. A student Executive Committee is elected by leaders from the member groups and works with a professional staff to support student programs, allocate resources and advance initiatives between the Yale and New Haven communities. Dwight Hall is overseen by a Board of Directors comprised of students, Yale faculty, alumni and community leaders.

Dwight Hall Education Network—http://dwighthall.org/tag/ednet/
The Education Network of Dwight Hall acts as an umbrella organization linking the education and mentoring groups on campus, providing resources and collaborative knowledge, organizing lunches and discussions for people interested in Ed Policy, and keeping you updated with upcoming events and service opportunities in the weekly newsletter.

Yale and New Haven Summer Programs/Fellowships
Breakthrough Collaborative--http://www.breakthroughcollaborative.org/
At 33 locations across the nation and abroad, Breakthrough Collaborative launches motivated middle–school students on the path to college and prepares older students for careers in education. A national nonprofit, Breakthrough Collaborative is devoted to preparing high–achieving middle–school students, most of who are of color and from low–income families, to enter and succeed in college–preparatory high school programs. Breakthrough also recruits and trains outstanding high school and college students to become Breakthrough teachers and build an interest in careers as educators.

Yale Pathways to Science Summer Scholars Program—http://onhsa.yale.edu/scholar–program
The Yale summer SCHOLAR program brings 100 high school students from New Haven to live and study science for two weeks on Yale campus. SCHOLAR provides an intensive, hands–on science curriculum in an exploratory and interactive teaching environment that emphasizes discovery, critical thinking and problem solving. Yale
University faculty designs the curriculum with the support of teachers and advisers from Yale graduate and professional schools and SCHOLAR faculty. Yale students serve a vital role as teaching assistants and mentors.

**The Presidents Public Service Fellowship**—[http://www.yale.edu/ppsf/](http://www.yale.edu/ppsf/)
The Presidents public service fellowship provides expanded opportunities for Yale students to work on behalf of economic development, human development, and neighborhood revitalization with public sector and nonprofit organizations in the City of New Haven. The President’s Public Service Fellowship has built a strong reputation with organizations in New Haven, and has created a legacy of current Yale students and recent graduates who have a sophisticated view of community development and remain active in community building in New Haven and in other cities.

**Courture Fellowships**—[http://www.yale.edu/ppsf/placement.html#COURTUREFELLOWSHIPS](http://www.yale.edu/ppsf/placement.html#COURTUREFELLOWSHIPS)
The Courture Fellowship Program provides a series of experiences and structured reflections that enable undergraduates to explore the vital world of elementary education and the changing role of the teacher, especially in urban education.

**US Grant**—[http://www.yale.edu/usgrant/index.html](http://www.yale.edu/usgrant/index.html)
Founded in 1953 the Ulysses S. Grant Foundation is an academic summer program for talented and motivated middle school students from New Haven. U. S. Grant offers motivated Yale undergraduates the opportunity to teach during its summer program. Those hired as teachers have the unique opportunity of designing and teaching their own classes in a 6 week summer program on the Yale University Campus.

**New Haven Non-Profit Organizations**

**Achievement First**—[http://www.achievementfirst.org/](http://www.achievementfirst.org/)
In 1998, a group of New Haven founders came together with a clear goal in mind: to prove that urban students can achieve at the same high levels as their affluent suburban counterparts. Confronted by the popular attitude that demographics were destiny, we decided that the best way to address the problem was to change the system. We set out to create a public charter school—Amistad Academy—that would enable its students to achieve at high levels. Over the last 10 years, Amistad Academy has produced Connecticut Mastery Test (CMT) results that have shattered the notion that "those kids can't learn." For the past seven years, Amistad Academy students—100 percent of whom are selected by blind lottery, 78 percent of whom receive free and reduced lunch and 98 percent of whom are African American or Hispanic—have beat state averages in reading and math, demonstrating that they can achieve on par with their wealthiest peers statewide.

**All Our Kin**—[http://www.allourkin.org/](http://www.allourkin.org/)
All Our Kin, Inc., is a nationally-recognized, Connecticut–based nonprofit organization that trains, supports, and sustains community child care providers in order to ensure that children and families have the foundation they need to succeed in school and in life.
Bridges – [http://www.yale.edu/bridges/](http://www.yale.edu/bridges/)
Bridges is a non-profit organization that provides free one-on-one or small group English as a Second Language tutoring to members of the Greater New Haven Community.

