

# MONEY MATTERS

Professions start with practice, and future teachers can't work for free.

*The economic realities of aspiring teachers create barriers to entry into the profession.*

- Fully 40% of undergraduates and 76% of graduate students work full time while going to school, and 20% of students who work have dependents.<sup>1</sup>
- Up to two-thirds of the cost of college attendance is related to living expenses, so defraying living costs while aspiring teachers are in residencies helps reduce debt tremendously.<sup>2</sup>
- Teachers incur the same amount of debt as all other college students, but the nation's salaries for teaching are much lower and grow at a slower trajectory. Reducing financial barriers during preparation limits the debt they incur.<sup>3</sup>

*Ensuring all teachers can access excellent preparation would strengthen student outcomes, diversify and stabilize the teaching force, and add trillions to the national economy through improved educational access and outcomes.<sup>4</sup>*

- **Learning to become a professional requires practice, and practice requires both time and resources.**
  - Other nations that have improved their systems adopted affordable, year-long teaching residencies.<sup>5</sup>
  - Other professions have multiple means to provide living supports or salaries while people are in training.
  - Engineers, pharmacists, and hairdressers are typically required to complete 1500 hours of supervised practice before being able to practice independently. Teachers can enter classrooms with as little as 30 hours of observation.<sup>6</sup>
- **The patchwork of pathways to teaching and their different levels of success in the U.S. is largely driven by economics.<sup>7</sup>**
  - Funded teacher residencies, where candidates work alongside an accomplished teacher for a year while in a tightly aligned preparation program—graduate strong, diverse teachers who stay in the profession.<sup>8</sup>
  - Funded teacher residencies have been around since the 1970's but are reliant on grants and often close when grants end.<sup>9</sup>
  - University-based programs require significant amounts of clinical practice, but current school and preparation program budgets do not provide funding for candidates during clinical practice.<sup>10</sup>
  - Alternative routes that often lack supervised clinical practice before teaching continue to proliferate and allow candidates to enter the classroom getting a full salary without adequate preparation; candidates select these pathways into teaching because of economic incentives.
  - On the whole, alternatively certified teachers through these routes are less effective and leave the profession quickly, driving turnover, weakening schools, and diminishing students' life chances.<sup>11</sup>
- **The nation solved this kind of clinical preparation problem before in medicine by both increasing requirements to become a doctor and finding dollars to support aspiring doctors during their clinical practice.<sup>12</sup>**
  - We invest \$11.5 billion a year into medical preparation through the support of teaching hospitals; every new doctor benefits from about half million dollars a year of public supports, including stipends and salaries while they are training.<sup>13</sup>
  - *It would cost a fraction of that to support every newly-hired, newly certified teacher who is hired—just \$2 billion to \$10 billion, depending on a level of per-candidate supports (from \$20,000 to \$60,000).*<sup>14</sup>
  - What's more, because residency-prepared candidates are more likely to stay in the profession, over time the costs would decrease, perhaps as much as 2/3.<sup>15</sup>

## ENDNOTES

---

- <sup>1</sup> Anthony P. Carnevale et al., “Learning While Earning: The New Normal” (Washington, D.C.: Georgetown University Center on Education and the Workforce, 2015), <https://bit.ly/2Jv26Tl>.
- <sup>2</sup> The College Board, “Trends in College Pricing 2017” (New York: The College Board, 2017), <https://bit.ly/2G71eaJ>.
- <sup>3</sup> Brad Hershbein, Benjamin Harris, and Melissa Kearney, “Major Decisions: Graduates’ Earnings Growth and Debt Repayment” (Washington, D.C.: The Hamilton Project, 2014), <http://bit.ly/2FFV7G1>.
- <sup>4</sup> John P. Papay et al., “Does an Urban Teacher Residency Increase Student Achievement? Early Evidence from Boston,” *Educational Evaluation and Policy Analysis* 34, no. 4 (2012): 413–34; Rockman et al., “A Different, More Durable Model” (New York City: Rockman et al, September 2018); Eric Hanushek, “Teacher Deselection,” in *Creating a New Teaching Profession*, ed. Dan Goldhaber and Jane Hannaway (Washington, DC: Urban Institute Press, 2009), 165–80, <https://stanford.io/2RwZOaW>; Henry M. Levin et al., “The Costs and Benefits of an Excellent Education for All of America’s Children” (New York, NY: Columbia University, January 2007), <http://bit.ly/2lmw2l7>; Albert Shanker Institute, “The State of Teacher Diversity” (Washington, DC: Albert Shanker Institute, September 2015), <https://bit.ly/1F9uSWG>; The Sustainable Funding Project, “For the Public Good: Quality Preparation for Every Teacher” (New York, NY: Bank Street College, Sustainable Funding Project, June 2016), <http://bit.ly/2tJJIUg>.
- <sup>5</sup> Linda Darling-Hammond et al., *Empowered Educators: How High-Performing Systems Shape Teaching Quality around the World*, 1 edition (San Francisco, CA: Jossey-Bass, 2017), <https://amzn.to/2SeWy4e>.
- <sup>6</sup> Karen DeMoss, “Build It and They Will Come (If They Can Afford It)” (April 7, 2019).
- <sup>7</sup> Karen DeMoss, “Following the Money: Exploring Residency Funding through the Lens of Economics” (New York: Bank Street College of Education, Prepared To Teach, April 2018), <https://educate.bankstreet.edu/faculty-staff/16/>.
- <sup>8</sup> Papay et al., “Does an Urban Teacher Residency Increase Student Achievement? Early Evidence from Boston.”
- <sup>9</sup> Roneeta Guha, Maria E. Hyler, and Linda Darling-Hammond, “The Teacher Residency: An Innovative Model for Preparing Teachers” (Palo Alto, CA: Learning Policy Institute, 2016), <http://bit.ly/2paAIYG>.
- <sup>10</sup> AACTE Clinical Practice Commission, “A Pivot toward Clinical Practice,” (Draft Executive Summary, 2017).
- <sup>11</sup> Matthew Ronfeldt, Susanna Loeb, and James Wyckoff, “How Teacher Turnover Harms Student Achievement,” *American Educational Research Journal* 50, no. 1 (February 2013): 4–36, <https://doi.org/10.3102/0002831212463813>; Pam Grossman and Susanna Loeb, *Alternative Routes to Teaching: Mapping the New Landscape of Teacher Education* (Cambridge, MA: Harvard Education Press, 2008), <http://bit.ly/2DIRRvA>.
- <sup>12</sup> Abraham Flexner, *Medical Education in the United States and Canada: A Report to The Carnegie Foundation for the Advancement of Teaching* (New York City: The Carnegie Foundation for the Advancement of Teaching, 1910); Kenneth M. Ludmerer, *Let Me Heal: The Opportunity to Preserve Excellence in American Medicine* (New York: Oxford University Press, 2014).
- <sup>13</sup> Catherine Dower et al., “Health Policy Brief: Graduate Medical Education” (*Health Affairs*, August 16, 2012).
- <sup>14</sup> DeMoss, “Build It and They Will Come (If They Can Afford It).”
- <sup>15</sup> Papay et al., “Does an Urban Teacher Residency Increase Student Achievement? Early Evidence from Boston”; Rockman et al., “A Different, More Durable Model”; Desiree Carver-Thomas and Linda Darling-Hammond, “What Can We Do About Teacher Turnover?,” *EduTopia*, accessed August 31, 2018, <https://www.edutopia.org/article/what-can-we-do-about-teacher-turnover/>; DeMoss, “Following the Money: Exploring Residency Funding through the Lens of Economics.”