APPLICATIONS ACCEPTED UNTIL APRIL 11, 2016, 12:00PM ET

<table>
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<tr>
<th>POSITION</th>
<th>Students at the Center Distinguished Fellow</th>
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<td>AWARDS</td>
<td>9 fellowship awards: 3 in research, 3 in policy, and 3 in practice. Part-time posting for two years, non-renewable. Fellows receive a $10,000 annual stipend plus access to a shared fund to cover other expenses.</td>
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BACKGROUND

**Jobs for the Future (JFF)** is a national nonprofit that works to ensure educational and economic opportunity for all. JFF develops innovative career pathways, educational resources, and public policies that increase college readiness and career success and build a more highly skilled workforce. With over 30 years of experience, JFF is the national leader in bridging education and work to increase mobility and strengthen our economy.

**The Nellie Mae Education Foundation (NMEF)** is the largest philanthropic organization in New England that focuses exclusively on education. The Foundation supports the promotion and integration of student-centered approaches to learning at the middle and high school levels across New England—where learning is personalized; learning is competency-based; learning takes place anytime, anywhere; and students exert ownership over their own learning. To elevate student-centered learning approaches, the Foundation utilizes a four-part strategy that focuses on building educator ownership, leadership and capacity; advancing quality and rigor of student-centered learning practices; developing effective systems designs; and building public understanding and demand.

**The Students at the Center initiative** at Jobs for the Future, initially conceived by NMEF in
2010, has led the way in building the knowledge base for student-centered learning for close to six years. Among its many accomplishments, the initiative has established a powerful organizing framework for a field previously dispersed across a wide array of disciplines; collected, developed, and tested a variety of research-grounded, high-quality tools and resources necessary for the implementation of student-centered approaches to learning; curated and disseminated existing research in a series of compelling white papers; cultivated and supported a broad range of stakeholders in a variety of settings; designed and maintained the Students at the Center Digital Hub (studentsatthecenterhub.org), which engages multiple audiences in using and adding to what we know about student-centered learning; produced a well-regarded book with Harvard Education Press (http://hepg.org/hep/book/187/AnytimeAnywhere); and begun to bridge the research, conceptual, organizational, and practice worlds by identifying those student-centered approaches (the “how”) and deeper learning outcomes (the “what”) that possess the greatest potential to enhance students’ college and career readiness.

ABOUT THE STUDENT-CENTERED LEARNING RESEARCH COLLABORATIVE

Students at the Center, with initial support from and the thought leadership of the Nellie Mae Education Foundation, is launching a Student-Centered Learning Research Collaborative (the Collaborative) that will clarify, focus, and consolidate the rapidly evolving domains of research, practice, and policy related to student-centered learning. The Collaborative serves as a place where researchers and partners from various sectors gather to identify with, focus, and enhance investigations involving student-centered learning. This is done through supporting new and basic exploratory research on student-centered learning principles; serving as a curator, communicator, and sense-maker of student-centered learning research; and building the evidence base of good implementation, including the development of approaches that help practitioners and policymakers to apply the research.

ABOUT THE STUDENTS AT THE CENTER DISTINGUISHED FELLOWS PROGRAM

The Students at the Center Distinguished Fellows program (“The Fellowship”) is a competitive two-year program open to nine fellows. There are three fellowship positions available to researchers, three to policymakers, and three to practitioners. The practice and policy fellows must work and reside in New England; the research fellows must be engaged in research.
focused in the New England area.

The Fellowship will support a cadre of emerging and established leaders\(^1\) within the student-centered learning movement, better equipping them to:

- Generate and analyze research in order to apply evidence of what works to student-centered learning policy and practice.
- Translate student-centered learning research for different audiences.
- Produce implementation and communication tools related to research and student-centered learning that help everyday practitioners and policymakers use the best available knowledge to create positive measurable outcomes for all students, particularly those least served by our educational institutions.
- Work across a multi-disciplinary network to study and share knowledge of student-centered learning approaches.