CT Voices for Children—[www.ctvoices.org](http://www.ctvoices.org)
Connecticut Voices for Children is a research-based public education and advocacy organization that works statewide to promote the well-being of Connecticut's children, youth and families. CT Voices was founded in 1995 by four women who each had many years of experience working on behalf of children -- Shelley Geballe, Janice Gruendel, Judy Solomon and Nancy Lustman -- to enable Connecticut residents to be more effective voices for our children. CT Voices has built a highly talented staff with education and experience in education, law, health, business, government and the non-profit sector. This multi-disciplinary approach allows us to offer new insights on recurring problems. Policymakers, political leaders, the media, other advocacy groups and others now regularly turn to CT Voices for public policy and budget analysis, and new ideas.

CT Children's Museum-- [http://www.childrensbuilding.org/](http://www.childrensbuilding.org/)
The Connecticut Children's Museum building houses three programs, interwoven in purpose and philosophy: Creating Kids Child Care Center, Creating Curriculum Child Care Provider Training Program and the Connecticut Children's Museum itself. Each is inspired by the Theory of Multiple Intelligences, articulated by Harvard psychologist, Howard Gardner. This is a rich and resourceful, cutting edge educational theory, which recognizes the multiplicity of children’s intelligences and honors the different ways children learn.

Common Ground is a center for environmental learning and leadership located at the base of New Haven's West Rock Ridge State Park. Our mission is to cultivate habits of healthy living and sustainable environmental practice within a diverse community of children, young people, and adults. NHEP also runs Common Ground charter High School.

New Haven Reads was founded by Christine Alexander. Our mission is “to share the joy and power of reading”. New Haven Reads provides an environment where children and adults have access to free books and tutoring to increase their literacy skills and academic performance.

Squash Haven – [www.squashhaven.org/](http://www.squashhaven.org/)
Squash Haven’s mission is to promote academic, athletic, and personal growth through a program of squash instruction, individual academic support/tutoring, health and fitness instruction, and community service.
**Education Policy Organizations--Could be for internships or post-graduate**

**American Association of Colleges for Teacher Education—[www.aacte.org](http://www.aacte.org)**
Washington, D.C.: National voluntary organization of colleges and universities that prepare the nation's teachers and other educational personnel. Provides research, meetings, accreditation information, professional development and job opportunities.

**American Educational Research Association—[www.aera.net](http://www.aera.net)**
Washington, D.C.: The American Educational Research Association is concerned with improving the educational process by encouraging scholarly inquiry related to education and by promoting the dissemination and practical application of research results.

**American Institutes for Research—[www.air.org](http://www.air.org)**
Washington, D.C.: AIR’s performs basic and applied research, provides technical support, and conducts analyses based on methods of the behavioral and social sciences. Program areas focus on education, health, individual and organizational performance, and quality of life.

Washington, D.C.: AYPF’s mission is to broaden the awareness and understanding of policymakers and to strengthen the youth policymaking process by bridging policy, practice, and research. We do this by identifying the most pertinent high-quality information on youth issues available and providing a forum for prominent leaders in government, programming, and research, as well as the youth themselves, to share their viewpoints and expertise about the policies and practices that improve outcomes for all youth.

**Carnegie Foundation—[www.carnegiefoundation.org](http://www.carnegiefoundation.org)**
Stanford, CA and Washington, D.C.: Founded by Andrew Carnegie in 1905 and chartered in 1906 by an act of Congress, the Carnegie Foundation for the Advancement of Teaching is an independent policy and research center. Improving teaching and learning has always been Carnegie’s motivation and heritage.

**Center for Educational Reform—[www.edreform.com](http://www.edreform.com)**
Washington, D.C.: The center builds the bridge between policy and practice, and shortens the learning curve for anyone interested in bettering the future for their children and their schools.

**Classroom Connect—[www.corporate.classroom.com/](http://www.corporate.classroom.com/)**
San Francisco, CA: Classroom Connect is a provider of professional development programs and instructional materials for K–12 education, helping teachers to engage in their own learning and inspiring positive change in the classroom.

**Consortium for Policy Research in Education—[www.wcer.wisc.edu/cpre/](http://www.wcer.wisc.edu/cpre/)**
Madison, Wisconsin: Contains extensive resources on school finance issues, including full text publications on finance topics, state and local reform issues, and links to additional resources.
**Edison Learning** -- www.edisonlearning.com/
New York, NY: Edison Project is the country's leading private manager of public schools, implementing its school design in 113 public schools, including many charter schools.

