Regardless of overall program costs, when candidates are asked to work full-time as part of their preparation experiences, it creates a financial burden that can wind up shutting out talented potential teachers and counteracting strategies to recruit diverse candidates into the teaching workforce. Financial support for candidates might appear to be the biggest challenge of moving to full-time clinical placements as it usually represents a new cost outside of traditional costs on either the preparation program or district side, but it is an important element of a quality and sustainable model.

The data below are based on a survey of graduate level teacher candidates. While undergraduate candidates face many of the same financial burdens, the proportion of students working full-time or unable to complete full-time placements might look different at the undergraduate level.

NATIONALLY

70% of college students work to support themselves.

40% of undergraduates work more than 30 hours/week.

76% of graduate students work more than 30 hours/week.

1 in 5 of those working are also supporting children.

The data below are based on a survey of graduate level teacher candidates. While undergraduate candidates face many of the same financial burdens, the proportion of students working full-time or unable to complete full-time placements might look different at the undergraduate level.

259/700 GRADUATE STUDENTS RESPONDED (37% RESPONSE RATE) AT A LARGE UNIVERSITY IN AN URBAN DISTRICT

"it's asking a lot of candidates to give up all their time with no compensation."

91% of respondents work

69% work 40+ hours/week

82% said it would be impossible to complete a full-time, one-semester placement

83% said a full-time co-teaching placement would have prepared them better than the experience they had

"it's a great idea in theory; logistically it's not possible for a lot of students."

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