

## SELECTED RESEARCH SUPPORTING SUSTAINABLE FUNDING FOR QUALITY TEACHER PREPARATION

In countries where school systems have improved dramatically, pre-service teacher education has become more integrated with the regular school system. Aspiring teachers, while studying for their certification, are paid to practice under the guidance of an effective classroom teacher for a full year before seeking certification.<sup>i</sup> Increasingly, evidence from the U.S. also indicates that such a model is effective. In fact, four persistent teacher quality challenges facing schools and districts can be positively impacted through the establishment of funded year-long pre-service clinical placement.<sup>ii</sup>

1. **Attracting strong, diverse candidates into the profession:** Many alternative preparation providers that offer financial incentives for participation have attracted well-qualified candidates from diverse backgrounds. In addition, high-quality programs have demonstrated that year-long learning opportunities in high-functioning schools can provide aspiring teachers with the hands-on experiences needed to become good teachers. Establishing stipends for quality year-long pre-service clinical placements for all teacher candidates would develop a more diverse and effective teacher pool.<sup>iii</sup>
2. **Ensuring all aspiring teachers have the skills they need *before* teaching children:** Clinical practice expectations currently vary dramatically both within and between states, from a few hours of observation, to several weeks of student teaching, to less common year-long experiences.<sup>iv</sup> Year-long placements should be the norm, since evidence is increasingly clear that aspiring teachers who work alongside an expert teacher during a year of guided learning build bridges between theory and practice, hone their teaching skills, and develop the confidence and know-how needed to be successful in their future roles as teachers.<sup>v</sup> Currently, though, only a lucky few candidates, usually through grant or philanthropic funding, get such practice.

Other fields have long embraced and financially supported apprenticeship models. Doctors, dentists, nurses, architects, accountants—these professions expect candidates to master content and to perform well throughout extended, paid periods of clinical practice as precursors to being certified as professionals. In fact, the nation spends 11.5 billion public dollars a year—roughly half a million for every newly licensed doctor—to support medical practitioners in their clinical practice.<sup>vi</sup> The same clinical learning focus should be required—and supported—for those entrusted to educate our youth.

3. **Having a strong pool of qualified candidates for high-needs positions:** Current educator preparation pathways are often disconnected from the specific licensure needs of districts.<sup>vii</sup> Many aspiring teachers pursue certifications that do not qualify them for available jobs, so they often seek supplemental licensure that allows them to teach in high-need fields. Unfortunately, supplemental certifications require very little clinical preparation, meaning these teachers are technically qualified but woefully underprepared to serve their students well. In addition, most new teachers did not attend schools like those where districts have the greatest need. Absent programs that ensure high-quality clinical practice in high-need schools, most new teachers are unprepared for the settings in which they most likely will be employed.<sup>viii</sup>

4. **Retaining teachers, especially in schools serving low-income and diverse families:** Although quick-entry alternative programs have efficiently addressed annual hiring needs, the turnover rate of their graduates precludes districts from building a strong, stable teaching force, which is associated with improved educational outcomes.<sup>ix</sup> Districts spend 2.2 billion a year as a result of turnover costs, including “finders fees” of roughly a million dollars for every 200 recruits to fill these positions.<sup>x</sup> On the other hand, a positive track record exists for candidates who pursued their clinical practice in high-functioning schools while working alongside an expert teacher for an extended period of time. These aspiring educators are more likely to be effective early career teachers and to remain in the profession, even when later hired in schools that are high-need and hard to staff.<sup>xi</sup>

## NOTES

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<sup>i</sup> Marc S. Tucker and Linda Darling-Hammond, *Surpassing Shanghai: An Agenda for American Education Built on the World's Leading Systems* (Cambridge, MA: Harvard Education Press, 2011).

<sup>ii</sup> Barnett Berry et al., “Urban Teacher Residency Models and Institutes of Higher Education: Implications for Teacher Preparation” (Chapel Hill, NC: Center for Teaching Quality, January 1, 2008); Kay Sloan and Juliane Blazevski, “New Visions Hunter College Urban Teacher Residency: Measures of Success” (San Francisco, CA: Rockman et al, March 2015).

<sup>iii</sup> Lauren M. Anderson and Jamy A. Stillman, “Student Teaching’s Contribution to Preservice Teacher Development: A Review of Research Focused on the Preparation of Teachers for Urban and High-Needs Contexts,” *Review of Educational Research* 83, no. 1 (March 1, 2013): 3–69; Sloan and Blazevski, “New Visions Hunter College.”

<sup>iv</sup> CCSSO Task Force on Educator Preparation and Entry into the Profession Members, “Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession” (Washington, DC: Council of Chief State School Officers, January 1, 2012); Tucker and Darling-Hammond, *Surpassing Shanghai*; United States Department of Education, “National Teacher Preparation Data at-a-Glance,” *United States Department of Education*, October 2015, <https://title2.ed.gov/Public/SecReport.aspx>.

<sup>v</sup> Sloan and Blazevski, “New Visions Hunter College”; Shari Dickstein Staub and Sarah Scott Frank, “Clinically Oriented Teacher Preparation: What Do We Know about Effective Practices?” (Urban Teacher Residency United, June 2015).

<sup>vi</sup> Catherine Dower et al., “Health Policy Brief: Graduate Medical Education” (Health Affairs, August 16, 2012).

<sup>vii</sup> United States Department of Education, “National Teacher Preparation Data.”

<sup>viii</sup> Staub and Frank, “Clinically Oriented Teacher Preparation.”

<sup>ix</sup> Melissa A. Clark et al., “Impacts of the Teach for America Investing in Innovation Scale-Up” (Princeton, NJ: Mathematica Policy Research, March 4, 2015); Andrew Hartman, “Teach for America: The Hidden Curriculum of Liberal Do-Gooders | Jacobin,” accessed October 5, 2014, <https://www.jacobinmag.com/2011/12/teach-for-america/>; Matthew Ronfeldt, Nathaniel Schwartz, and Brian Jacob, “Does Preservice Preparation Matter? Examining an Old Question in New Ways,” *Teachers College Record* 116, no. 10 (October 2014): 1–46; Mariana Haynes, Ann Maddock, and Liam Goldrick, “On the Path to Equity: Improving the Effectiveness of Beginning Teachers” (Washington, DC: Alliance for Excellent Education, July 2014); Alan J. Daly et al., “Assessing Capital Resources: Investigating the Effects of Teacher Human and Social Capital on Student Achievement,” *Teachers College Record* 116, no. 7 (2014): 1–42; Julian Vasquez Heilig and Su Jin Jez, “Teach for America: A Return to the Evidence” (Boulder, CO: National Education Policy Center, January 2014); *ibid*.

<sup>x</sup> Heilig and Jez, “Teach for America: Evidence”; Haynes, Maddock, and Goldrick, “On the Path to Equity.”

<sup>xi</sup> Anna J. Egalite, Brian Kisida, and Marcus A. Winters, “Representation in the Classroom: The Effect of Own-Race Teachers on Student Achievement,” *Economics of Education Review* 45 (April 2015): 44–52; Sloan and Blazevski, “New Visions Hunter College”; Marilyn Cochran-Smith et al., “Teachers’ Education, Teaching Practice, and Retention: A Cross-Genre Review of Recent Research,” *Journal of Education* 191, no. 2 (2010/2011 2011): 19–31.