**Fellowship Activities**

- **Student-Centered Learning Seminars and Readings**: fellows will have access to a comprehensive library of readings on student-centered learning, educational research, and evidence-based policymaking and practice. Fellows will engage in virtual seminars with each other and leading experts in the field.
- **Personal Competency Coaching**: fellows will design a learning path that will include personalized coaching to improve leadership, research, and communication skills that meets their specific career trajectory.
- **Institutes**: fellows will convene multiple times throughout the two year fellowship for networking, in-person and virtual training, and relationship-building.
- **Engagement with the Research Collaborative**: fellows will have the unique opportunity to engage with the Collaborative, including reviewing and providing recommendations on funding for new research studies, working with researchers, and connecting with senior scholars.
- **Research Translation Project**: fellows will work in project teams to support current studies on student-centered learning, and provide policymaker and practitioner “translational” services, including developing highly usable materials and implementation tools.

**Fellowship Requirements**

All fellows must be demonstrably emerging or accomplished leaders in the vanguard of the

\(^1\) The Fellowship is designed for both emerging and established leaders to guarantee that a diversity of experience, impact, vision, and commitment are in good supply across the first cohort. To better advance the field, we need the insights of those who have long led student-centered efforts coupled with those who are beginning to identify what student-centered learning approaches can accomplish in the decades to come.
current student-centered learning movement who come from a research, policy or practice background. They must show an interest and involvement in applying research – finding, generating, improving and sharing what works in student-centered learning.

- **Research fellows** are scholars based in postsecondary institutions or research institutes/centers who have already engaged—and preferably published—in areas related to student-centered learning.
- **Practice fellows** are staff members in schools or out-of-school learning environments who have a proven track record of successful implementation of and advocacy for student-centered learning approaches. This includes, but is not limited to school administrators, teachers, curriculum specialists, and directors of non-traditional learning programs.
- **Policymaker fellows** are district- or state-level officials who demonstrate clear evidence of a commitment to student-centered learning principles and their application in schools and other learning environments. Policymakers should be invested in learning about cutting-edge developments in education and exploring how research findings can be supported through policy and regulation writing, resource allocation, and institutional administration.

**Fellows must demonstrate a commitment to:**

- Using, promoting, or researching **student-centered learning approaches** in their work.
- Educational equity, especially for racial and ethnic minorities and learners who live in low-socioeconomic environments.
- Use of research and available evidence to drive policymaking and practice.
- Translating research in a way that makes it actionable and accessible for policymakers and practitioners.

**Fellows must demonstrate the following leadership and learning competencies:**

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<th>Personal Learning</th>
<th>Interpersonal Savvy</th>
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<td>Personal and interpersonal agility</td>
<td>Relates well to all kinds of people</td>
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<td>Seeking and responding to feedback</td>
<td>Able to build and maintain positive rapport</td>
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<td>Self-reflective</td>
<td>Able to spark and sustain productive relationships</td>
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<td>Curious and self-motivated</td>
<td>Tactful and diplomatic</td>
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<td>Able to learn on the fly</td>
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### Action Oriented
- Hard working
- Energetic and willing to embrace challenge and complexity
- Takes initiative

### Productive Work Habits
- Productive and organized
- Able to meet deadlines and stick to priorities
- Follows through
- Effective self-manager of time and tasks

### Additional Requirements

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<th>Time Commitment</th>
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<tr>
<td>• Two year fellowship</td>
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<td>• ~ Monthly competency coaching calls (1-2 hours each)</td>
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<td>• ~ Monthly student-centered learning seminars (90 min – 2 hours each)</td>
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<td>• Potential site visits (.5 – 2 days)</td>
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<td>• Fellowship convenings (2-4 days total during the fellowship 2-year term)</td>
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<td>• Routine emailing and correspondence with other Fellows and program staff</td>
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<td>• Preparation and project-related work between meetings</td>
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### KEY DATES

- **March 14, 2016** – Application period opens
- **April 11, 2016** – Application period closes
- **April 18-21, 2016** – Finalist interviews
- **April 25, 2016** – Fellows Announced

May 11-12, 2016 – Accepted fellows are expected to attend the kickoff meeting of the Research Collaborative in Boston, MA. Please mark your calendars now.