**Education Commission of the United States** -- www.ecs.org/
Denver, CO: The Education Commission of the States (ECS) is an interstate compact created in 1965 to improve public education by facilitating the exchange of information, ideas and experiences among state policymakers and education leaders. As a nonprofit, nonpartisan organization involving key leaders from all levels of the education system, ECS creates unique opportunities to build partnerships, share information and promote the development of policy based on available research and strategies.

**Education Development Center, Inc**—www.edc.org
Waltham, MA, Boston, Chicago, New York, Washington, DC: Nonprofit education and health organization bringing researchers and practitioners together to create tools and conditions for learning, reaching people of all ages, backgrounds and abilities.

**Education Sector**--www.educationsector.org/
Washington, D.C.: Education Sector is an independent think tank that challenges conventional thinking in education policy. We are a nonprofit, nonpartisan organization committed to achieving measurable impact in education policy, both by improving existing reform initiatives and by developing new, innovative solutions to our nation’s most pressing education problems.

**Education Trust**--www2.edtrust.org/
Washington, D.C.: Education Trust is a small, nonprofit organization dedicated to research and advocacy aimed at closing the achievement gap.

**Educational Consultants, Inc.**-- www.galindoconsultants.com/
Richmond, VA: Educational Consultants, Inc. is dedicated to offering a variety of services to educational and religious institutions in the areas of organizational, leadership, and staff development.

**Educational Testing Service** -www.ets.org
Princeton, NJ: Educational Testing Service is the world's largest private educational testing and measurement organization and a leader in educational research.

**George Lucas Educational Foundation (Edutopia)** -- www.edutopia.org/
San Rafael, CA: The George Lucas Educational Foundation (GLEF) is a nonprofit operating foundation that documents and disseminates information about exemplary programs in K–12 schools to help these practices spread nationwide.

**Gibson and Associates**--www.gibsonandassociates.com/
Oakland, CA: Gibson and Associates, over the past fifteen years, has developed proven grant development, planning and evaluation methods that have resulted in the creation of innovative education, social service and health programs.

**Institute for Educational Leadership**—[www.iel.org/](http://www.iel.org/)
Washington, D.C.: Since 1964, the Institute for Educational Leadership (IEL) – a non-profit, nonpartisan organization – has been at the forefront of innovative efforts that bring together leaders across the various sectors of education (P–20), workforce development and child- and youth-serving systems. IEL builds partnerships across institutional boundaries, helping individuals and institutions tackle leadership challenges and leverage the resources of multiple partners to foster reform. For IEL, deep and purposeful collaboration is essential to getting results that will transform learning for the 21st Century.

**McKenzie Group**—[www.mckenziegroup.com/](http://www.mckenziegroup.com/)
Washington, DC: McKenzie Group, educational consultants committed to developing educational leaders, finds and implements practical, workable solutions that improve learning outcomes for students.

**Metis Associates**—[www.metisassoc.com](http://www.metisassoc.com)
New York, Atlanta, and Philadelphia: A human service consulting organization whose clients include school districts and other educational institutions, government agencies, national and community foundations and community-based organizations.


**National Adult Education Professional Development Consortium**—[www.naepdc.org/](http://www.naepdc.org/)
Washington, DC: Provides professional development, policy analysis, and dissemination of information important to state staff in adult education.

**National Alliance for Public Charter Schools**
Washington, DC: The National Alliance for Public Charter Schools is the leading national nonprofit organization committed to advancing the charter school movement. Our mission is to lead public education to unprecedented levels of academic achievement for all students by fostering a strong charter sector. The Alliance provides assistance to state charter school associations and resource centers, develops and advocates for improved public policies, and serves as the united voice for this large and diverse movement.

**The National Center for Public Policy and Higher Education**—[www.highereducation.org/](http://www.highereducation.org/)
San Jose, CA: The National Center for Public Policy and Higher Education was established in 1998 as a project of the Higher Education Policy Institute to promote public policies that enhance Americans’ opportunities to pursue and achieve high-quality education and training beyond high school.
National Education Association—www.nea.org
Washington, DC: The National Education Association (NEA), the nation's largest professional employer organization, is committed to advancing the cause of public education. NEA's 3 million members work at every level of education—from pre-school to university graduate programs. NEA has affiliate organizations in every state and in more than 14,000 communities across the United States.

