

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.¹
- 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.²
- 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.³
- Black and Latinx teachers and teacher candidates are more likely than their white counterparts to take out loans to complete preparation. When combined with lower salaries for teachers in comparison to other college graduates, debt can be a powerful deterrent for diverse students considering teaching.⁴

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.⁵

- **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.⁶
 - 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.⁷
- **The patchwork of pathways to teaching and their different levels of success in the U.S. is largely driven by economics.⁸**
 - *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.⁹
 - *Funded* teacher residencies have been around since the 1970's but rely on grants and often close when grants end.¹⁰
 - 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.¹¹
 - 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.¹²
 - These "fast-track" alternative routes often enroll a higher number of diverse candidates, but the lack of adequate training and associated high turnover rates mean that those diverse teachers are systematically placed at a disadvantage within the profession.¹³
- **The nation solved this kind of clinical preparation problem in medicine by both increasing requirements to become a doctor and finding dollars to support aspiring doctors during their clinical practice.¹⁴**
 - 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.¹⁵

- Like teacher education programs, medical schools have struggled to recruit diverse candidates. But after New York University School of Medicine announced that the school would be tuition-free for the class of 2023, applications from minorities under-represented in medicine doubled from 1,000 to 2,020. The sharp increase in under-represented applicants indicates that cost is a major factor in education decisions for qualified, diverse individuals, which likely holds true for would-be teachers as well.¹⁶
- ***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).***¹⁷
- 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 2/3.¹⁸

ENDNOTES

¹ 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>.

² The College Board, "Trends in College Pricing 2017" (New York: The College Board, 2017), <https://bit.ly/2G71eaJ>.

³ 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>.

⁴ Bayliss Fiddiman, Colleen Campbell, and Lisette Partelow, "Student Debt: An Overlooked Barrier to Increasing Teacher Diversity" (Washington, D.C.: Center for American Progress, July 9, 2019), <https://www.americanprogress.org/issues/education-postsecondary/reports/2019/07/09/471850/student-debt-overlooked-barrier-increasing-teacher-diversity/>.

⁵ 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/2Imw2I7>; 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>.

⁶ 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>.

⁷ Karen DeMoss, "Build It and They Will Come (If They Can Afford It)" (April 7, 2019).

⁸ 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/>.

⁹ Papay et al., "Does an Urban Teacher Residency Increase Student Achievement? Early Evidence from Boston."

¹⁰ Roneeta Guha, Maria E. Hylar, and Linda Darling-Hammond, "The Teacher Residency: An Innovative Model for Preparing Teachers" (Palo Alto, CA: Learning Policy Institute, 2016), <http://bit.ly/2paAlyG>.

¹¹ AACTE Clinical Practice Commission, "A Pivot toward Clinical Practice," (Draft Executive Summary, 2017).

¹² 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>.

¹³ "The State of Racial Diversity in the Educator Workforce" (Washington, D.C.: U.S. Department of Education Office of Planning, Evaluation and Policy Development, July 2016), <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>; Anne Podolsky et al., "Solving the Teacher Shortage: How to Attract and Retain Excellent Educators" (Palo Alto, CA: Learning Policy Institute, September 2016), <https://bit.ly/2d2Bhdy>.

¹⁴ 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).

¹⁵ Catherine Dower et al., "Health Policy Brief: Graduate Medical Education" (*Health Affairs*, August 16, 2012).

¹⁶ Jillian Berman, "One Year after Offering Free Tuition, Applications to NYU Medical School Surge," *Market Watch*, January 16, 2019, <https://www.marketwatch.com/story/one-year-after-offering-free-tuition-applications-to-nyu-medical-school-surge-2019-01-15>.

¹⁷ DeMoss, "Build It and They Will Come (If They Can Afford It)."

¹⁸ 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."