National Staff Development Council--www.nsdc.org/
Oxford, Ohio: The NSDC is committed to ensuring success for all students through staff development and school improvement. Our goal is that all teachers in all schools will experience high-quality professional learning as part of their daily work by 2007.

Marlborough, MA: Founded at the Harvard Graduate School of Education, NESDEC is a not-for-profit organization whose mission is to work with school districts to develop schools as high performance organizations.

New Teachers Project--www.tntp.org/
New York, NY: Dedicated to recruiting and selecting outstanding new teachers and creating school environments that maximize their impact on student achievement. The New Teacher Project aims to transform the way new teachers are brought into the profession and are trained and supported during their initial years of teaching.

Peace Games--www.peacegames.org/
Cambridge, MA: Peace Games works with students, teachers, volunteers and parents to create safe school communities through role-playing, games and community service projects.

Policy Studies Associates--www.policystudies.com
Washington, DC: Policy Studies Associates provides high quality evaluation, research and policy analysis allowing for grounded decision-making for education and youth development

Powell Tate--www.powelltate.com/
Washington, DC: Powell Tate provides public affairs services or specialized, integrated communications that shape opinions, attitudes and policy decisions in Washington, DC and around the world in order to position clients for future challenges.

RMC Research Corporation--www.rmcresearchcorporation.com
Portsmouth, NH: RMC works with federal government agencies, state and local education agencies, foundations, corporations, museums and television to seek solutions; collect, interpret, and convey complex information; and develop and deliver products and services.

SRI International--www.sri.com/policy
Washington, DC: SRI helps government agencies, non-profit organizations and commercial clients solve problems and capitalize on opportunities posed by complex issues in education, training, health, economic development, and human services.
Post-graduate Teaching Fellowships at Yale

Calvin Hill Day Care Center of Yale University is pleased to announce two post-graduate fellowships for the 2014-2015 academic year.

The Harris Fellowship in Child Development and Early Childhood Education is a collaboration between Calvin Hill Day Care Center and the Yale Child Study Center. The fellowship blends educational and clinical perspectives on working with young children. Applicants for the Harris Fellowship typically use their experience at Calvin Hill to enrich their pursuit of advanced degrees in medicine, law, psychology, education, and public policy.

The Seedlings Teaching Fellowship in Early Childhood Education and Child Development is designed as a supervised and supported entry into the professional world of early childhood education, childcare, and teaching. Applicants for the Seedlings Fellowship are individuals who have some teaching experience and are interested in further developing their knowledge of early childhood curriculum and skills as early childhood educators.

The application deadline is Monday, March 3, 2014. Applicants must have a Bachelor's degree or higher by May 2014. For more information and to find the applications, please visit: http://calvinhilldaycare.org/training/

More Post-Graduate Teaching Programs

Boston Teacher Residency—http://www.bostonteacherresidency.org/
Boston, MA: Boston Teacher Residency (BTR) recruits talented college graduates, career changers and community members of all ages and gives them the tools to make an immediate impact in the classrooms of the Boston Public Schools (BPS).

Boston, MA: Carney, Sandoe & Associates is the top choice for independent schools seeking to work with an educational recruiting firm. Since its inception, CS&A has worked successfully with over 1,500 independent, private, boarding, and like-kind schools in 46 states and 26 countries internationally to provide the most exceptional recruitment, search, and consulting services available.

Chicago Teaching Fellows—www.chicagoteachingfellows.org
Chicago, IL: Chicago Teaching Fellows is a highly selective program that trains accomplished professionals and recent college graduates to become high-impact
teachers in schools serving disadvantaged students in Chicago Public Schools. As a Fellow, you will begin making a difference for students right away by joining a network of dynamic Chicago teachers working to end a legacy of educational inequality.

Citizen Schools--http://www.citizenschools.org/careers/teaching-fellowship/
Nationwide: Citizen Schools runs extended-learning day programs at disadvantaged middle schools in 7 states around the country. Every campus employs at least two full-time Americorps members called Teaching Fellows who serve for two years at their school.

City Year Youth Service Corps --www.cityyear.org
Nationwide: Spend 10 months as a tutor, mentor, and role model in one of 20 urban locations in the United States working with at-risk youth in minimizing the achievement gap in education and to play an important part in the success of students individually as well as the education system as a whole.

DC Teaching Fellows--www.dcteachingfellows.org
Washington, DC: DC Teaching Fellows is a highly selective program that trains accomplished professionals and recent college graduates to become high-impact teachers in schools serving high-need students throughout the D.C. area. As a Fellow, you will begin making a difference for D.C. public school students right away, joining a network of dynamic teachers working to end a legacy of educational inequality in the nation’s capital.

Denver Teaching Fellows --www.denverteachingfellows.org
Denver, CO: Denver Teaching Fellows is a highly selective program that trains accomplished professionals and recent college graduates to become high-impact teachers in schools serving high-need students throughout Denver. As a Fellow, you will begin making a difference for Denver public school students right away, joining a network of dynamic teachers working to end a legacy of educational inequality.

Inner City Teaching Corps--http://www.alainlocke.org/programs/ictc/inner-city-teaching-corps-ictc
Chicago, IL: The Alain Locke Initiative is dedicated to ensuring all children have the opportunity to achieve to their fullest potential. We identify high performing, results focused talent with a passion for closing the achievement gap in urban education. We develop this talent into the education leaders of today and tomorrow, drawing on the leadership model used to achieve real world success at our world renowned charter school.

KIPP DC Capital Teaching Residency--http://www.kippdc.org/careers/capital-teaching-residency/
Washington, DC: The mission of the Capital Teaching Residency (CTR) is to close the achievement gap by increasing the number of highly effective educators in the District of Columbia. We fulfill this mission by training aspiring teachers through an intensive one-year residency in high-performing public charter schools and retaining our most effective teachers in schools across the DC region.
Nationwide: Each year, KSTF awards Teaching Fellowships to exceptional young men and women committed to teaching science and mathematics in United States high schools.

MATCH Corps --[www.matchschool.org](http://www.matchschool.org)
Boston, MA: As a tutor, help prepare inner-city, under-served Boston students who typically perform below grade level upon entering MATCH Charter Public School. Each MATCH Corps member will work extensively with 6–10 students in this year long program. There are two programs: MATCH Corps and MATCH Teacher Residency (MTR). MTR is a certification program geared towards individuals who know that they want to teach, typically math or English, after their year with MATCH. In addition to their MATCH Corps responsibilities there is extensive training during the month of July as well as Fridays and Saturdays throughout the school year. Benefits to either option include a stipend as well as housing; MTR members receive a slightly higher stipend.

Math for America Fellowship—[http://www.mathforamerica.org](http://www.mathforamerica.org)
Nationwide: The MfA Fellowship is a five–year program where recent college graduates and mid–career professionals make a commitment to teach mathematics in public secondary schools. MfA Fellows are mathematically sophisticated individuals who are new to teaching and use their talents to make a difference in students’ lives. The program includes one year earning a master’s degree in education and four years of teaching math in public secondary schools.

Mississippi Teacher Corps—[http://mtc.olemiss.edu/](http://mtc.olemiss.edu/)
Mississippi: The Mississippi Teacher Corps selects college graduates to teach in high–poverty schools in Mississippi and provides training, certification, full pay, benefits, and a master’s degree in education from the University of Mississippi.

Nashville Teaching Fellows--[www.nashvilleteachingfellows.org](http://www.nashvilleteachingfellows.org)
Nashville Teaching Fellows is a highly selective program that trains accomplished professionals and recent college graduates to become highly effective teachers in schools serving high–needs students throughout the Metropolitan Nashville area. As a Fellow, you will begin making a difference for students right away, joining a network of dynamic Nashville teachers working to end a legacy of educational inequality.

NYC Teaching Fellows--[www.nycteachingfellows.org](http://www.nycteachingfellows.org)
New York, NY: As an alternative route to teaching certification, the NYC Teaching Fellows program is designed to fast-track talented individuals with no prior teaching experience into full–time teaching positions in New York City public schools by providing the necessary training, coursework, and resources needed to drive students’ academic achievement. Now in its 11th year, the NYC Teaching Fellows program is the largest alternative certification program in the country and among the most selective.

Philadelphia Teaching Fellows--[www.philadelphiateachingfellows.org](http://www.philadelphiateachingfellows.org)
Philadelphia, PA: Philadelphia Teaching Fellows is a highly selective program that trains accomplished professionals and recent college graduates to become high–impact
teachers in high-need schools throughout the Philadelphia area. As a Fellow, you can make a difference for students right away by joining a network of committed, passionate teachers working to end a legacy of educational inequity.

**Rhode Island Teaching Fellows**—[www.rhodeislandteachingfellows.org](http://www.rhodeislandteachingfellows.org)
Rhode Island: Rhode Island Teaching Fellows is a highly selective program that trains accomplished professionals and recent college graduates to become high-impact teachers in schools serving disadvantaged students throughout the state. As a Fellow, you will begin making a difference for students right away, joining a network of dynamic teachers working to end a legacy of educational inequality.

**Southern Teacher's Agency**—[http://www.southernteachers.com](http://www.southernteachers.com)
Southern US: Southern Teachers Agency is the premiere PK–12 teacher and administrative recruitment service in the South. STA offers free teacher placement for candidates, and the only agency that focuses on private & independent school placements in the South.

**Teach for America**—[www.teachforamerica.org](http://www.teachforamerica.org)
Nationwide: As a national effort to close the achievement gap, Teach for America is a 2 year commitment to help educate children in one of 39 urban or rural low-income communities across the country. No previous coursework in education is required, but certified teachers are welcome to apply. Corps members are hired by the individual school districts to teach full time and are paid directly by these school districts, so salaries and other benefits are generally the same as other beginning teachers in that particular district. As an AmeriCorps member, Teach for America is also able to offer the education award of $5,350 at the end of each year of service and loan forbearance during the 2 years of service.

**Teach Kentucky**—[www.teachkentucky.com](http://www.teachkentucky.com)
The mission of Teach Kentucky is to recruit and attract highly-motivated young people to teach in our public schools, thus enhancing the quality of education for our students and enhancing our civic life by retaining these young teachers in Kentucky.

**Texas Teaching Fellows**—[www.texasteachingfellows.org](http://www.texasteachingfellows.org)
Fort Worth, Texas: Fort Worth Teaching Fellows is a highly selective program that trains accomplished professionals and recent college graduates to become high-impact teachers in schools serving disadvantaged students throughout our city. As a Fellow, you will begin making a difference for students right away, joining a network of dynamic teachers working to end a legacy of educational inequality in Fort Worth.

**The University of Chicago Urban Teacher Education Program**—[http://utep.uchicago.edu](http://utep.uchicago.edu)/
Chicago, IL: The University of Chicago Urban Teacher Education Program prepares teachers of the highest caliber for Chicago Public Schools while empirically testing a model for urban teacher preparation. Graduates engage in teaching as a highly intellectual career and are classroom–based instructional leaders and agents for educational equity in their schools and community.
TNTP—http://tntp.org/
Nationwide: The Teaching Fellows is a project recruiting students who do not have backgrounds in Education that still wish to teach. Their programs exist across the nation, working to eliminate educational inequality by recruiting candidates for shortage-area subjects and high-need schools. TNTP's highly-selective Teaching Fellows programs streamline the path to teaching for talented professionals and recent college graduates in cities across the country. Since 2000, these programs have recruited and trained more than 28,000 Teaching Fellows for the students who need great teachers most.

Urban Prep Fellows Program—http://www.urbanprep.org/fellows-program
Chicago, IL: The Urban Prep Fellows Program is a one year service opportunity for recent college graduates interested in working with urban youth at a nationally-renowned all-boys charter public high school. Fellows work as full-time student mentors in high-need African-American communities in Chicago.

Woodrow Wilson Teaching Fellowship—http://www.wwteachingfellowship.org/
Nationwide: The Woodrow Wilson Teaching Fellowship seeks to recruit, prepare and retain effective teachers for the students and schools who need them most. It is open to individuals—college seniors, recent graduates, and career changers—with undergraduate degrees particularly in the sciences. Fellows will attend enriched, school-based master's level teacher education programs, complemented by intensive mentoring during the first three years of teaching at high-need urban and rural schools.

World Teach—www.worldteach.org
WorldTeach is a non-profit, non-governmental organization founded by a group of Harvard students in 1986 in response to the need for educational assistance in developing countries. It also addressed a growing interest among people in the U.S. and elsewhere to serve, teach and learn as volunteers overseas. Since its inception, WorldTeach has placed thousands of volunteer educators in communities throughout Asia, Latin America, Africa, Eastern Europe and the Pacific.